

**DESIGNING DAILY EXPRESSION POCKETBOOK FOR  
LEARNING SPEAKING SKILLS IN THE SECOND  
GRADE OF MTsN 2 LUWU**

*A Thesis*

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



**IAIN PALOPO**

**Composed by  
SYAHRUL BAHRU  
18 0202 0083**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHERS TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
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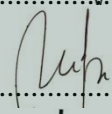



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## THESIS APPROVAL

This thesis, entitled “Designing Daily Expression Pocketbook for Learning Speaking Skills in the Second Grade of MTsN 2 Luwu”, which was written by Syahrul Bahru, Reg. Number 18 0202 0083, a student of English Language Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo, has been examined and defended in Munaqasyah session which was carried out on Monday, November 21<sup>st</sup> 2022, coincided with Rabiul Akhir, 26<sup>th</sup> 1444 H, it is authorized and acceptable as a partial fulfilment requirement for S.Pd. degree in English Language Education Study Program.

Palopo, November 21<sup>st</sup> 2022

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## ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ أَمَا بَعْدُ

All praises and grateful to the almighty God Allah Swt. for his mercies and blessings, the researcher could complete this thesis as a requirement for the *Sarjana Pendidikan* degree at the State Islamic Institute of Palopo, entitled “Designing Daily Expression Pocketbook for Learning Speaking Skills at the Second Grade of MTsN 2 Luwu.” *Salawat and salam* may be upon our beloved prophet Muhammad SAW, his family, his companion, and his adherence.

The researcher realized this thesis could be completed with many people’s support, advice, guidance, and suggestions. Therefore, in this chance, the researcher would like to express the highest appreciation to:

1. The researcher’s beloved parents: Bahru and Almh. Jawariah, the most important people in his life, and his beloved sisters and brothers for their love, sacrifice, prayers, financial support, and motivation to finish this thesis.
2. Prof. Dr. Abdul Pirol, M.Ag. as the Rector of the State Islamic Institute of Palopo.
3. Dr. Nurdin K., M.Pd. as the Dean of Tarbiyah and Teacher Training Faculty.
4. Amalia Yahya, S.E., M.Hum. as the Chief of the English Language Education Study Program of IAIN Palopo, always supports and encourages the researcher during the research.
5. Dr. Hilal Mahmud, M.M. as the first consultant, and Rusdiansyah, S.Pd., M.Hum. as the second consultant who have given guidance, explanations,

corrections, suggestions, time, and ideas thereby the researcher can finish this research.

6. Dr. Jufriadi, S.S., M.Pd. as the first examiner, and St. Hartina, S.Pd., M.Pd. as the second examiner for the kindness, suggestions, and corrections for completing this thesis.
7. Dr. Masruddin, M.Hum., Fadhliyah Rahma Muin, S.Pd.I., M.Pd., and Hartawati, S.Pd. as the validators of this research's product. Highest appreciation for their guidance, supports, attention, knowledge, and kindness during this research.
8. All lecturers of IAIN Palopo, especially the lecturers and staffs of the English language educational study program for their help, supports, and motivation during this research.
9. The school principal of MTsN 2 Luwu and all teachers who gave permission and help during this research.
10. The students of MTsN 2 Luwu who have cooperated with the researcher in completing this research
11. Biggest thanks to the researcher's beloved friends, "*Elit Family*" (Arya Suyanti, Isra Tasmin, Nurul Rahmawati. S, and Milawati Tana Payung), "*Pada Kita Sia Family*" (Arya Suyanti, Muh. Yasin Tallangi, Novi Syarani, Rezki Maulida, Selfiani, Rita Sarli, and Aidil Wahyuddin), "*Kontrakan Ivanna*" (Akbar Harun and Sulfikar), Nurul Utami Hamid and Fadila Huzaifah Husain who always give me support, contribution, help, and prays to finish this thesis.



12. Special thanks to all researcher's classmates, "BIG BRILLIANT18," and whole 2018 students from the English language educational study program who always supported and helped the researcher.
13. Special thanks to everybody who has given the spirit, motivation, support, and encouragement to finish this research.

The researcher realizes that this thesis is still far from perfection, but it is expected to benefit the other researcher and readers as well. Therefore, constructive criticism and suggestions are really needed for this thesis' improvement.

Palopo, November 21<sup>st</sup>, 2022

The Researcher



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## ABSTRACT

**Syahrul Bahru, 2022.** *“Designing Daily Expression Pocketbook for Learning Speaking Skills in the Second Grade of MTsN 2 Luwu”*. A thesis of English Language Educational Study Program, Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Supervised by: (1) Dr. Hilal Mahmud, M.M., and (2) Rusdiansyah, S.Pd., M.Hum.

Considering the importance of learning English speaking, this research aims to design an appropriate daily expression pocketbook for learning speaking skills in the second grade of MTsN 2 Luwu. It answered two research questions: (1) How is the daily expression pocketbook needed for learning speaking skills in the second grade of MTsN 2 Luwu? (2) How is the students' perception towards the daily expression pocketbook for learning speaking skills in the second grade of MTsN 2 Luwu?. The research design used was Research and Development (R&D) by applying the 4-D model. It consists of four steps: Define, Design, Develop, and Disseminate. This research used several instruments: a questionnaire and interview for need analysis, an experts' validation questionnaire for pocketbook validation, and a questionnaire for students' and teachers' perceptions. Furthermore, the appropriate daily expression pocketbook as the final product of this research consists of ten topics. The topic's contents were 1) asking and offering help; 2) admitting and denying the fact; 3) asking and giving an opinion; 4) inviting; 5) agreement and disagreement; 6) giving compliment; 7) congratulating; 8) greeting; 9) expressions in school and classroom; and 10) expressions in mosque/mushola. The designed pocketbook was tried out on 28 second-grade students in MTsN 2 Luwu. Therefore the students' perception result got a mean score of 4,7 with 94% of the percentage qualified as “Very Good.” It indicated that the pocketbook was capable and ready to use without revision. The results were supported by the interview result of the students and teachers of MTsN 2 Luwu.

**Keywords:** *Daily Expression, Design, Pocketbook, Research and Development.*



# CHAPTER I

## INTRODUCTION

### A. Background

Teaching speaking skills is a very challenging way of teaching in English. According to Thornbury, speaking skills are a real challenge for most language learners.<sup>1</sup> Speaking skills in junior high schools is one of the four English skills the students have to learn. Teaching speaking skills in Indonesian junior high schools is not an easy challenge because it is an overseas language that scholars do not use in daily conversations.

Mastering speaking skills in English is essential and is a priority for many foreign-language or second-language learners. As a result, learners often evaluate their speaking skill's success and effectiveness.<sup>2</sup> Speaking skill is crucial because it is used to communicate and exchange ideas. Without communication, a language becomes nothing more than a script.<sup>3</sup> Due to the importance of speaking skills, most Indonesian students take various ways to improve their speaking skills, such as buying books, joining an English community, taking private English lessons, and so on, because learning in the classroom is not enough.

Based on the observation by the researcher, MTsN 2 Luwu is one of the schools in Luwu where English subjects are taught twice a week, and each meeting is only 120 minutes. There is no opportunity for students to develop speaking skills in this short time, especially in daily conversation, but only learn

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<sup>1</sup> Scott Thornbury, *How to teach speaking*. (Longman, 2005)

<sup>2</sup> Jack C Richard, *Teaching Listening and Speaking* (Cambridge University Press: 2008).

<sup>3</sup> Mrs Ishrat Aamer Qureshi, "The Importance of Speaking Skills for EFL Learners," *Department of English, Alama Iqbal Open University, Pakistan*. (accessed on 27 September 2022.)

general material. There is no particular activity, and there are no special media such as a specific book for everyday conversation that can be carried anywhere by students and studied anytime and anywhere, both at school and outside school.<sup>4</sup> Therefore, the students need media as a pocketbook for guiding them to develop speaking skills.

Pocketbook is an excellent medium to help and support students speaking English inside and outside the classroom. According to Inne Muliawati, Pocketbook is a form of printed teaching-learning media in which the shape is a small book that functions as a handout.<sup>5</sup> Because the shape of the pocketbook is small, students will be easy to study, and the students do not bother carrying anywhere.

Based on the pre-survey at MTsN 2 Luwu, the researcher found some students' problems in learning and improving speaking skills. The problem is as follows: First, the students are lack motivation and not interested in speaking English. Second, the students lack vocabulary. Third, the students have difficulty arranging words into sentences. Fourth, the students lack learning media. Fifth, the students can't express their ideas to speak.

Few studies have been focusing on these problems, so in this research, the researcher will design a pocketbook for daily expressions as the solution for the students to help them improve their speaking skills quickly.

Based on the explanation above, the researcher is interested in using Research and Developing (RnD) method to increase the students' speaking skills.

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<sup>4</sup> Andi Mulhal Hayail, the interviewed by the researcher at MTsN 2 Luwu (2022).

<sup>5</sup> Inne Muliawati, "Pengembangan Media Pocket Book Untuk Pembelajaran Kosakata Bahasa Perancis." no. 1 (2019): 1-5, <http://eprints.uny.ac.id>.

It is conducted under the title “Designing Daily Expression Pocketbook for Learning Speaking Skills at the Second Grade of MTsN 2 Luwu”.

### **B. Research Question**

Based on the background, the researcher formulated the following research questions as follows:

1. How is the daily expression pocketbook needed for learning speaking skills in the second grade of MTsN 2 Luwu?
2. How is the students’ perception towards the daily expression pocketbook for learning speaking skills in the second grade of MTsN 2 Luwu?

### **C. The Objective of the Research**

According to the formulation, the researcher found that these research objectives are:

1. To find out the daily expression pocketbook needed for learning speaking skills in the second grade of MTsN 2 Luwu.
2. To find out students’ perception towards the daily expression pocketbook for learning speaking skills in the second grade of MTsN 2 Luwu.

#### **D. The Significance of the Research**

There are two significances of this research, namely:

1. Theoretically
  - a. The researcher is expected the result of the research can be a reference for further research.
  - b. The researcher is expected to contribute to pocketbooks, especially English material, learning speaking skills.
2. Practically
  - a. The result of the product can be adding materials for learning speaking skills in the second grade of MTsN 2 Luwu.
  - b. The students can develop their speaking skills.
  - c. The product can be an efficient learning medium for the teacher in teaching and students in learning speaking skills.

#### **E. Specification of the Expected Product**

The pocketbook will be designed for second-grade students at MTsN 2 Luwu and has the following specifications:

1. The contents of the product (Pocketbook) are daily expressions.
2. The product will be designed in a form that students can use to improve their speaking skills.
3. The product will be designed with information describing the daily expressions provided so students can improve their speaking skills.
4. The product will be designed with appropriate colors in learning media to stimulate students' interest in learning English.

## **F. The Assumption and Limitation of the Research**

This research has assumptions in designing daily expressions pocketbook for learning speaking skills at the second grade of MTsN 2 Luwu, as follows:

1. In evaluating the design of a pocketbook, the expert's judgment will be objective.
2. The students will use the pocketbook to guide them in developing their speaking skills.

In composing this research, the researcher has limitations as follows:

1. The pocketbook contains daily expressions.
2. The pocketbook material focuses on teaching speaking skills.
3. 4-D (Define, Design, Develop and Disseminate) model.

## **G. Definition Of Term**

To get a general understanding of the aim of the title of this research. The researcher defines it as follows:

1. Designing is the planning process of making something that aims to make the thing created have a function and is helpful for humans.
2. Daily expression is an expression that we always use in everyday life.
3. A pocketbook is a small printed book that easy to carry anytime and everywhere.
4. Speaking skill is one of four skills in English that function as oral communication with people.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Study

Some researchers used the research and development (R&D) theory. Especially in making teaching media. Some of them are:

Nur Aisyah's research entitled "*Developing Daily Expression Pocket Book for Islamic Boarding School Students at Muhammadiyah Boarding School Putra Palopo*" focused on developing a daily expression pocket book for Islamic boarding school students at Muhammadiyah Boarding School.<sup>6</sup> According to the preliminary survey results, students at boarding schools need learning media to serve as a pocketbook to direct their communication in English. The result of the research was a pocketbook consisting of ten themes. Those are expression at the mosque, expression in the classroom, expression at the canteen, expression at the bedroom, expression at the bathroom, expression at the kitchen, expression of getting temperature, expression get playing, telling time and price. Nur Aisyah's research has several similarities to this research: research is Research and Development (R&D), which adopted the 4-D model and it designing a pocketbook consisting of daily expressions. The differences are the themes of daily expressions, and participants of the research, which is this research participant is second-grade students in MTsN 2 Luwu, meanwhile Nur Aisyah's research participants was boarding school students.

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<sup>6</sup> Nur Aisyah. "Developing Daily Expression Pocketbook for Islamic Boarding School Students at Muhammadiyah Boarding School Putra Palopo." Phd Diss., Institut Agama Islam Negeri Palopo, 2021.

Reski Ariyani's research entitled "*Developing English Daily Short Conversation Pocket Book for the Eight Grade Students at IT Al-Hafidz Junior High School Palopo*" focused on developing an English daily short conversation pocket book for the eight-grade students at IT Al-Hafidz Junior High School Palopo.<sup>7</sup> According to the preliminary survey results, students do not have a personal pocketbook as a learning media to study anytime and anywhere to improve their English conversation skills. The result of the research was a pocketbook consisting of ten units and consists of four sub bab. Those are an introduction, in the mosque, in the bedroom, in the classroom, in the canteen, in the kitchen, condition, asking opinions, get playing, and asking directions. Reski Ariyani's research has several similarities to this research: the research is Research and Development (R&D), which adopted the 4-D model (Define, Design, Develop, and Disseminate), and it designed a pocketbook consisting of daily English material. The difference is the participants of the research, which is this research participant is second-grade students in MTsN 2 Luwu.

Ratih Hardianti's research entitled "*Developing Vocabulary Pocketbook for the Seventh Grade of Satap Students at SMPN 2 Baebunta*."<sup>8</sup> This research discussed developing a vocabulary pocketbook for the seventh-grade of Satap students at SMPN 2 Baebunta. The interview research showed the students' vocabulary mastery in learning English because the guidebook used by the students does not include the meaning of English. This research is R & D, which

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<sup>7</sup> Reski Ariyani. "Developing English Daily Short Conversation Pocketbook for the Eight Grade Students at IT Al-Hafidz Junior High School Palopo." Phd Diss., Institut Agama Islam Negeri (IAIN Palopo), 2022.

<sup>8</sup> Ratih Hardianti. "Developing Vocabulary Pocketbook for The Seventh Grade of Satap Students at Smpn 02 Baebunta." Phd Diss., Institut Agama Islam Negeri (IAIN Palopo), 2020.

adapted the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The final product of the research was a pocketbook consisting of English vocabulary in four themes. Those vocabulary themes are: Theme 1 (to greet, to leave, to say thank you, and to say sorry/to apologize); Theme 2 (identities); Theme 3 (to tell time, to tell the date, to tell the day, and to tell the month); Theme 4 (to state things around us, to state animals, and to state public places around us). Ratih Hardianti's research has similarity to this research, it is design a pocketbook for junior high school students. The differences are the research participants were not second-grade students, and the final product contents were not about daily expression.

Nurin Afifah's research "*Designing "Good at English" as an English Conversation Book for Speaking Activities outside the Class for Grade VIII Students of the Junior High School.*" The research aims to develop a conversation book for speaking outside class activities for Grade VIII junior high school students.<sup>9</sup> The research result was a book consisting of three units of speaking material. Each unit represented the different topics; those were inviting someone, refusing someone's invitation, accepting someone's invitation, agreeing and disagreeing, compliment and congratulation. Moreover, the activities in each unit covered the presentation, practice, and production sequence with some modification. They were review, presentation, practice, production, and record (evaluation), review and reflection. The similarity is designing speaking material consists of English expressions in the form of a printed media for second-grade

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<sup>9</sup> Nurin Afifah. "Designing "Good at English" as an English Conversation Book for Speaking Activities outside the Class for Grade VIII Students of the Junior High School." *English Language Teaching Journal* 5, no. 3 (2016).



students. The difference is the final product which is Nurin Afifah' research final product was a book, meanwhile this research final product is a pocketbook.

From all the previous research above, there are some differences and similarities with this research. The most striking similarity is designing teaching and learning media, while the most striking difference is found in the material's content in the resulting product. This research's final product is a pocketbook containing ten topics of daily expressions.

## **B. Literature Review**

### **1. Speaking Skill**

#### **a. Definition of Speaking Skill**

Speaking skill is one of the language skills that focuses on verbal interaction/communication skills that can produce, share, give or receive information well by paying attention to vocabulary, grammar, and pronunciation.<sup>10</sup> Speaking skill is one of the essential skills in English that must be developed together with other skills so that integrated skills will improve communication achievement with native English speakers and other members of the international community.<sup>11</sup> On the other hand, as cited in Ehsan et al., Chaney stated that speaking skill is a process of constructing and sharing the meaning of things through verbal and non-verbal symbols in various contexts.<sup>12</sup>

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<sup>10</sup> Aseptiana Parmawati and Ratih Inayah, "Improving Students' Speaking Skill Through English Movie in Scope of Speaking for General Communication," *ELTIN Jurna* 7, no. III (2019): 3.

<sup>11</sup> Kamonpan Boonkit, "Enhancing the Development of Speaking Skills for Non-Native Speakers of English," *Procedia Social and Behavioral Sciences* 2, no. 2 (2010): 1305–9, <https://doi.org/10.1016/j.sbspro.2010.03.191>.

<sup>12</sup> Ehsan Namaziandost, "The Impact of Social Media on EFL Learners' Speaking Skill: A Survey Study Involving EFL Teachers and Students," *Journal of Applied Linguistics and Language Research* 6, no. 3 (2019): 199–215.

In summary, speaking skills are essential in English that should be improved to interact and communicate with native English speakers or even with members of the international community.

#### **b. The Aspects of Speaking Skills**

Speaking skill is more than just composing and expressing sentences orally. In addition, certain conditions must be met. Requirements are used to measure a learner's speaking quality. Based on these statements, Brown proposed several aspects of speaking skills.<sup>13</sup> Those are:

##### 1) Vocabulary

The basis of language is vocabulary. Required for all language skills. Vocabulary is essential because it is the central part that structures and expresses sentences and ideas. Vocabulary is concerned with choosing appropriate words based on context and speaking time.

##### 2) Grammar

Grammar refers to the rules of how sentences are constructed to convey messages, ideas, or information. Because it determines the sentence's meaning, it is regarded as a speaking component.

##### 3) Pronunciation

How words or speech sounds are produced is referred to as pronunciation. It is also a crucial component of speech. How speech sounds are pronounced affects how others can hear and understand.

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<sup>13</sup> H.Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (New York: Longman, 2000), 267–69.

#### 4) Comprehension

Comprehension refers to the listeners' ability to understand what they are saying and what the speaker is saying.

#### 5) Accuracy and Fluency

Focusing on phonology, grammar, and discourse components helps to connect accuracy to the output. On the other hand, a communicative language course makes fluency a primary teaching objective. Speaking confidently and naturally without hesitating is a trait associated with fluency. It needs a subject to initiate it as well as respond to it.

### c. Ways of Teaching and Learning Speaking Skills

One of the very challenging foreign language teachings is teaching speaking skills; not all can do it quickly and well because the needs of students to improve their speaking skills are varied. Teaching and learning speaking skills is the process of teaching and learning English language skills in producing, using, selecting, and arranging English speech sounds, sound patterns, intonation patterns, second language rhythms, inappropriate words, meaningfully, and sequences as a way to express or assets to develop and equip students with productive oral skills successfully and acceptable.<sup>14</sup> Teaching speaking skills is learning that is carried out by teaching students how to speak English well. This

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<sup>14</sup> Dwinesia Anggraeni, "Improving Vocabulary in Students' English Speaking Skill by Using Talk-Show (A Classroom Action Research In The Third Semester Students Of English Language Education Program Of Muhammadiyah University Prof. Dr. Hamka Jakarta In 2012-2013 Academic Year). PhD diss., UNS (Sebelas Maret University), 2013.

era requires teaching speaking skills to improve learners' communicative skills so they can express themselves in everyday communicative situations like this.<sup>15</sup>

According to Kumari, as cited in S. Hussain, the way to teach speaking skills is by providing activities such as the following:<sup>16</sup>

1) Roleplay

Role play is a popular technique used in classes to teach speaking skills. There are three types of role plays: with clues, totally guided, and free type.

2) Dialogue

Dialogue is a classroom speaking skill used for practicing language functions like greeting, agreeing, disagreeing, apologizing, suggesting, asking for information, etc.

3) Opinion/ideas

Many discussions can be discussed when we ask for opinions about topics or situations. The students may be divided into groups who discuss and come out with their opinions, so they have a lot of languages to communicate their ideas.

4) Problems (group work)

Problems are an excellent resource for getting students to talk. While engaged in gripping problems, they must use language to solve them.

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<sup>15</sup> G. Mirkhodjaeva, "Teaching Speaking: Developing Speaking Activities," *Nauka v Sovremennom Mire*, (2019), <https://doi.org/10.31618/2524-0935-2019-39-6-134-140>.

<sup>16</sup> Shafaat Hussain, "Teaching Speaking Skills in Communication Classroom" 3, no. 3 (2017): 14–21.

### 5) Surveys and interviews

Surveys and interviews are also interesting function-based techniques for learning speaking skills in which the students, as the interviewer, try to find out a person's attitudes, information, etc.

### 6) Visual comprehension

Students will be given pictures. After observing, they have to answer the questions asked by the teacher, so the students will say based on what they have seen in the picture.

### 7) Dreams or ambitions

Every student has dreams and ambitions in life. This activity will lead to a lot of speaking. This can be used as a good thing to encourage students to interact.

### 8) Rhymes and tongue twisters

This is a way to teach English speaking skills by teaching students through reading rhymes in a fun way that can add value to speaking skills.

## 2. Concept of Expression

### a. Definition of Expression

Expression is one way people interact with others to express feelings, opinions, and suggestions quickly.<sup>17</sup> Expression is an arrangement of vocabularies based on a language's history, heritage, and culture to help speakers improve their speaking skills to become more fluent and sound cooler.<sup>18</sup>

<sup>17</sup> Humaeroah Humaeroah, "Teachers' Expressions in EFL Classroom at a Senior High School," *ELT Worldwide: Journal of English Language Teaching* 4, no. 1 (2017): 44, <https://doi.org/10.26858/eltww.v4i1.3196>.

<sup>18</sup> Abid Thyab Rana, "The Necessity of Idiomatic Expressions to English Language Learners," *International Journal of English and Literature* 7, no. 7 (2016): 106–11, <https://doi.org/10.5897/ijel2016.0895>.

Using English expressions for real life is a good way to apply and practice some of the more common forms of fluent English, and it was designed for advanced English learners.<sup>19</sup> In daily conversation, some expressions are commonly used. Every expression does not have to have the same meaning according to the vocabulary of that language as ordinary sentences in other languages, in the form of words as expressions commonly used by the speaker.<sup>20</sup>

In summary, expression is a fundamental and common thing in English that English speakers often use to communicate with their interlocutors.

#### **b. Types of Expression**

There are many different kinds of expressions in English, as follows<sup>21</sup>:

##### 1) Asking and offering help

Asking and offering for help is one of the expressions in English that states that we ask and give help to someone. Usually, the sentence asking/offering for help begins with Modal Auxiliaries in the form of can, could, will, would, shall, should, may, might, and must.

- Could you please give me a hand?
- Would you like to help me?

##### 2) Asking, giving, and refusing opinion

<sup>19</sup> Thomas Celentano, "Focus On ESL Reference Series: Using English Expressions for Real Life Stepping Fluency for ESL Learners," (2020).

<sup>20</sup> Thoibatun Nafisah, Jasmani, and Hamida, "Pemerolehan Ungkapan-Ungkapan Bahasa Arab Bagi Santriwati Baru Di Pondok Pesantren Putri" 7, no. 1 (2021), <https://doi.org/https://doi.org/10.19109/taqdir.v7i1.7935>.

<sup>21</sup> Jagoan Bahasa Inggris, "Materi Pelajaran Bahasa Inggris Kelas 8 SMP Semester 1 dan 2," 2017, <https://www.jagoanbahasainggris.com/2017/05/materi-pelajaran-bahasa-inggris-kelas-8-smp.html>. (accessed on February 2022)

Asking, giving, and refusing an opinion is one expression in English to express our opinion to someone.

- What do you think? (Asking)
- In my opinion. (Giving)
- I think. (Giving)
- I disagree with you (Refusing)

### 3) Asking and giving information

Asking and giving information is one expression that starts a question with 5W+1H Questions. Such as What, Where, Why, When, Who, and How. Can also start questions using Modal Auxiliaries, such as: Can, Could, Will, Will, Shall, Should, Must, May, Might Have to.

- Where is the English teacher?
- Would you like a cup of coffee?

### 4) Asking for approval

Asking for approval is an expression used to ask for someone's approval for an idea, what has been done, or what we are going to do.

- Do you think it's all right to do it?
- What do you think about me doing that?
- What would you say if I did it?<sup>22</sup>

### 5) Asking and giving permission

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<sup>22</sup> Wafeeq, "Contoh Ekspresi Asking For Approval - minta persetujuan dalam bahasa Inggris," September 5, 2018, <https://kosakatabahasainggrisengkap.blogspot.com/2018/09/contoh-ekspresi-asking-for-approval.html>. (accessed on February 2022)

Asking and giving permission is one of the main communicative functions used to express and find out the intellectual attitude of a person, which is used to form the right attitude form or exponent.<sup>23</sup>

- Would you mind if I sit here?
- May I bring my phone to school?

#### 6) To invite others

Expressions to invite other/someone is expressions used to invite/call someone to do something.<sup>24</sup>

- (Do you have) any plans?
- (Do you) fancy/ want to?
- Are you free for this?/ If you're free

#### 7) Giving advice

Giving advice is a speech act the speaker believes will benefit the listener. The speaker is doing the listener a favor because it is unclear to both that the listener will do the act without giving advice.<sup>25</sup>

- (I think/I think) you need to/must/should
- It is usually a good idea to
- Why don't you?
- You could (try)

<sup>23</sup> Ashok Kuma Yadav, "Asking for, Accepting and Denying Permission in English and Maithili," *Doctoral Dissertation, Department of English Education*, (2008): 1–62.

<sup>24</sup> Alex Case, "Inviting and Dealing with Invitations Phrases and Speaking Practice Game," *UsingEnglish.Com*, (2012).

<sup>25</sup> John R. Searle, "Speech Acts An Essay In The Philosophy Of Language," (*Cambridge University Press*, 1969), 214.



## 8) Offering, accepting, and declining an offer

Offering things in English is important every time to offer something to someone at home or work, etc. Accepting an offer is as important as offering something to someone, but we have to thank our host to show our politeness. Decline an offer we can use if we don't want to accept an offer, be sure to decline politely.<sup>26</sup>

- Can I get you some? (Offering)
- Would you like some? (Offering)
- I'd like it very much. (Accepting)
- Thank you, I would. (Accepting)
- No, thanks. (Decline)
- No, thanks. I'm not hungry. (Decline)

## 9) To start a conversation

Expression to start a conversation is an expression used to start a conversation/dialogue.

- Hi, Lutfi!
- Morning, Putri<sup>27</sup>

## 10) Congratulation

Congratulations are expressions of joy, pleasure, and praise of the speaker for the achievement of someone or another pleasant event.<sup>28</sup>

<sup>26</sup> Nuri Nuryani, "Offering, Accepting and Refusing Offer," <https://nurinuryani.wordpress.com/expressions/expressions-ii-senior-high-school-gradexi/offering-accepting-refusing-offer/>. (accessed on February 2022)

<sup>27</sup> Zenius, "Expressions - Starting and Ending a Conversation," 2020, <https://www.zenius.net/prologmateri/bahasa-inggris/a/509/expression-starting-and-ending-a-conversation>". (accessed on February 2022)

- Congratulation, my dear friend
- I am so glad to hear that
- I wish you the best of luck in your new life

#### 11) Agreement

Expression of agreement is an expression used to describe an agreement on a person's opinion and a fact.<sup>29</sup>

- I strongly agree
- I quite agree
- I completely agree
- I am in complete agreement

#### c. Daily Expression

Daily expression is expressions or standard terms and is always used in everyday conversation English (daily conversation) sometimes has a different meaning than the meaning the actual (literal) that must be memorized by anyone who wants to learn English, whether it's in oral or written.<sup>30</sup> Daily expressions or everyday expressions are often used in the everyday conversation wherever we are; for example, we are in the street, a hospital, a school, an office, asking or giving opinions, etc., that can provide natural and cooler communication.

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<sup>28</sup> Yasser Al-Shboul and Ibrahim Fathi Huwari, "Congratulation Strategies of Jordanian EFL Postgraduate Students," *Indonesian Journal of Applied Linguistics* 6, no. 1 (2016): 79–87, <https://doi.org/10.17509/ijal.v6i1.2664>.

<sup>29</sup> Muhammad Khairi Ikhsan, "Word Expressions of Agreement and Disagreement Used by the Students in Speaking Class," *English Education Journal*, (2019): 112–27, [e-repository.unsyiah.ac.id](http://repository.unsyiah.ac.id).

<sup>30</sup> M.A. Dr. Anwarsyah Nur, "Daily Expressions and Word-Study in Conversation," (2019), <http://repository.uinsu.ac.id>.

### 3. Pocket Book

#### a. Definition of Pocketbook

A pocketbook is a small book that can be put into a pocket containing some practical material. It is packed with exciting writing and drawings, so it is very helpful to learn anywhere and anytime.<sup>31</sup> Yaqin said that a pocketbook, often known as a small book, contains information and can be stored in a pocket so that it is easy to carry everywhere. It will be easier for students to find out and understand the contents of what they want to know.<sup>32</sup> On the other hand, Muliawati also defines the pocketbook as one of the small printed teaching media containing short materials designed with a more attractive appearance, such as the nuances of images and color fonts which can attract students' attention in learning.<sup>33</sup>

In summary, a pocketbook is a small printed book as a learning media containing information, learning materials, etc., that can be carried everywhere easily.

#### b. Characteristics of Pocketbook

Pocket books have different characteristics from other teaching materials based on the book's size and the practicality of its use. The smaller pocketbook size will make it easier for students to study the material anywhere and anytime.

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<sup>31</sup> Khanna Soliha, "Developing Pocket Book Of Islamic Vocabulary For The First-Grade Students Of Madrasah Tsanawiyah 32 Lamasi" 3, no. 2017 (2020): 54–67, <http://repository.iainpalopo.ac.id/id/eprint/3329/>.

<sup>32</sup> Yaqin, Chusnul. "Pengembangan media pocket book kitab Aqidatul Awam di Pondok Pesantren Salaf Al-qur'an Sholahul Huda Al-Mujahidin." PhD diss., Universitas Islam Negeri Maulana Malik Ibrahim, (2021).

<sup>33</sup> Inne Muliawati, "Pengembangan Media Pocket Book Untuk Pembelajaran Kosakata Bahasa Perancis." Universitas Negeri Yogyakarta (2019).

Although the size of the pocketbook is small, the pocketbook contains complete material with summaries made so that students understand the material more quickly.<sup>34</sup> Based on its use, pocketbooks can be used as practical learning media for teachers. Teachers do not need special skills or expertise to use pocketbooks as learning tools in the classroom.

### c. Advantages and Disadvantages of Pocketbook

Pocketbooks are printed teaching materials that have advantages, including:

- 1) Simple, practical, and minimalist shape.
- 2) Easy to carry anywhere because of its minimalist shape and can be stored in a pocket so that students can study anytime and anywhere.
- 3) Attractive design, so students are not shy to read in public.
- 4) Combining text and images in a pocketbook can increase student interest in learning.
- 5) Teachers and students can repeat the material quickly.

Besides that, a pocketbook also has disadvantages, including:

- 1) Requires reading ability and speed.
- 2) It is challenging to display motion on a pocketbook page.
- 3) The media printing process usually takes several days or even months
- 4) Need good care so as not to get damaged or lost.<sup>35</sup>

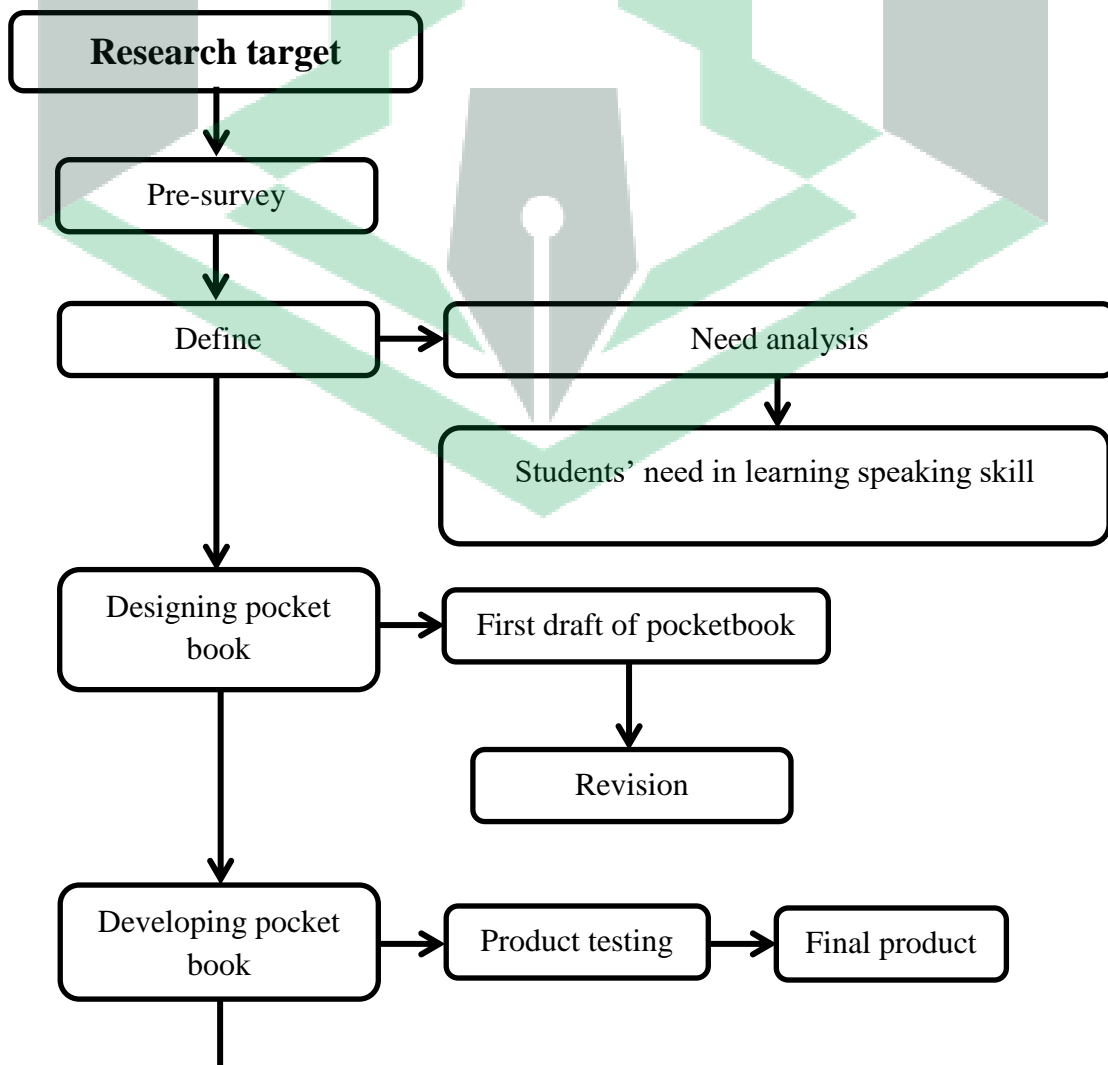
<sup>34</sup> Sri Melyanti, "Pengembangan Media Pembelajaran Buku Saku Berbasis Mind Mapping Untuk Pembelajaran Ekonomi Kelas XI," *Doctoral Dissertation, Universitas Negeri Makassar* (2019), eprints.unm.ac.id.

<sup>35</sup> Annur Sulistyowati, "Pengembangan Buku Saku Mata Pelajaran Matematika Materi Geometri Dan Aritmatika SD/MI," *Doctoral Dissertation, UIN Raden Intan Lampung* (2019), repository.radenintan.ac.id.

### C. Conceptual Framework

The problem is that MTsN 2 Luwu doesn't have media for learning and teaching speaking skills for daily conversation. Because of that, the researcher will design a pocketbook containing daily expressions. By designing the pocketbook, the researcher expects it will be suitable based on the MTsN 2 Luwu teacher's and students' needs to improve their motivation and enthusiasm in teaching and learning speaking skills. The pocketbook will be designed based on the need analysis. After designing, the researcher will develop the pocketbook based on expert evaluation and design. In the end, this research will produce an English daily expression pocketbook suitable for MTsN 2 Luwu in learning and teaching speaking skills.

**Figure 2.1. Conceptual Framework**



## CHAPTER III

### RESEARCH METHOD

In this research, the researcher used the Research and Development (R&D) method in designing a daily expression pocketbook for learning speaking skills in the second grade of MTsN 2 Luwu. In this study, the researcher used the 4-D model.

#### **A. Development Model**

In this research, there were four steps in developing a product adopted from the 4-D that Thiagarajan, Semmel, and Semmel had developed. The four steps are: Define, Design, Develop and Disseminate.<sup>36</sup>

The researcher used this development model because the procedures are systematically arranged, making it very easy to use and helpful in producing teaching material.

#### **B. The Procedure of Development**

Procedures in design or development are steps that must be followed in making a product. In this development, the researcher adopted the 4-D development model, namely:

##### **1. Define**

In this step, students' analysis is needed. The researcher collected data about the student's needs in learning English. The researcher distributed a questionnaire that contained target needs (necessity, lacks, and wants) and learning needs (activities and settings). The researcher also interviewed the

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<sup>36</sup> Trianto, "Model Pembelajaran Terpadu Dalam Teori Dan Praktek," Jakarta, Prestasi Pustaka, 2007.

second-grade students and English teachers of MTsN 2 Luwu for additional information about the learners' needs. This analysis aimed to determine the suitable daily expression pocketbook for learning speaking skills in the second grade of MTsN 2 Luwu.

## 2. Design

In this step, the researcher designed a product about the Daily Expression Pocketbook for learning speaking skills based on the data and the analysis results of student needs in questionnaires and interviews.

## 3. Develop

After going through several steps, the next step is the development step. In this step, the researcher developed the material. The researcher gave the product to the material and book development experts for validity, got suggestions for product improvement, and then revised it according to expert advice. Expert judgment was expected to make the product more precise, effective, tested, and better. The product was designed, developed, and revised as a final product draft in this step. After that, the pocketbook is implemented in the school.

## 4. Disseminate

After the product has been developed and revised based on the judgments, then in this step, the product is socialized and given to the MTsN 2 Luwu.

### **C. Subject and Object of the Research**

There were three classes in the second grade of MTsN 2 Luwu. The total number of second-grade students is 86 students. The researcher chose one class and class VIII A as the sample. There are 28 students. They are in the first

semester of the 2022/2023 school year; the same English teacher teaches three classes.

#### **D. Data Collection Technique**

The researcher used two instruments to collect the data in this research:

##### **1. Questionnaire**

This research used the questionnaire to collect data about target needs (necessity, wants, and lacks). It is also used for experts' judgment to evaluate and validate the developed pocketbook through validation sheets by three expert judgments. Besides that, students' perceptions about the deficiency and the developed pocketbook feasibility were also collected through a questionnaire.

##### **2. Interview**

The researcher interviewed some second-grade students and English teachers to collect the data to know more about the target needs and support the data from the questionnaire.

#### **E. Data Analysis Technique**

##### **1. Data Analysis of Questionnaire**

Data from the needs analysis questionnaire, given to students at the need analysis step, is described based on the students' answers to represent their needs. It is managed through quantitative and qualitative descriptive methods. The results of the needs analysis questionnaire were calculated using the following formula:



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

X = Score

$\sum x$  = The same answer given by students

N = Total students

**Figure 3.1**

The highest percentage stated the most accepted choices from the students.

It is the researcher's background in designing a pocketbook.

## 2. Data Analysis of Expert Validation and Students' Perception

The researcher used the *Likert scale* to calculate the results of the expert's validation and students' perceptions. The data were analyzed by calculating the answer average based on experts' and students' scoring using the following formula.<sup>37</sup>

The number of answer <i>very good</i>	= VG	x 5	= ....
The number of answers <i>good</i>	= G	x 4	= ....
The number of answers <i>fairly</i>	= F	x 3	= ....
The number of answer <i>poor</i>	= P	x 2	= ....
The number of answer <i>very poor</i>	= VP	x 1	= ....
Total score			= ....

<sup>37</sup> Dr Sugiyono, *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D*. (2013).

After calculating the total score, then the researcher calculated the average score by using the following formula:

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

M = Mean score  
B = Total scores  
N = Total number of material topics

**Figure 3.2**

After calculating the mean score, then the researcher continued to calculate the value by using the following formula:

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

X = The value  
M = Average score  
N = Total number of value

**Figure 3.3**

After the mean score of each material topic was calculated, the researcher defined them as an appropriate daily expression pocketbook for second-grade students in MTsN 2 Luwu.

**Table 3.1 Material Topics Qualification of Product Evaluation**

Score	Percentage	Qualification	Categories
4,2 – 5,0	84% - 100%	Very Good	It can be utilized without revision
3,4 – 4,1	68% - 82%	Good	It can be utilized with a little bit of revision
2,6 – 3,3	52% - 66%	Fairly	It can be utilized with much revision
1,8 – 2,5	36% - 50%	Poor	It cannot be utilized
1,0 – 1,7	20% - 34%	Very Poor	It cannot be utilized and need much more revision

**Table 3.2 The Example of Expert Instrument Validation Table**

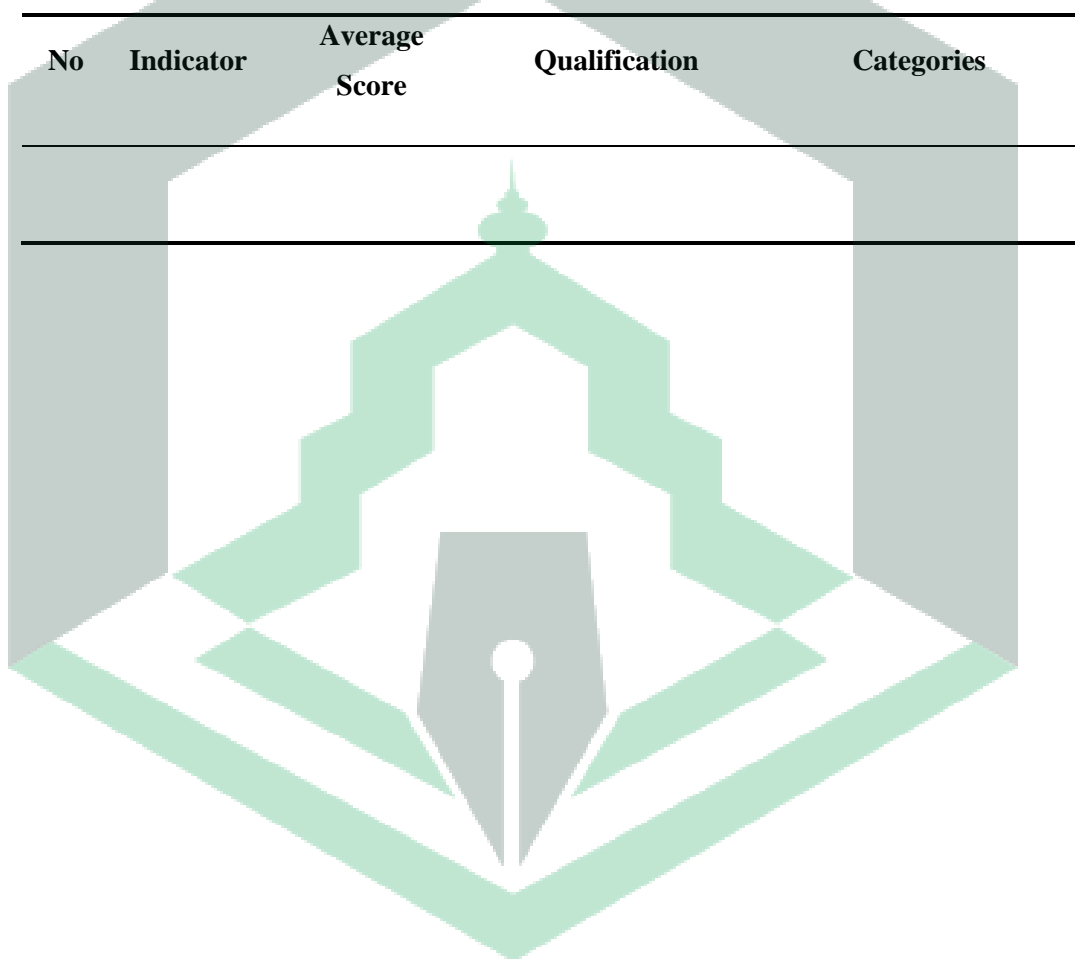
Aspects	Score
Contents	
Scope of the contents	
Language	

**Table 3.3 The Example of Expert Validation Table**

No	Indicator	Average Score	Qualification	Categories	Expert's Suggestion

**Table 3.4 The Example of Students' Perception Table**

No	Indicator	Average Score	Qualification	Categories



## CHAPTER IV

### FINDINGS AND DISCUSSION

In this chapter, the researcher discusses the findings and discussion the research process of designing a daily expression pocketbook for learning speaking skills in the second grade of MTsN 2 Luwu.

#### A. Research Findings

In this stage, the researcher shows the detailed processes of designing a daily expression pocketbook for learning speaking skills in the second grade of MTsN 2 Luwu. According to the explanation in chapter three, the researcher applied the 4-D development model in designing the instructional material. The detail of the steps is explained as follows.

##### 1. Define

In this first step, the researcher analyzed the need to design a pocketbook. The pocketbook was designed by identifying the students' need analysis, including lacks, wants, and necessities. In collecting the data, the researcher distributed the questionnaires to the second-grade students of MTsN 2 Luwu. The researcher interviewed the teachers and the second-grade students of MTsN 2 Luwu for additional information about the learners' needs. The collected data were used to design a daily expression pocketbook for learning speaking skills in the second grade of MTsN 2 Luwu. The researcher started to collect the data by distributing the questionnaires to the students. The results of questionnaires with the students of the second grade of MTsN 2 Luwu are shown below.

**a. The Questionnaire Results with the Second-Grade Students of MTsN 2 Luwu**

In designing the material of the pocketbook, the researcher needs to collect student data needed. The researcher distributed 16 questionnaires related to students' needs and learning needs. Before distributing the questionnaires to the students, they were validated by two validators: Dr. Magfirah Thayyib, S.S., M.Hum as the language expert, and Fadhliyah R Muin, S.Pd.I., M.Pd as the material expert. The results of the questionnaire validation are shown below.

**Table 4.1 The Result of the Questionnaires' Validation by Material Expert**

<b>Aspects</b>	<b>Score</b>
Contents	4,66
Scope of the contents	4,5
Language	4,5
<b>Average score</b>	<b>4,55</b>

**Table 4.2 The Result of the Questionnaires' Validation by a Language Expert**

<b>Aspects</b>	<b>Score</b>
Contents	3,66
Scope of the contents	5
Language	5
<b>Average score</b>	<b>4,55</b>

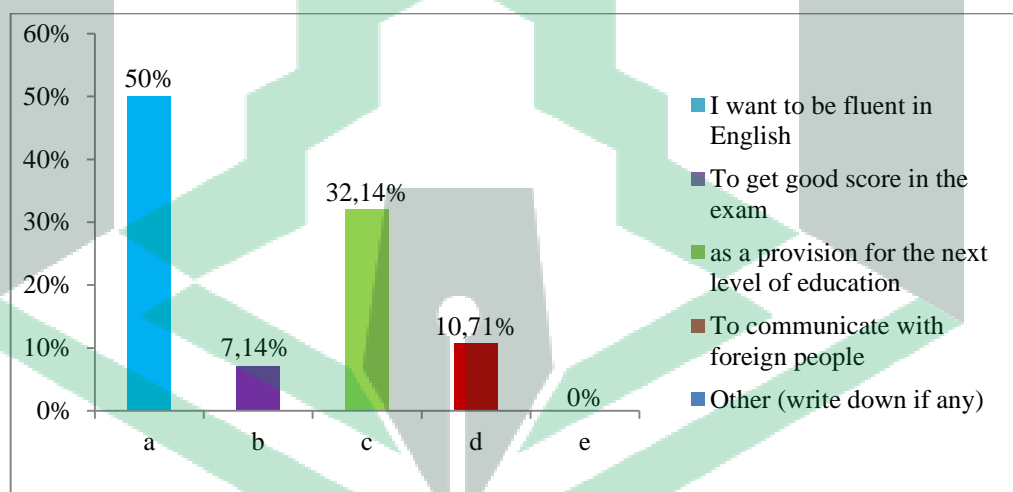
After validating the questionnaires, the researcher distributed them to the students. The respondents of the questionnaires were 28 students in the second grade of MTsN 2 Luwu. The detail of the students is presented in the table below.

**Table 4.3 Data of The Respondents**

Respondents	Gender		Class
	Male	Female	
28 students in the second grade of MTsN 2 Luwu	10	18	VIII A

**1) Target Needs**

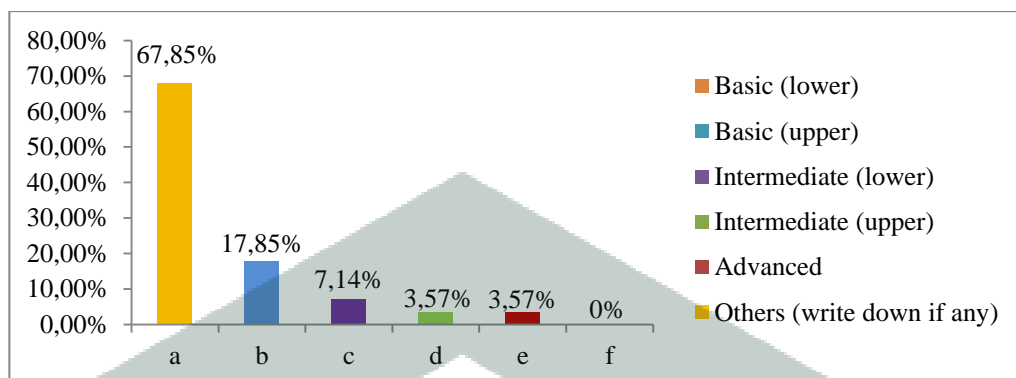
**a) Necessity**



**Chart 4.1 The Percentage of Students' Purpose in Learning English**

Bar chart 4.1 shows the percentage of students' purpose in learning English. The highest percentage showed that students want to be fluent in English, with a 50% score. The researcher highlights the highest percentage in designing a daily expression pocketbook.

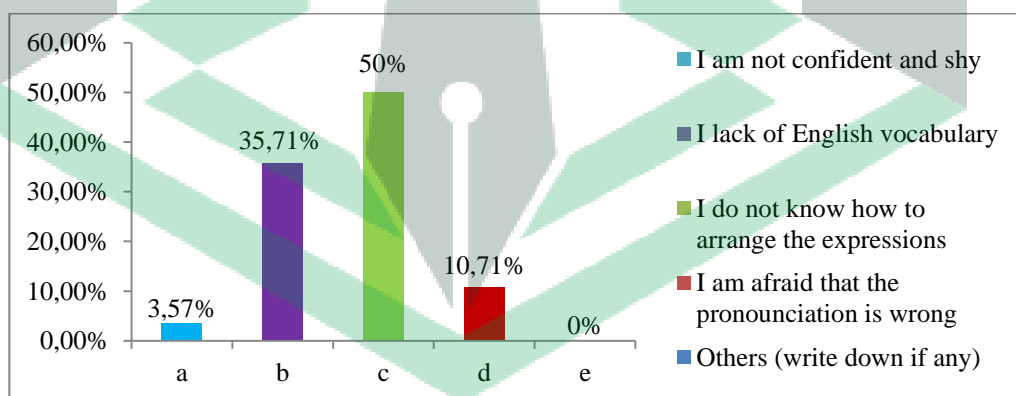
## b) Lacks



**Chart 4.2 The Percentages of Students' English level**

Bar chart 4.2 explains the percentage of students' English speaking skill levels. There are five types of speaking skill levels; they are basic (lower), basic (upper), intermediate (lower), intermediate (upper), and advanced. The chart showed that students' speaking skills are mostly at a lower level (67,85%).

Meanwhile, the reason why students do not speak English can be seen as follow:



**Chart 4.3 The Percentages of Students' Reasons Why They Do not Speak English**

In chart 4.3, there are four typical students' reasons. As the chart suggests, they are a) not confident and shy, b) lack English vocabulary, c) do not know how

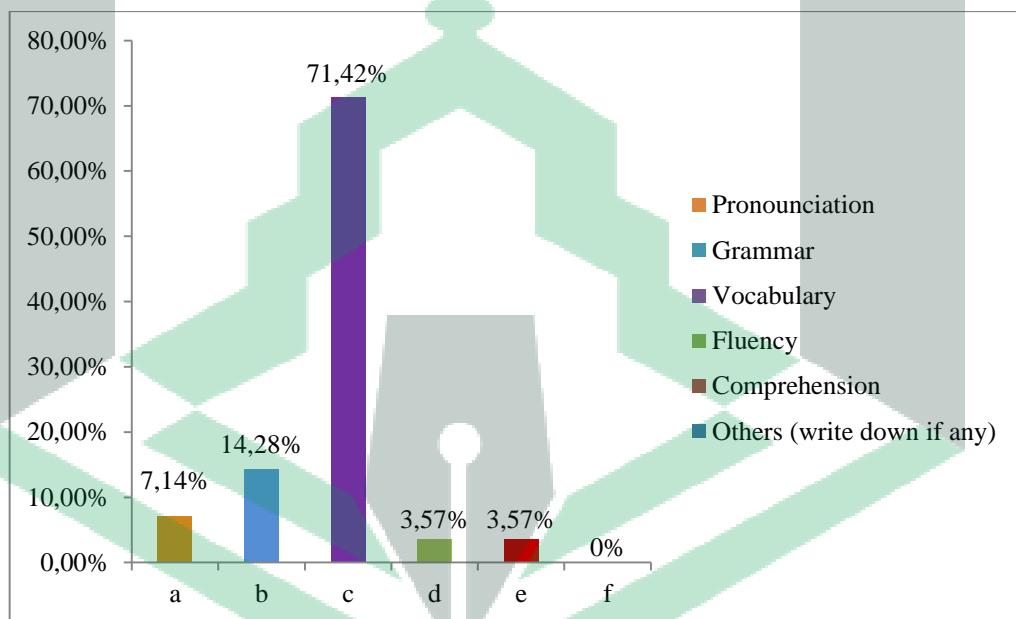


to arrange the expressions, and d) afraid that the pronunciation is wrong. The chart shows that the students who did not know how to arrange the expression were the highest percentage at 50%.

## 2) Learning Needs

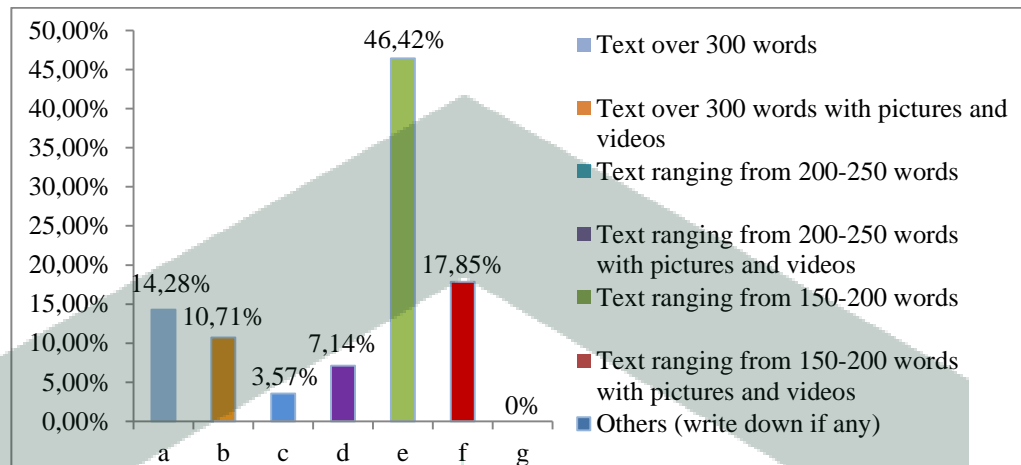
### a) Learning Materials

The questionnaire also collected data about the speaking components that the students want to develop. Chart 4.4 shows that most of the students choose vocabulary 71,42%. Based on the highest percentage, the researcher designed a daily expression pocketbook with a vocabulary list for students to practice.



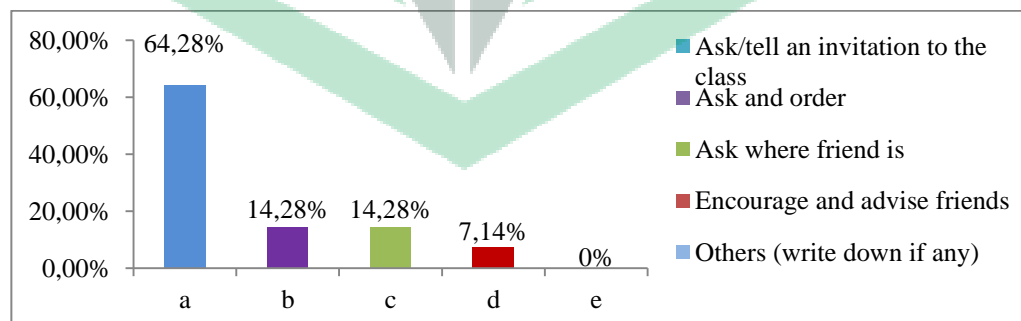
**Chart 4.4 The Percentages of Students' Speaking Components that Want To Be Developed**

Meanwhile, the students' speaking dialogue text length can be seen as follow:



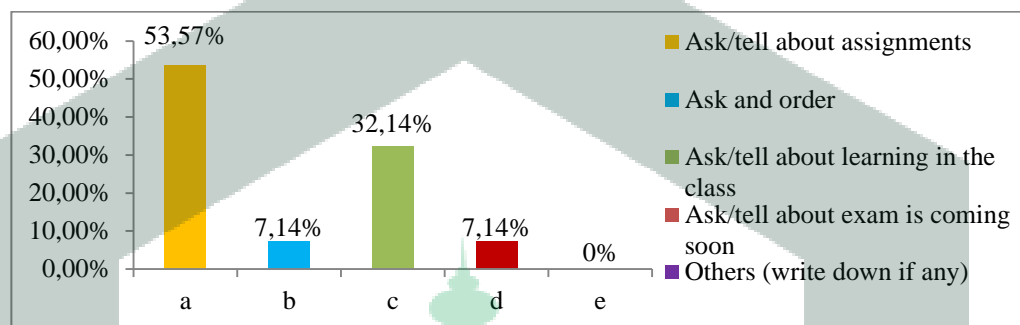
**Chart 4.5 The Percentages of Students' Speaking Dialogue Text Length**

Chart 4.5 shows that 46,42% of students choose text ranging from 150-200 words, 17,85% of students choose text ranging from 150-200 words with pictures and videos, 14,28% of students choose text over 300 words, 10,71% of students choose text over 300 words with pictures and videos, 7,14% students choose text ranging from 200-250 words with pictures and video, and 3,57% students choose text ranging from 200-250 words. The researcher focused more on the highest percentage.



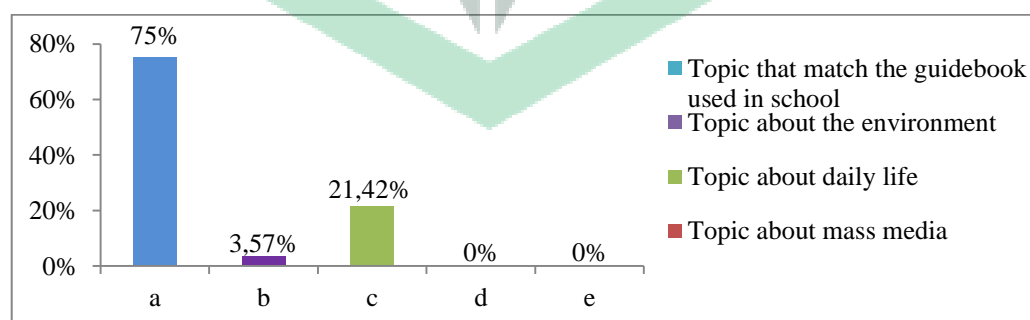
**Chart 4.6 The Percentages of Students' Learning Expressions at School**

Bar chart 4.6 illustrates the percentage of students' learning expressions at school. There were five means of learning expressions at school presented in the graph, they are a) ask/tell an invitation to the class; b) ask and order; c) ask where the friend is; d) encourage and advise friends; and e) other options. Eventually, more students chose option a. to ask/tell an invitation to the class (64,28%).



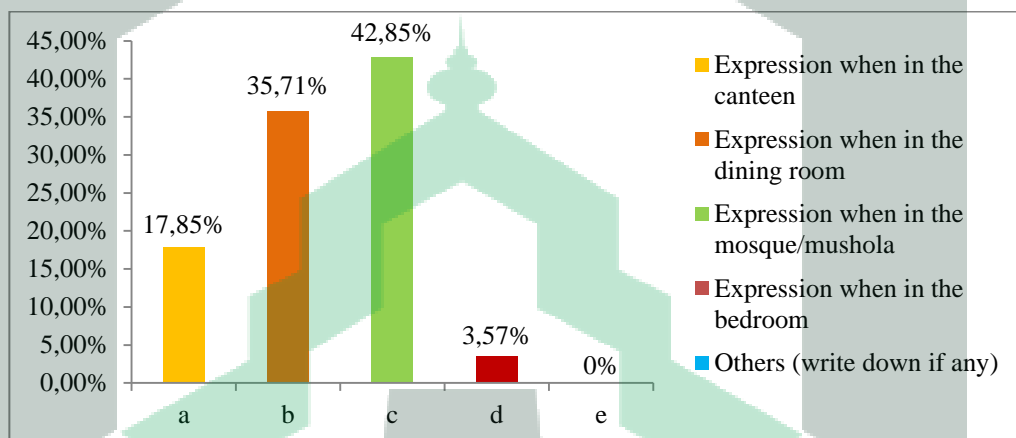
**Chart 4.7 The Percentages of Students' Learning Expression in the Classroom**

Bar chart 4.7 explains the percentage of students' learning expressions in the classroom. There were five means of learning expressions in the classroom presented in the graph, they are a) ask/tell about assignments; b) ask and order; c) ask/tell about learning in the class; d) ask/tell about the exam is coming soon, and e) other option. Eventually, more students choose the option of ask/tell about assignments (53,57%).



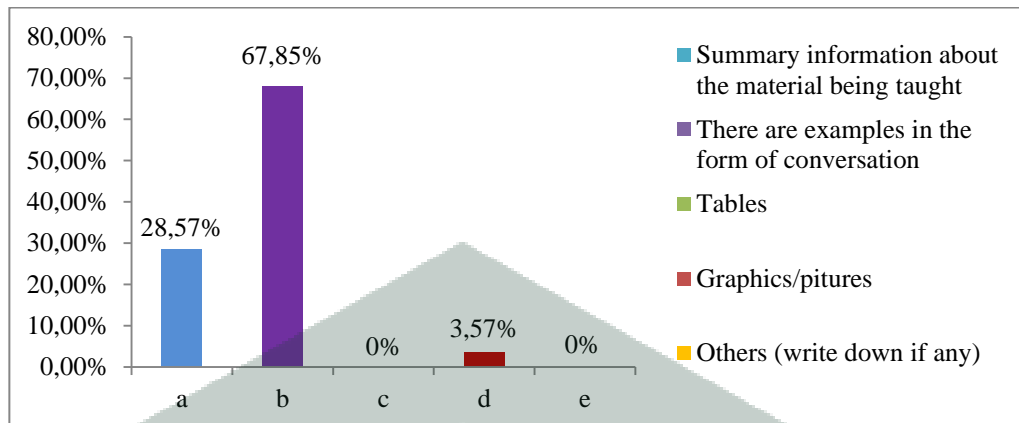
**Chart 4.8 The Percentages of the Topic of Expressions that Students Want**

Bar chart 4.8 shows the percentage of the topic of expressions that students want. There were five options for the topic of expressions presented in the graph; they are a) topic that matches the guidebook used in school; b) a topic about the environment; c) a topic about daily life; d) a topic about mass media, and e) other options. Eventually, more students choose option topics that match the guidebook used in school (75%). Based on the students' choices, the researcher designed a daily expression pocketbook according to the guidebook used in school.



**Chart 4.9 The Percentages of Other Expressions that Students Want**

Bar chart 4.9 enumerated the percentage of other expressions students wanted. There were five options presented in the graph; they are a) expressions when in the canteen, b) expressions when in the dining room, c) expressions when in the mosque/mushola, d) expressions when in the bedroom, and e) other options. Eventually, more students chose option expressions in the mosque/mushola (42,85%).

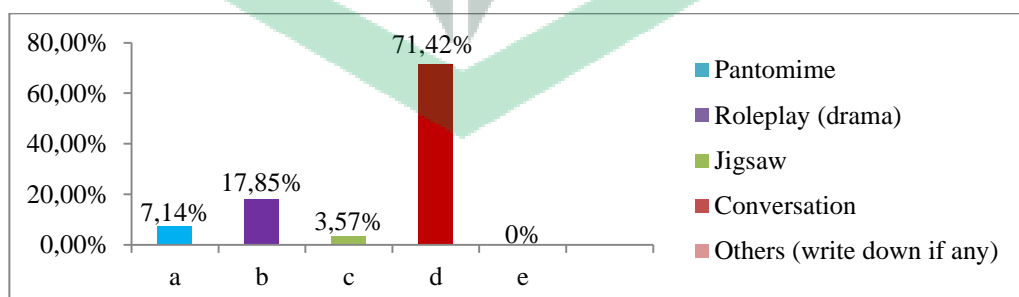


**Chart 4.10 The Percentages of Pocketbook Designs that Students Want**

Bar chart 4.10 shows the percentage of pocketbook designs that students want. There were five options of pocketbook design that students wanted presented in the graph, they are a) summary information about the material being taught; b) there are examples in the form of conversation; c) tables; d) graphics/pictures; and e) other options. Eventually, more students choose the option; there are examples in the form of conversation (67,85%). Further, the researcher has put sample conversations for students to practice.

#### b) Learning Activity

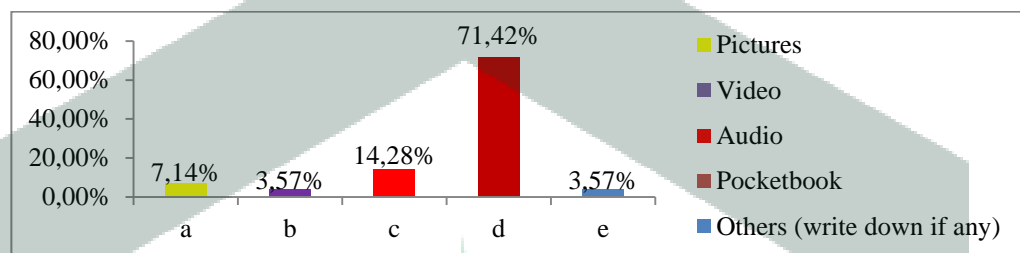
Here, the data showed about the students' most needed activity in learning expressions can be seen in the chart below:



**Chart 4.11 The Percentages of Students' Activity in Learning Expression**

Based on bar chart 4.11, the data showed that most students wanted to learn expressions with the conversation (71,42%). This is why the researcher designed the daily expression pocketbook with conversation for students to practice.

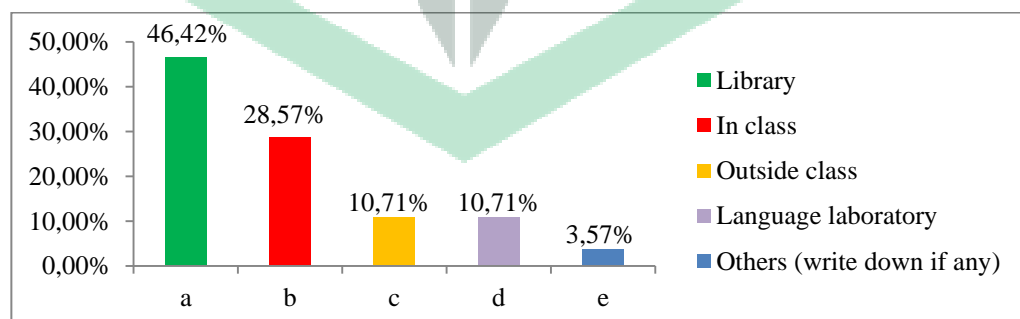
### c) Learning Media



**Chart 4.12 The Percentages of Students' Media in Learning Expression**

The supplied chart 4.12 depicted the percentage of students' preferred media in learning speaking. Five options were presented on the chart: pictures, video, audio, pocketbook, and other options. The chart clearly showed that the students preferred the pocketbook as media in learning, with a peak percentage of 71,47%. This is why the daily expression pocketbook was designed with an attractive design.

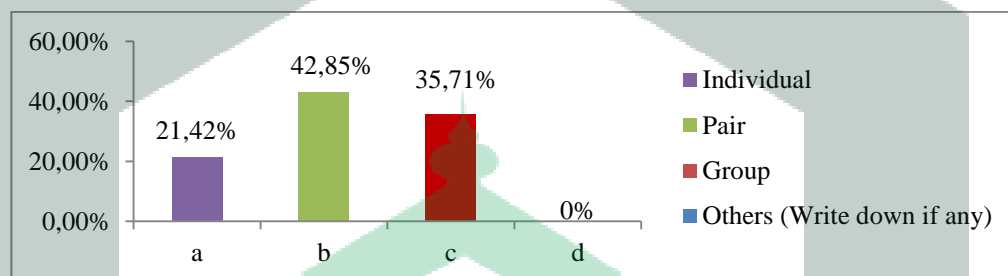
### d) Setting



**Chart 4.13 The Percentages of Students' Preferred Settings for Learning Expression**

Bar chart 4.13 presents information about the percentages of settings preferred by the students. Five options of preferred settings for learning expressions were figured on the chart, including library, in-class, outside-class, language laboratory, and other options. Eventually, most students chose the library, with a percentage of 46,42%.

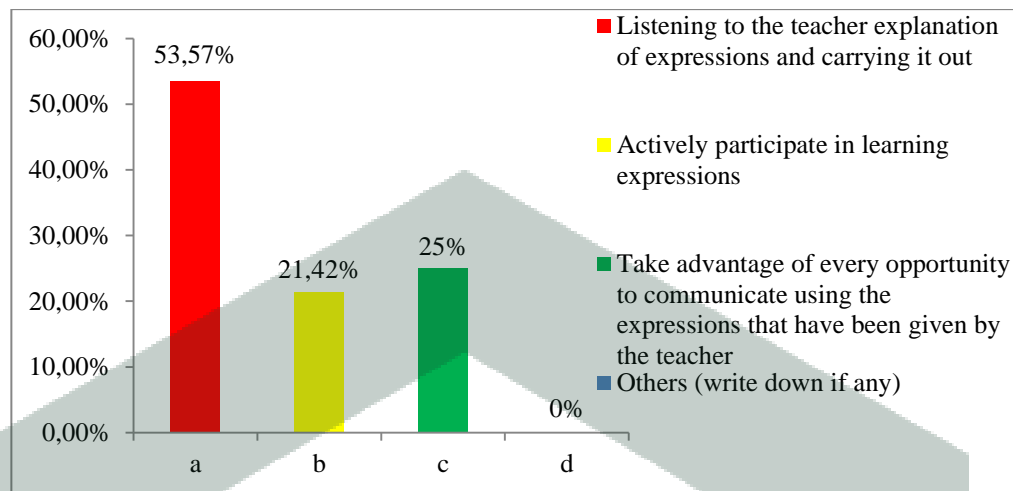
Meanwhile, students' preferred ways of learning expressions can be seen as follow:



**Chart 4.14 The Percentages of Students' Preferred Ways of Learning Expression**

Bar chart 4.14 shows the percentage of students who preferred ways of learning expressions. Four options were presented on the chart: individual, pair, group, and other options. The chart shows that the most wanted way of learning speaking chosen by students was pair (42,85%). The researcher has designed the daily expressions pocketbook with conversations in pairs.

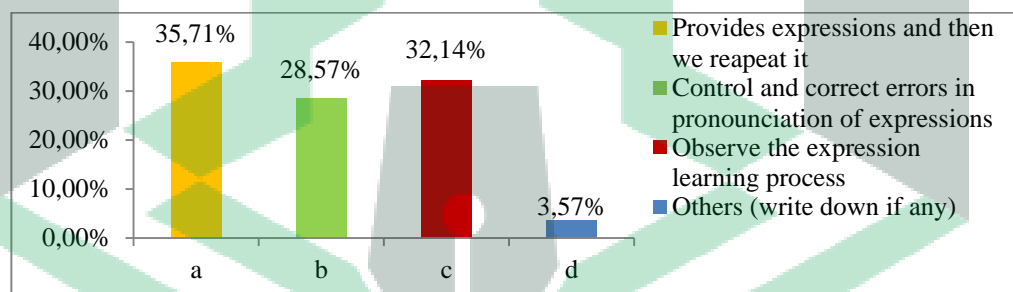
### e) Students' Role



**Chart 4.15 The Percentages of Students' Role in Learning Expression**

Based on bar chart 4.15, the most chosen by the students was “listening to the teacher’s explanation of expressions and carrying it out” 53,57%.

### f) Teacher' Role



**Chart 4.16 The percentages of teacher's role in learning expression**

The last question on need analysis is the teacher’s role. Chart 4.16 showed students prefer teachers who “provide expressions, and then we repeat it” 35,71%.



## **b. The Result of the Interview**

The result of interviews that the researcher conducted with second-grade students and with the English teacher of MTsN 2 Luwu can be seen as follows:

### **1) Students skill**

The students' English ability is an essential aspect of designing pocketbook content. Based on the interviews with some students and English teachers, the researcher found that students' speaking skills were mostly at basic (lower) levels. Some of them still do not know the basic vocabulary, do not understand basic conversation, and have many problems with vocabulary and pronunciation. That's because they are less interested in learning English, even though some don't care and pay less attention to learning English. Besides that also, the teaching media or books used is less attractive.

### **2) Product layout design**

The design of a pocketbook is an essential aspect for both students and teachers. Students need a learning media which could increase their daily speaking practice. Meanwhile, for the design of pocketbooks, most students like interesting media with attractive colors containing pictures related to the material, daily expressions with pronunciation, and Indonesian translation and daily conversation. Students are more interested in learning if the pocketbook design is attractive so that it can stimulate their interest in learning English.

## 2. Design

In the second step, the researcher designed the pocketbook based on the need analysis questionnaire and interview, including the curriculum. The steps of designing a pocketbook include:

### a. Input

The input process was meant to formulate the learning objectives for each topic of the pocketbook. The researcher also designed pocketbook covers and determined font style, images, and layout design. Thus, the font style the researcher used in the product's contents was "Arial." Meanwhile, for the images and layout design, the researcher adjusted the material contained in each topic.

The design of the pocketbook consists of ten topics. The topic's content was Asking and offering help, Admitting and denying a fact, Asking and giving an opinion, Inviting, Agreement and disagreement, Giving compliments, Congratulating, Greeting, expressions in school and classroom, and expressions in mosque/mushola. The learning objectives that the researcher have been formulated can be seen as follow:

**Table 4.4 The Learning Objectives**

No	Topics	Learning Objectives
1.	Asking and offering help	Students can ask for and offer help to others.
2.	Admitting and denying the fact	Students can admit and deny the fact.
3.	Asking and giving opinion	Students can ask and give an opinion to others.
4.	Inviting	Students can invite others.
5.	Agreement and disagreement	Students can know the expressions of agreement and disagreement.
6.	Giving compliment	Students can give compliments to others.
7.	Congratulating	Students can congratulate others and respond correctly.

8.	Greeting	Students can know the expressions of greetings.
9.	Expressions in school and classroom	Students can know the expressions in school and the classroom.
10.	Expressions in mosque/mushola	Students can know the expressions in mosque/mushola.

### **b. Activity**

Based on the need analysis questionnaire and interviews that the researcher has been given, the activities in this pocketbook were designed with some dialogue related to each topic.

### **c. The First Draft of the Daily Expression Pocketbook**

The previous edition of the pocketbook contained ten expressions topics that had been designed not acceptable design, as shown in the pre-designed draft below :

- Asking and Offering help:
- Expressions of asking for help
  - Expressions of offering help
  - Expressions of accepting help
  - Expressions of refusing help
  - Sample conversation
- Asking and Giving opinion:
- Expressions of asking an opinion
  - Expressions of giving opinion
  - Sample conversation
- Admitting and Denying fact:
- Expressions of admitting fact
  - Expressions of denying the fact
  - Sample conversation

- Agreement and Disagreement:
- Expressions of agreement
  - Expressions of disagreement
  - Sample conversation

- Invitation:
- Expressions of invitation
  - Expressions of accepting an invitation
  - Expressions of declining invitation
  - Sample conversation

- Giving compliments:
- Expressions of giving the compliment
  - Expressions of compliments responses
  - Sample conversation

- Congratulating:
- Expressions of congratulations
  - Expressions of the response of congratulations
  - Sample conversation

- Greeting:
- Expressions of greeting
  - Expressions of response to the expression of greeting
  - Sample conversation

Expressions in School and Classroom

Expressions in Mosque/Mushola

### 3. Develop

#### a. The Result of Experts' Validation

Three expert validations have validated the daily expression pocketbook: Dr. Masruddin, S.S., M.Hum as the language expert, Fadhliyah R Muin, S.Pd.I., M.Pd as the design and layout expert, and Hartawati, S.Pd as the material expert. The result of the expert validations can be seen below:

##### 1) Design and layout

**Table 4.5 The Result of the Product Validation by the Design and Layout Expert**

No	Criteria	Score	Description	Follow Up
1.	Attractive pocketbook cover	5	Very Good	It can be utilized without revision
2.	The type of font used is good	5	Very Good	It can be utilized without revision
3.	The pocketbook contents display is clear	4	Good	It can be utilized with a little bit of revision
4.	Correct punctuation	5	Very Good	It can be utilized without revision
5.	The arrangement of expressions in the pocketbook is systematic	4	Good	It can be utilized with a little bit of revision
6.	The sources in the daily expression pocketbook are clear	5	Very Good	It can be utilized without revision
7.	Spacing is appropriate	5	Very Good	It can be utilized without revision

The mean score of the design and layout expert validation was calculated below:

$$M = \frac{B}{N} = \frac{33}{7} = 4,71$$

**Figure 4.1**

The percentages of the design and layout expert validation were calculated below:

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

$$X = \frac{4,71}{5} 100\% = \mathbf{94,2\%}$$

**Figure 4.2**

The design and layout expert validation result got a mean score of 4,71 with 94,2 % of percentages which qualified as “Very Good.” The design and layout expert validation result indicates the pocketbook can be utilized without revision.

2) Language

**Table 4.6 The Result of the Product validation by the Language Expert**

No	Criteria	Score	Description	Follow Up
1.	The expressions used in the pocketbook are grammatically correct	4	Good	It can be utilized with a little bit of revision
2.	The pocketbook's expressions follow the level of the student's cognitive development.	5	Very Good	It can be utilized without revision
3.	The expressions presented are easy to understand	5	Very Good	It can be utilized without revision
4.	Whole expressions according to students' language skills.	5	Very Good	It can be utilized without revision

The mean score of the language expert validation was calculated below:

$$M = \frac{B}{N} = \frac{19}{4} = \mathbf{4,75}$$

**Figure 4.3**

The percentages of the language expert validation were calculated below:

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

$$X = \frac{4,75}{5} 100\% = 95\%$$

**Figure 4.4**

The result of the language expert validation got a mean score of 4,75 with 95% of percentages qualified as “Very Good.” The result of the language expert validation indicates the pocketbook can be utilized without revision.

3) Material

**Table 4.7 The Result of the Product Validation by the Material Expert**

No	Criteria	Score	Description	Follow Up
<b>A. CONTENT</b>				
1.	The scope of expressions in the pocketbook suits the needs of the second grade at MTsN 2 Luwu	5	Very Good	It can be utilized without revision
2.	The depth of expressions in the pocketbook for second grade at MTsN 2 Luwu is adequate	5	Very Good	It can be utilized without revision
3.	The authenticity of expressions in the pocketbook for second grade at MTsN 2 Luwu is adequate	5	Very Good	It can be utilized without revision
<b>B. INPUT</b>				
4.	Input expressions in the pocketbook help students improve their speaking skills	5	Very Good	It can be utilized without revision
5.	Input expressions in the pocketbook follow the abilities of the second-	4	Good	It can be utilized with a little bit of revision

	grade students of MTsN 2 Luwu			
6.	Input expressions in the pocketbook are interesting	5	Very Good	It can be utilized without revision
7.	Input expressions in the pocketbook follow the language skills of second-grade students of MTsN 2 Luwu	5	Very Good	It can be utilized without revision
8.	Input expressions in the pocketbook include the correct language structure	5	Very Good	It can be utilized without revision
9.	The choice of expressions according to the characteristics of students	5	Very Good	It can be utilized without revision
10.	Input expressions in pocketbooks can add insight to MTsN 2 Luwu students	5	Very Good	It can be utilized without revision

The mean score of the material expert validation was calculated below:

$$M = \frac{B}{N} = \frac{49}{10} = 4,9$$

**Figure 4.5**

The percentages of the material expert validation were calculated below:

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

$$X = \frac{4,9}{5} 100\% = 98\%$$

**Figure 4.6**

The result of the material expert validation got a mean score of 4,9, with 98% of the percentages qualified as “Very Good.” The material expert validation results indicate the pocketbook can be utilized without revision.



### b. The Revision Draft of the Daily Expression Pocketbook

After the pocketbook was validated, the researcher received some expert revisions. The aim was to improve the first draft of the daily expression pocketbook before testing it out on the second-grade students of MTsN 2 Luwu. The expert's corrections are shown below:

**Table 4.8 The Revisions of the Pocketbook Given by the Experts**

Aspects	Topic (Section)	Suggestion	Revision Result
<b>Design</b>	All	The pictures are not appropriate	The pictures had been changed to an appropriate one
	All	The chosen pictures are not attractive	The pictures had been changed into attractive pictures
	All	The book pages are boring	The book pages had been changed into an attractive one
	All	The chosen color and font types are poor	The color and font types were customized
<b>Language</b>	All	Add pronunciation with phonetic symbol	Pronunciation with phonetic symbols has been added
	All	There are some wrong vocabulary meanings in the list of vocabulary	The wrong vocabulary meanings had been fixed
<b>Material</b>	All	The sample conversations are too short	Sample conversations had been changed to slightly longer ones

### c. Implementation

After revising the pocketbook, the researcher implemented it for the second-grade students of MTsN Luwu. The tryout was held in a day. It was held on 10 September 2022 with 28 students. The researcher described the materials

and components of the pocketbook. The researcher began to describe the pronunciation guide, the book guide, and how to scan the barcode. It is intended to clarify how to use the product, which may confuse students when utilizing the pocketbook. Here are the tryout details:

**Table 4.9 The Result of Students' Perception**

No	Criteria	Score	Description	Follow Up
1.	The material presented in the daily expression pocketbook is suitable for beginners	4,7	Very Good	It can be utilized without revision
2.	The material in the daily expression pocketbook follows the needs of the eighth-grade students of MTsN 2 Luwu.	4,7	Very Good	It can be utilized without revision
3.	The materials in the daily expression pocketbook are varied.	4,6	Very Good	It can be utilized without revision
4.	The material presented in the daily expression pocketbook can improve the speaking skill of eighth-grade students of MTsN 2 Luwu.	4,7	Very Good	It can be utilized without revision
5.	The material in the daily expression pocketbook is interesting and easy to understand.	4,9	Very Good	It can be utilized without revision
6.	The material topics in the daily expression pocketbook follow the needs of the eighth-grade students of MTsN 2 Luwu.	4,8	Very Good	It can be utilized without revision
7.	The material topics in the daily expression pocketbook are easy to learn and apply in everyday life	4,7	Very Good	It can be utilized without revision
8.	The choice of type and font size in the daily expression pocketbook is interesting and comfortable to read.	4,8	Very Good	It can be utilized without revision
9.	The choice of colors in the	4,6	Very Good	It can be utilized

	daily expression pocketbook is appropriate and interesting to read.			without revision
10.	The daily expression pocketbook display on every page is attractive.	4,7	Very Good	It can be utilized without revision
11.	The daily expression pocketbook is the right size, practical, and easy to carry everywhere.	4,6	Very Good	It can be utilized without revision
12.	The cover of the daily expression pocketbook is attractive.	4,6	Very Good	It can be utilized without revision
13.	Attractive daily expression pocketbook design.	4,6	Very Good	It can be utilized without revision

The students' perception means scores were calculated below:

$$M = \frac{B}{N} = \frac{61}{13} = 4,7$$

**Figure 4.7**

The students' perception percentages were calculated below:

$$X = \frac{M}{5} 100\%$$

$$X = \frac{4,7}{5} 100\% = 94\%$$

**Figure 4.8**

Students' perception results got a mean score of 4,7 with 94% of the percentage qualified as "Very Good." It indicates that the pocketbook is capable and ready to use without revision.

In addition, the researcher also interviewed several students about the appropriateness of the daily expression pocketbook to their needs. All students responded that the daily expression pocketbook is appropriate for their needs.

Besides, students also provided some following comments about the designed pocketbook:

*“I like this book because the color is very attractive, so I am happy to open and read it.”* (10 September 2022)

*“I do not have a cool book like this before then can bring us to youtube. The material in the book matches what I learned in school”.* (10 September 2022)

Furthermore, the researcher also distributed the questionnaire to the English teachers of MTsN 2 Luwu. The results of teachers’ perceptions of the designed pocketbook are shown below:

**Table 4.10 The Result of Teachers’ Perception**

No	Criteria	Score	Description	Follow Up
1.	The material presented in the daily expression pocketbook is suitable for beginners	4,5	Very Good	It can be utilized without revision
2.	The material in the daily expression pocketbook follows the needs of the eighth-grade students of MTsN 2 Luwu.	5	Very Good	It can be utilized without revision
3.	The materials in the daily expression pocketbook are varied.	4	Good	It can be utilized with a little bit of revision
4.	The material presented in the daily expression pocketbook can improve the speaking skill of eighth-grade students of MTsN 2 Luwu.	5	Very Good	It can be utilized without revision
5.	The material in the daily expression pocketbook is interesting and easy to understand.	5	Very Good	It can be utilized without revision
6.	The material topics in the daily expression pocketbook follow the needs of the eighth-grade students of MTsN 2 Luwu.	4	Good	It can be utilized with a little bit of revision
7.	The material topics in the	5	Very Good	It can be utilized

	daily expression pocketbook are easy to learn and apply in everyday life			without revision
8.	The choice of type and font size in the daily expression pocketbook is interesting and comfortable to read.	4	Good	It can be utilized with a little bit of revision
9.	The choice of colors in the daily expression pocketbook is appropriate and interesting to read.	4,5	Very Good	It can be utilized without revision
10.	The daily expression pocketbook display on every page is attractive.	4,5	Very Good	It can be utilized without revision
11.	The daily expression pocketbook is the right size, practical, and easy to carry everywhere.	5	Very Good	It can be utilized without revision
12.	The cover of the daily expression pocketbook is attractive.	5	Very Good	It can be utilized without revision
13.	Attractive daily expression pocketbook design.	5	Good	It can be utilized with a little bit of revision

The teachers' perception mean scores were calculated below:

$$M = \frac{B}{N} = \frac{60,5}{13} = 4,6$$

**Figure 4.9**

The teachers' perception percentages were calculated below:

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

$$X = \frac{4,6}{5} 100\% = 92\%$$

**Figure 4.10**

Teachers' perception results got a mean score of 4,6 with 92% of the percentage qualified as "Very Good." It indicates that the pocketbook is capable and ready to use without revision.

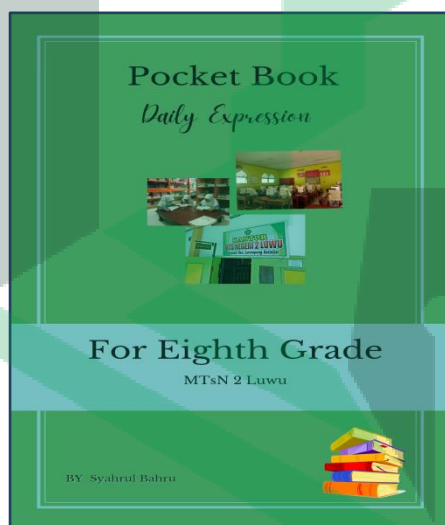
In addition, the researcher also interviewed the English teachers about the daily expression pocketbook. Below are some comments given by teachers :

*"The book is good, the material is nice, and the design is very attractive. The font size is too small, so it's hard for old teachers to read it".* (10 September 2022)

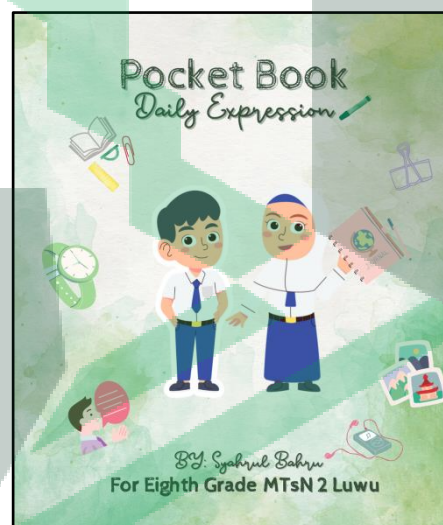
*"The book is cool because we can also hear the audio through youtube by scanning the barcode, and then there is a way to pronounce each expression, so students are easy to use the book."* (10 September 2022)

#### d. Draft Change

Before



After




Before

**Daily Expressions**

**Alphabet**

<b>A</b> (ei)	<b>K</b> (key)	<b>U</b> (yu)
<b>B</b> (bi)	<b>L</b> (el)	<b>V</b> (vi)
<b>C</b> (si)	<b>M</b> (em)	<b>W</b> (dobelyu)
<b>D</b> (di)	<b>N</b> (en)	<b>X</b> (eks)
<b>E</b> (i)	<b>O</b> (ou)	<b>Y</b> (wai)
<b>F</b> (ef)	<b>P</b> (pi)	<b>Z</b> (zed)
<b>G</b> (ji)	<b>Q</b> (kyu)	
<b>H</b> (eich)	<b>R</b> (ar)	
<b>I</b> (ai)	<b>S</b> (es)	
<b>J</b> (jei)	<b>T</b> (ti)	




<https://www.pinterest.com>

1

After

**Alphabet**

<b>A</b> [ei]	<b>B</b> [bi:]	<b>C</b> [si:]	<b>D</b> [di:]	<b>E</b> [i:]
<b>F</b> [ef]	<b>G</b> [dʒi:]	<b>H</b> [eitʃ]	<b>I</b> [ai]	<b>J</b> [dʒei]
<b>K</b> [kei]	<b>L</b> [el]	<b>M</b> [em]	<b>N</b> [en]	<b>O</b> [əu]
<b>P</b> [pi:]	<b>Q</b> [kju:]	<b>R</b> [a:]	<b>S</b> [es]	<b>T</b> [ti:]
<b>U</b> [ju:]	<b>V</b> [vi:]	<b>W</b> [ˈdʌbəlju:]		
<b>X</b> [eks]	<b>Y</b> [wai]	<b>Z</b> [zed/zi:]		




Scan me for the sound

Daily Expressions Pocket Book 1

Before

**Daily Expressions**

**Asking And Offering Help**



<https://www.dreamstime.com>

**1. Asking for help (meminta bantuan)**

- Can you help me?  
(bisakah anda membantuku?)
- Could you possibly help me?  
(bisakah kamu membantuku?)
- Could you please give me a hand?  
(bisakah kamu menolong saya?)
- Would you like to help me  
(maukah kamu menolongku?)
- Could you do me a favor?  
(bisakah anda membantuku?)

2

After

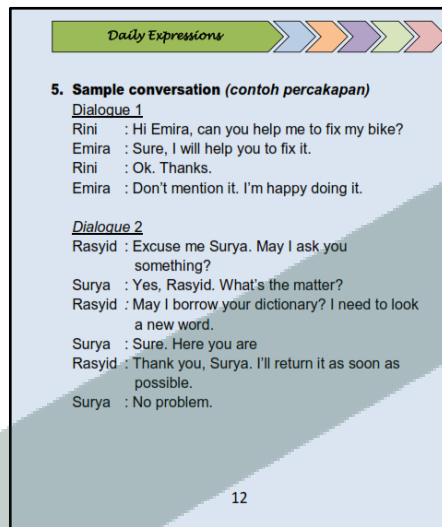
**Asking And Offering Help**

**1. Asking And Offering Help (meminta bantuan)**

- Can you help me?  
/kən ju help mi:/  
(bisakah anda membantuku?)
- Could you possibly help me?  
/kʊd ju pɒsəbli help mi:/  
(bisakah kamu membantuku?)
- Could you please give me a hand?  
/kʊd ju pli:z ɡɪv mi: ə hænd/  
(bisakah kamu menolong saya?)
- Would you like to help me  
/wʊd ju laɪk tu: help mi:/  
(maukah kamu menolongku?)
- Could you do me a favor?  
/kʊd ju du: ə feɪvər/  
(bisakah anda membantuku?)
- Can I ask a favor?  
/kən aɪ ɑ:sk ə feɪvər/  
(bisakah aku meminta bantuan?)
- Would you be willing to help me?  
/wʊd ju bi: wɪlɪŋ tu: help mi:/  
(apakah anda bersedia membantu saya?)

Daily Expressions Pocket Book 2

Before



After



The images above are before and after editing after receiving suggestions and corrections from expert validation, such as page design, colors, and fonts. The images and page design before editing has a poor color selection.

#### 4. Disseminate

In this step, the researcher disseminated the final pocketbook to MTsN 2 Luwu after going through several steps. The researcher socialized the final pocketbook to the small group, where six students were representatives of the second-grade students and one English teacher of MTsN 2 Luwu, and showed them the pocketbook related to their needs. Students and teacher were friendly, enthusiast and they wanted to use the product in their class as the learning material and significantly improve their speaking skills.



## B. Discussion

Teaching speaking skills in junior high school is complex, especially in MTsN 2 Luwu, where the students face some problems in learning speaking skills. Those problems are lack of motivation and not being interested in speaking English, lack of vocabulary, difficulty arranging words into sentences, lack of learning media, and inability to express ideas. English lessons were taught two times a week. Still, the students could not improve their speaking skills because there were no special learning media about daily expressions, and there was no particular activity for learning speaking skills, only about general material. Thus, the solution problem was this research aimed to design a daily expression pocketbook for learning speaking skills in the second grade of MTsN 2 Luwu.

In designing the daily expression pocketbook, the researcher adopted the 4-D model, which consists of four steps; define, design, develop and disseminate.<sup>38</sup> Besides, the researcher used Hutchinson and Waters's<sup>39</sup> theory in carrying out need analysis as the first step in designing the pocketbook. Need analysis was provided in the form of a questionnaire. The researcher also interviewed to know more about from target need for additional information to strengthen the data from questionnaires. The result of the need analysis showed that the contents of the daily expression pocketbook the respondents needed were materials related to what is learned at school. Thus, the need analysis results were used to design the first draft of the daily expression pocketbook for learning

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<sup>38</sup>Trianto, "*Model Pembelajaran Terpadu Dalam Teori Dan Praktek*," Jakarta, Prestasi Pustaka, 2007.

<sup>39</sup> Hutchinson, Tom, and Alan Waters. "*English for Specific Purposes*," Cambridge University Press, 1987:53-62.

speaking skills. The researcher designed the pocketbook's first draft, containing ten topics based on the curriculum. After the first draft was finished, experts validated it to improve the appropriateness and quality of the daily expression pocketbook.

Furthermore, the tryout was conducted after validators had accepted the daily expression pocketbook. There were three validators of pocketbooks: design and layout expert, language expert, and material expert. The result of pocketbook validation from the design and layout expert got a mean score of 4,71 with 94,2 % of percentages which qualified as "Very Good." Furthermore, the result of pocketbook validation from the language expert got a mean score of 4,75 with 95% of percentages qualified as "Very Good." Meanwhile, the result of pocketbook validation from the material expert got a mean score of 4,9 with 98% of percentages which qualified as "Very Good." After that, the pocketbook was evaluated according to the student and teacher perceptions about the daily expression pocketbook.

The result approved the pocketbook appropriateness of students' perception got a mean score of 4,7 with 94% of the percentage, which qualified as "Very Good," and teacher perceptions got a mean score of 4,6 with 92% of the percentage, which qualified as "Very Good." It indicated that the daily expression pocketbook could be utilized without revision. Meanwhile, results from an interview of students and teachers stated that the designed daily expression pocketbook was presented in line with the student's needs: the design and layout were attractive, and the book material and pronunciation guides facilitated the

students in learning speaking skills. Finally, the researcher disseminated and socialized the final daily expression pocketbook to the school in a small group. Six students were representatives of the second-grade students and one English teacher in MTsN 2 Luwu.

The research preliminary survey results, students in the second grade of MTsN 2 Luwu do not have an interesting learning media that can support them in improving their speaking skill. According to Nur Aisyah's research, entitled "*Developing Daily Expression Pocket Book for Islamic Boarding School Students at Muhammadiyah Boarding School Putra Palopo*,"<sup>40</sup> students at boarding schools need learning media to serve as a pocketbook to direct their communication in English and by designing a daily expression pocket book is the solution of the problem in these research.

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<sup>40</sup> Nur Aisyah. "Developing Daily Expression Pocketbook for Islamic Boarding School Students at Muhammadiyah Boarding School Putra Palopo." Phd Diss., Institut Agama Islam Negeri Palopo, 2021.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

1. The first step in designing a daily expression pocketbook was to analyze the target needs. The researcher collected information for the first step in designing a daily expression pocketbook by conducting a need analysis. The result of the need analysis showed that the contents of the daily expression pocketbook the students needed were materials related to what is learned at school. The researcher designed the pocketbook containing ten topics of expressions based on the curriculum.
2. As for the final result of this research, daily expression pocketbook appropriateness was approved by the mean score result of students' perception was 4,7 with 94% of percentage which qualified as "Very Good," and teacher perceptions got a mean score of 4,6 with 92% of percentage which qualified as "Very Good." It indicated that the daily expression pocketbook is ready to be utilized without revision. Meanwhile, these results were supported by interviews with students and teachers. It stated that the designed daily expression pocketbook was presented in line with the student's needs: the design and layout were attractive, and the book material and pronunciation guides facilitated the students' learning of speaking skills.

#### B. Implication

This research has implications for enhancing students speaking skill. The theoretical and practical implications are as follows:

1. Theoretical implications, the used of the daily expression pocketbook for learning speaking skills in the second grade of MTsN 2 Luwu is expected to enhance students speaking ability.
2. Practical implications, the results of this research can be used as a teaching media for the teachers and as the learning media for the students in speaking skills. In addition, the direct impact of this research is the equality of the research that is used to support interesting media in teaching and learning process in speaking skills.

### **C. Suggestion**

In this part, the researcher would like to give some suggestions according to the result from this research. The suggestions are for the English teacher, pocketbook users, and further researchers:

1. For the teachers

It is suggested that teachers use this product as a supporting media for learning speaking skills to second-grade students in MTsN 2 Luwu.

2. For the pocketbook users

The pocketbook users/students are suggested to bring and use this pocketbook everywhere and anywhere and always practice their English expressions with friends.

3. For the further research

The next researchers suggested they continue this research with better features and quality and add more expressions, vocabulary, and conversations.

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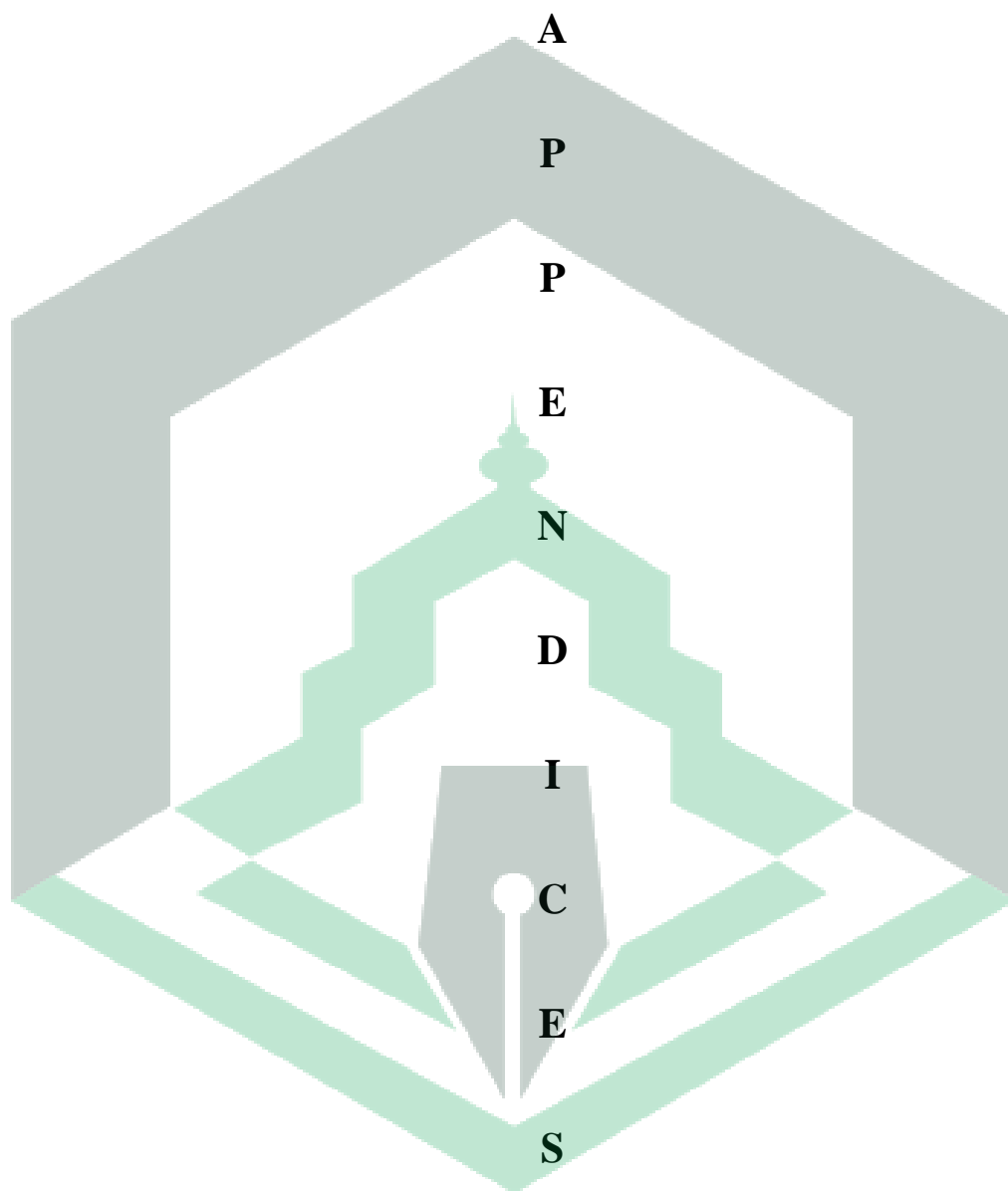
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**APPENDIX 1**  
**SURAT IZIN MENELITI**



# PEMERINTAH KABUPATEN LUWU DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat : Jl. Opu Daeng Risaju No. 1, Belopa Telpn : (0471) 3314115

Nomor : 133/PENELITIAN/01.12/DPMPSTP/VIII/2022  
Lamp : -  
Sifat : Biasa  
Perihal : Permohonan Izin Penelitian

Kepada  
Yth. Ka. MTsN 2 Luwu  
di -  
Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri Palopo : 1270/In.19/FTIK/HM.01/07/2022 tanggal 19 Juni 2022 tentang permohonan Izin Penelitian.  
Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama : Syahrul Bahru  
Tempat/Tgl Lahir : Sampano / 05 November 2000  
Nim : 18 0202 0083  
Jurusan : Pendidikan Bahasa Inggris  
Alamat : Dsn. Salu Kaluku  
Desa Sampano  
Kecamatan Larompong Selatan

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

## DESIGNING DAILY EXPRESSION POCKETBOOK IN TEACHING SPEAKING SKILL AT SECOND GRADE OF MTsN 2 LUWU

Yang akan dilaksanakan di **MTsN 2 LUWU**, pada tanggal **08 Agustus 2022 s/d 08 November 2022**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.



1 2 0 2 2 1 9 3 1 5 0 0 3 5 3



Diterbitkan di Kabupaten Luwu  
Pada tanggal : 08 Agustus 2022  
Kepala Dinas



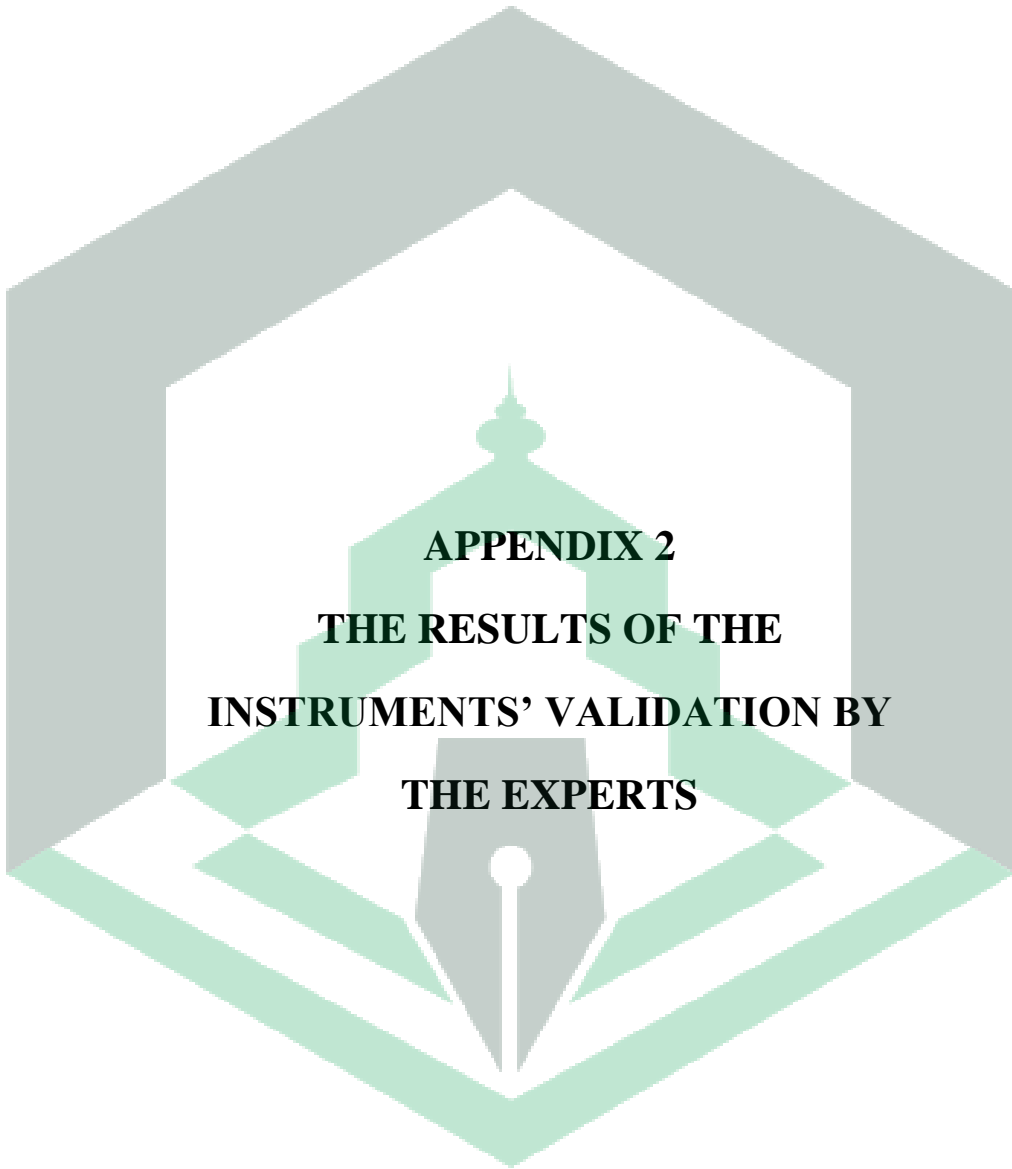
**Ds. H. RAHMAT ANDI PARANA**

Pangkat : Pembina Tk. I IV/b

NIP : 196412911994031079

### Tembusan :

1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Institut Agama Islam Negeri Palopo;
4. Mahasiswa (i) Syahrul Bahru;
5. Arsip.



**APPENDIX 2**  
**THE RESULTS OF THE**  
**INSTRUMENTS' VALIDATION BY**  
**THE EXPERTS**

**LEMBAR VALIDASI INSTRUMENT EVALUASI UNTUK AHLI  
BAHASA**

**“Designing Daily Expression Pocketbook In Teaching Speaking At Second  
Grade Of Mtsn 2 Luwu”**

**A. Petunjuk pengisian**

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

**B. Penilaian kelayakan**

NO	URAIAN	Kelayakan				
		1	2	3	4	5
<b>I</b>	<b>Aspek Isi</b>					
a.	Tujuan penelitian dinyatakan dengan jelas			√		
b.	Tujuan kuesioner dinyatakan dengan jelas			√		
c.	Petunjuk pengisian kuesioner mudah dipahami					√
<b>II</b>	<b>Aspek Cakupan (Isi)</b>					
a.	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai					√
b.	Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi baik dan benar					√
c.	Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai					√
d.	Butir-butir kuesioner mencakup data					√

	yang berhubungan dengan input materi yang memadai					
<b>III</b>	<b>Aspek Bahasa</b>					
a.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar					✓
b.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif					✓
c.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia efisien					✓
d.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang muda dipahami sesuai tingkat kemampuan berbahasa responden					✓

**C. Komentar**

Pertimbangkan untuk menggerakkan jumlah poin kuesioner

**D. Saran**

Perbaiki mekanik / pengetikan kuesioner

**E. Kesimpulan**

Instrument kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
- ③. Dapat digunakan dengan perbaikan sebagai berikut: lihat naskah / komentar, saran.

Palopo, 20 Juli 2022  
Penilai Kelayakan

*Magf*  
Magf Irab Thayyib

## LEMBAR VALIDASI INSTRUMENT EVALUASI UNTUK AHLI MATERI

### “Designing Daily Expression Pocketbook In Teaching Speaking At Second Grade Of Mtsn 2 Luwu”

#### A. Petunjuk pengisian

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

#### B. Penilaian kelayakan

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



III	Aspek Bahasa					
a.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar			✓		
b.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif					✓
c.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia efisien			✓		
d.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang muda dipahami sesuai tingkat kemampuan berbahasa responden					✓

**C. Komentar**

- Instrument mudah dipahami
- Instrument mencakup data yg dibutuhkan

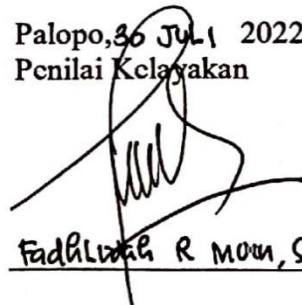
**D. Saran**

**E. Kesimpulan**

Instrument kuesioner ini (lingkari salah satu pilihan)

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

Palopo, 30 Juli 2022  
Penilai Kelayakan



Fadliwah R. Mow, S.pd.I, M.pd



**APPENDIX 3**  
**THE BLUEPRINT OF NEEDS**  
**ANALYSIS QUESTIONNAIRE**

## QUESTIONNAIRE

### “Designing Daily Expression Pocketbook In Teaching Speaking In the second grade Of MTsN 2 Luwu”

#### A. Data Responden

Nama :  
 Kelas :  
 Gender :  
 Usia :

#### B. Petunjuk Pengisian

Berilah tanda silang (x) pada pilihan yang sesuai pernyataan yang mendeskripsikan keadaan anda saat ini, serta sesuai dengan kebutuhan yang anda inginkan terkait dengan media ajar buku saku (Pocketbook).

Criteria Of The Question		Indicator / Theory	Questions
Target Need	Need	<ul style="list-style-type: none"> <li>❖ Hutchinson &amp; Waters (1987)</li> <li>❖ The curriculum of MTsN 2 Luwu</li> </ul>	1. Tujuan utama saya dalam belajar Bahasa Inggris adalah <ul style="list-style-type: none"> <li>a. Saya ingin lancar berbahasa Inggris</li> <li>b. Agar saya mendapat nilai tinggi saat ujian</li> <li>c. Sebagai bekal untuk pendidikan selanjutnya</li> <li>d. Agar saya bisa berkomunikasi dengan orang luar</li> <li>e. Lain-lainnya (Tuliskan bila ada) .....</li> </ul>
	Lack	<ul style="list-style-type: none"> <li>❖ Hutchinson &amp; Waters (1987) Beginner child was a beginner who didn't understand English or was a beginner and either had just begun to learn or had already practiced English without any prior knowledge of English. Advanced: communicating fluently on most topics, experiencing only minor difficulties in vocabulary, grammar,</li> </ul>	2. Tingkat penguasaan Bahasa Inggris saya saat ini adalah <ul style="list-style-type: none"> <li>a. Basic (Lower)</li> <li>b. Basic (Upper)</li> <li>c. Intermediate ( Lower)</li> <li>d. Intermediate ( Upper)</li> <li>e. Advanced</li> <li>f. Lain-lainnya (Tuliskan bila ada) .....</li> </ul>

		<p>and pronunciation.</p> <ul style="list-style-type: none"> <li>❖ ACTFL (American Council on the Teaching of Foreign Languages) There are several levels of speaking, and they are: superior, advanced (high, medium, low), intermediate (high, medium, low), and novice/basic (high, medium, and low).</li> </ul>	
		<ul style="list-style-type: none"> <li>❖ Hutchinson &amp; Waters (1987)</li> <li>❖ UR (1996) Inhibition, Nothing to say, Low or uneven participant, Mother tongue use</li> <li>❖ Brown (2001) states Not fluent, fear of correction, doubtful, lack of communication between teachers and students.</li> </ul>	<p>3. Saya tidak berbicara Bahasa Inggris karena</p> <ol style="list-style-type: none"> <li>a. Saya tidak percaya diri dan malu</li> <li>b. Saya kekurangan <i>vocabulary</i> (kosakata dalam Bahasa Inggris)</li> <li>c. Saya tidak tahu menyusun ungkapan</li> <li>d. Saya takut salah dalam pengucapannya (<i>pronunciation</i>)</li> <li>e. Lain-lainnya (Tuliskan bila ada) .....</li> </ol>
	Want	<ul style="list-style-type: none"> <li>❖ Hutchinson &amp; Waters (1987)</li> <li>❖ Harris (1974) There are five components SL slot speaking skills concerned with comprehension, grammar, vocabulary, pronunciation, fluency</li> </ul>	<p>4. Komponen <i>speaking</i> yang mau saya kembangkan saat ini adalah</p> <ol style="list-style-type: none"> <li>a. <i>Pronunciation</i></li> <li>b. <i>Grammar</i></li> <li>c. <i>Vocabulary</i></li> <li>d. <i>Fluency</i></li> <li>e. <i>Comprehension</i></li> <li>f. Lain-lainnya (Tuliskan bila ada) .....</li> </ol>
		<ul style="list-style-type: none"> <li>❖ Hutchinson &amp; Waters (1987)</li> <li>❖ Nunan (2004: 41-71)</li> </ul>	<p>5. Panjang teks dialog yang saya sesuai untuk menunjang keterampilan Speaking saya adalah</p> <ol style="list-style-type: none"> <li>a. Teks yang lebih 300 kata</li> <li>b. Teks yang lebih 300 kata dan disertai gambar dan video</li> <li>c. Teks yang berkisar antara 200-250 kata</li> <li>d. Teks yang berkisar antara 200-250</li> </ol>

			<p>kata dan disertai gambar dan video</p> <p>e. Teks yang berkisar antara 150-200 kata</p> <p>f. Teks yang berkisar antara 150-200 kata dan disertai gambar dan video</p> <p>g. Lain-lainnya (Tuliskan bila ada)</p> <p>.....</p>
Learning Need	Learning Material, Activity, and Media	<ul style="list-style-type: none"> <li>❖ Hutchinson &amp; Waters (1987)</li> <li>❖ Puthut S.A (2007) <i>Daily Conversation Expressions</i></li> <li>❖ Dr. Anwarsyah Nur, M.A (2019)</li> </ul>	<p>6. <i>Expression</i> yang paling sering saya gunakan ketika berada di sekolah adalah</p> <ol style="list-style-type: none"> <li>a. Menanyakan/memberitahukan tentang ajakan ke kelas</li> <li>b. Meminta dan menyuruh</li> <li>c. Menanyakan keberadaan teman</li> <li>d. Menyemangati dan menasehati teman</li> <li>e. Lain-lainnya (Tuliskan bila ada)</li> </ol> <p>.....</p> <p>7. <i>Expression</i> yang paling sering saya gunakan ketika berada di dalam kelas adalah</p> <ol style="list-style-type: none"> <li>a. Menanyakan/memberitahukan tentang tugas</li> <li>b. Meminta dan menyuruh</li> <li>c. Menanyakan/memberitahukan tentang pembelajaran di kelas</li> <li>d. Menanyakan/memberitahukan tentang ujian akan segera berlangsung</li> <li>e. Lain-lainnya (Tuliskan bila ada)</li> </ol> <p>.....</p> <p>8. Topik-topik apa yang saya inginkan dalam pembelajaran <i>expression</i> untuk meningkatkan kemampuan berbicara Bahasa Inggris saya adalah</p> <ol style="list-style-type: none"> <li>a. Topik yang sesuai dengan buku panduan yang digunakan di sekolah</li> <li>b. Topik tentang lingkungan sekitar</li> <li>c. Topik tentang kehidupan sehari-hari</li> <li>d. Topik tentang media massa</li> <li>e. Lain-lainnya (Tuliskan bila ada)</li> </ol> <p>.....</p> <p>9. <i>Expression</i> yang saya butuhkan selain yang di atas adalah</p> <ol style="list-style-type: none"> <li>a. <i>Expression</i> ketika berada di kantin</li> <li>b. <i>Expression</i> ketika berada di ruang makan</li> </ol>

			<p>c. Expression ketika berada di mesjid/mushola</p> <p>d. Expression ketika berada di kamar tidur</p> <p>e. Lain-lainnya (Tuliskan bila ada)</p> <p>.....</p> <p>10. Jika saya menggunakan <i>daily expression pocketbook</i> sebagai media belajar, desain yang saya inginkan adalah</p> <p>a. Informasi ringkasan mengenai materi yang diajarkan</p> <p>b. Terdapat contoh dalam bentuk percakapan sehingga mudah untuk dicontohi</p> <p>c. Table-tabel (berisi daftar <i>expression</i> Bahasa Inggris beserta artinya dan mudah dibawa-bawa)</p> <p>d. Grafik/gambar (grafik/gambar yang menggambarkan <i>expression</i> Bahasa Inggris dan artinya)</p> <p>e. Lain-lainnya (Tuliskan bila ada)</p> <p>.....</p>
		<ul style="list-style-type: none"> <li>❖ Hutchinson &amp; Waters (1987)</li> <li>❖ Al Gahtani (2015) Pantonime</li> <li>❖ Mackay (2001) Roling Play or game system</li> <li>❖ Elliot Arason (2008)</li> </ul>	<p>11. Aktivitas yang saya senangi dalam belajar <i>expression</i> adalah</p> <p>a. Pantonim</p> <p>b. Roleplay (drama)</p> <p>c. Jigsaw</p> <p>d. Percakapan</p> <p>e. Lain-lainnya (Tuliskan bila ada)</p> <p>.....</p>
		<ul style="list-style-type: none"> <li>❖ Hutchinson &amp; Waters (1987)</li> <li>❖ Jeremy Harmer (1991) There are eight types of instructional media; People, realia, pictures, course books, ways of showing (boards, OHP, etc.), ways of listening (audio, video, CD, etc.), ways of finding out (dictionary, internet, etc.).</li> </ul>	<p>12. Media yang dapat mendukung saya dalam belajar <i>expression</i> adalah</p> <p>a. Gambar</p> <p>b. Video</p> <p>c. Audio seperti rekaman, lagu, dsb</p> <p>d. <i>Pocketbook</i> yang mudah dibawa kemana-mana dan mudah digunakan</p> <p>e. Lain-lainnya (Tuliskan bila ada)</p> <p>.....</p>

	Setting	<ul style="list-style-type: none"> <li>❖ Hutchinson &amp; Waters (1987)</li> <li>❖ According to Wina Sanjaya, learning facilities are classrooms, a library, and a laboratory.</li> </ul>	<p>13. Tempat belajar <i>expression</i> (ungkapan-ungkapan dalam Bahasa Inggris) yang saya sukai adalah</p> <ol style="list-style-type: none"> <li>a. Perpustakaan</li> <li>b. Dalam kelas</li> <li>c. Luar kelas (lapangan, kantin, taman, dll)</li> <li>d. Lab bahasa</li> <li>e. Lain-lainnya (Tuliskan bila ada) .....</li> </ol>
Student's Role		<ul style="list-style-type: none"> <li>❖ Hutchinson &amp; Waters (1987)</li> <li>❖ Sriyono (2000) Learning pattern guide learning patterns, discussion learning patterns, and others.</li> </ul>	<p>14. Cara belajar <i>expression</i> yang saya sukai adalah</p> <ol style="list-style-type: none"> <li>a. Individual</li> <li>b. Berpasangan</li> <li>c. Berkelompok</li> <li>d. Lain-lainnya (Tuliskan bila ada) .....</li> </ol>
		<ul style="list-style-type: none"> <li>❖ Hutchinson &amp; Waters (1987)</li> <li>❖ Nunan (2004) Richard and Roger in Nunan, the learners' role in the learning process: <ul style="list-style-type: none"> <li>➢ learner listens to teacher and repeats; no control over content or methods</li> <li>➢ the learner has little control; reacts to teacher direction; passive, reactive role</li> <li>➢ the learner has an active negotiating role; should contribute as well as receive</li> <li>➢ the learner is a listener and performer; little</li> </ul> </li> </ul>	<p>15. Peran saya dalam mempelajari <i>expression</i> adalah</p> <ol style="list-style-type: none"> <li>a. Mendengar penjelasan <i>expression</i> dari guru dan melaksanakannya</li> <li>b. Aktif dalam pembelajaran <i>expression</i></li> <li>c. Memanfaatkan setiap kesempatan untuk berkomunikasi dengan menggunakan <i>expression</i> yang telah diberikan oleh guru kepada siswa lainnya.</li> <li>d. Lain-lainnya (Tuliskan bila ada) .....</li> </ol>

	<p>influence over the content and none over the methodology</p> <ul style="list-style-type: none"> <li>➤ learners learn through systematic analysis; must become independent and autonomous</li> <li>➤ learners are members of a social group or community; they move from dependence to autonomy as learning progresses</li> <li>➤ learners play an active role and have a relatively high degree of control over content language production</li> <li>➤ Learners are passive and have little control over content or methods.</li> </ul>	
Teachers' Role	<ul style="list-style-type: none"> <li>❖ Hutchinson &amp; Waters (1987)</li> <li>❖ Abin Syamsuddin by quoting the idea of Gage and Barliner, suggest the role of the teacher in the learning process of students, which includes : <ul style="list-style-type: none"> <li>➤ The teacher as a planner</li> <li>➤ The teacher as an organizer.</li> <li>➤ The teacher as an</li> </ul> </li> </ul>	<p>16. Dalam pembelajaran <i>expression</i>, saya lebih suka jika guru . . . .</p> <ol style="list-style-type: none"> <li>a. Memberikan <i>expression</i> lalu kami mengulanginya</li> <li>b. Mengontrol dan mengoreksi kesalahan dalam pengucapan <i>expression</i></li> <li>c. Mengamati proses dalam pembelajaran <i>expression</i></li> <li>d. Lain-lainnya (Tuliskan bila ada) .....</li> </ol>



		evaluator.	
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## QUESTIONNAIRE

### “Designing Daily Expression Pocketbook In Teaching Speaking In the second grade Of MTsN 2 Luwu”

#### A. Data Responden

Nama :

Kelas :

Gender :

Usia :

#### B. Petunjuk Pengisian

Berilah tanda silang (x) pada pilihan yang sesuai pernyataan yang mendeskripsikan keadaan anda saat ini, serta sesuai dengan kebutuhan yang anda inginkan terkait dengan media ajar buku saku (*Pocketbook*).

Kuesioner ini dirancang untuk mengumpulkan data *need analysis* siswa terkait pembelajaran *speaking* Bahasa Inggris. Informasi yang terdapat dalam kuesioner ini akan digunakan dalam penyusunan skripsi dan akan menjadi isi/materi dalam *pocketbook* (buku saku) untuk meningkatkan kemampuan berbicara Bahasa Inggris siswa.

- 
1. Tujuan utama saya dalam belajar Bahasa Inggris adalah . . . .
    - a. Saya ingin lancar berbahasa Inggris
    - b. Agar saya mendapat nilai tinggi saat ujian
    - c. Sebagai bekal untuk pendidikan selanjutnya
    - d. Agar saya bisa berkomunikasi dengan orang luar
    - e. Lain-lainnya (Tuliskan bila ada)

.....
  2. Tingkat penguasaan Bahasa Inggris saya saat ini adalah . . . .
    - a. *Basic (lower)*, Mengetahui sedikit kosa kata dan ungkapan praktis dan penguasaan grammar terbatas
    - b. *Basic (upper)*, dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami kesulitan pada kosa kata dan *grammar*
    - c. *Intermediate (lower)*, dapat berkomunikasi dengan baik pada beberapa topik tertentu namun masih menemukan kesulitan untuk topik-topik yang lain, masih mengalami beberapa kesulitan pada kosa kata, *grammar*, dan pelafalan.

- d. *Intermediate (upper)*, walaupun memiliki kesulitan dalam kosa kata, *grammar*, dan pelafalan, tapi mampu terbit dalam percakapan yang menyenangkan dan pada topik-topik yang dikenal.
  - e. *Advanced*, mampu berkomunikasi dengan lancar baik dan benar
  - f. Lain-lainnya (Tuliskan bila ada)  
.....
3. Saya tidak berbicara Bahasa Inggris karena . . . .
- a. Saya tidak percaya diri dan malu
  - b. Saya kekurangan *vocabulary* (kosakata dalam Bahasa Inggris)
  - c. Saya tidak tahu menyusun ungkapan
  - d. Saya takut salah dalam pengucapannya (*pronunciation*)
  - e. Lain-lainnya (Tuliskan bila ada)  
.....
4. Komponen *speaking* yang mau saya kembangkan saat ini adalah
- a. *Pronunciation*
  - b. *Grammar*
  - c. *Vocabulary*
  - d. *Fluency*
  - e. *Comprehension*
  - f. Lain-lainnya (Tuliskan bila ada)  
.....
5. Panjang teks dialog yang saya sesuai untuk menunjang keterampilan *speaking* saya adalah
- a. Teks yang lebih 300 kata
  - b. Teks yang lebih 300 kata dan disertai gambar dan video
  - c. Teks yang berkisar antara 200-250 kata
  - d. Teks yang berkisar antara 200-250 kata dan disertai gambar dan video
  - e. Teks yang berkisar antara 150-200 kata
  - f. Teks yang berkisar antara 150-200 kata dan disertai gambar dan video
  - g. Lain-lainnya (Tuliskan bila ada)  
.....
6. *Expression* yang paling sering saya gunakan ketika berada disekolah adalah
- a. Menanyakan/memberitahukan tentang ajakan ke kelas
  - b. Meminta dan menyuruh
  - c. Menanyakan keberadaan teman
  - d. Menyemangati dan menasehati teman
  - e. Lain-lainnya (Tuliskan bila ada)  
.....
7. *Expression* yang paling sering saya gunakan ketika berada di dalam kelas adalah

- a. Menanyakan/memberitahukan tentang tugas
  - b. Meminta dan menyuruh
  - c. Menanyakan/memberitahukan tentang pembelajaran di kelas
  - d. Menanyakan/memberitahukan tentang ujian akan segera berlangsung
  - e. Lain-lainnya (Tuliskan bila ada)  
.....
8. Topik-topik apa yang saya inginkan dalam pembelajaran *expression* untuk meningkatkan kemampuan berbicara Bahasa Inggris saya adalah . . . .
- a. Topik yang sesuai dengan buku panduan yang digunakan di sekolah
  - b. Topik tentang lingkungan sekitar
  - c. Topik tentang kehidupan sehari-hari
  - d. Topik tentang media massa
  - e. Lain-lainnya (Tuliskan bila ada)  
.....
9. *Expression* yang saya butuhkan selain yang di atas adalah
- a. *Expression* ketika berada di kantin
  - b. *Expression* ketika berada di ruang makan
  - c. *Expression* ketika berada di mesjid/mushola
  - d. *Expression* ketika di kamar tidur
  - e. Lain-lainnya (Tuliskan bila ada)  
.....
10. Jika saya menggunakan *daily expression pocketbook* sebagai media belajar, desain yang saya inginkan adalah . . . .
- a. Informasi ringkasan mengenai materi yang diajarkan
  - b. Terdapat contoh dalam bentuk percakapan sehingga mudah untuk dicontohi
  - c. Tabel-tabel (berisi daftar *expression* Bahasa Inggris beserta artinya dan mudah dibawa-bawa)
  - d. Grafik/gambar (grafik/gambar yang menggambarkan *expression* Bahasa Inggris dan artinya)
  - e. Lain-lainnya (Tuliskan bila ada)  
.....
11. Aktivitas yang saya senangi dalam belajar *expression* adalah . . . .
- a. Pantonim
  - b. *Roleplay* (drama)
  - c. *Jigsaw*
  - d. Percakapan
  - e. Lain-lainnya (Tuliskan bila ada)  
.....
12. Media yang dapat mendukung saya dalam belajar *expression* adalah . . . .

- a. Gambar
  - b. Video
  - c. Audio seperti rekaman, lagu, dsb
  - d. *Pocketbook* yang mudah dibawa kemana-mana dan mudah digunakan
  - e. Lain-lainnya (Tuliskan bila ada)
- .....

13. Tempat belajar *expression* (ungkapan-ungkapan dalam Bahasa Inggris) yang saya sukai adalah . . . .

- a. Perpustakaan
  - b. Dalam kelas
  - c. Luar kelas (lapangan, kantin, taman, dll)
  - d. Lab bahasa
  - e. Lain-lainnya (Tuliskan bila ada)
- .....

14. Cara belajar *expression* yang saya sukai adalah

- a. Individual
  - b. Berpasangan
  - c. Berkelompok
  - d. Lain-lainnya (Tuliskan bila ada)
- .....

15. Peran saya dalam mempelajari *expression* adalah . . . .

- a. Mendengar penjelasan *expression* dari guru dan melaksanakannya
  - b. Aktif dalam pembelajaran *expression*
  - c. Memanfaatkan setiap kesempatan untuk berkomunikasi dengan menggunakan *expression* yang telah diberikan oleh guru kepada siswa lainnya.
  - d. Lain-lainnya (Tuliskan bila ada)
- .....

16. Dalam pembelajaran *expression*, saya lebih suka jika guru . . . .

- a. Memberikan *expression* lalu kami mengulanginya
  - b. Mengontrol dan mengoreksi kesalahan dalam pengucapan *expression*
  - c. Mengamati proses dalam pembelajaran *expression*
  - d. Lain-lainnya (Tuliskan bila ada)
- .....

*Adapted from Nur Aisyah (2021) and Enhana Tarbiatunnisa (2021)*



**APPENDIX 4**

**THE NEEDS ANALYSIS RESULT**

## QUESTIONNAIRE

### “Designing Daily Expression Pocketbook In Teaching Speaking At Second Grade Of MTsN 2 Luwu”

#### A. Data Responden

Nama : *Fitr iani*  
Kelas : *VIII.A*  
Gender : *PEREMPUAN*  
Usia : *13*

#### B. Petunjuk Pengisian

Berilah tanda silang (x) pada pilihan yang sesuai pernyataan yang mendeskripsikan keadaan anda saat ini, serta sesuai dengan kebutuhan yang anda inginkan terkait dengan media ajar buku saku (*Pocketbook*).

Kuesioner ini dirancang untuk mengumpulkan data *need analysis* siswa terkait pembelajaran *speaking* Bahasa Inggris. Informasi yang terdapat dalam kuesioner ini akan digunakan dalam penyusunan ..... dan akan menjadi isi/materi dalam *pocketbook* (buku saku) untuk meningkatkan ..... uan berbicara Bahasa Inggris siswa.

- 
1. Tujuan utama saya dalam belajar Bahasa Inggris adalah . . . .
    - a. Saya ingin lancar berbahasa Inggris
    - b. Agar saya mendapat nilai tinggi saat ujian
    - c. Sebagai bekal untuk pendidikan selanjutnya
    - d. Agar saya bisa berkomunikasi dengan orang luar
    - e. Lain-lainnya (Tuliskan bila ada)  
.....
  
  2. Tingkat penguasaan Bahasa Inggris saya saat ini adalah . . . .
    - a. *Basic (lower)*, Mengetahui sedikit kosa kata dan ungkapan praktis dan penguasaan grammar terbatas
    - b. *Basic (upper)*, dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami kesulitan pada kosa kata dan *grammar*
    - c. *Intermediate (lower)*, dapat berkomunikasi dengan baik pada beberapa topik tertentu namun masih menemukan kesulitan untuk topik-topik yang lain, masih mengalami beberapa kesulitan pada kosa kata, *grammar*, dan pelafalan.
    - d. *Intermediate (upper)*, walaupun memiliki kesulitan dalam kosa kata, *grammar*, dan pelafalan, tapi mampu terbit dalam percakapan yang menyenangkan dan pada topik-topik yang dikenal.
    - e. *Advanced*, mampu berkomunikasi dengan lancar baik dan benar
    - f. Lain-lainnya (Tuliskan bila ada)  
.....

3. Saya tidak berbicara Bahasa Inggris karena . . . .
- Saya tidak percaya diri dan malu
  - Saya kekurangan *vocabulary* (kosakata dalam Bahasa Inggris)
  - Saya tidak tahu menyusun ungkapan
  - Saya takut salah dalam pengucapannya (*pronunciation*)
  - Lain-lainnya (Tuliskan bila ada)
- .....
4. Komponen *speaking* yang mau saya kembangkan saat ini adalah
- Pronunciation*
  - Grammar*
  - Vocabulary*
  - Fluency*
  - Comprehension*
  - Lain-lainnya (Tuliskan bila ada)
- .....
5. Panjang teks dialog yang saya sesuai untuk menunjang keterampilan *speaking* saya adalah
- Teks yang lebih 300 kata
  - Teks yang lebih 300 kata dan disertai gambar dan video
  - Teks yang berkisar antara 200-250 kata
  - Teks yang berkisar antara 200-250 kata dan disertai gambar dan video
  - Teks yang berkisar antara 150-200 kata
  - Teks yang berkisar antara 150-200 kata dan disertai gambar dan video
  - Lain-lainnya (Tuliskan bila ada)
- .....
6. *Expression* yang paling sering saya gunakan ketika berada disekolah adalah
- Menanyakan/memberitahukan tentang ajakan ke kelas
  - Meminta dan menyuruh
  - Menanyakan keberadaan teman
  - Menyemangati dan menasehati teman
  - Lain-lainnya (Tuliskan bila ada)
- .....
7. *Expression* yang paling sering saya gunakan ketika berada di dalam kelas adalah
- Menanyakan/memberitahukan tentang tugas
  - Meminta dan menyuruh
  - Menanyakan/memberitahukan tentang pembelajaran di kelas
  - Menanyakan/memberitahukan tentang ujian akan segera berlangsung
  - Lain-lainnya (Tuliskan bila ada)
- .....
8. Topik-topik apa yang saya inginkan dalam pembelajaran *expression* untuk meningkatkan kemampuan berbicara Bahasa Inggris saya adalah . . . .
- Topik yang sesuai dengan buku panduan yang digunakan di sekolah
  - Topik tentang lingkungan sekitar
  - Topik tentang kehidupan sehari-hari



- d. Topik tentang media massa  
e. Lain-lainnya (Tuliskan bila ada)  
.....
9. *Expression* yang saya butuhkan selain yang di atas adalah  
 *Expression* ketika berada di kantin  
b. *Expression* ketika berada di ruang makan  
c. *Expression* ketika berada di mesjid/mushola  
d. *Expression* ketika berada di kamar tidur  
e. Lain-lainnya (Tuliskan bila ada)  
.....
10. Jika saya menggunakan *daily expression pocketbook* sebagai media belajar, desain yang saya inginkan adalah . . . .  
 Informasi ringkasan mengenai materi yang diajarkan  
b. Terdapat contoh dalam bentuk percakapan sehingga mudah untuk dicontohi  
c. Tabel-tabel (berisi daftar *expression* Bahasa Inggris beserta artinya dan mudah dibawa-bawa)  
d. Grafik/gambar (grafik/gambar yang menggambarkan *expression* Bahasa Inggris dan artinya)  
e. Lain-lainnya (Tuliskan bila ada)  
.....
11. Aktivitas yang saya senangi dalam belajar *expression* adalah . . . .  
a. Pantonim  
b. *Roleplay* (drama)  
c. *Jigsaw*  
 Percakapan  
e. Lain-lainnya (Tuliskan bila ada)  
.....
12. Media yang dapat mendukung saya dalam belajar *expression* adalah . . . .  
a. Gambar  
b. Video  
c. Audio seperti rekaman, lagu, dsb  
 *Pocketbook* yang mudah dibawa kemana-mana dan mudah digunakan  
e. Lain-lainnya (Tuliskan bila ada)  
.....
13. Tempat belajar *expression* (ungkapan-ungkapan dalam Bahasa Inggris) yang saya sukai adalah . . . .  
a. Perpustakaan  
 Dalam kelas  
c. Luar kelas (lapangan, kantin, taman, dll)  
d. Lab bahasa  
e. Lain-lainnya (Tuliskan bila ada)  
.....
14. Cara belajar *expression* yang saya sukai adalah  
a. Individual

- a. Berpasangan
  - c. Berkelompok
  - d. Lain-lainnya (Tuliskan bila ada)
- .....

15. Peran saya dalam mempelajari *expression* adalah . . . .

- a. Mendengar penjelasan *expression* dari guru dan melaksanakannya
  - b. Aktif dalam pembelajaran *expression*
  - c. Memanfaatkan setiap kesempatan untuk berkomunikasi dengan menggunakan *expression* yang telah diberikan oleh guru kepada siswa lainnya.
  - d. Lain-lainnya (Tuliskan bila ada)
- .....

16. Dalam pembelajaran *expression*, saya lebih suka jika guru . . . .

- a. Memberikan *expression* lalu kami mengulangnya
  - b. Mengontrol dan mengoreksi kesalahan dalam pengucapan *expression*
  - c. Mengamati proses dalam pembelajaran *expression*
  - d. Lain-lainnya (Tuliskan bila ada)
- .....

*Adapted from Nur Aisyah (2021) and Enhana Tarbiatunnisa (2021)*



## QUESTIONNAIRE

### “Designing Daily Expression Pocketbook In Teaching Speaking At Second Grade Of MTsN 2 Luwu”

#### A. Data Responden

Nama : Aminah Muthmainnah  
Kelas : VIII A  
Gender : Perempuan (woman)  
Usia : 13 years

#### B. Petunjuk Pengisian

Berilah tanda silang (x) pada pilihan yang sesuai pernyataan yang mendeskripsikan keadaan anda saat ini, serta sesuai dengan kebutuhan yang anda inginkan terkait dengan media ajar buku saku (*Pocketbook*).

Kuesioner ini dirancang untuk mengumpulkan data *need analysis* siswa terkait pembelajaran *speaking* Bahasa Inggris. Informasi yang terdapat dalam kuesioner ini akan digunakan dalam penyusunan skripsi dan akan menjadi isi/materi dalam *pocketbook* (buku saku) untuk meningkatkan kemampuan berbicara Bahasa Inggris siswa.

- 
1. Tujuan utama saya dalam belajar Bahasa Inggris adalah . . . .
    - a. Saya ingin lancar berbahasa Inggris
    - b. Agar saya mendapat nilai tinggi saat ujian
    - c. Sebagai bekal untuk pendidikan selanjutnya
    - d. Agar saya bisa berkomunikasi dengan orang luar
    - e. Lain-lainnya (Tuliskan bila ada)

.....
  2. Tingkat penguasaan Bahasa Inggris saya saat ini adalah . . . .
    - a. *Basic (lower)*, Mengetahui sedikit kosa kata dan ungkapan praktis dan penguasaan grammar terbatas
    - b. *Basic (upper)*, dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami kesulitan pada kosa kata dan *grammar*
    - c. *Intermediate (lower)*, dapat berkomunikasi dengan baik pada beberapa topik tertentu namun masih menemukan kesulitan untuk topik-topik yang lain, masih mengalami beberapa kesulitan pada kosa kata, *grammar*, dan pelafalan.
    - d. *Intermediate (upper)*, walaupun memiliki kesulitan dalam kosa kata, *grammar*, dan pelafalan, tapi mampu terbit dalam percakapan yang menyenangkan dan pada topik-topik yang dikenal.
    - e. *Advanced*, mampu berkomunikasi dengan lancar baik dan benar
    - f. Lain-lainnya (Tuliskan bila ada)

.....

3. Saya tidak berbicara Bahasa Inggris karena . . . .
- a. Saya tidak percaya diri dan malu
  - b. Saya kekurangan *vocabulary* (kosakata dalam Bahasa Inggris)
  - c. Saya tidak tahu menyusun ungkapan
  - d. Saya takut salah dalam pengucapannya (*pronunciation*)
  - e. Lain-lainnya (Tuliskan bila ada)
- .....
4. Komponen *speaking* yang mau saya kembangkan saat ini adalah
- a. *Pronunciation*
  - b. *Grammar*
  - c. *Vocabulary*
  - d. *Fluency*
  - e. *Comprehension*
  - f. Lain-lainnya (Tuliskan bila ada)
- .....
5. Panjang teks dialog yang saya sesuai untuk menunjang keterampilan *speaking* saya adalah
- a. Teks yang lebih 300 kata
  - b. Teks yang lebih 300 kata dan disertai gambar dan video
  - c. Teks yang berkisar antara 200-250 kata
  - d. Teks yang berkisar antara 200-250 kata dan disertai gambar dan video
  - e. Teks yang berkisar antara 150-200 kata
  - f. Teks yang berkisar antara 150-200 kata dan disertai gambar dan video
  - g. Lain-lainnya (Tuliskan bila ada)
- .....
6. *Expression* yang paling sering saya gunakan ketika berada disekolah adalah
- a. Menanyakan/memberitahukan tentang ajakan ke kelas
  - b. Meminta dan menyuruh
  - c. Menanyakan keberadaan teman
  - d. Menyemangati dan menasehati teman
  - e. Lain-lainnya (Tuliskan bila ada)
- .....
7. *Expression* yang paling sering saya gunakan ketika berada di dalam kelas adalah
- a. Menanyakan/memberitahukan tentang tugas
  - b. Meminta dan menyuruh
  - c. Menanyakan/memberitahukan tentang pembelajaran di kelas
  - d. Menanyakan/memberitahukan tentang ujian akan segera berlangsung
  - e. Lain-lainnya (Tuliskan bila ada)
- .....
8. Topik-topik apa yang saya inginkan dalam pembelajaran *expression* untuk meningkatkan kemampuan berbicara Bahasa Inggris saya adalah . . . .
- a. Topik yang sesuai dengan buku panduan yang digunakan di sekolah
  - b. Topik tentang lingkungan sekitar
  - c. Topik tentang kehidupan sehari-hari

- d. Topik tentang media massa
- e. Lain-lainnya (Tuliskan bila ada)

9. *Expression* yang saya butuhkan selain yang di atas adalah

- a. *Expression* ketika berada di kantin
- Expression* ketika berada di ruang makan
- c. *Expression* ketika berada di mesjid/mushola
- d. *Expression* ketika berada di kamar tidur
- e. Lain-lainnya (Tuliskan bila ada)

10. Jika saya menggunakan *daily expression pocketbook* sebagai media belajar, desain yang saya inginkan adalah . . . .

- a. Informasi ringkasan mengenai materi yang diajarkan
- Terdapat contoh dalam bentuk percakapan sehingga mudah untuk dicontohi
- c. Tabel-tabel (berisi daftar *expression* Bahasa Inggris beserta artinya dan mudah dibawa-bawa)
- d. Grafik/gambar (grafik/gambar yang menggambarkan *expression* Bahasa Inggris dan artinya)
- e. Lain-lainnya (Tuliskan bila ada)

11. Aktivitas yang saya senangi dalam belajar *expression* adalah . . . .

- a. Pantonim
- b. *Roleplay* (drama)
- c. *Jigsaw*
- Percakapan
- e. Lain-lainnya (Tuliskan bila ada)

12. Media yang dapat mendukung saya dalam belajar *expression* adalah . . . .

- a. Gambar
- b. Video
- Audio seperti rekaman, lagu, dsb
- d. *Pocketbook* yang mudah dibawa kemana-mana dan mudah digunakan
- e. Lain-lainnya (Tuliskan bila ada)

13. Tempat belajar *expression* (ungkapan-ungkapan dalam Bahasa Inggris) yang saya sukai adalah . . . .

- Perpustakaan
- b. Dalam kelas
- c. Luar kelas (lapangan, kantin, taman, dll)
- d. Lab bahasa
- e. Lain-lainnya (Tuliskan bila ada)

14. Cara belajar *expression* yang saya sukai adalah

- a. Individual

- Berpasangan
  - c. Berkelompok
  - d. Lain-lainnya (Tuliskan bila ada)
- .....

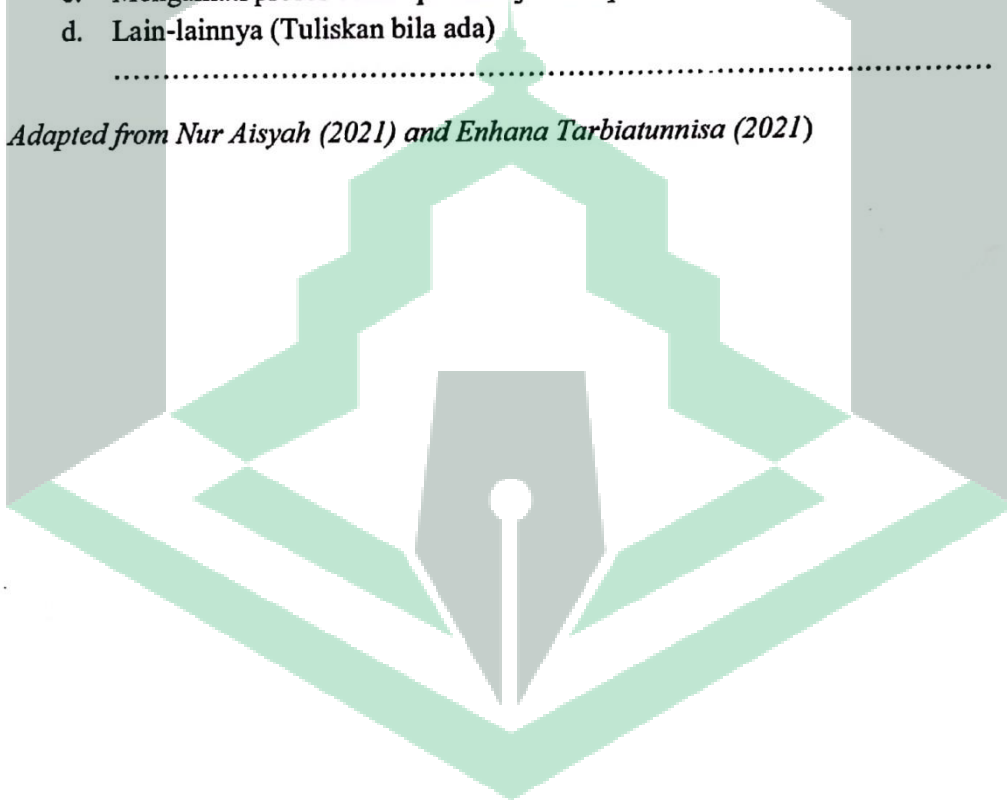
15. Peran saya dalam mempelajari *expression* adalah . . . .

- Mendengar penjelasan *expression* dari guru dan melaksanakannya
  - b. Aktif dalam pembelajaran *expression*
  - c. Memanfaatkan setiap kesempatan untuk berkomunikasi dengan menggunakan *expression* yang telah diberikan oleh guru kepada siswa lainnya.
  - d. Lain-lainnya (Tuliskan bila ada)
- .....

16. Dalam pembelajaran *expression*, saya lebih suka jika guru . . . .

- a. Memberikan *expression* lalu kami mengulangnya
  - Mengontrol dan mengoreksi kesalahan dalam pengucapan *expression*
  - c. Mengamati proses dalam pembelajaran *expression*
  - d. Lain-lainnya (Tuliskan bila ada)
- .....

*Adapted from Nur Aisyah (2021) and Enhana Tarbiatunnisa (2021)*



## QUESTIONNAIRE

### “Designing Daily Expression Pocketbook In Teaching Speaking At Second Grade Of MTsN 2 Luwu”

#### A. Data Responden

Nama : *Uda andriani*

Kelas : *VIII<sup>A</sup>*

Gender : *Perempuan*

Usia : *13*

#### B. Petunjuk Pengisian

Berilah tanda silang (x) pada pilihan yang sesuai pernyataan yang mendeskripsikan keadaan anda saat ini, serta sesuai dengan kebutuhan yang anda inginkan terkait dengan media ajar buku saku (*Pocketbook*).

Kuesioner ini dirancang untuk mengumpulkan data *need analysis* siswa terkait pembelajaran *speaking* Bahasa Inggris. Informasi yang terdapat dalam kuesioner ini akan digunakan dalam penyusunan skripsi dan akan menjadi isi/materi dalam *pocketbook* (buku saku) untuk meningkatkan kemampuan berbicara Bahasa Inggris siswa.

1. Tujuan utama saya dalam belajar Bahasa Inggris adalah . . . .
  - a. Saya ingin lancar berbahasa Inggris
  - b. Agar saya mendapat nilai tinggi saat ujian
  - c. Sebagai bekal untuk pendidikan selanjutnya
  - d. Agar saya bisa berkomunikasi dengan orang luar
  - e. Lain-lainnya (Tuliskan bila ada)  
.....
2. Tingkat penguasaan Bahasa Inggris saya saat ini adalah . . . .
  - a. *Basic (lower)*, Mengetahui sedikit kosa kata dan ungkapan praktis dan penguasaan grammar terbatas
  - b. *Basic (upper)*, dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami kesulitan pada kosa kata dan *grammar*
  - c. *Intermediate (lower)*, dapat berkomunikasi dengan baik pada beberapa topik tertentu namun masih menemukan kesulitan untuk topik-topik yang lain, masih mengalami beberapa kesulitan pada kosa kata, *grammar*, dan pelafalan.
  - d. *Intermediate (upper)*, walaupun memiliki kesulitan dalam kosa kata, *grammar*, dan pelafalan, tapi mampu terbit dalam percakapan yang menyenangkan dan pada topik-topik yang dikenal.
  - e. *Advanced*, mampu berkomunikasi dengan lancar baik dan benar
  - f. Lain-lainnya (Tuliskan bila ada)  
.....

3. Saya tidak berbicara Bahasa Inggris karena . . . .
- a. Saya tidak percaya diri dan malu
  - b. Saya kekurangan *vocabulary* (kosakata dalam Bahasa Inggris)
  - c. Saya tidak tahu menyusun ungkapan
  - d. Saya takut salah dalam pengucapannya (*pronunciation*)
  - e. Lain-lainnya (Tuliskan bila ada)
- .....
4. Komponen *speaking* yang mau saya kembangkan saat ini adalah
- a. *Pronunciation*
  - b. *Grammar*
  - c. *Vocabulary*
  - d. *Fluency*
  - e. *Comprehension*
  - f. Lain-lainnya (Tuliskan bila ada)
- .....
5. Panjang teks dialog yang saya sesuai untuk menunjang keterampilan *speaking* saya adalah
- a. Teks yang lebih 300 kata
  - b. Teks yang lebih 300 kata dan disertai gambar dan video
  - c. Teks yang berkisar antara 200-250 kata
  - d. Teks yang berkisar antara 200-250 kata dan disertai gambar dan video
  - e. Teks yang berkisar antara 150-200 kata
  - f. Teks yang berkisar antara 150-200 kata dan disertai gambar dan video
  - g. Lain-lainnya (Tuliskan bila ada)
- .....
6. *Expression* yang paling sering saya gunakan ketika berada disekolah adalah
- a. Menanyakan/memberitahukan tentang ajakan ke kelas
  - b. Meminta dan menyuruh
  - c. Menanyakan keberadaan teman
  - d. Menyemangati dan menasehati teman
  - e. Lain-lainnya (Tuliskan bila ada)
- .....
7. *Expression* yang paling sering saya gunakan ketika berada di dalam kelas adalah
- a. Menanyakan/memberitahukan tentang tugas
  - b. Meminta dan menyuruh
  - c. Menanyakan/memberitahukan tentang pembelajaran di kelas
  - d. Menanyakan/memberitahukan tentang ujian akan segera berlangsung
  - e. Lain-lainnya (Tuliskan bila ada)
- .....
8. Topik-topik apa yang saya inginkan dalam pembelajaran *expression* untuk meningkatkan kemampuan berbicara Bahasa Inggris saya adalah . . . .
- a. Topik yang sesuai dengan buku panduan yang digunakan di sekolah
  - b. Topik tentang lingkungan sekitar
  - c. Topik tentang kehidupan sehari-hari



- d. Topik tentang media massa  
e. Lain-lainnya (Tuliskan bila ada)  
.....
9. *Expression* yang saya butuhkan selain yang di atas adalah
- Expression* ketika berada di kantin
  - Expression* ketika berada di ruang makan
  - Expression* ketika berada di mesjid/mushola
  - Expression* ketika berada di kamar tidur
  - Lain-lainnya (Tuliskan bila ada)  
.....
10. Jika saya menggunakan *daily expression pocketbook* sebagai media belajar, desain yang saya inginkan adalah . . . .
- Informasi ringkasan mengenai materi yang diajarkan
  - Terdapat contoh dalam bentuk percakapan sehingga mudah untuk dicontohi
  - Tabel-tabel (berisi daftar *expression* Bahasa Inggris beserta artinya dan mudah dibawa-bawa)
  - Grafik/gambar (grafik/gambar yang menggambarkan *expression* Bahasa Inggris dan artinya)
  - Lain-lainnya (Tuliskan bila ada)  
.....
11. Aktivitas yang saya senangi dalam belajar *expression* adalah . . . .
- Pantomim
  - Roleplay* (drama)
  - Jigsaw*
  - Percakapan
  - Lain-lainnya (Tuliskan bila ada)  
.....
12. Media yang dapat mendukung saya dalam belajar *expression* adalah . . . .
- Gambar
  - Video
  - Audio seperti rekaman, lagu, dsb
  - Pocketbook* yang mudah dibawa kemana-mana dan mudah digunakan
  - Lain-lainnya (Tuliskan bila ada)  
.....
13. Tempat belajar *expression* (ungkapan-ungkapan dalam Bahasa Inggris) yang saya sukai adalah . . . .
- Perpustakaan
  - Dalam kelas
  - Luar kelas (lapangan, kantin, taman, dll)
  - Lab bahasa
  - Lain-lainnya (Tuliskan bila ada)  
.....
14. Cara belajar *expression* yang saya sukai adalah
- Individual

- b. Berpasangan
  - c. Berkelompok
  - d. Lain-lainnya (Tuliskan bila ada)
- .....

15. Peran saya dalam mempelajari *expression* adalah . . . .

- a. Mendengar penjelasan *expression* dari guru dan melaksanakannya
  - b. Aktif dalam pembelajaran *expression*
  - c. Memanfaatkan setiap kesempatan untuk berkomunikasi dengan menggunakan *expression* yang telah diberikan oleh guru kepada siswa lainnya.
  - d. Lain-lainnya (Tuliskan bila ada)
- .....

16. Dalam pembelajaran *expression*, saya lebih suka jika guru . . . .

- a. Memberikan *expression* lalu kami mengulanginya
  - b. Mengontrol dan mengoreksi kesalahan dalam pengucapan *expression*
  - c. Mengamati proses dalam pembelajaran *expression*
  - d. Lain-lainnya (Tuliskan bila ada)
- .....

*Adapted from Nur Aisyah (2021) and Enhana Tarbiatunnisa (2021)*



## QUESTIONNAIRE

### “Designing Daily Expression Pocketbook In Teaching Speaking At Second Grade Of MTsN 2 Luwu”

#### A. Data Responden

Nama : ETIK Fitriani

Kelas : VIII A

Gender : Laki-laki

Usia :

#### B. Petunjuk Pengisian

Berilah tanda silang (x) pada pilihan yang sesuai pernyataan yang mendeskripsikan keadaan anda saat ini, serta sesuai dengan kebutuhan yang anda inginkan terkait dengan media ajar buku saku (*Pocketbook*).

Kuesioner ini dirancang untuk mengumpulkan data *need analysis* siswa terkait pembelajaran *speaking* Bahasa Inggris. Informasi yang terdapat dalam kuesioner ini akan digunakan dalam penyusunan skripsi dan akan menjadi isi/materi dalam *pocketbook* (buku saku) untuk meningkatkan kemampuan berbicara Bahasa Inggris siswa.

- 
1. Tujuan utama saya dalam belajar Bahasa Inggris adalah . . . .
    - a. Saya ingin lancar berbahasa Inggris
    - b. Agar saya mendapat nilai tinggi saat ujian
    - c. Sebagai bekal untuk pendidikan selanjutnya
    - d. Agar saya bisa berkomunikasi dengan orang luar
    - e. Lain-lainnya (Tuliskan bila ada)  
.....
  2. Tingkat penguasaan Bahasa Inggris saya saat ini adalah . . . .
    - a. *Basic (lower)*, Mengetahui sedikit kosa kata dan ungkapan praktis dan penguasaan grammar terbatas
    - b. *Basic (upper)*, dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami kesulitan pada kosa kata dan *grammar*
    - c. *Intermediate (lower)*, dapat berkomunikasi dengan baik pada beberapa topik tertentu namun masih menemukan kesulitan untuk topik-topik yang lain, masih mengalami beberapa kesulitan pada kosa kata, *grammar*, dan pelafalan.
    - d. *Intermediate (upper)*, walaupun memiliki kesulitan dalam kosa kata, *grammar*, dan pelafalan, tapi mampu terbit dalam percakapan yang menyenangkan dan pada topik-topik yang dikenal.
    - e. *Advanced*, mampu berkomunikasi dengan lancar baik dan benar
    - f. Lain-lainnya (Tuliskan bila ada)  
.....

3. Saya tidak berbicara Bahasa Inggris karena . . . .
- a. Saya tidak percaya diri dan malu
  - b. Saya kekurangan *vocabulary* (kosakata dalam Bahasa Inggris)
  - c. Saya tidak tahu menyusun ungkapan
  - d. Saya takut salah dalam pengucapannya (*pronunciation*)
  - e. Lain-lainnya (Tuliskan bila ada)
- .....
4. Komponen *speaking* yang mau saya kembangkan saat ini adalah
- a. *Pronunciation*
  - b. *Grammar*
  - c. *Vocabulary*
  - d. *Fluency*
  - e. *Comprehension*
  - f. Lain-lainnya (Tuliskan bila ada)
- .....
5. Panjang teks dialog yang saya sesuai untuk menunjang keterampilan *speaking* saya adalah
- a. Teks yang lebih 300 kata
  - b. Teks yang lebih 300 kata dan disertai gambar dan video
  - c. Teks yang berkisar antara 200-250 kata
  - d. Teks yang berkisar antara 200-250 kata dan disertai gambar dan video
  - e. Teks yang berkisar antara 150-200 kata
  - f. Teks yang berkisar antara 150-200 kata dan disertai gambar dan video
  - g. Lain-lainnya (Tuliskan bila ada)
- .....
6. *Expression* yang paling sering saya gunakan ketika berada disekolah adalah
- a. Menanyakan/memberitahukan tentang ajakan ke kelas
  - b. Meminta dan menyuruh
  - c. Menanyakan keberadaan teman
  - d. Menyemangati dan menasehati teman
  - e. Lain-lainnya (Tuliskan bila ada)
- .....
7. *Expression* yang paling sering saya gunakan ketika berada di dalam kelas adalah
- a. Menanyakan/memberitahukan tentang tugas
  - b. Meminta dan menyuruh
  - c. Menanyakan/memberitahukan tentang pembelajaran di kelas
  - d. Menanyakan/memberitahukan tentang ujian akan segera berlangsung
  - e. Lain-lainnya (Tuliskan bila ada)
- .....
8. Topik-topik apa yang saya inginkan dalam pembelajaran *expression* untuk meningkatkan kemampuan berbicara Bahasa Inggris saya adalah . . . .
- a. Topik yang sesuai dengan buku panduan yang digunakan di sekolah
  - b. Topik tentang lingkungan sekitar
  - c. Topik tentang kehidupan sehari-hari

- d. Topik tentang media massa  
e. Lain-lainnya (Tuliskan bila ada)  
.....
9. *Expression* yang saya butuhkan selain yang di atas adalah  
a. *Expression* ketika berada di kantin  
 b. *Expression* ketika berada di ruang makan  
c. *Expression* ketika berada di mesjid/mushola  
d. *Expression* ketika berada di kamar tidur  
e. Lain-lainnya (Tuliskan bila ada)  
.....
10. Jika saya menggunakan *daily expression pocketbook* sebagai media belajar, desain yang saya inginkan adalah . . . .  
 a. Informasi ringkasan mengenai materi yang diajarkan  
 b. Terdapat contoh dalam bentuk percakapan sehingga mudah untuk dicontohi  
c. Tabel-tabel (berisi daftar *expression* Bahasa Inggris beserta artinya dan mudah dibawa-bawa)  
d. Grafik/gambar (grafik/gambar yang menggambarkan *expression* Bahasa Inggris dan artinya)  
e. Lain-lainnya (Tuliskan bila ada)  
.....
11. Aktivitas yang saya senangi dalam belajar *expression* adalah . . . .  
a. Pantonim  
b. *Roleplay* (drama)  
c. *Jigsaw*  
 d. Percakapan  
e. Lain-lainnya (Tuliskan bila ada)  
.....
12. Media yang dapat mendukung saya dalam belajar *expression* adalah . . . .  
a. Gambar  
b. Video  
c. Audio seperti rekaman, lagu, dsb  
 d. *Pocketbook* yang mudah dibawa kemana-mana dan mudah digunakan  
e. Lain-lainnya (Tuliskan bila ada)  
.....
13. Tempat belajar *expression* (ungkapan-ungkapan dalam Bahasa Inggris) yang saya sukai adalah . . . .  
 a. Perpustakaan  
b. Dalam kelas  
c. Luar kelas (lapangan, kantin, taman, dll)  
d. Lab bahasa  
e. Lain-lainnya (Tuliskan bila ada)  
.....
14. Cara belajar *expression* yang saya sukai adalah  
 a. Individual

- b. Berpasangan
- c. Berkelompok
- d. Lain-lainnya (Tuliskan bila ada)

.....

15. Peran saya dalam mempelajari *expression* adalah . . . .

- a. Mendengar penjelasan *expression* dari guru dan melaksanakannya
- b. Aktif dalam pembelajaran *expression*
- c. Memanfaatkan setiap kesempatan untuk berkomunikasi dengan menggunakan *expression* yang telah diberikan oleh guru kepada siswa lainnya.
- d. Lain-lainnya (Tuliskan bila ada)

.....

16. Dalam pembelajaran *expression*, saya lebih suka jika guru . . . .

- a. Memberikan *expression* lalu kami mengulangnya
- b. Mengontrol dan mengoreksi kesalahan dalam pengucapan *expression*
- c. Mengamati proses dalam pembelajaran *expression*
- d. Lain-lainnya (Tuliskan bila ada)

.....

*Adapted from Nur Aisyah (2021) and Enhana Tarbiatunnisa (2021)*



## QUESTIONNAIRE

### “Designing Daily Expression Pocketbook In Teaching Speaking At Second Grade Of MTsN 2 Luwu”

#### A. Data Responden

Nama : Al fikri  
Kelas : VIII A  
Gender : laki - laki  
Usia : 14th

#### B. Petunjuk Pengisian

Berilah tanda silang (x) pada pilihan yang sesuai pernyataan yang mendeskripsikan keadaan anda saat ini, serta sesuai dengan kebutuhan yang anda inginkan terkait dengan media ajar buku saku (*Pocketbook*).

Kuesioner ini dirancang untuk mengumpulkan data *need analysis* siswa terkait pembelajaran *speaking* Bahasa Inggris. Informasi yang terdapat dalam kuesioner ini akan digunakan dalam penyusunan skripsi dan akan menjadi isi/materi dalam *pocketbook* (buku saku) untuk meningkatkan kemampuan berbicara Bahasa Inggris siswa.

- 
1. Tujuan utama saya dalam belajar Bahasa Inggris adalah . . . .
    - a. Saya ingin lancar berbahasa Inggris
    - b. Agar saya mendapat nilai tinggi saat ujian
    - c. Sebagai bekal untuk pendidikan selanjutnya
    - d. Agar saya bisa berkomunikasi dengan orang luar
    - e. Lain-lainnya (Tuliskan bila ada)  
.....
  2. Tingkat penguasaan Bahasa Inggris saya saat ini adalah . . . .
    - a. *Basic (lower)*, Mengetahui sedikit kosa kata dan ungkapan praktis dan penguasaan grammar terbatas
    - b. *Basic (upper)*, dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami kesulitan pada kosa kata dan *grammar*
    - c. *Intermediate (lower)*, dapat berkomunikasi dengan baik pada beberapa topik tertentu namun masih menemukan kesulitan untuk topik-topik yang lain, masih mengalami beberapa kesulitan pada kosa kata, *grammar*, dan pelafalan.
    - d. *Intermediate (upper)*, walaupun memiliki kesulitan dalam kosa kata, *grammar*, dan pelafalan, tapi mampu terbit dalam percakapan yang menyenangkan dan pada topik-topik yang dikenal.
    - e. *Advanced*, mampu berkomunikasi dengan lancar baik dan benar
    - f. Lain-lainnya (Tuliskan bila ada)  
.....

3. Saya tidak berbicara Bahasa Inggris karena . . . .
- a. Saya tidak percaya diri dan malu
  - b. Saya kekurangan *vocabulary* (kosakata dalam Bahasa Inggris)
  - c. Saya tidak tahu menyusun ungkapan
  - d. Saya takut salah dalam pengucapannya (*pronunciation*)
  - e. Lain-lainnya (Tuliskan bila ada)
- .....
4. Komponen *speaking* yang mau saya kembangkan saat ini adalah
- a. *Pronunciation*
  - b. *Grammar*
  - c. *Vocabulary*
  - d. *Fluency*
  - e. *Comprehension*
  - f. Lain-lainnya (Tuliskan bila ada)
- .....
5. Panjang teks dialog yang saya sesuai untuk menunjang keterampilan *speaking* saya adalah
- a. Teks yang lebih 300 kata
  - b. Teks yang lebih 300 kata dan disertai gambar dan video
  - c. Teks yang berkisar antara 200-250 kata
  - d. Teks yang berkisar antara 200-250 kata dan disertai gambar dan video
  - e. Teks yang berkisar antara 150-200 kata
  - f. Teks yang berkisar antara 150-200 kata dan disertai gambar dan video
  - g. Lain-lainnya (Tuliskan bila ada)
- .....
6. *Expression* yang paling sering saya gunakan ketika berada disekolah adalah
- a. Menanyakan/memberitahukan tentang ajakan ke kelas
  - b. Meminta dan menyuruh
  - c. Menanyakan keberadaan teman
  - d. Menyemangati dan menasehati teman
  - e. Lain-lainnya (Tuliskan bila ada)
- .....
7. *Expression* yang paling sering saya gunakan ketika berada di dalam kelas adalah
- a. Menanyakan/memberitahukan tentang tugas
  - b. Meminta dan menyuruh
  - c. Menanyakan/memberitahukan tentang pembelajaran di kelas
  - d. Menanyakan/memberitahukan tentang ujian akan segera berlangsung
  - e. Lain-lainnya (Tuliskan bila ada)
- .....
8. Topik-topik apa yang saya inginkan dalam pembelajaran *expression* untuk meningkatkan kemampuan berbicara Bahasa Inggris saya adalah . . . .
- a. Topik yang sesuai dengan buku panduan yang digunakan di sekolah
  - b. Topik tentang lingkungan sekitar
  - c. Topik tentang kehidupan sehari-hari



- d. Topik tentang media massa  
e. Lain-lainnya (Tuliskan bila ada)  
.....
9. *Expression* yang saya butuhkan selain yang di atas adalah
- Expression* ketika berada di kantin
  - Expression* ketika berada di ruang makan
  - Expression* ketika berada di mesjid/mushola
  - Expression* ketika berada di kamar tidur
  - Lain-lainnya (Tuliskan bila ada)  
.....
10. Jika saya menggunakan *daily expression pocketbook* sebagai media belajar, desain yang saya inginkan adalah . . . .
- Informasi ringkasan mengenai materi yang diajarkan
  - Terdapat contoh dalam bentuk percakapan sehingga mudah untuk dicontohi
  - Tabel-tabel (berisi daftar *expression* Bahasa Inggris beserta artinya dan mudah dibawa-bawa)
  - Grafik/gambar (grafik/gambar yang menggambarkan *expression* Bahasa Inggris dan artinya)
  - Lain-lainnya (Tuliskan bila ada)  
.....
11. Aktivitas yang saya senangi dalam belajar *expression* adalah . . . .
- Pantomim
  - Roleplay* (drama)
  - Jigsaw*
  - Percakapan
  - Lain-lainnya (Tuliskan bila ada)  
.....
12. Media yang dapat mendukung saya dalam belajar *expression* adalah . . . .
- Gambar
  - Video
  - Audio seperti rekaman, lagu, dsb
  - Pocketbook* yang mudah dibawa kemana-mana dan mudah digunakan
  - Lain-lainnya (Tuliskan bila ada)  
.....
13. Tempat belajar *expression* (ungkapan-ungkapan dalam Bahasa Inggris) yang saya sukai adalah . . . .
- Perpustakaan
  - Dalam kelas
  - Luar kelas (lapangan, kantin, taman, dll)
  - Lab bahasa
  - Lain-lainnya (Tuliskan bila ada)  
.....
14. Cara belajar *expression* yang saya sukai adalah
- Individual

- b. Berpasangan
- c. Berkelompok
- d. Lain-lainnya (Tuliskan bila ada)

.....  
15. Peran saya dalam mempelajari *expression* adalah . . . .

- a. Mendengar penjelasan *expression* dari guru dan melaksanakannya
- b. Aktif dalam pembelajaran *expression*
- c. Memanfaatkan setiap kesempatan untuk berkomunikasi dengan menggunakan *expression* yang telah diberikan oleh guru kepada siswa lainnya.
- d. Lain-lainnya (Tuliskan bila ada)

.....  
16. Dalam pembelajaran *expression*, saya lebih suka jika guru . . . .

- a. Memberikan *expression* lalu kami mengulanginya
- b. Mengontrol dan mengoreksi kesalahan dalam pengucapan *expression*
- c. Mengamati proses dalam pembelajaran *expression*
- d. Lain-lainnya (Tuliskan bila ada)

.....  
*Adapted from Nur Aisyah (2021) and Enhana Tarbiatunnisa (2021)*





**APPENDIX 5**  
**THE EXPERTS' VALIDATION**  
**RESULT OF THE DESIGNED**  
**POCKETBOOK**

## KUESIONER EVALUASI UNTUK AHLI *DESIGN AND LAYOUT*

### A. Data Responden

Nama : Fadhliah R MUIH, (s.pd.), M.Pd.  
 Umur :  
 Jenis Kelamin :  
 Pendidikan :  S1  S2  S3  Professor  
 Pengalaman Mengajar :  0-2 tahun  
                                    2-4 tahun  
                                    4-6 tahun  
                                     $\geq$  6 tahun

### B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

#### Keterangan Poin Validitas:

- 5 : Sangat Layak
- 4 : Layak
- 3 : Cukup Layak
- 2 : Kurang Layak
- 1 : Tidak Layak

No	Pernyataan	Kelayakan				
		5	4	3	2	1
<b>I.</b>	<b>Isi</b>					
1.	Cakupan <i>expressions</i> dalam <i>pocketbook</i> sesuai dengan kebutuhan siswa kelas delapan MTsN 2 Luwu	✓				
2.	Kedalaman <i>expressions</i> dalam <i>pocketbook</i> untuk siswa kelas delapan MTsN 2 Luwu memadai.	✓				
3.	Keaslian <i>expressions</i> dalam <i>pocketbook</i> untuk siswa kelas delapan MTsN 2 Luwu memadai.	✓				

	Rangkuman Kualitatif: Konten mencakup materi yang dibutuhkan & diinginkan?					
<b>II.</b>	<b>Bahasa</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
4.	<i>Expressions</i> yang digunakan dalam <i>pocketbook</i> sesuai dengan tata bahasa dengan benar.		✓			
5.	<i>Expressions</i> yang disajikan <i>pocketbook</i> sesuai dengan tingkatan perkembangan kognitif siswa.		✓			
6.	<i>Expressions</i> yang disajikan mudah dipahami	✓				
7.	Keseluruhan <i>expressions</i> sesuai dengan kemampuan berbahasa siswa.		✓			
	Rangkuman Kualitatif: Bahasa siswa & mudah dipahami					
<b>III.</b>	<b>Input</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
8.	Input <i>expressions</i> dalam <i>pocketbook</i> membantu siswa meningkatkan <i>speaking skill</i> siswa.	✓				
9.	Input <i>expressions</i> dalam <i>pocketbook</i> sesuai dengan kemampuan siswa kelas delapan MTsN 2 Luwu		✓			
10.	Input <i>expressions</i> dalam <i>pocketbook</i> menarik.	✓				
11.	Input <i>expressions</i> dalam <i>pocketbook</i> sesuai dengan kemampuan berbahasa siswa kelas delapan siswa MTsN 2 Luwu		✓			
12.	Input <i>expressions</i> dalam <i>pocketbook</i> mencakup struktur bahasa yang benar.	✓				
13.	Pilihan <i>expressions</i> sesuai dengan karakteristik siswa.	✓				
14.	Input <i>expressions</i> dalam <i>pocketbook</i> dapat menambah wawasan siswa MTsN 2 Luwu		✓			
	Rangkuman Kualitatif: Input materi mencakup kebutuhan					

IV.	Desain dan <i>Layout</i>	5	4	3	2	1
15.	Sampul <i>pocketbook</i> menarik.	✓				
16.	Jenis <i>font</i> yang digunakan sudah bagus.	✓				
17.	Tampilan isi <i>pocketbook</i> jelas.		✓			
18.	Penggunaan tanda baca tepat.	✓				
19.	Susunan <i>expressions</i> dalam <i>pocketook</i> sistematis.		✓			
20.	Sumber dalam <i>daily expression pocketbook</i> jelas.	✓				
21.	Jarak spasi sesuai.	✓				
Rangkuman Kualitatif:						
Desain Menarik						

### C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *daily expression pocketbook* yang dikembangkan:

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

Palopo, 27 Agustus 2022

Penilai Kelayakan

Fadhilah R MUN

## KUESIONER EVALUASI UNTUK AHLI BAHASA

### A. Data Responden

Nama : DR. MASRUDDIN, SS, M.HUM.  
 Umur :  
 Jenis Kelamin : LAKI-LAKI  
 Pendidikan :  S1  S2  S3  Professor  
 Pengalaman Mengajar :  0-2 tahun  
    2-4 tahun  
    4-6 tahun  
     $\geq$  6 tahun

### B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

#### Keterangan Poin Validitas:

- 5 : Sangat Layak
- 4 : Layak
- 3 : Cukup Layak
- 2 : Kurang Layak
- 1 : Tidak Layak

No	Pernyataan	Kelayakan				
		5	4	3	2	1
I.	Isi					
1.	Cakupan <i>expressions</i> dalam <i>pocketbook</i> sesuai dengan kebutuhan siswa kelas delapan MTsN 2 Luwu	✓				
2.	Kedalaman <i>expressions</i> dalam <i>pocketbook</i> untuk siswa kelas delapan MTsN 2 Luwu memadai.	✓				
3.	Keaslian <i>expressions</i> dalam <i>pocketbook</i> untuk siswa kelas delapan MTsN 2 Luwu memadai.	✓				

	Rangkuman Kualitatif:					
<b>II.</b>	<b>Bahasa</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
4.	<i>Expressions</i> yang digunakan dalam <i>pocketbook</i> sesuai dengan tata bahasa dengan benar.		✓			
5.	<i>Expressions</i> yang disajikan <i>pocketbook</i> sesuai dengan tingkatan perkembangan kognitif siswa.	✓				
6.	<i>Expressions</i> yang disajikan mudah dipahami	✓				
7.	Keseluruhan <i>expressions</i> sesuai dengan kemampuan berbahasa siswa.	✓				
	Rangkuman Kualitatif:					
<b>III.</b>	<b>Input</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
8.	Input <i>expressions</i> dalam <i>pocketbook</i> membantu siswa meningkatkan <i>speaking skill</i> siswa.	✓				
9.	Input <i>expressions</i> dalam <i>pocketbook</i> sesuai dengan kemampuan siswa kelas delapan MTsN 2 Luwu	✓				
10.	Input <i>expressions</i> dalam <i>pocketbook</i> menarik.	✓				
11.	Input <i>expressions</i> dalam <i>pocketbook</i> sesuai dengan kemampuan berbahasa siswa kelas delapan siswa MTsN 2 Luwu	✓				
12.	Input <i>expressions</i> dalam <i>pocketbook</i> mencakup struktur bahasa yang benar.		✓			
13.	Pilihan <i>expressions</i> sesuai dengan karakteristik siswa.	✓				
14.	Input <i>expressions</i> dalam <i>pocketbook</i> dapat menambah wawasan siswa MTsN 2 Luwu	✓				
	Rangkuman Kualitatif:					



IV.	Desain dan <i>Layout</i>	5	4	3	2	1
15.	Sampul <i>pocketbook</i> menarik.	✓				
16.	Jenis <i>font</i> yang digunakan sudah bagus.	✓				
17.	Tampilan isi <i>pocketbook</i> jelas.	✓				
18.	Penggunaan tanda baca tepat.	✓				
19.	Susunan <i>expressions</i> dalam <i>pocketbook</i> sistematis.		✓			
20.	Sumber dalam <i>daily expression pocketbook</i> jelas.	✓				
21.	Jarak spasi sesuai.	✓				
Rangkuman Kualitatif:						

### C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *daily expression pocketbook* yang dikembangkan:

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

Palopo, 27 Agustus 2022

Penilai Kelayakan



DR. MASRUDDIN, SS, M.HUM

## KUESIONER EVALUASI UNTUK AHLI MATERI

### A. Data Responden

Nama : HARTAWATI, S.Pd  
 Umur :  
 Jenis Kelamin : PEREMPUAN  
 Pendidikan :  S1  S2  S3  Professor  
 Pengalaman Mengajar :  0-2 tahun  
    2-4 tahun  
    4-6 tahun  
    ≥ 6 tahun

### B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

#### Keterangan Poin Validitas:

- 5 : Sangat Layak
- 4 : Layak
- 3 : Cukup Layak
- 2 : Kurang Layak
- 1 : Tidak Layak

No	Pernyataan	Kelayakan				
		5	4	3	2	1
I.	Isi					
1.	Cakupan <i>expressions</i> dalam <i>pocketbook</i> sesuai dengan kebutuhan siswa kelas delapan MTsN 2 Luwu	✓				
2.	Kedalaman <i>expressions</i> dalam <i>pocketbook</i> untuk siswa kelas delapan MTsN 2 Luwu memadai.	✓				
3.	Keaslian <i>expressions</i> dalam <i>pocketbook</i> untuk siswa kelas delapan MTsN 2 Luwu memadai.	✓				

	Rangkuman Kualitatif:					
<b>II.</b>	<b>Bahasa</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
4.	<i>Expressions</i> yang digunakan dalam <i>pocketbook</i> sesuai dengan tata bahasa dengan benar.	✓				
5.	<i>Expressions</i> yang disajikan <i>pocketbook</i> sesuai dengan tingkatan perkembangan kognitif siswa.	✓				
6.	<i>Expressions</i> yang disajikan mudah dipahami	✓				
7.	Keseluruhan <i>expressions</i> sesuai dengan kemampuan berbahasa siswa.		✓			
	Rangkuman Kualitatif:					
<b>III.</b>	<b>Input</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
8.	Input <i>expressions</i> dalam <i>pocketbook</i> membantu siswa meningkatkan <i>speaking skill</i> siswa.	✓				
9.	Input <i>expressions</i> dalam <i>pocketbook</i> sesuai dengan kemampuan siswa kelas delapan MTsN 2 Luwu		✓			
10.	Input <i>expressions</i> dalam <i>pocketbook</i> menarik.	✓				
11.	Input <i>expressions</i> dalam <i>pocketbook</i> sesuai dengan kemampuan berbahasa siswa kelas delapan siswa MTsN 2 Luwu	✓				
12.	Input <i>expressions</i> dalam <i>pocketbook</i> mencakup struktur bahasa yang benar.	✓				
13.	Pilihan <i>expressions</i> sesuai dengan karakteristik siswa.	✓				
14.	Input <i>expressions</i> dalam <i>pocketbook</i> dapat menambah wawasan siswa MTsN 2 Luwu	✓				
	Rangkuman Kualitatif:					

IV.	Desain dan <i>Layout</i>	5	4	3	2	1
15.	Sampul <i>pocketbook</i> menarik.	✓				
16.	Jenis <i>font</i> yang digunakan sudah bagus.	✓				
17.	Tampilan isi <i>pocketbook</i> jelas.	✓				
18.	Penggunaan tanda baca tepat.	✓				
19.	Susunan <i>expressions</i> dalam <i>pocketbook</i> sistematis.	✓				
20.	Sumber dalam <i>daily expression pocketbook</i> jelas.	✓				
21.	Jarak spasi sesuai.	✓				
Rangkuman Kualitatif: Menurut saya, sampulnya bagus kemudian bahasanya mudah di pahami oleh siswa <del>dan</del> <del>tidak</del>						

### C. Kesimpulan

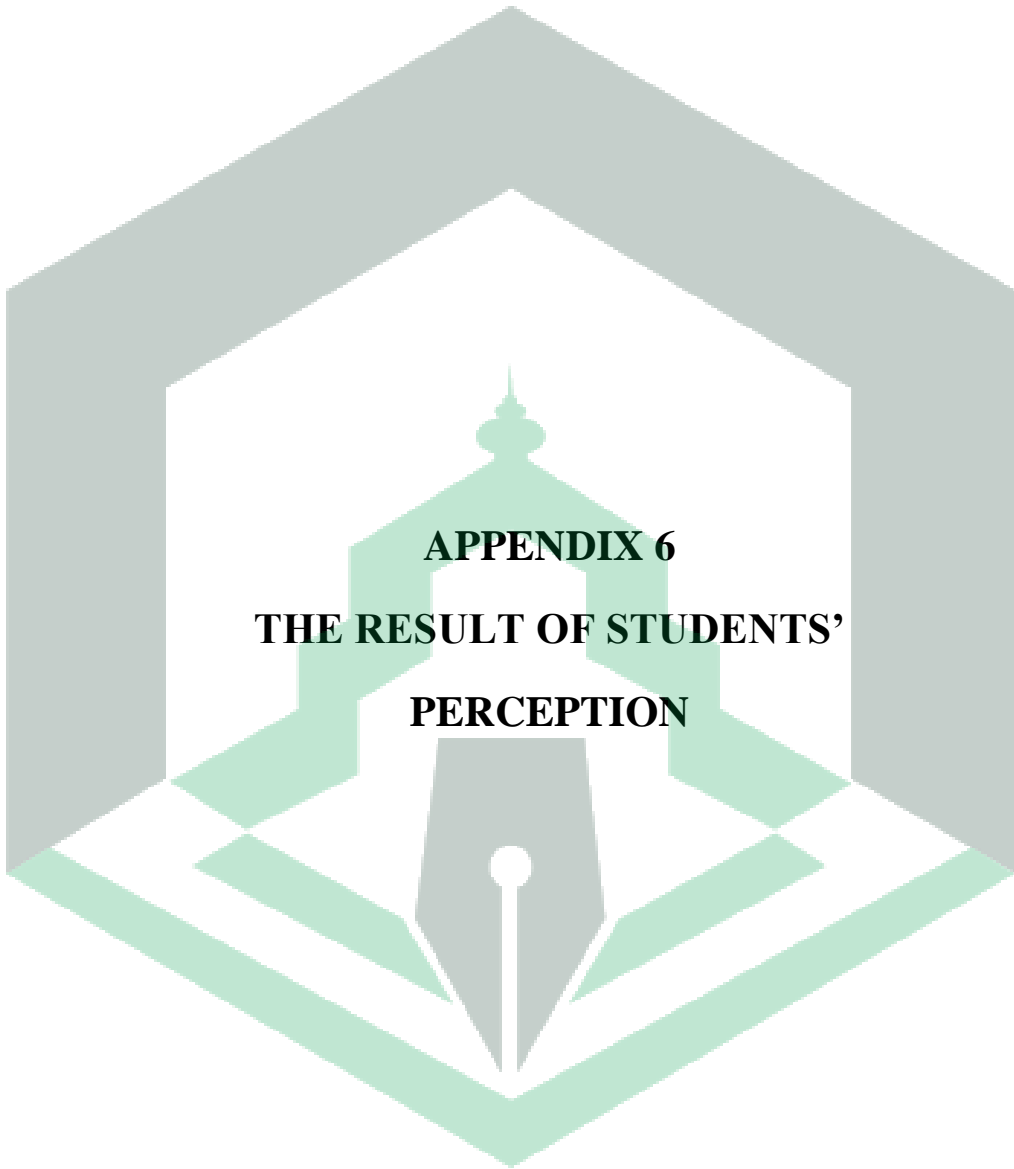
Secara umum, pendapat Bapak/Ibu terhadap *daily expression pocketbook* yang dikembangkan:

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

Sampano, 07 September 2022

Penilai Kelayakan

*Hartawati*  
 Hartawati, S.Pd



**APPENDIX 6**  
**THE RESULT OF STUDENTS'**  
**PERCEPTION**

## KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

### A. Data Responden

Nama : Aminah Muthmainnah  
 Kelas : VIII A  
 Gender : Perempuan  
 Usia : 13 years

### B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

#### Keterangan:

- 5 : Sangat Setuju
- 4 : Setuju
- 3 : Ragu-ragu
- 2 : Tidak Setuju
- 1 : Sangat Tidak Setuju

No	Pernyataan	5	4	3	2	1
1.	Materi yang disajikan dalam <i>daily expression pocketbook</i> sesuai dengan pemula	✓				
2.	Materi dalam <i>daily expression pocketbook</i> sesuai dengan kebutuhan siswa kelas delapan MTsN 2 Luwu.	✓				
3.	Materi dalam <i>daily expression pocketbook</i> secara keseluruhan beragam.	✓				
4.	Materi yang disajikan dalam <i>daily expression pocketbook</i> mampu meningkatkan kemampuan berbicara siswa kelas delapan MTsN 2 Luwu	✓				
5.	Materi dalam <i>daily expression pocketbook</i> secara keseluruhan menarik dan mudah dipahami.	✓				
6.	Topik-topik materi dalam <i>daily expression pocketbook</i> sesuai dengan kebutuhan siswa kelas delapan MTsN 2 Luwu.	✓				

7.	Topik-topik materi dalam <i>daily expression pocketbook</i> mudah dipelajari dan diaplikasikan dalam kehidupan sehari-hari	✓				
8.	Pemilihan jenis dan ukuran huruf dalam <i>daily expression pocketbook</i> menarik dan nyaman dibaca.	✓				
9.	Pemilihan warna dalam <i>daily expression pocketbook</i> tepat dan menarik minat untuk dibaca.	✓				
10.	Tampilan <i>daily expression pocketbook</i> pada setiap halaman menarik.	✓				
11.	Ukuran <i>daily expression pocketbook</i> sudah tepat, praktis, dan mudah dibawa kemana-mana.	✓				
12.	Sampul <i>daily expression pocketbook</i> menarik.	✓				
13.	Desain <i>daily expression pocketbook</i> menarik.	✓				



## KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

### A. Data Responden

Nama : *Ilda andriani*

Kelas : *VIII A*

Gender : *Perempuan*

Usia : *13 tahun*

### B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

#### Keterangan:

5 : Sangat Setuju

4 : Setuju

3 : Ragu-ragu

2 : Tidak Setuju

1 : Sangat Tidak Setuju

No	Pernyataan	5	4	3	2	1
1.	Materi yang disajikan dalam <i>daily expression pocketbook</i> sesuai dengan pemula	✓				
2.	Materi dalam <i>daily expression pocketbook</i> sesuai dengan kebutuhan siswa kelas delapan MTsN 2 Luwu.	✓				
3.	Materi dalam <i>daily expression pocketbook</i> secara keseluruhan beragam.	✓				
4.	Materi yang disajikan dalam <i>daily expression pocketbook</i> mampu meningkatkan kemampuan berbicara siswa kelas delapan MTsN 2 Luwu	✓				
5.	Materi dalam <i>daily expression pocketbook</i> secara keseluruhan menarik dan mudah dipahami.	✓				
6.	Topik-topik materi dalam <i>daily expression pocketbook</i> sesuai dengan kebutuhan siswa kelas delapan MTsN 2 Luwu.	✓				



7.	Topik-topik materi dalam <i>daily expression pocketbook</i> mudah dipelajari dan diaplikasikan dalam kehidupan sehari-hari	✓				
8.	Pemilihan jenis dan ukuran huruf dalam <i>daily expression pocketbook</i> menarik dan nyaman dibaca.	✓				
9.	Pemilihan warna dalam <i>daily expression pocketbook</i> tepat dan menarik minat untuk dibaca.	✓				
10.	Tampilan <i>daily expression pocketbook</i> pada setiap halaman menarik.	✓				
11.	Ukuran <i>daily expression pocketbook</i> sudah tepat, praktis, dan mudah dibawa kemana-mana.	✓				
12.	Sampul <i>daily expression pocketbook</i> menarik.	✓				
13.	Desain <i>daily expression pocketbook</i> menarik.	✓				



## KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

### A. Data Responden

Nama : *Fibriani*

Kelas : *VIII. A*

Gender : *perempuan.*

Usia : *13.*

### B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

#### Keterangan:

5 : Sangat Setuju

4 : Setuju

3 : Ragu-ragu

2 : Tidak Setuju

1 : Sangat Tidak Setuju

No	Pernyataan	5	4	3	2	1
1.	Materi yang disajikan dalam <i>daily expression pocketbook</i> sesuai dengan pemula	✓				
2.	Materi dalam <i>daily expression pocketbook</i> sesuai dengan kebutuhan siswa kelas delapan MTsN 2 Luwu.		✓			
3.	Materi dalam <i>daily expression pocketbook</i> secara keseluruhan beragam.		✓			
4.	Materi yang disajikan dalam <i>daily expression pocketbook</i> mampu meningkatkan kemampuan berbicara siswa kelas delapan MTsN 2 Luwu		✓			
5.	Materi dalam <i>daily expression pocketbook</i> secara keseluruhan menarik dan mudah dipahami.	✓				
6.	Topik-topik materi dalam <i>daily expression pocketbook</i> sesuai dengan kebutuhan siswa kelas delapan MTsN 2 Luwu.			✓		

7.	Topik-topik materi dalam <i>daily expression pocketbook</i> mudah dipelajari dan diaplikasikan dalam kehidupan sehari-hari		✓			
8.	Pemilihan jenis dan ukuran huruf dalam <i>daily expression pocketbook</i> menarik dan nyaman dibaca.		✓			
9.	Pemilihan warna dalam <i>daily expression pocketbook</i> tepat dan menarik minat untuk dibaca.	✓				
10.	Tampilan <i>daily expression pocketbook</i> pada setiap halaman menarik.	✓				
11.	Ukuran <i>daily expression pocketbook</i> sudah tepat, praktis, dan mudah dibawa kemana-mana.			✓		
12.	Sampul <i>daily expression pocketbook</i> menarik.		✓			
13.	Desain <i>daily expression pocketbook</i> menarik.	✓				



## KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

### A. Data Responden

Nama : Al Fikri  
Kelas : VIII A  
Gender : laki - laki  
Usia : 14

### B. Tabel Evaluasi

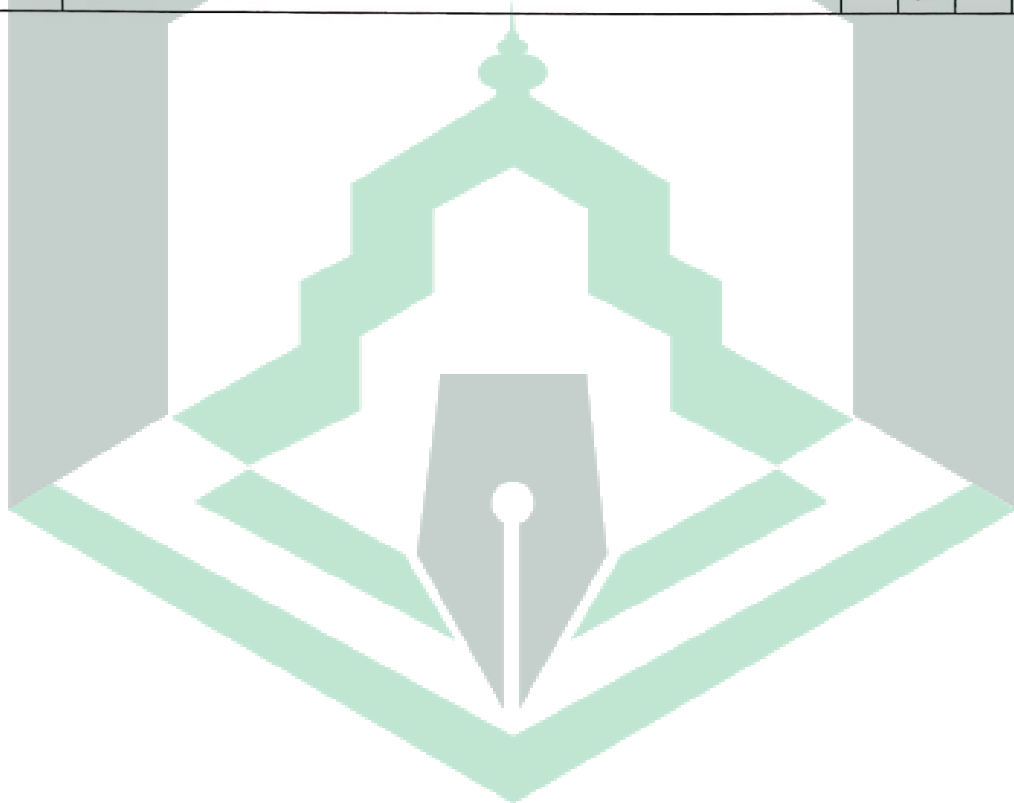
Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

#### Keterangan:

- 5 : Sangat Setuju  
4 : Setuju  
3 : Ragu-ragu  
2 : Tidak Setuju  
1 : Sangat Tidak Setuju

No	Pernyataan	5	4	3	2	1
1.	Materi yang disajikan dalam <i>daily expression pocketbook</i> sesuai dengan pemula	✓				
2.	Materi dalam <i>daily expression pocketbook</i> sesuai dengan kebutuhan siswa kelas delapan MTsN 2 Luwu.	✓				
3.	Materi dalam <i>daily expression pocketbook</i> secara keseluruhan beragam.	✓				
4.	Materi yang disajikan dalam <i>daily expression pocketbook</i> mampu meningkatkan kemampuan berbicara siswa kelas delapan MTsN 2 Luwu	✓				
5.	Materi dalam <i>daily expression pocketbook</i> secara keseluruhan menarik dan mudah dipahami.	✓				
6.	Topik-topik materi dalam <i>daily expression pocketbook</i> sesuai dengan kebutuhan siswa kelas delapan MTsN 2 Luwu.	✓				

7.	Topik-topik materi dalam <i>daily expression pocketbook</i> mudah dipelajari dan diaplikasikan dalam kehidupan sehari-hari	✓				
8.	Pemilihan jenis dan ukuran huruf dalam <i>daily expression pocketbook</i> menarik dan nyaman dibaca.	✓				
9.	Pemilihan warna dalam <i>daily expression pocketbook</i> tepat dan menarik minat untuk dibaca.		✓			
10.	Tampilan <i>daily expression pocketbook</i> pada setiap halaman menarik.		✓			
11.	Ukuran <i>daily expression pocketbook</i> sudah tepat, praktis, dan mudah dibawa kemana-mana.		✓			
12.	Sampul <i>daily expression pocketbook</i> menarik.	✓				
13.	Desain <i>daily expression pocketbook</i> menarik.		✓			



## KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

### A. Data Responden

Nama : ERIK FIRMANSYAH

Kelas : VIII A

Gender : Laki-Laki

Usia :

### B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

#### Keterangan:

- 5 : Sangat Setuju
- 4 : Setuju
- 3 : Ragu-ragu
- 2 : Tidak Setuju
- 1 : Sangat Tidak Setuju

No	Pernyataan	5	4	3	2	1
1.	Materi yang disajikan dalam <i>daily expression pocketbook</i> sesuai dengan pemula	✓				
2.	Materi dalam <i>daily expression pocketbook</i> sesuai dengan kebutuhan siswa kelas delapan MTsN 2 Luwu.	✓				
3.	Materi dalam <i>daily expression pocketbook</i> secara keseluruhan beragam.	✓				
4.	Materi yang disajikan dalam <i>daily expression pocketbook</i> mampu meningkatkan kemampuan berbicara siswa kelas delapan MTsN 2 Luwu	✓				
5.	Materi dalam <i>daily expression pocketbook</i> secara keseluruhan menarik dan mudah dipahami.	✓				
6.	Topik-topik materi dalam <i>daily expression pocketbook</i> sesuai dengan kebutuhan siswa kelas delapan MTsN 2 Luwu.	✓				

7.	Topik-topik materi dalam <i>daily expression pocketbook</i> mudah dipelajari dan diaplikasikan dalam kehidupan sehari-hari	✓				
8.	Pemilihan jenis dan ukuran huruf dalam <i>daily expression pocketbook</i> menarik dan nyaman dibaca.	✓				
9.	Pemilihan warna dalam <i>daily expression pocketbook</i> tepat dan menarik minat untuk dibaca.		✓			
10.	Tampilan <i>daily expression pocketbook</i> pada setiap halaman menarik.		✓			
11.	Ukuran <i>daily expression pocketbook</i> sudah tepat, praktis, dan mudah dibawa kemana-mana.		✓			
12.	Sampul <i>daily expression pocketbook</i> menarik.	✓				
13.	Desain <i>daily expression pocketbook</i> menarik.		✓			





**APPENDIX 7**  
**THE RESULT OF TEACHERS'**  
**PERCEPTION**



## KUESIONER EVALUASI UNTUK PENGGUNA (GURU)

### A. Data Responden

Nama : A. MULHAL HAYAIL, S.pd  
 Umur : 32  
 Jenis Kelamin : LAKI - LAKI  
 Pendidikan :  S1  S2  S3  Professor  
 Pengalaman Mengajar :  0-2 tahun  
    2-4 tahun  
    4-6 tahun  
    ≥ 6 tahun

### B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

#### Keterangan:

- 5 : Sangat Setuju
- 4 : Setuju
- 3 : Ragu-ragu
- 2 : Tidak Setuju
- 1 : Sangat Tidak Setuju

No	Pernyataan	5	4	3	2	1
1.	Materi yang disajikan dalam <i>daily expression pocketbook</i> sesuai dengan pemula		✓			
2.	Materi dalam <i>daily expression pocketbook</i> sesuai dengan kebutuhan siswa kelas delapan MTsN 2 Luwu.	✓				
3.	Materi dalam <i>daily expression pocketbook</i> secara keseluruhan beragam.		✓			
4.	Materi yang disajikan dalam <i>daily expression pocketbook</i> mampu meningkatkan kemampuan berbicara siswa kelas delapan MTsN 2 Luwu	✓				
5.	Materi dalam <i>daily expression pocketbook</i> secara					

	keseluruhan menarik dan mudah dipahami.	✓				
6.	Topik-topik materi dalam <i>daily expression pocketbook</i> sesuai dengan kebutuhan siswa kelas delapan MTsN 2 Luwu.		✓			
7.	Topik-topik materi dalam <i>daily expression pocketbook</i> mudah dipelajari dan diaplikasikan dalam kehidupan sehari-hari	✓				
8.	Pemilihan jenis dan ukuran huruf dalam <i>daily expression pocketbook</i> menarik dan nyaman dibaca.		✓			
9.	Pemilihan warna dalam <i>daily expression pocketbook</i> tepat dan menarik minat untuk dibaca.		✓			
10.	Tampilan <i>daily expression pocketbook</i> pada setiap halaman menarik.		✓			
11.	Ukuran <i>daily expression pocketbook</i> sudah tepat, praktis, dan mudah dibawa kemana-mana.	✓				
12.	Sampul <i>daily expression pocketbook</i> menarik.	✓				
13.	Desain <i>daily expression pocketbook</i> menarik.	✓				


### C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *daily expression pocketbook* yang dikembangkan:

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

Sampano, 10 September 2022

Penilai Kelayakan

  
A. MUCHAL HAYAIL, S.Pd

## KUESIONER EVALUASI UNTUK PENGGUNA (GURU)

### A. Data Responden

Nama : Endaryani, S.pd.1  
 Umur : 46 Tahun  
 Jenis Kelamin : wanita  
 Pendidikan :  S1  S2  S3  Professor  
 Pengalaman Mengajar :  0-2 tahun  
    2-4 tahun  
    4-6 tahun  
    ≥ 6 tahun

### B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

#### Keterangan:

- 5 : Sangat Setuju
- 4 : Setuju
- 3 : Ragu-ragu
- 2 : Tidak Setuju
- 1 : Sangat Tidak Setuju

No	Pernyataan	5	4	3	2	1
1.	Materi yang disajikan dalam <i>daily expression pocketbook</i> sesuai dengan pemula	✓				
2.	Materi dalam <i>daily expression pocketbook</i> sesuai dengan kebutuhan siswa kelas delapan MTsN 2 Luwu.	✓				
3.	Materi dalam <i>daily expression pocketbook</i> secara keseluruhan beragam.		✓			
4.	Materi yang disajikan dalam <i>daily expression pocketbook</i> mampu meningkatkan kemampuan berbicara siswa kelas delapan MTsN 2 Luwu	✓				
5.	Materi dalam <i>daily expression pocketbook</i> secara	✓				

	keseluruhan menarik dan mudah dipahami.					
6.	Topik-topik materi dalam <i>daily expression pocketbook</i> sesuai dengan kebutuhan siswa kelas delapan MTsN 2 Luwu.	✓				
7.	Topik-topik materi dalam <i>daily expression pocketbook</i> mudah dipelajari dan diaplikasikan dalam kehidupan sehari-hari	✓				
8.	Pemilihan jenis dan ukuran huruf dalam <i>daily expression pocketbook</i> menarik dan nyaman dibaca.	✓				
9.	Pemilihan warna dalam <i>daily expression pocketbook</i> tepat dan menarik minat untuk dibaca.	✓				
10.	Tampilan <i>daily expression pocketbook</i> pada setiap halaman menarik.	✓				
11.	Ukuran <i>daily expression pocketbook</i> sudah tepat, praktis, dan mudah dibawa kemana-mana.	✓				
12.	Sampul <i>daily expression pocketbook</i> menarik.	✓				
13.	Desain <i>daily expression pocketbook</i> menarik.	✓				

### C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *daily expression pocketbook* yang dikembangkan:

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

Sampano, 10 September 2022

Penilai Kelayakan

  
ENDARYANI. S.Pd.I



**APPENDIX 8**  
**THE FINAL PRODUCT**



**Kata Pengantar**

Kendala utama bagi pembelajar bahasa Inggris adalah masalah vocabulary (kosakata), tidak tahu expression (ungkapan), tidak tau memilih dan menyusun kata dan tidak dapat mengungkapkan ide.

Oleh karena itu, buku ini dibuat agar dapat membantu anda untuk mempermudah dalam menghafal beberapa kosa kata dan ungkapan-ungkapan dalam aktifitas sehari-hari

Penyusun  
Syahrul Bahru

Daily Expression Pocket Book

---

**Panduan Buku**

Expression

• Can you help me?  
/kən ju help mi?  
(bisakah anda membantuku?)

Cara Pengucapan

Terjemahan

Daily Expression Pocket Book

### Daftar Isi

Kata Pengantar .....	ii
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### Alphabet

<b>A</b> [ei]	<b>B</b> [bi:]	<b>C</b> [si:]	<b>D</b> [di:]	<b>E</b> [i:]
<b>F</b> [ef]	<b>G</b> [dʒi:]	<b>H</b> [eitʃ]	<b>I</b> [ai]	<b>J</b> [dʒei]
<b>K</b> [kei]	<b>L</b> [el]	<b>M</b> [em]	<b>N</b> [en]	<b>O</b> [əu]
<b>P</b> [pi:]	<b>Q</b> [kju:]	<b>R</b> [ɑ:]	<b>S</b> [es]	<b>T</b> [ti:]
<b>U</b> [ju:]	<b>V</b> [vi:]	<b>W</b> [dʌbəlju:]		
<b>X</b> [eks]	<b>Y</b> [wai]	<b>Z</b> [zed/zi:]		



Scan me for the sound

### Asking And Offering Help

#### 1. Asking And Offering Help (meminta bantuan)

- Can you help me?  
/kən ju help mi:/  
(bisakah anda membantuku?)
- Could you possibly help me?  
/kʊd ju ˈpɔ:səbli help mi:/  
(bisakah kamu membantuku?)
- Could you please give me a hand?  
/kʊd ju pli:z gi:v mi: ə ha:nd/  
(bisakah kamu menolong saya?)
- Would you like to help me?  
/wʊd ju laik tu: help mi:/  
(maukah kamu menolongku?)
- Could you do me a favor?  
/kʊd ju du: ə ˈfeɪvər/  
(bisakah anda membantuku?)
- Can I ask a favor?  
/kæn əz əsk ə ˈfeɪvər/  
(bisakah aku meminta bantuan?)
- Would you be willing to help me?  
/wʊd ju bi: wɒlɪŋ tu: help mi:/  
(apakah anda bersedia membantu saya?)

- Could you help me for a second?  
/kʊd ju help mi: fɔ: ə ˈsekənd/  
(bisakah kamu membantuku sebentar saja?)
- Could I ask you to help me?  
/kʊd əz əsk ju tu: help mi:/  
(bisakah saya meminta anda untuk membantu saya?)
- Will you lend me a hand with this?  
/wɪl ju len mi: ə ha:nd wɪθ ðɪs/  
(bisakah kamu membantuku dengan ini?)
- Would you mind to come in my class?  
/wʊd ju maɪnd tu: kʌm ɪn maɪ klɑ:s/  
(bisakah kamu datang ke kelasku?)
- Can you give me a hand carrying these books?  
/kən ju gi:v mi: ə ha:nd ha:nd kærɪŋ ði:z bʊks/  
(bisakah kamu menolong saya membawa buku-buku ini?)
- Could you pass the pen over there, please?  
/kʊd ju pɑ:s ðə pen ˈəʊvər ðer, pli:z/  
(bisakah kamu mengoper pulpenya tsolong?)
- If you don't mind, can you give me a hand with this?  
/ɪf ju dʊnt maɪnd, kən ju gi:v mi: ə ha:nd wɪθ ðɪs/  
(jikalau kamu tidak keberatan, bisakah kamu membantuku dengan ini?)

- Can you call him to class, please?  
/kən ju kɔ:l hɪm tu: klɑ:s, pli:z/  
(Bisakah kamu memanggilnya ke kelas, tolong?)
- Could help me for a second?  
/kʊd help mi: fɔ: ə sekənd/  
(Bisakah anda membantu saya sebentar?)
- I really need your help  
/aɪ ri:əli ni:d jɔ: help/  
(aku benar-benar membutuhkan bantuanmu)
- Do you mind turning down the volume please?  
/du: ju maɪnd 'tʌ:nɪŋ daʊn ðə vɔ:lju:m pli:z/  
(apakah kamu keberatan untuk mengecilkan suaranya?)
- I can't manage, can you help me?  
/aɪ kæn't mænɪdʒ, kən ju help mi:/  
(saya tidak bisa melakukan ini, bisakah kamu membantuku?)
- I need some assistance, please.  
/aɪ ni:d sʌm ə'sɪstəns, pli:z/  
(tolong, saya butuh bantuan)
- Give me a hand with this, will you?  
/gɪv mi: mi: ə ha:ndwɪθ ðɪs, wɪl ju:/  
(Bantu aku dengan ini, maakah kamu?)

Daily English - Pocket Book 4

- Can you please teach me?  
/kən ju pli:z ti:tʃ mi:/  
(Bisakah kamu mengajarku?)
- Could you move this table?  
/kʊd ju mu:v ðɪs teɪbl/  
(Bisakah anda memindahkan meja ini?)
- Could you bring my bag to the class?  
/kʊd ju brɪŋ maɪ bæɡ tu: ðə klɑ:s/  
(Bisakah kamu membawakan tas ku ke kelas?)
- Could you take the garbage outside?  
/kʊd ju teɪk ðə ɡɑ:brɪdʒ aʊtsaɪd/  
(Bisakah kamu membuang sampahnya keluar?)
- Would you like to help me clean the window?  
/wʊd ju laɪk tu: help mi: ki:n ðə wɪndəʊ/  
(Bisakah anda membantu membersihkan jendang?)
- Can I borrow your ruler?  
/kən aɪ bɔ:roʊ jɔ: 'ru:lə/  
(Bisakah saya pinjam penggarismu?)
- Could you please open the door?  
/kʊd ju pli:z ə'pɒn ðə dɔ:ə/  
(Bisakah kamu membuka pintunya?)
- Could you bring me the newspaper?  
/kʊd ju brɪŋ mi: ðə ni:spə:pə:  
(Bisakah kamu membawakan koran?)

Daily English - Pocket Book 5

- Would you like to help me to wash these sajadah?  
/wʊd ju laɪk tu: help mi: tu: wɔ:ʃ ðɪz sɑ:dɑ:h/  
(Bisakah anda membantu mencuci sajadah ini?)
  - Can you help me to clean this mosque?  
/kən ju help mi: tu: ki:n ðɪs mɔ:sk/  
(Bisakah kamu membantu membersihkan mesjid ini?)
2. Offering help (menawarkan bantuan)
- May I help you?  
/meɪ aɪ help ju:/  
(Bisakah aku membantumu?)
  - Can I give you a hand?  
/kən aɪ gɪv ju ə ha:nd/  
(Bisakah aku membantumu?)
  - Can I help you?  
/kən aɪ help ju:/  
(Bisakah aku membantumu?)

• Let me help you.  
/let mi: help ju:/  
(Biarlah saya membantumu)

• May I get you a hand?  
/meɪ aɪ ɡet ju ə ha:nd/  
(Bisakah saya membantumu?)

Daily English - Pocket Book 6

- What can I do for you?  
/wɒt kən aɪ du: fɔ: ju:/  
(apa yang bisa saya lakukan untukmu?)
- I can help you as much as I can  
/aɪ kən help ju əs mʌtʃ əz aɪ kən/  
(aku bisa membantumu sebanyak)
- Shall I help you with your project?  
/ʃəl aɪ help ju wɪθ jɔ: 'prɒ:dʒekt/  
(haruskah aku menolongmu dengan tugasmu?)
- I'd be glad to help you  
/aɪd bi: ɡlæd tu: help ju:/  
(aku akan senang membantumu)
- Do you need a hand?  
/du: ju ni:d ə ha:nd/  
(apakah kamu butuh bantuan?)
- May I offer my assistance?  
/meɪ aɪ ɒfə(r) maɪ ə'sɪstəns/  
(Bisakah saya menawarkan bantuan?)
- Is there anything I can do?  
/ɪz ðeə ɛnɪθɪŋ aɪ kən du:/  
(apakah ada sesuatu yang bisa saya lakukan?)
- Shall I carry this for you?  
/ʃəl aɪ kærɪ ðɪs fɔ: ju:/  
(haruskah saya membawakan buku ini untuk anda?)

Daily English - Pocket Book 7



- I'd like to know what help can I do to you?  
/aɪd laɪk tu: nəʊ wɪt help kən aɪ du: tu: ju:/  
(Aku ingin tau bantuan apa yang bisa aku berikan padamu)

- Give me a shout if you need anything  
/gɪv mi: ə ʃaʊt ɪf ju: ni:d en'ɪθɪŋ/  
(Teriak jika kamu butuh sesuatu)

- Should I lend you a pen?  
/ʃʊd aɪ lend ju: ə pen/  
(Haruskah saya meminjamkanmu pulpen?)

- Can I help you to clean the mosque?  
/kən aɪ help ju: tu: kli:n ðə mu:sk/ (Masjid)  
(Bisakah saya membantumu membersihkan masjid?)

- Should I bring you a tasbeeh?  
/ʃʊd aɪ brɪŋ ju: ə tɑ:si:b/ (tasbeeh)  
(Haruskah aku membawakanmu tasbeeh?)

### 3. Accepting help (respon ketika menerima bantuan)

- Yes, please.  
/jes, pli:z/  
(Ya, tolong)

- Alright.  
/ə'raɪt/  
(Baiklah)

- Yes, I can.  
/jes, aɪ kæn/  
(Ya, saya bisa)

- Certainly.  
/'sɜ:tni:  
(Tentu saja)

- Sure.  
/ʃʊr/  
(Tentu)

- Ok.  
/oʊkeɪ/  
(Baiklah)

- With pleasure.  
/wɪθ 'pleʒər/  
(dengan senang hati)

- No problem.  
/noʊ 'prɒbləm/  
(tidak masalah)

- It's not a big deal.  
/ɪts nɒt ə bɪg di:l/  
(itu bukan masalah besar)

- Yes please, I really appreciate.  
/jes pli:z, aɪ ri:əlɪ ə'pri:ʃeɪt/  
(Ya, saya sangat menghargainya)

- I will do it for you.  
/aɪ wɪl du: ɪt fɔ: ju:/  
(saya akan melakukannya untukmu)

- Yes please, that would be lovely.  
/jes pli:z, ðæt wʊd bi: 'lʌvli/  
(Ya, itu akan sangat menyenangkan)

- I'd like it very much.  
/aɪd laɪk ɪt 'veri mʌʃ/  
(aku akan sangat menghargainya)

- What a good idea!  
/wɒt ə 'ɡʊd aɪ:ə/  
(ide yang bagus)

- Absolutely.  
/'æbsəlu:tli/  
(pastinya)

- I'm pleased to do that.  
/aɪm pli:zd tu: du: ðæt/  
(saya senang melakukannya)

- How kind of you! Thank you very much.  
/haʊ kaɪnd əv ju: 'θæŋk ju: 'veri mʌʃ/  
(Betapa baik hati Anda! Terima kasih banyak)

- That's terribly kind. Thank you very much.  
/ðætz 'terəbəlɪ kaɪnd 'θæŋk ju: 'veri mʌʃ/  
(itu sangat baik. Terima kasih banyak)

- Thanks. That would be excellent.  
/θæŋks, ðæt wʊd bi: 'eksələnt/  
(terima kasih, itu akan sangat baik)

### 4. Refusing help (respon ketika menolak bantuan)

- Sorry, I can't.  
/'sɔ:ri, aɪ kæn't/  
(maaf, saya tidak bisa)

- Sorry, I'm busy.  
/'sɔ:ri, aɪm 'bɪzi/  
(maaf, aku sibuk)

- Absolutely not.  
/'æbsəlu:tli nɒt/  
(benar-benar tidak)

- I am sorry, I can't help you now.  
/aɪ əm 'sɔ:ri, aɪ kæn't help ju: nəʊ/  
(maaf, saya tidak dapat membantumu anda sekarang)

- Sorry, I am busy right now.  
/'sɔ:ri, aɪ əm 'bi:zi raɪt nəʊ/  
(maaf, saya sedang sibuk sekarang)

- I'm afraid I can't do it.  
/aɪm ə'fraɪd aɪ kæn't du: ɪt/  
(saya khawatir saya tidak bisa melakukannya)

- You better manage it on your own.  
/ju: bɛtər 'mænɪdʒ ɪt ɒn jɔ: ɔ:n/  
(sebaiknya Anda mengelolanya sendiri)

- I wish I could help you but I have to do some important tasks.  
/aɪ wɪʃ aɪ kʊd help ju: bʌt aɪ hæv tu: du: sʌm ɪm'pɔ:rtnt tɑ:ks/  
(saya berharap saya dapat membantu Anda tetapi saya harus melakukakan beberapa tugas penting)

- No, Thanks.  
/noʊ, 'θæŋks/  
(tidak, terima kasih)

- No, Thank you.  
/noʊ, 'θæŋk ju:/  
(tidak, terima kasih)

- No, you don't need to.  
/noʊ, ju: dʌnt ni:d tu:/  
(tidak, Anda tidak perlu melakukannya)

- Don't bother yourself, thanks.  
*/dəʊnt 'bo:ðər jər'selv, θɔ:ŋks/*  
(jangan ganggu diri sendiri, terima kasih)
- That's very kind, but I can manage myself.  
*/ðæt's veri kaɪnd, bʌt əz kən 'mænɪdʒ maɪ'selv/*  
(itu sangat baik, tapi saya bisa mengatur diri saya sendiri)
- That's very kind of you, but I don't think it's necessary.  
*/ðæt's veri kaɪnd əv ju, bʌt əz dəʊnt θɔ:ŋk ɪts 'nesəsəri/*  
(anda baik sekali, tapi saya rasa itu tidak perlu)

### 5. Sample conversation (contoh percakapan)

#### Dialogue 1

Rini : Can I help you?  
Emira : Yes, please. I want to order two spaghetti meatballs and two bottles of cola, please.  
Rini : Do you want a spicy or sweet sauce?  
Emira : Spicy please.  
Rini : Is there anything else?  
Emira : No, thank you.  
Rini : It's 15 dollars, please wait for 15 minutes. We will prepare your order.  
Emira : Thanks.  
Rini : My pleasure.



Scan me for the audio

#### Dialogue 2

Reno : Are you okay, Freya?  
Freya : No, I'm not. I'm so stressed.  
Reno : What's up?  
Freya : I haven't finished my art project, and the deadline is tomorrow. Besides, I have to do my math homework too. These make me dizzy.  
Reno : Can I help you with your art project? I'm good at arranging music.  
Freya : Really? Thank you Reno, that's very kind of you.  
Reno : Don't mention it.  
Freya : Hey, Freya, I have done your project.  
Freya : Yeah, thanks for your help, Reno.  
Reno : I only help you to arrange the music. By the way your lyrics are easy listening. I like your song.  
Freya : Thanks Reno.

### List of vocabulary

Help /help/	: Bantuan
Asking /askɪŋ/	: Meminta
Offer /'ɔ:pər/	: Menawarkan
Favor /'feɪvər/	: Kebajikan
Carrying /'kærɪŋ/	: Membawa
Willing /'wɪlɪŋ/	: Bersedia
Please /pli:z/	: Tolong
Need /ni:d/	: Butuh
Bring /brɪŋ/	: Membawa
Open /'əʊpən/	: Membuka
Clean /kli:n/	: Bersih
Teach /ti:tʃ/	: Mengajar
Give /gɪv/	: Memberikan
Fix /fɪks/	: Memperbaiki
Manage /'mænɪdʒ/	: Mengelola
Garbage /'gɑ:rbɪdʒ/	: Sampah
Give /gɪv/	: Memberikan
Sorry /'sɔ:rɪ/	: Maaf
Busy /'bɪzi/	: Sibuk
Glad /glæd/	: Senang
Borrow /'bɔ:rɔ:ɪ/	: Meminjam
Lend /lend/	: Meminjam
Absolutely /'æbsəlu:tli/	: Sangat
Assistance /ə'sɪstəns/	: Pendampingan

### Asking And Giving Opinion

#### 1. Asking opinion (meminta pendapat)

- What do you think?  
*/wʌt du: ju θɪŋk/*  
(bagaimana pendapatmu?)
- Do you think it's good?  
*/du: ju θɪŋk ɪts ɡʊd/*  
(apakah menurutmu ini bagus?)
- Can I ask your opinion?  
*/kən əz əsk jər ə'pɪnjən/*  
(bisakah aku menanyakan pendapatmu?)
- Can I ask you something?  
*/kən əz əsk ju sʌmθɪŋ/*  
(bisakah aku menanyakan sesuatu padamu?)
- What's your opinion?  
*/wʌts jər ə'pɪnjən/*  
(bagaimana pendapatmu?)
- Don't you think (that)?  
*/dəʊnt ju θɪŋk (ðæt)/*  
(tidakkah anda berpikir (itu)?)
- What should I do?  
*/wʌt ʃəd əz du:/*  
(apa yang harus aku lakukan?)

• What's your view on this?  
/wɑ:ts ju: vju: ə'n dɪs/  
(bagaimana pandanganmu terhadap hal ini?)

• Do you have any thoughts on this?  
/du: ju: həv 'eni θɔ:ts ə'n dɪs/  
(apakah kamu punya pemikiran terhadap ini?)

• How do you feel about this?  
/haʊ du: ju: fi:l ə'baʊt dɪs/  
(bagaimana perasaanmu terhadap hal ini?)

• Do you have any idea?  
/du: ju: həv 'eni aɪ'diə/  
(apakah kamu punya ide?)

• Do you agree with me  
/du: ju: ə'grɪ: wɪθ mi:/  
(apakah kamu setuju denginku?)

• Do you have any opinion  
/du: ju: həv 'eni ə'pɪnjən/  
(apakah anda memiliki pendapat?)

• What are your thoughts on this?  
/wɒt ər ju: θɔ:ts ə'n dɪs/  
(apa pendapatmu tentang ini?)

• Would like to know what you think  
/wʊd laɪk tu: nəʊ wɒt ju: θɪŋk/  
(aku ingin tahu apa yang kamu pikirkan)

Daily Grammar - Pocket Book 16

• I would like to hear your opinion.  
/aɪ wʊd laɪk tu: hɪr ju: ə'pɪnjən/  
(aku ingin mendengar pendapatmu)

• What is your reaction to .....  
/wɒt ɪz ju: rɪ'ækʃn tu: /  
(bagaimana reaksi anda terhadap...)

• Please give me your frank opinion?  
/plɪz ɡɪv mi: ju: fræŋk ə'pɪnjən/  
(tolong beri saya pendapat jujur anda?)

• I need your opinion.  
/aɪ ni:əd ju: ə'pɪnjən/  
(aku membutuhkan pendapatmu)

• Please give some comments  
/plɪz ɡɪv sʌm'kɒmɛnts/  
(tolong beri aku beberapa komentar)

• Would you rather... or...  
/wʊd ju: rɪðər... ɔ:.. /  
(apakah kamu lebih memilih... atau...)

• Do you see what I'm getting at?  
/du: ju: si: wɒt aɪm 'ɡetɪŋət/  
(apakah anda melihat apa yang anda maksud?)

• Do you know or see what I mean?  
/du: ju: nəʊ ɔ:r si: wɒt aɪ mi:n/  
(apakah anda tahu atau mengerti yang saya maksud?)

Daily Grammar - Pocket Book 17

• Are you okay with this?  
/ɑ: ju: ə'weɪ wɪθ dɪs/  
(apakah kamu setuju dengan ini?)

• Would you agree with me that...?  
/wʊd ju: ə'grɪ: wɪθ mi: ðæt/  
(apakah anda setuju dengan saya bahwa...?)

• Would you go along with me?  
/wʊd ju: ɡəʊ ə'lɔ:ŋ wɪθ mi:/  
(apakah anda akan ikut dengan itu?)

• What's your take on...  
/wɒt ɪz ju: teɪk ə'n/  
(apa pendapatmu terhadap...)

## 2. Giving opinion (memberikan pendapat)

• In my opinion...  
/ɪn maɪ ə'pɪnjən/  
(menurut pendapatku...)

• I think...  
/aɪ θɪŋk/  
(aku pikir...)

• I believe that...  
/aɪ bi:lɪv ðæt/  
(aku percaya kalau...)

• From my point of view...  
/frɒm maɪ pɔɪnt əv vju: /  
(dari sudut pandangku...)

Daily Grammar - Pocket Book 18

• I reckon...  
/aɪ rɪ'kɒn/  
(aku pikir...)

• I feel like...  
/aɪ fi:l laɪk/  
(aku merasa...)

• To be honest...  
/tu: bi: ə'hɒnɪst/  
(sejujurnya...)

• I suppose...  
/aɪ sə'pəʊz/  
(menurutku...)

• For me...  
/fɔ: mi: /  
(bagiku...)

• As far as I'm concerned...  
/əz fɑ: əz aɪm kən'sɜ:nd/  
(sejauh yang aku perhatikan...)

• I suggest...  
/aɪ sə'dʒɛst/  
(aku menyarankan...)

• I assume...  
/aɪ ə'su:m/  
(aku berasumsi...)

Daily Grammar - Pocket Book 19

- I guess...  
/aɪ ˈɡes/  
(aku kira...)
- I consider...  
/aɪ kənˈsɪdə/  
(aku mempertimbangkan...)
- I'd say...  
/aɪd seɪ/  
(menurutku...)
- As far as I know...  
/æz fɑː əz aɪ nəʊ/  
(sejauh yang aku tahu...)
- The way I see it...  
/ðə weɪ əz aɪ siː ɪt/  
(dari caraku melihatnya...)
- What I have in mind is...  
/wɒt əz haɪv ɪn maɪnd ɪz/  
(yang kupikirkan adalah...)
- My opinion is...  
/maɪ əˈpɪnɪən ɪz/  
(pendapatku adalah...)
- I personally believe...  
/aɪ ˈpɜːsənəli biːliev/  
(saya pribadi percaya...)

Daily Vocabulary - Pocket Book

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- I personally consider...  
/aɪ ˈpɜːsənəli kənˈsɪdə/  
(saya pribadi menganggap...)
- I personally think/feel...  
/aɪ ˈpɜːsənəli θɪŋk/fiːl/  
(saya pribadi berpikir/merasa...)
- Well, personally...  
/wel ˈpɜːsənəli/  
(yah, secara pribadi...)
- I hold the opinion...  
/aɪ ˈhəʊld ðə əˈpɪnɪən/  
(saya memegang pendapat...)
- According to my experience...  
/əˈkɔːdɪ tuː maɪ əˈspɪəriəns/  
(menurut pengalamannya...)
- The way I see that...  
/ðə weɪ əz aɪ siː ðæt/  
(cara saya melihat itu...)
- From my point of view...  
/frəm maɪ pɔɪnt ðə vjuː/  
(dari sudut pandang saya)
- What I have in my mind is...  
/wɒt əz haɪv ɪn maɪ maɪnd ɪz/  
(yang ada di pikiran saya adalah...)

Daily Vocabulary - Pocket Book

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### 3. Sample conversation (contoh percakapan)

#### Dialogue 1

Dina: Hi Selvi.  
Selvi: Hello Dina.  
Dina: What are you doing?  
Selvi: I'm confused what to wear Putri birthday party.  
Dina: I have an idea, how about you wear a dress. You will look beautiful with the dress you just bought last week.  
Selvi: Seems like a good idea.  
Dina: Of course.  
Selvi: Thank you Dina.  
Dina: Your welcome Selvi.

Scan me for the sound dialogue 1



Scan me for the sound dialogue 2

#### Dialogue 2

Adam: Tell me Steve, what's your opinion about our new teacher?  
Steve: In my opinion, she is very kind, hard working, and competent.  
Adam: I totally agree with you.  
Steve: Adam! What do you think about Facebook?  
Adam: In fact, I believe that Facebook is real waste of time and energy. What about you?  
Steve: Well I disagree. For me Facebook is one of the best communication medias in the world.

Daily Vocabulary - Pocket Book

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### List of vocabulary

Opinion /əˈpɪnɪən/	: Pendapat	Experience /ɪkˈspɪəriəns/	: Pengalaman
View /vjuː/	: Pandangan	Personally /ˈpɜːsənəli/	: Pribadi
Thought /θɔːt/	: Pikiran	Case /keɪs/	: Kasus
Feel /fiːl/	: Merasa	Attractive /əˈtræktɪv/	: Menarik
Idea /aɪˈdɪə/	: Ide	Bag /bæg/	: Tas
Agree /əˈɡriː/	: Setuju	Favorite /ˈfævərɪt/	: Kesukaan
Think /θɪŋk/	: Pikir	Cool /kuːl/	: Keren
Reaction /riˈækʃn/	: Reaksi	Pretty /ˈprɪti/	: Cantik
Frank /fræŋk/	: Jujur		
See /siː/	: Melihat		
Know /nəʊ/	: Tahu		
Believe /bɪˈliːv/	: Percaya		
Reckon /ˈreɪkən/	: Piker		
Honest /ˈɒnɪst/	: Jujur		
Suppose /səˈpəʊz/	: Menyerkirakan		
Suggest /səˈdʒest/	: Menyarankan		
Consider /kənˈsɪdə/	: Mempertimbangkan		
Assume /əˈsjuːm/	: Menganggap		
Mind /maɪnd/	: Pikiran		
Comment /ˈkɒment/	: Komentar		
Concerned /kənˈsɜːnd/	: Khawatir		

Daily Vocabulary - Pocket Book

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### Admitting And Denying Fact

#### 1. Admitting fact (mengakui fakta/kebenaran)

##### Formal

- Yes, I am. / Yes, that's me.  
/jes. az am./ jes. ðæt mi/  
(Iya, itu aku.)

A: Are you the new student?

/ar ju ðu nu: 'studeɪnt/  
(Apakah kau murid baru itu?)

B: Yes, that's me. I just got transferred.  
/jes. jes. ðæts mi. az dʒʌst ɡəʊt træn'sfɜ:rd/  
(Iya, itu aku. Aku baru saja pindah.)



- Yes, I was.  
/jes. az wəz/  
(Iya, dulu aku begitu.)

A: Weren't you shorter then?  
/wə:nt ju ʃɔ:rtə ʔen/  
(Bukankah kau lebih pendek dulu?)

B: Yes, I was.  
/jes. az wəz/  
(Iya, dulu aku begitu.)

- It's right / That's right.  
/ɪts raɪt/ ðæts raɪt/  
(Itu benar.)

A: Is your name is the new teacher?

/ɪz ðu: nɑ:m ɪz nu: 'ti:tʃə/  
(Apakah nama adalah guru baru itu?)

B: That's right.  
/ðæts raɪt/  
(Itu benar.)

- You're absolutely right.  
/ju: əb'səlu:tli raɪt/  
(Anda sangat benar.)

A: I think you should change your diet.

/aɪ θɪŋk ju ʃʊd tʃeɪndʒ jɔ: 'di:ət/  
(Menurutku kau harus mengubah dietmu.)

B: You're absolutely right. I keep getting fatter.  
/ju: əb'səlu:tli raɪt. az ki:p ɡetɪŋ ˈfætə/  
(Kau sangat benar. Aku tetap menggemuk.)

- Absolutely.  
/əb'səlu:tli/  
(Lyalis saja.)

A: Do you think global warming is real?

/du: ju θɪŋk ɡləʊbəl wɔ:rnɪŋɪz ri:əl/  
(Apakah pemanasan global itu nyata?)

B: Absolutely.  
/əb'səlu:tli/  
(Lyalis saja.)

- Yes, you're right.  
/jes ju: raɪt/  
(Iya, Anda benar.)

A: We should take a precaution.  
/wi: ʃʊd teɪk ə ˈpre:kəʊʃən/  
(Kita sebaiknya melakukan pencegahan.)

B: Yes, you're right.  
/jes ju: raɪt/  
(Iya, Anda benar.)

- Yes, I did.  
/jes. az dɪd/  
(Iya. Saya telah melakukannya.)

A: Did you break the window?  
/dɪd ju breɪk ðə wɪndəʊ/  
(Apakah kamu telah memecahkan jendelanya?)

B: Yes, I did.  
/jes. az dɪd/  
(Iya. Saya telah melakukannya.)

##### Informal

- Alright, it's true.  
/ɔ:raɪt ɪts tru:/  
(Bukankah itu benar.)

A: Just admit it!

/dʒʌst əd'mɪt ɪt/  
(Akui saja!)

B: Alright, it's true.  
/ɔ:raɪt ɪts tru:/  
(Bukankah itu benar.)

- I can't say that's wrong.  
/aɪ kæn't seɪ ðæt ɪz rɔ:ŋ/  
(Aku tidak bisa bilang itu salah.)

A: I thought you said you love me!

/aɪ θɔ:t ju seɪd ju lʌv mi/  
(Kulira kau bilang kau menyentilku?)

B: I can't say that's wrong.  
/aɪ kæn't seɪ ðæt ɪz rɔ:ŋ/  
(Aku tidak bisa bilang itu salah.)

- You got me.  
/ju ɡɒt mi/  
(Kau benar.)

A: Did you eat my cake?

/dɪd ju i:t maɪ keɪk/  
(Apakah kamu memakan kue kekku?)

B: You got me.  
/ju ɡɒt mi/  
(Kau benar.)

• Yes, that's it.  
/ju ðætəz it/  
(Ya, begitu.)

A: In other words, you're running away.  
/ɪn ʹʌðə wɔ:ndz, ju: ʹri:nɪŋ ə weɪ/  
(Dalam kata lain, kau kabur.)

B: Yes, that's it.  
/ju ðætəz it/  
(Ya, begitu.)

## 2. Denying fact (menyangkal fakta/kebenaran)

### Formal

• No, I am not. / No, that's not me.  
/nəʊ, aɪm nɔ:t/ nɔ: ðætəz nɔ:t mi:/  
(Tidak, itu bukan aku.)

A: Is this Mr. Stewart?  
/ɪz ðɪs ʹmɪstə: stəwɜ:t/  
(Apakah ini dengan Tuan Stewart?)

B: No, that's not me.  
/nəʊ, ðætəz nɔ:t mi:/  
(Tidak, itu bukan aku.)

• It's not right. / That's not right.  
/ɪts nɔ:t raɪt/ ðætəz nɔ:t raɪt/  
(Itu tidak benar.)

A: Isn't it the true meaning of love?  
/ɪznt ɪt ðə tru: ʹmi:nɪŋ əv ʹlʌv/  
(Bukankah itu arti-cinta sesungguhnya?)

B: It's not right.  
/ɪts nɔ:t raɪt/  
(Itu tidak benar.)

• That's not the real fact.  
/ðætəz nɔ:t ðə ʹri:əl fækt/  
(Itu bukan fakta sebenarnya.)

A: I hate you!  
/aɪ heɪt ju:/  
(Aku benci kau!)

B: But, that's not the real fact, isn't it?  
/bʌt, ðætəz nɔ:t ðə ʹri:əl fækt, ɪznt ɪt/  
(Namun, itu bukan fakta sebenarnya, bukan?)

• That's wrong.  
/ðætəz rɔ:ŋ/  
(Itu salah.)

A: Is my answer correct?  
/ɪz maɪ ʹɑ:nsə kɔ:rekt/  
(Apakah jawabanku benar?)

B: No, that's wrong.  
/nəʊ, ðætəz rɔ:ŋ/  
(Tidak, itu salah.)

• Absolutely not.  
/æbso:lju:tli nɔ:t/  
(Jelas saja tidak.)

A: Do you believe in ghosts?  
/du: ju: bɪˈli:v ɪn ɡhɔ:st/  
(Apa kau percaya setan?)

B: Absolutely not.  
/æbso:lju:tli nɔ:t/  
(Jelas saja tidak.)

• I'm afraid that's wrong.  
/aɪm əˈfraɪd ðætəz rɔ:ŋ/  
(Sayangnya itu salah.)

A: Words are better than actions.  
/wɔ:rdz ɑ: bɛtəˈðæn ʹæksɪn/  
(Kata-kata lebih baik daripada aksi.)

B: I'm afraid that's wrong.  
/aɪm əˈfraɪd ðætəz rɔ:ŋ/  
(Sayangnya itu salah.)

• No, I didn't.  
/nəʊ, aɪ ˈdɪdn̩t/  
(Tidak, Saya tidak melakukannya.)

A: Did you tear this book?  
/dɪd ju: tə: ɔ:z bu:k/  
(Apakah kamu telah merobek buku ini.)

B: No, I didn't.  
/nəʊ, aɪ ˈdɪdn̩t/  
(Tidak, Saya tidak melakukannya.)

### Informal

• No, I swear! I'm not lying!  
/nəʊ, aɪ swɛə! aɪm nɔ:t ˈlaɪɪŋ/  
(Tidak, aku bersumpah! Aku tidak berbohong.)

A: Stop lying to me! I know you're cheating on me!  
/stɒp ˈlaɪɪŋ tu: mi! aɪ nəʊ ju:ri: ˈtʃi:ti:ŋ ɔ:n mi:/  
(Berhenti berbohong kepadaku! Aku tahu kau selingkuh dariku.)

B: No, I swear! I'm not lying!  
/nəʊ, aɪ swɛə! aɪm nɔ:t ˈlaɪɪŋ/  
(Tidak, aku bersumpah! Aku tidak berbohong.)

• That's definitely false!  
/ðætəz ˈdefɪnɪtli ˈfɔ:ls/  
(Itu jelas salah!)

A: I suppose all we can do now is just wait and see.  
/aɪ səˈpəʊz ə:l wi: kæn du: nəʊ ɪz dʒʌst weɪt ənd si:/  
(Sepertinya kita hanya bisa menunggu sekarang.)

B: That's definitely false! We should do something to help!  
/ðætəz ˈdefɪnɪtli ˈfɔ:ls wi: ʃʊd du: ˈsʌmθɪŋ tu: help/  
(Itu jelas salah! Kita sebaiknya melakukan sesuatu untuk membantu.)

• You got that wrong.  
/ju: ɡɔ:t ðæt rɔ:ŋ/  
(Kau salah.)

A: I saw you going out with another girl. Is that your girlfriend?  
/aɪ sɔː ju ˈgɔːtɪŋ aʊt wɪθ ənəðər ɡɜːrl ɪz ðæt jɜːr ɡɜːrlfrɛnd/  
(Aku melihat kau pergi bersama gadis lain. Apakah itu pacar barumu?)

B: You got that wrong! She's my sister.  
/ju ɡɔːt ðæt rɔːŋ! ʃiːz maɪ ˈsɪstər/  
(Kau salah! Dia adiknya.)

• That's not it.  
/ðætz nɔːt ɪt/  
(Bukan begitu.)

A: Do you really hate me now?  
/duː ju rɪˈəli ˈheɪt miː naʊ/  
(Apa kau sungguh membenciku sekarang?)

B: That's not it.  
/ðætz nɔːt ɪt/  
(Bukan begitu.)

### 3. Sample conversation (contoh percakapan)

#### Dialogue

April : Good morning Desika, how are today?  
Desika : Good morning, I am good today.  
April : Did you hear about the swimming competition last week?  
Desika : Yes, I heard that your sister won swimming competition last week?  
April : Yes, that's true. Who said that?  
Desika : My brother told me yesterday. You came there too right?  
April : No, that's not true. I did not come because I got headache.  
Desika : Oh... I'm sorry to hear that!  
April : Tough I really wish I could watch my sister compete.  
Desika : Don't be sad April, the most important thing is that your sister can become a champion.  
April : You are right, thank you and see you.  
Desika : You are welcome, see you too



Scan me for the word!

### List of vocabulary

Admitting /əd'mɪtɪŋ/	: Mengakui	Wait /weɪt/	: Menunggu
Denying /dɪˈnaɪɪŋ/	: Menyangkal	Cheating /tʃiːtɪŋ/	: Selingkuh
Fact /fækt/	: Fakta	Swear /swɛr/	: Bersumpah
		Lying /laɪɪŋ/	: Berbohong
Student /ˈstjuːdnt/	: Siswa	Book /bʊk/	: Buku
Teacher /ˈtiːtʃər/	: Guru	Tear /tɪər/	: Merobek
Shorter /ˈɔːrtər/	: Lebih Pendek	Word /wɜːrd/	: Kata
Change /tʃeɪndʒ/	: Mengubah	Action /ˈækʃn/	: Aksi
Diet /ˈdiːt/	: Diet	Ghost /ɡəʊst/	: Hantu/setan
Real /rɪəl/	: Nyata		
Break /breɪk/	: Merusak		
Window /ˈwɪndəʊ/	: Jendela		
True /truː/	: Benar		
Wrong /rɔːŋ/	: Salah		
Ate /eɪt/	: Memakan		
Cake /keɪk/	: Kue		
Hate /heɪt/	: Benci		
Answer /ˈɑːnsər/	: Jawaban		
Correct /kəˈrɛkt/	: Benar		
Warming /ˈwɔːrmɪŋ/	: Pemanasan		
Something /ˈsʌmtɪŋ/	: Sesuatu		
Precaution /ˌpreɪˈkɔːʃn/	: Pencegahan		
Transferred /ˌtrænzˈfɜːrɪd/	: Pindahan		

### Agreement And Disagreement

#### 1. Agreement (menyatakan setuju)

• I agree with you.  
/aɪ əˈɡriː wɪθ ju/  
(saya setuju denganmu)

• That's right.  
/ðætz raɪt/  
(itu benar)

• You are right.  
/ju ər raɪt/  
(kamu benar)



• I couldn't agree more.  
/aɪ kʊdnt əˈɡriː mɔːr/  
(saya sangat setuju sekali)

• I think you are right.  
/aɪ θɪŋk ju ər raɪt/  
(menurut saya kamu benar)

• Sounds great.  
/saʊndz ɡreɪt/  
(kedengarannya itu bagus/ menyenangkan)

• Great idea.  
/ɡreɪt aɪˈdɪə/  
(ide yang bagus)



- Exactly  
/ɪgˈzæktli/  
(tepat sekali)
- Absolutely  
/ˈæbsəluːtli/  
(tentu saja)
- I certainly agree with you  
/aɪ ˈsɜːntənli əˈɡriː wɪθ ju/  
(saya benar-benar setuju denganmu)
- I suppose so  
/aɪ səˈpəʊz səʊz/  
(saya pikir begitu)
- I guess so  
/aɪ ɡes səʊz/  
(saya kira begitu)
- I feel the same  
/aɪ fiːl ðə seɪm/  
(saya juga merasa begitu)

## 2. Disagreement (mengatakan tidak setuju)

- I disagree with you  
/aɪ dɪsəˈɡriː wɪθ ju/  
(saya setuju dengannya)

- I'm sorry, but I don't agree with you  
/aɪm ˈsɔːri, bʌt aɪ dəʊnt əˈɡriː wɪθ ju/  
(maaf, tapi saya tidak setuju denganmu)
- I'm sorry, I think we have different ideas  
/aɪm ˈsɔːri, aɪ θɪŋk wiː hæv ˈdɪfərənt aɪˈdɪə/  
(maaf, saya pikir kita punya pendapat yang berbeda)
- I don't think so  
/aɪ dəʊnt θɪŋk səʊz/  
(saya pikir tidak begitu)
- I'm not sure about that  
/aɪm nɔːt ʃɜː əˈbaʊt ðæt/  
(saya tidak yakin tentang itu)
- I think we have different point of view  
/aɪ θɪŋk wiː hæv ˈdɪfərənt pɔɪnt əv ˈvjuː/  
(ku rasa kita punya pandangan yang berbeda)
- I wouldn't say that  
/aɪ wəʊdn't seɪ ðæt/  
(saya pikir tidak demikian)
- Absolutely not  
/ˈæbsəluːtli nɔːt/  
(tentu saja tidak)

- That's not true  
/ðætz nɔːt truː/  
(itu tidak benar)
- That's not right  
/ðætz nɔːt raɪt/  
(itu tidak benar)
- That's unacceptable  
/ðætz ʌnəˈsɛptəbəl/  
(itu tidak bisa diterima)
- I don't know about that  
/aɪ dəʊnt nəʊ əˈbaʊt ðæt/  
(saya tidak tahu itu)

## 3. Sample conversation (contoh percakapan)

### Dialogue 1

Herdi : Hi Mina, good to see you again.  
Mina : Hi Herdi, me too. How are you?  
Herdi : I'm great, and what about you?  
Mina : Good, the decoration of our class is so bored.  
Herdi : Yes I agree with you, the decoration is so lame.  
Mina : What about we redecorated our class with all students?  
Herdi : That's good idea, but when will we start?  
Mina : Hmm what if we make it on Saturday?  
Herdi : I don't think I available on Saturday, what about Sunday?  
Mina : Sure, Ok.



Scan me for the word



### List of vocabulary

Disagree /dɪsə'grɪ:/	Tidak Setuju	Too /tu:/	: Sangat/Juga
Agree /ə'grɪ:/	: Setuju	Plain /pleɪn/	: Hambar
Sounds /saʊndz/	: Terdengar	Perfect /pɜːrfekt/	: Sempurna
Exactly /ɪg'zæktli/	: Tepat	Flavour /'flævə/	: Rasa
Guest /ɡest/	: Menebak	Prepared /prɪ'peəd/	: Siap
Right /raɪt/	: Benar	Cream /kri:m/	: Krim
Same /seɪm/	: Sama	Cheese /tʃi:z/	: Memilik
Different /dɪ'frənt/	: Berbeda	Honey /'hʌni/	: Madu
Sure /ʃʊə/	: Tentu	Delicious /dɪ'lɪʃjəs/	: Lezat
Add /æd/	: Menambahkan		
Have /hæv/	: Mempunyai		
Watch /wɔ:tʃ/	: Menonton		
Concert /kɒnsə:rt/	: Konser		
Town /taʊn/	: Kota		
Today /tə'deɪ/	: Hari Ini		
Week /wi:k/	: Pekan/Minggu		
Schedule /'skedju:l/	: Jadwal		
Look /lʊk/	: Lihat		
Find /faɪnd/	: Temukan		
Yummy /'jʌmi/	: Enak		
Try /traɪ/	: Mencoba		
Taste /teɪst/	: Mencicipi		

### Invitation

#### 1. Invitation (mengundang)

- Would you like to join me ...?  
/wʊd ju laɪk tu: dʒɔɪn mi/  
(apakah kamu mau ikut aku ...?)
- Are you free on ...? I'd like to invite you for ...  
/ə: ju fri: ɒn...? ɪd laɪk tu: ɪn'vaɪt ju fɔ: .../  
(apa kamu senggang di ...? aku mau mengundang kamu untuk ...)
- Do you want to ...?  
/du: ju wɔ:nt tu: /  
(apa kamu mau ...?)
- Would you like to join me ...?  
/wʊd ju laɪk tu: dʒɔɪn mi/  
(apakah kamu mau ikut aku ...?)
- Are you free on ...? I'd like to invite you for ...  
/ə: ju fri: ɒn...? ɪd laɪk tu: ɪn'vaɪt ju fɔ: .../  
(apa kamu senggang di ...? aku mau mengundang kamu untuk ...)
- Do you want to ...?  
/du: ju wɔ:nt tu: /  
(apa kamu mau ...?)
- How about ...?  
/haʊ ə'baʊt /  
(bagaimana kalau ...?)



- Will you join me ...?  
/wɪl ju dʒɔɪn mi /  
(apa kamu mau ikut aku ...?)
- What about having dinner?  
/wɒt ə'baʊt hævɪŋ 'dɪnər /  
(bagaimana dengan makan malam?)
- Let's speak English.  
/lets spi:k 'ɪŋɡlɪʃ /  
(ayo berbicara bahasa Inggris.)
- Let's go to the beach, shall we?  
/lets ɡo: tu: ðə bi:tʃ, ʃəl wi: /  
(mari kita pergi ke pantai, ya?)
- Will you come to my party next week?  
/wɪl ju kʌm tu: maɪ pɑ:rti neɪst wi:k /  
(maukah kamu datang ke pestaku minggu depan?)
- Will you join us for lunch?  
/wɪl ju dʒɔɪn əs fɔ: lʌntʃ /  
(maukah anda bergabung dengan kami untuk makan siang?)
- Could you come to the party?  
/kʊd ju kʌm tu: ðə pɑ:rti /  
(bisakah anda datang ke pesta?)
- Please join us.  
/plɪ:z dʒɔɪn əs /  
(silakan bergabung dengan kami.)

- Would you come to the concert this evening?  
/wʊd ju kʌm tu: ðə kɒnsə:rt ðɪs 'i:vnɪŋ /  
(apakah anda akan datang ke konser malam ini?)
- Please come to our party  
/plɪ:z kʌm tu: ɔ:ʊər pɑ:rti /  
(silakan datang ke pesta kami)
- You are invited to join the party  
/ju ə: ɪn'vaɪtəd tu: dʒɔɪn ðə pɑ:rti /  
(anda diundang untuk bergabung dengan pesta)
- I want you to come to my parents' wedding anniversary  
/aɪ wɔ:nt ju tu: kʌm tu: maɪ 'peərənts' wedɪŋ ənɪvɜ:səri /  
(saya ingin anda datang ke ulang tahun pernikahan orang tua saya)
- Don't forget to come to my birthday party  
/dʌʊnt fɔ:ɡet tu: kʌm tu: maɪ bɜ:θdeɪ pɑ:rti /  
(jangan lupa datang ke pesta ulang tahunku)
- Do you want to have a drink with me?  
/du: ju wɔ:nt tu: hæv ə'drɪŋk wɪθ mi /  
(apakah anda ingin minum dengan saya?)
- Why don't we go out for dinner?  
/waɪ dʌʊnt wi: ɡoʊ ɔ:ʊt fɔ: 'dɪnər /  
(mengapa kita tidak pergi keluar untuk makan malam?)

- Let's go away this weekend  
/lets goʊ ə weɪ ðɪs wɪkənd/  
(saya pergi akhir pekan ini)
- How about going to a movie?  
/haʊ ə baʊt ˈgoʊɪŋ tuː ə ˈmuːvi/  
(bagaimana kalau pergi ke bioskop?)
- Let's get a drink, I'm buying  
/lets get ə drɪŋk, aɪm baɪɪŋ/  
(mari kita minum, saya membeli)
- Why don't we have breakfast, My treat  
/waɪ dəʊnt wiː hæv ˈbreɪkfst, maɪ triːt/  
(kenapa kita tidak sarapan, Saya terakhir)
- Let's go celebrate with dinner, It's on me.  
/lets go ˈseɪləbreɪt wɪð ˈdɪnər, ɪts ɒn miː/  
(mari kita rayakan dengan makan malam, Saya yang tanggung)
- No, I'll pay, You're my guest.  
/noʊ aɪl peɪ, juːr maɪ gɛst/  
(tidak, saya akan membayar, anda tamu saya)
- Would you like to attend the performance with me?  
/wʊd juː laɪk tuː ə ˈtend ðə pərˈfɔːməns wɪθ miː/  
(apakah anda ingin menghadiri pertunjukan dengan saya?)

- I'd like to ask you to attend the open ceremonies next week  
/aɪd laɪk tuː ɑːsk juː tuː ə ˈtend ðə ˈoʊpən ˈserəməni ˈnekst wɪk/  
(saya ingin meminta anda untuk menghadiri upacara terbuka minggu depan)
- It would be my pleasure if you would join us for dinner tonight.  
/ɪt wʊd biː maɪ ˈpleʒər ɪf juː wʊd ˈdʒɔɪn əs fər ˈdɪnər təˈnaɪt/  
(saya akan senang jika anda mau bergabung dengan kami untuk makan malam malam ini)

### 2. Accepting invitation (menerima undangan)

- Thank you  
/θæŋk juː/  
(terimakasih)
- With pleasure  
/wɪθ ˈpleʒər/  
(dengan senang hati)
- I would/will ...  
/aɪ wʊd/wɪl .../  
(saya akan...)
- That would be very nice.  
/ðæt wʊd biː ˈveri naɪs/  
(itu akan sangat bagus)

- OK! I will be there!  
/oʊkeɪz, aɪ wɪl biː ðeər/  
(oke, saya akan ke sana!)
- I'd love to come.  
/aɪd lʌv tuː kʌm/  
(saya akan datang dengan senang)
- All right.  
/ɔːl ˈraɪt/  
(baiklah)
- Sure, I am coming  
/ʃʊr, aɪm ˈkʌmɪŋ/  
(tentu, aku datang)
- That's very kind of you  
/ðæt ˈveri kaɪnd əv juː/  
(itu sangat baik dari anda)
- We'd like very much to...  
/wiːd laɪk ˈveri mʌtʃ tuː/  
(kami sangat ingin...)
- What a delightful idea  
/wʌt ə ˈdɪlɪtʃlɪ ˈaɪdɪə/  
(ide yang menyenangkan)
- With the greatest pleasure  
/wɪθ ðə ˈɡreɪtɪst ˈpleʒər/  
(dengan senang hati)

- Thank you very much for inviting me.  
/θæŋk juː ˈveri mʌtʃ fər ˈɪnvɪtɪŋ miː/  
(terimakasih banyak telah mengundang saya)
- It's delightful to...  
/ɪts ˈdɪlɪtʃlɪ tuː/  
(sangat menyenangkan untuk...)

### 3. Declining invitation (menolak undangan)

- I'm very sorry, I don't  
/aɪm ˈveri ˈsɔːri, aɪ dəʊnt/  
(saya minta maaf, saya tidak bisa)
- I think I can't.  
/aɪ θɪŋk aɪ kæn't/  
(pikir saya tidak bisa)
- I'd like to, but ...  
/aɪd laɪk tuː bʌt .../  
(saya ingin, tapi...)
- I'm afraid I...  
/aɪm ə ˈfreɪd aɪ .../  
(aku takut, saya)
- Already promised...  
/ə ˈlɪrɪdi ˈprɒmɪstɪ .../  
(sudah ada janji...)

- Thank you for asking me, but ...  
/θæŋk ju: fɔ: ɔ:ʌskɪŋ mi: bʌt/  
(terima kasih telah bertanya kepada saya, tapi ...)

- Unfortunately, I can't...  
/ʌn'fɔ:tʃənətli: əz kæn/  
(sayangnya, saya tidak bisa...)

- Sorry, I can't.  
/'sɔ:ri: əz kæn/  
(maaf, saya tidak bisa.)

- I'd love to, but ...  
/'æd laʊ tu: bʌt/  
(saya ingin sekali, tapi...)

- I don't think I can.  
/aɪ dəʊnt θɪŋk əz kæn/  
(saya tidak berpikir saya bisa.)

- I wish I could, but ...  
/ɪ wɪʃ aɪ kʊd bʌt/  
(seandainya aku bisa, tapi...)

- Sorry, I am very busy.  
/'sɔ:ri: æm vɛrɪ 'bi:zɪ/  
(maaf, saya sangat sibuk)

- Sorry, may be next time.  
/'sɔ:ri: meɪ bi: nekst taɪm/  
(maaf, mungkin lain kali)

- Thank you, but I can't  
/θæŋk ju: bʌt əz kæn/  
(terima kasih, tapi aku tidak bisa)

- Sorry, I don't think I  
/'sɔ:ri: əz dəʊnt θɪŋk aɪ/  
(maaf, saya tidak berpikir saya)

- Can't make it.  
/'kæn't meɪk ɪt/  
(tidak bisa melakukannya)

- I'm so sorry I can't make it.  
/aɪm səʊ 'sɔ:ri: əz kæn't meɪk ɪt/  
(saya minta maaf saya tidak bisa melakukannya)

#### 4. Sample conversation (contoh percakapan)

##### Dialogue 1

Bda : Would you like to come over for my birthday tonight?  
Surya : Thank you! I'd love to. What time?  
Bda : At 7 p.m.  
Surya : Ok. See you then.

##### Dialogue 2

Aminah : Mum, I would like to invite you to the opening of the 17  
August competition.  
Ummal : When and where ?  
Aminah : This Saturday at 10 a.m.  
Ummal : I'm afraid I won't be able to come. I have a prior  
engagement.



Scan me for the original

#### List of vocabulary

Invite /ɪn'vaɪt/	: Mengundang	Performance /ɔ:kəm'pəni/	: Penampilan
Join /dʒɔɪn/	: Bergabung	Breakfast /'breɪkfst/	: Sarapan
Free /fri:/	: Luang/Bebas	Movie /'mu:vi/	: Film
Want /wɒnt/	: Mau	Ceremony /sə'reməni/	: Upacara
Come /kʌm/	: Datang	Tonight /tə'naɪt/	: Malam ini
Dinner /'dɪnə/	: Makan malam	Drink /drɪŋk/	: Minum
Lunch /lʌntʃ/	: Makan siang	Homework /'həʊmwɜ:k/	: PR
Beach /bi:tʃ/	: Pantai	Finish /'fɪnɪʃ/	: Selesai
Speak /spi:k/	: Berbicara	Enjoy /ɪn'dʒɔɪ/	: Menikmati
Party /'pɑ:ti/	: Pesta	Forget /fə'ɡet/	: Lupa
Evening /'i:vnɪŋ/	: Malam		
Invited /ɪn'vaɪtɪd/	: Diundang		
Wedding /'wedɪŋ/	: Pernikahan		
Parent /'peərənt/	: Orang tua		
Guest /ɡest/	: Tamu		
Weekend /'wi:kend/	: Akhir pekan		
When /wɛn/	: Dengan siap		
Buy /baɪ/	: Membeli		
Attend /ə'tend/	: Menghadiri		
Treat /tri:t/	: Terakir		
Celebrate /sə'leɪbrət/	: Merayakan		
Accompany /ə'kʌmpəni/	: Menemani		

### Giving Compliment

#### 1. Giving compliment (memberikan pujian)

• What a nice dress!  
/wət ə naɪs dres/  
(gaun yang bagus!)

• You look great.  
/ju lʊk greɪt/  
(kamu terlihat hebat.)

• You look very nice/beautiful/handsome.  
/ju lʊk 'veri naɪs/ 'bi:tu:fl/ 'hændsəm/  
(anda terlihat sangat baik/cantik/tampan.)

• I really must express my admiration for your dance.  
/aɪ ri:əli mʌst ɪk'spres mi ˌædɪmə'reɪʃən fɔ: jɔ: dɑ:ns/  
(saya benar-benar harus mengungkapkan kekaguman saya untuk tarian anda.)

• You are wonderful.  
/ju ɑ: wʌndə'fʊl/  
(kamu menakutkan)

• You are great.  
/ju ɑ: greɪt/  
(kamu hebat)

• You look marvelous.  
/ju lʊk mə'vɛləs/  
(anda terlihat luar biasa)



• Good grades!  
/gʊd 'ɡreɪd/  
(nilai bagus!)

• Excellent!  
/ɪk'selənt/  
(bagus sekali!)

• Nice work!  
/naɪs wɜ:k/  
(kerja bagus!)

• Terrific!  
/tə'reɪfɪk/  
(hebat.)

• I appreciate you.  
/aɪ ˌæp'reɪʃɪət ju/  
(saya menghargai anda.)

• You are perfect just the way you are.  
/ju ɑ: pɜ:fɪkt dʒʌst ðə weɪ ju ɑ: ɪr/  
(kamu sempurna apa adanya.)

• You are enough.  
/ju ɑ: ɪnəf/  
(anda cukup.)

• On a scale from 1 to 10, you're an 11.  
fɔ:n ə steɪl frəm wʌn tu: te:n jʌz ɪn/ (dan skala 1 sampai 10, kamu adalah 11.)

• You've got all the right moves.  
/ju həv gɒt ɔ:l ðə raɪt mu:vs/  
(anda memiliki semua gerakan yang benar.)

• Everything would be better if more people were like you.  
/evrɪθɪŋ wʊd bi: bɛtə ɪf mɔ: pɜ:pl ˌwɜ: laɪk ju/  
(semuanya akan lebih baik jika lebih banyak orang seperti anda.)

• You are an incredible human.  
/ju ɑ: ən ɪn'krɛdəbl 'hju:mən/  
(anda adalah manusia yang luar biasa.)

• You're wonderful.  
/ju: wʌndə'fʊl/  
(anda luar biasa.)

• You're really something special.  
/ju: ri:əli sʌmθɪŋ 'speʃl/  
(anda benar-benar sesuatu yang istimewa.)

• You have impeccable manners.  
/ju hæv ɪm'pekəbl 'mænəz/  
(anda memiliki sopan santun yang sempurna.)

• I like your style.  
/aɪ laɪk ju: staɪl/  
(saya menyukai gaya anda.)

• You're strong.  
/ju: strɒŋ/  
(kamu kuat.)

• You are brave.  
/ju ɑ: breɪv/  
(kamu berani.)

• You are beautiful on the inside and outside.  
/ju ɑ: bi:tu:fl ɔ:n ðə ɪn'saɪd ænd ˌaʊt'saɪd/  
(kamu cantik luar dan dalam.)

• You have the courage of your convictions.  
/ju hæv ðə kʌrɪdʒ əv jɔ: kɔ:nvɪkʃnz/  
(anda memiliki keberanian keyakinan anda.)

• You're a great listener.  
/ju: ə greɪt 'lɪsənər/  
(anda adalah pendengar yang baik.)

• You're inspiring.  
/ju: ɪn'spaɪrɪŋ/  
(anda menginspirasi.)

• You're so thoughtful.  
/ju: sɔ: θɔ:tfʊl/  
(anda sangat bijaksana.)

• You seem to really know who you are.  
/ju si:m tu: ri:əli nəʊ hu: ju: ɑ: ɪr/  
(anda tampaknya benar-benar tahu siapa anda.)

• You are glowing.  
/ju ɑ: gləʊɪŋ/  
(kamu bersinar)

- You look great today  
/ju lʌk grɛt tə'deɪ/  
(anda tampak hebat hari ini.)
- Your eyes are breathtaking.  
/jʌr aɪz ər 'breɪθtəʃɪŋ/  
(matamu mempesona.)
- That color is perfect on you.  
/ðæt kʌlə ɪz pɜːrɪkt ɒn ju/  
(warna itu cocok untukmu.)
- You smell really good  
/ju smel 'ri:əli gʊd/  
(anda benar-benar wangi.)
- You are so cute  
/ju ər səʊ kju:t/  
(kamu sangat lucu.)
- You are adorable  
/ju ər ə'dɔːrəbəl/  
(kamu sangat menggemaskan.)

## 2. Compliment responses (tanggapan pujian)

- Thanks  
/θæŋks/  
(terima kasih)
- Thank you  
/'θæŋk ju/  
(terima kasih)
- Thanks you very much.  
/'θæŋk ju: veri mʌtʃ/  
(terima kasih banyak)
- Thanks a lot.  
/θæŋks ə lɔ:t/  
(terima kasih banyak)
- Really?  
/'ri:əli/  
(sungguh?)
- Thank you. It's nice of you to say so.  
/'θæŋk ju: ɪt: nʌs əv ju tə: seɪ səʊ/  
(terima kasih anda baik sekali)
- Thank you but really isn't anything special.  
/'θæŋk ju: bʌt 'ri:əli ɪznt ɪnʌθɪŋ 'speʃl/  
(terima kasih tetapi sebenarnya tidak ada yang istimewa.)

- Well that's very nice of you. Thanks  
/wel ðæt:z veri nʌs əv ju θæŋks/  
(anda baik sekali. Terima kasih)
- Thanks for the compliment  
/θæŋks fɜː ðə 'kɒmplɪmənt/  
(terima kasih untuk pujiannya)
- Thanks for the nice comment  
/θæŋks fɜː ðə nʌs 'kɒment/  
(terima kasih untuk komentar baikmu)
- I am glad you notice  
/aɪ əm glæd ju'nɒɪs/  
(saya senang Anda menyadarinya)
- I really appreciate that.  
/aɪ 'ri:əli ə'pri:ʃeɪt ðæt/  
(saya sangat menghargainya)
- That means a lot coming from you.  
/ðæt mi:nz ə lɔ:t 'kʌmɪŋ frɒm ju/  
(ujian dan Anda sangatlah berarti)
- You think so? Thank you  
/ju θɪŋk səʊ? θæŋk ju/  
(apakah Anda berikiran begitu? Terima kasih banyak)
- I'm flattered with your compliment.  
/aɪm flə'terəd wɪθ jʌr kɒmplɪmənt/  
(saya terharu mendengar pujiannya)

## 3. Sample conversation (contoh percakapan)

### Dialogue 1

Bella : Hi, Toni. How are you doing?  
Toni : I am fine, thanks.  
Bella : It's very nice to meet you here. You look great today! I love your new hair style.  
Toni : Thank you very much, Bella. You look great too.  
Bella : Thanks Toni. By the way, how was your test? Have you got the result?  
Toni : Yes, I've got it. You know what? I have passed for the final test. I'm so happy right now.  
Bella : That's great. Congratulations! How's the score?  
Toni : Thanks God, I got the highest score for the test.  
Bella : Wow, that's amazing. I know you are very smart. Toni. Well done!  
Toni : Thanks for your compliment, Bella. You are so kind.  
Bella : Never mind Toni. It's my pleasure.



Scan the QR code to listen

### List of vocabulary

Completion /'kɒ:mplɪmənt/	: Pujian	Like /laɪk/	: Suka
Beautiful /'bju:tɪfəl/	: Cantik	Nicer /'nɑ:sə/	: Lebih baik
Admiration /əd'mɪə'reɪʃn/	: Kajian	Flattered /'flætəd/	: Tersanjung
Wonderful /'wʌndəfəl/	: Luar biasa	Market /'mɑ:kɪt/	: Pasar
Miraculous /'mɪ:ə'vələs/	: Menakutkan	Necklace /'nekləs/	: Kalung
Good /gʊd/	: Bagus	Outfit /'aʊtfɪt/	: Pakaian
Grades /'grɛdɪz/	: Nilai	Dance /dɑ:ns/	: Tari
Nice /naɪs/	: Baik	Human /'hju:mən/	: Manusia
Excellent /'eksələnt/	: Bagus sekali		
Perfect /'pɜ:ʃɪkt/	: Sempurna		
Scale /skeɪl/	: Skala		
Incredible /'ɪn'kredəbəl/	: Menakutkan		
Special /'speʃl/	: Spesial		
Impeccable /'ɪm'pekəbəl/	: Sempurna		
Inspiring /'ɪn'spaɪərɪŋ/	: Menginspirasi		
Breathtaking /'bri:tθɪŋkɪŋ/	: Mengesankan		
Adorable /ə'dɔ:rabəl/	: Menggemaskan		
Handsome /'hændsəm/	: Tampan/ Ganteng		
Strong /'strɒŋ/	: Kuat		
Brave /breɪv/	: Berani		
Glowing /'gləʊɪŋ/	: Bersinar		
Style /stɑɪl/	: Gaya		
Cute /kju:t/	: Imut		

### Congratulating

#### 1. Expressions of Congratulations

- Congratulations!  
/kɒn'grætʃə'leɪʃn/  
(selamat!)
- I'm very happy of you!  
/aɪm 'veri 'hæpi əv ju/  
(saya sangat senang anda)
- That's wonderful!  
/ðæt 'wʌndəfəl/  
(indah sekali!)
- Good for you!  
/gʊd 'fɜ: ju/  
(bagus untukmu!)
- Best of luck!  
/best əv 'lʌk/  
(semoga berhasil!)
- Well done!  
/wel 'dʌn/  
(bagus sekali!)
- Fantastic job!  
/'fæntəstɪk dʒɒb/  
(pekerjaan yang fantastis!)



- Have a nice weekend!  
/hæv ə naɪs 'wi:kend/  
(selamat berakhir pekan)
- You must be very happy with your achievement.  
/ju mʌst bi: 'veri 'hæpi wɪθ jɔ: ə'tʃi:vmənt/  
(anda pasti sangat senang dengan pencapaian anda.)
- I'd like to congratulate you on your accomplishment!  
/aɪ daɪ laɪk tu: kɒn'grætʃəleɪt ju ɒn jɔ: ə'kɒ:mplɪʃmənt/  
(saya ingin mengucapkan selamat atas pencapaian anda.)
- Please accept my warmest congratulation  
/pli:z ək'sept maɪ wɔ:msɪst kɒn'grætʃə'leɪʃn/  
(terimalah ucapan selamat terkhusus saya)
- I must congratulate you on your success!  
/aɪ mʌst kɒn'grætʃəleɪt ju ɒn jɔ: sək'ses/  
(saya harus mengucapkan selamat atas kesuksesannya)
- Happy Birthday  
/'hæpi bɜ:θdeɪ/  
(selamat ulang tahun)
- Happy New Year  
/'hæpi nju: 'jɜ:/  
(selamat tahun baru)
- Happy Eid Mubarak  
/'hæpi 'eɪd mʊ'bɑ:rək/  
(selamat Lebaran)

- Happy Anniversary  
/'hæpi ˌænɪ'vɜ:rsəri/  
(Selamat Hari Jadi)
- Let me congratulate you  
/let mi: kɒn'grætʃəleɪt ju/  
(izinkan saya mengucapkan selamat kepada anda)
- I would be the first to congratulate you on...  
/aɪ wʊd bi: ðə 'fɜ:st tu: kɒn'grætʃəleɪt ju ɒn.../  
(saya akan menjadi orang pertama yang mengucapkan selamat kepada anda...)
- I would like to congratulate you on...  
/aɪ wʊd laɪk tu: kɒn'grætʃəleɪt ju ɒn.../  
(saya ingin mengucapkan selamat kepada anda)
- May I congratulate you.  
/meɪ aɪ kɒn'grætʃəleɪt ju/  
(bolehkah saya mengucapkan selamat kepada anda.)
- It was great to hear about...  
/ɪt wəz 'grɛt tu: hi:ə'əbaʊt/  
(itu bagus sekali mendengar tentang...)
- Well done!  
/wel 'dʌn/  
(bagus sekali!)
- Congratulations and Bravo!  
/kɒn'grætʃə'leɪʃn ənd brɪ'vɔ:ʊ/  
(selamat dan bravo!)

- You did it! So proud of you!  
/ju: di:d it! so: praʊd əv ju:/  
(Kamu berhasil melakukannya! Bangga sekali padamu!)
- I know it was only a matter of time. Well done!  
/a: nu: it wəz 'oʊnli ə mə'tɜ: əv taɪm. wel dʌn/  
(Saya tahu ini cuma masalah waktu. Tersesatkan dengan baik!)
- Congratulations on your well-deserved success.  
/kɒn grætʃə'leɪns ən jɔ: wel dɪz'zɜ:d səksəs/  
(Selamat atas kesuksesan yang pantas kamu dapatkan.)
- Heartfelt congratulations to you.  
/hɑ:zɪfɛlt /kɒn grætʃə'leɪns tu: ju:/  
(Selamat sepenuh hati untukmu.)
- Hooray! We just couldn't be happier for you!  
/haʊreɪ wɪ: dʒʌst kʊd nu:t bi: hæpi: fɔ: ju:/  
(Oho! Kami sangat bahagia untukmu!)
- Feeling so much joy for you today. What an impressive achievement!  
/fi:liŋ so: mʌtʃ dʒɔɪ fɔ: ju: tə'deɪ. wʌt ən ɪm'preɪsɪv ə'ʃi:v'mənt/  
(Berbahagia sekali untukmu hari ini. Prestasi yang sangat mengesankan!)
- Simply overjoyed to hear your good news.  
/sɪmplɪ ˌəʊvərdʒɔɪd tu: hɜ: jɔ: gʊd nu:z/  
(Sangat berbahagia mendengar kabar baikmu.)

- You've worked so hard for this. Congrats!  
/ju: wɔ:rkɪt dʒɔ: hɑ:d fɔ: ðɪs. kɒn græts/  
(Kamu bekerja keras untuk ini. Selamat!)
- This is awesome! You're awesome! Way to go!  
/ðɪs ɪz 'ɔ:əʊsəm! ju: 'ɔ:əʊsəm! weɪ tu: gəʊ!  
(Ini luar biasa! Kamu luar biasa! Bagus sekali!)
- Congratulations on your graduation!  
/kɒn grætʃə'leɪns ən jɔ: grædʒu'eɪʃn/  
(Selamat atas kelulusanmu!)
- Congratulations on your exam results!  
/kɒn grætʃə'leɪns ən jɔ: ɪg'zæm rɪzʌlt/  
(Selamat atas hasil ujianmu!)
- Good looks, brains, heart and now a diploma too? You've really got it all! Congrats!  
/gʊd lʊks. breɪns. hɑ:rt ənd naʊ ə dɪpləmə tu: ʔ ju: vɪ rɪəli ɡɔ:t ɪt ɔ:l! kɒn græts!  
(Wajah rupawan, otak yang cerdas, hati yang baik dan sekarang dapat diploma juga? Kamu memiliki segalanya! Selamat!)
- Congratulations today and best wishes for all your tomorrows.  
/kɒn grætʃə'leɪns tə'deɪ ənd best wɪʃz fɔ: ɔ:l jɔ: tə'mɔ:roʊz/  
(Selamat untuk hari ini dan harapan yang terbaik untuk hari-hari esokmu!)

## 2. Responds to Expression of Congratulation

- It's very good of you to say so  
/ɪts 'veri ɡʊd əv ju: tu: seɪ so: sɔ:/  
(Sangat baik!)
- Thank you. I can't forget your help to me.  
/θæŋk ju: əz kɑ:nt fə'ɡet jɔ: help tu: mi:/  
(Terima kasih, saya tidak bisa melupakan bantuan anda kepada saya.)
- How nice of you to say so  
/haʊ nɑ:s əv ju: tu: seɪ so: sɔ:/  
(Sangat baik!)
- Thank you very much for saying so.  
/θæŋk ju: 'veri mʌtʃ fɔ: 'seɪɪŋ so: sɔ:/  
(Terima kasih banyak telah mengatakannya.)
- I'm glad you think so.  
/aɪm ɡlæd ju: θɪŋk so: sɔ:/  
(Saya senang anda berpikir demikian.)
- Oh, actually it's nothing special.  
/əh ək'tʃʊəli ɪts 'nʌθɪŋ 'speʃl/  
(Oh, sebenarnya tidak ada yang istimewa.)
- Oh, I have a lot to learn yet.  
/əh əz ha:v ə lɔ:t tu: lɜ:n jət/  
(Oh, saya masih harus banyak belajar.)

- Oh, not really.  
/əh nɔ:t rɪəli/  
(Oh, tidak juga.)
- Oh, nothing to it, actually.  
/əh nʌθɪŋ tu: ɪt. ək'tʃʊəli/  
(Oh, tidak ada apa-apa, sebenarnya.)
- Oh, thanks.  
/əh θæŋks/  
(Oh terima kasih!)

### 3. Sample conversation (contoh percakapan)

#### Dialogue 1

Namira: Hi Athalla. Good morning. How are you?  
 Athalla: Hi Namira. I'm good. How about you?  
 Namira: Very well! You look so happy today. What's the news?  
 Athalla: Do I look so happy?  
 Namira: Yeah, you look so happy. Did you win the competition?  
 Athalla: Yeah, I did it. We won the basketball competition.  
 Namira: Really? Oh my God. Congratulations on your achievement. I am so proud of you and your team.  
 Athalla: Thank you so much for your kind words.  
 Namira: Which team was your rival?  
 Athalla: We were against Richard and friends.  
 Namira: Good job. Congratulations once again.  
 Athalla: Thank you so much Namira.  
 Namira: Well, I have to continue my activity. Bye Athalla.  
 Athalla: Bye Namira.



Scan me for the video!

### List of vocabulary

Congratulation /kɒŋgrætʃəleɪʃn/	: Selamat	Exam /ɪɡzæm/	: Ujian
Accomplishment /əˈkɒmplɪʃmənt/	: Prestasi	Result /rɪzʌlt/	: Hasil
Luck /lʌk/	: Keberuntungan	Brain /breɪn/	: Otak
Handsome /ˈhændsəm/	: Tampan/Ganteng	Wishes /wɪʃz/	: Harapan
Job /dʒɒb/	: Pekerjaan	Prayer /preɪz/	: Doa
Fantastic /fænˈtæstɪk/	: Fantastis	Heartfelt /ˈhɑːrtfɛlt/	: Tulus
Anniversary /ˌæniːvɜːrɪsəri/	: Hari jadi	Permission /pəˈmɪʃn/	: Izin
Deserved /dɪˈzɜːvɪd/	: Lajak	Ahead /əˈhed/	: Di depan
Accept /əksept/	: Menerima		
Warmest /wɔːrməst/	: Terhangat		
Success /sʌkses/	: Sukses		
Birthday /ˈbɜːrθdeɪ/	: Hari kelahiran		
New year /njuːˈjɜː/	: Tahun baru		
Eid mubarak /ɪd mʊˈbærək/	: Idul Fitri		
Kindergarten /ˌkɪndərˈɡɑːrtən/	: TK		
Achievement /əˈtʃiːvmənt/	: Pencapaian		
Overjoyed /ˌoʊvərˈdʒɔɪd/	: Sangat gembira		
Impressive /ɪmˈpreɪsɪv/	: Menakutkan		
Joy /dʒɔɪ/	: Sukacita		
Simply /ˈsɪmpli/	: Sederhana		
Brave /breɪv/	: Berani		
News /njuːz/	: Berita		
Graduation /ˌɡrædʒuːeɪʃn/	: Kelulusan		

### Greetings

#### 1. Expressions of Greetings

##### Formal

• Hello!  
 /həˈləʊ/  
 (halo)

• Good morning!  
 /ɡʊd ˈmɔːnɪŋ/  
 (selamat pagi)

• Good noon!  
 /ɡʊd nuːn/  
 (selamat siang)

• Good afternoon!  
 /ɡʊd ˌɑːftərˈnuːn/  
 (selamat sore)

• Good evening!  
 /ɡʊd ˈiːvɪŋ/  
 (selamat malam)

• Good night!  
 /ɡʊd naɪt/  
 (selamat malam/selamat tidur)

• How are you?  
 /haʊər juː/  
 (apa kabar?)

• How are you doing?  
 /haʊər juː dɔːɪŋ/  
 (bagaimana kabarmu?)

• How is everything?  
 /haʊ ɪz evriθɪŋ/  
 (apakah?)

• How's everything going?  
 /haʊ ɪz evriθɪŋ ɡoɪŋ/  
 (bagaimana semuanya?)

• How have you been keeping?  
 /haʊ hæv juː biːn ˈkiːpɪŋ/  
 (bagaimana kabarmu?)

• I trust that everything is well.  
 /aɪ trʌst ðæt evriθɪŋ ɪz wel/  
 (saya percaya semuanya baik-baik saja)

• It has been a long time.  
 /ɪt hæz biːn ə ˈlɒŋ taɪm/  
 (sudah lama)

• It's been too long.  
 /ɪts biːn tuː ˈlɒŋ/  
 (sudah terlalu lama)

• What have you been up to all these years?  
 /wɒt hæv juː biːn ʌp tuː əˈl θiːz jɪəz/  
 (apa yang telah kamu lakukan selama ini?)



- It's always a pleasure to see you.  
/its 'ɔ:lweɪs ə plɪzʊr- tu: si: ju:/  
(Selalu senang melihatmu)
- How long has it been?  
/hʌʊ lɔ:ŋ hɑ:z ɪt bi:n/  
(Sudah berapa lama)
- I'm so happy to see you again.  
/aɪm sɔʊ hæpi tu: si: ju: ə'ɡeɪn/  
(Senang melihat anda kembali)

**Intermal**

- Hi.  
/haɪ/  
(Hai)
- What's up?  
/wɒts ʌp/  
(Lada apa)
- Good to see you.  
/gʊd tu: si: ju:/  
(Senang bertemu denganmu lagi)
- How are things (with you)?  
/hʌʊ ər θɪŋz (wɪθ ju:)/  
(Bagaimana hal dengan anda)
- How's it going?  
/hʌʊz ɪt ɡəʊɪŋ/  
(Bagaimana jalannya?)

Hi



- How's life been treating you?  
/hʌʊz laɪf bi:n tri:tɪŋ ju:/  
(Bagaimana kehidupan memperalutumu?)
- How long haven't see you?  
/hʌʊ lɔ:ŋ hævnt si: ju:/  
(Berapa lama tidak pernah melihatmu?)
- It's been such a long time.  
/ɪts bi:n sʌtʃ ə lɔ:ŋ taɪm/  
(Sudah lama sekali)
- Long time no see.  
/lɔ:ŋ taɪm nɔ: si:/  
(Lama tidak bertemu)
- Where have you been hiding?  
/weər hæv ju bi:n hɪdɪŋ/  
(Dimana kamu bersembunyi?)
- It's been ages since we last met.  
/ɪts bi:n eɪdʒ sɪns we lɑ:st met/  
(Sudah lama sejak terakhir kali kita bertemu)

**2. Responds to Expression of Greeting**

- Hi.  
/haɪ/  
(Hai)
- Hello!  
/hə'ləʊ/  
(Halo!)

- Good morning.  
/gʊd 'mɔ:rnɪŋ/  
(Selamat pagi)
- Good noon.  
/gʊd nu:n/  
(Selamat siang)
- Good afternoon.  
/gʊd ɑ:ftər'nu:n/  
(Selamat sore)
- Good evening.  
/gʊd 'i:vnɪŋ/  
(Selamat malam)
- Good night.  
/gʊd 'naɪt/  
(Selamat malam)
- I'm fine, thank you.  
/aɪm faɪn θæŋk ju:/  
(Saya baik baik saja, terima kasih)
- I'm very well, thank you.  
/aɪm veri wel θæŋk ju:/  
(Saya baik baik saja, terima kasih)
- Nice to meet you too.  
/naɪs tu: mi:t ju: tu:/  
(Senang bertemu denganmu juga)

- Just fine, thanks.  
/dʒʌst faɪn θæŋks/  
(Baik-baik saja, terima kasih)
- Great, thanks.  
/ɡreɪt θæŋks/  
(Suar biasa, terima kasih)
- Pretty well. What about you?  
/prɪti wel wɒt ə'baʊt ju:/  
(Sangat baik, bagaimana denganmu?)
- Good to see you too.  
/gʊd tu: si: ju: tu:/  
(Senang bertemu denganmu juga)

### 3. Sample conversation (contoh percakapan)

#### Contoh 1

Adele : Hello. Good afternoon!  
 Justin : Good afternoon, it is nice to meet you!  
 Adele : It is nice to meet you too. My name is Adele.  
 Justin : Hi Adele. I am Justin. How are you?  
 Adele : I am fine. Thank you. What about you?  
 Justin : Not bad. Thanks.



Scan me for the sound

### List of vocabulary

Greeting /gri:tiŋ/	: Salam
Morning /mɔ:rnɪŋ/	: Pagi
Noon /nu:n/	: Siang
Afternoon /ˌæftərˈnu:n/	: Soreh
Evening /iːvɪŋ/	: Malam
Hiding /ˈhaɪdɪŋ/	: Bersembunyi
Night /naɪt/	: Malam
Met /met/	: Bertemu
Study /ˈstʌdi/	: Belajar
School /sku:l/	: Sekolah
Lesson /ˈlesn/	: Pelajaran
Father/Dad /ˈfɑ:ðə/ dæd/	: Ayah/Bapak
Business /ˈbɪznəs/	: Bisnis
Year /jɪə/	: Tahun
Call /kɔ:l/	: Panggil
Cup /kʌp/	: Gelas

### Expressions in School and Classroom

• Stand up, please!  
 /stænd ap, pli:z/  
 (tolong berdiri)

• Sit down, please!  
 /sɪt daʊn, pli:z/  
 (tolong duduk!)

• Excuse me!  
 /ɪkˈskju:z mi/  
 (permisi)

• May I come in?  
 /meɪ aɪ kʌm ɪn/  
 (bolehkah saya masuk?)

• Present/here!  
 /ˈpreznt/ˈhɪə/  
 (hadir) (menjawab kehadiran)

• I'm sorry for coming late.  
 /aɪm sə:ri fɔ: kʌmɪŋ leɪt/  
 (maaf, saya datang terlambat)

• I'm so sorry, I overlept.  
 /aɪm sɔ:ri aɪ ɔ:və:lept/  
 (mohon maaf, saya ketiduran)

• I'm sorry, I got a traffic jam.  
 /aɪm sə:ri aɪ gɔ:t ə ˈtræfɪk dʒəm/  
 (maaf, saya tadi terkena macet)

• I still can't understand it.  
 /aɪ staɪ kæn ɒndəˈstænd ɪt/  
 (saya masih belum bisa memahaminya)

• Sorry, could you please explain it again?  
 /sɔ:ri kʌd ju pli:z ɪkˈspleɪn ɪt əˈɡeɪn/  
 (maaf, bisakah anda mengulangi penjelasannya lagi?)

• I forgot to bring my homework.  
 /aɪ fɔ:ɡət tu: brɪŋ maɪ haʊmwe:rk/  
 (saya lupa membawa PR saya)

• I have a question.  
 /aɪ hæv ə kwestʃən/  
 (saya ada pertanyaan)

• May I wash my hand?  
 /meɪ aɪ wɔ:ʃ maɪ hænd/  
 (bolehkah saya ke belakang?)

• Would you please let me go to the toilet?  
 /wʉd ju pli:z let mi: gɔ: tu: ðə ˈtɔɪlət/  
 (bolehkah saya pergi ke toilet?)

• Can I sit here?  
 /kæn aɪ sɪt hɪə/  
 (bolehkah saya duduk disini?)

• May I borrow your pencil?  
 /meɪ aɪ bɔ:raʊ jɔ: pɛnsəl/  
 (bolehkah saya meminjam pensilmu?)

- Why were you absent yesterday?  
/ʔə wɜː ju əb'sent jə'stədeɪ/  
(Mengapa kamu tidak hadir kemarin?)
- You have read the theory, the method and the rest  
/ju hæv ri:d ðə θiəri, ðə meθəd ənd ðə rest/  
(Kamu harus membaca teori, metode dan lain-lain)
- I really enjoy Mr. Andi's class  
/aɪ ri:əlɪ ɪn'ɔɪʒ Mɪstər ʔndi klɑ:s/  
(Saya benar-benar menikmati kelas Pak Andi)
- You can't cheat in the exam  
/ju kæn't tʃi:t ɪn ðə ɛɡzəm/  
(Kamu tidak boleh menyetek saat ujian)
- If they found you cheating, you are dead meat!  
/ɪf ðeɪ faʊnd ju tʃi:t, ju ɔː dɛd mi:t/  
(Kalau kamu ketahuan menyetek, matilah kamu!)
- Do you think it will work?  
/du: ju θɪŋk ɪt wɪl wɜ:k/  
(Apakah menurutmu cara itu akan berhasil?)
- I'm sure it's not that hard when we try it  
/aɪm ʃʊr ɪt's nɔ:t ðæt hɑ:d wɛn wɛ trai ɪt/  
(Saya yakin tidaklah susah yang kita bayangkan saat kita mencobanya)
- God, this subject is difficult to understand  
/gɔd, ðis sʊbʤekt ɪz dɪfɪkəlt tu: ʔndər'stænd/  
(Ya Tuhan, pelajarannya susah untuk dimengerti)

- You don't go to the class?  
/ju dɔ:nt ɡəʊ tu: ðə klɑ:s/  
(Kamu bolos)
- What you excuse for being late?  
/wɔt ju ɪk'sju:z fɔː bi:ŋg leɪt/  
(Apa alasanmu datang terlambat?)
- That's not excuse  
/ðæt's nɔ:t ɪk'sju:z/  
(Itu bukan alasan yang tepat)
- I can't be late again!  
/aɪ kæn't bi: leɪt ə ɡeɪn/  
(Saya tidak boleh terlambat lagi)
- You did your homework?  
/ju dɪd jɔː hɔ:məwɜ:k/  
(Apakah PR mu sudah selesai?)
- What lesson did I miss yesterday?  
/wɔt lesn dɪd ɪ mɪs jə'stədeɪ/  
(Saya ketinggalan pelajaran apa kemarin?)
- You've been quiet all along  
/ju:v bi:n kwaɪət ə:l lo:ŋ/  
(Kamu diam dari tadi, kenapa tidak bilang dari tadi)
- There's a lot to learn  
/ðeəz ə lɔ:t tu: lɜ:n/  
(Banyak sekali yang harus dipelajari)

- Can you show me how to count it?  
/kæn ju ʃəʊ mi: haʊ tu: kaʊnt ɪt/  
(Bisakah kamu menunjukkan kepadaku bagaimana cara menghitungnya?)
- I don't like the way he teaches us  
/aɪ dɔ:nt laɪk ðə weɪ hɪ ti:tʃɪz ʊs/  
(Saya tidak suka caranya mengajar kita)
- Mr. Celis's class is so boring  
/mɪstər tselɪs klɑ:s ɪz səʊ bɔ:rɪŋ/  
(Kelas Pak celis sangat membosankan)
- Could you please explain it again?  
/kʊd ju pli:z ɪk'spleɪn ɪt ə ɡeɪn/  
(Bisakah kamu menjelaskannya lagi?)
- Which page are we on? which one?  
/wɪtʃ peɪʒ ɑːr weɪ ɔ:n? wɪtʃ ʊn/  
(Halaman berapa? buku ke berapa?)
- The more you learn it, the better it's gonna be  
/ðə mɔːr ju lɜ:n ɪt, ðə betər ɪt's ɡɔ:nə bi:  
(Semakin kamu belajar, akan semakin bagus)
- I studied over night for the test  
/aɪ stʊdɪd əʊvər naɪt fɔː ðə test/  
(Saya belajar semalaman untuk menghadapi ujian)
- How was the exam?  
/haʊ wɔz ðə ɛɡzəm/  
(Bagaimana ujiannya?)

- Are you sure of your answer  
/ɑː ju ʃʊr əv jɔː ʔnsər/  
(Apakah Kamu yakin dengan jawabanmu?)
- I am not sure of my answer  
/aɪ ʔm nɔ:t ʃʊr əv maɪ ʔnsər/  
(Saya tidak yakin dengan jawabanku)
- Would you like to lend me your book?  
/wʊd ju laɪk tu: lɛnd mi: jɔː bʊk/  
(Maukah kamu meminjamkan bukumu padaku?)
- Do you want to go to the library?  
/du: ju wɔnt tu: ɡəʊ tu: ðə laɪbrəri/  
(Maukah kamu pergi ke perpustakaan?)
- Let's go to the canteen  
/lets ɡəʊ tu: ðə kæn'ti:n/  
(Mari pergi ke kantin)
- It's a typically Monday morning, nothing special  
/ɪt's ə tɪpɪkəl mɔndəɪ mɔ:ni:ŋ nʌθɪŋ spɪʃl/  
(Ini adalah hari pagi yang seperti: semm pagi lainnya, tidak ada yang istimewa)
- Don't walk too fast, I can't keep up with you  
/dɔ:nt wɔ:k tu: fa:st, ɪ kæn't ki:p ʊp wɪθ ju:  
(Jangan berjalan terlalu cepat, aku tidak bisa menguasi kamu)
- I forgot my book  
/aɪ fɔ:ɡət mi: bʊk/  
(Bukuku ketinggalan)

- Anybody knows where is my book  
/eni:bi di naus wer iz mas buk/  
(ada yang tau dimana bukuku?)
- Hey, you can't sit here, that's my desk  
/hey, ju kant sit her, ðætɪz maɪ deɪsk/  
(hey, jangan duduk di situ, itu tempat dudukku?)
- I'll get you a seat  
/aɪ ɡet ju ə si:t/  
(akan kuambilkan kamu kursi)
- Wait for me, I'm dressing up  
/weɪt fɔr mi, aɪm dresɪŋ ʌp/  
(tunggu aku, aku masih siap-siap)
- Wait, I'll go with you  
/weɪt, aɪ ɡoʊ wɪð ju/  
(tunggu, saya akan pergi-denganmu)
- You forget to tighten up your button  
/ju fəˈɡet tu: taɪn ʌp jɔr bʌtn/  
(lupa ngg bntu ada yang terbuka)
- You gotta class?  
/ju ɡoʊtə klɑ:s/  
(kamu da kelas?)
- How's school?  
/haʊz sku:l/  
(bagaimana pelajaran di sekolah?)

- How's class?  
/haʊz klɑ:s/  
(bagaimana pelajaran di kelas tad?)
- Everytime the teacher talks to me, My tongue is always stiff  
/evri:taɪm ðə ti:tʃər tɔ:ks tu: mi, maɪ tʌŋ ɪz ˈɔ:lweɪz stɪf/  
(setiap kali guru bicara padaku, lidahku selalu kaku)
- I nervous when I talk in public  
/aɪ nɜ:vəs wen aɪ tɔ:k ɪn pʌbɪk/  
(aku gugup saat berbicara di depan orang banyak)
- It's just a matter of time  
/ɪts dʒʌst ə mətər əv taɪm/  
(itu hanya masalah waktu saja)
- It's just matter of habit  
/ɪts dʒʌst ə mətər əv həbɪt/  
(itu hanya masalah kebiasaan)
- I gotta push myself hard  
/aɪ ɡoʊtə puʃ maɪself hɑ:rd/  
(saya harus benar-benar memaksa diri)
- I couldn't answer most questions  
/aɪ kʊdnt nɔ:t ɔnser mʌst kwɛstʃənz/  
(saya tidak bisa jawab sebagian besar pertanyaannya)

- Did you pass the exam?  
/dɪd ju pɑ:s ðə ɛɡzɑ:m/  
(apakah kamu lulus ujian?)
- I failed the exam  
/aɪ feɪld ðə ɛɡzɑ:m/  
(saya tidak lulus ujian)
- Why were you absent?  
/waɪ wɜr ju əbsənt/  
(mengapa kamu tidak hadir?)
- I think I'll skip school today  
/aɪ θɪŋk aɪ ɪl sɪp sku:l tə'deɪ/  
(harasa aku akan bolos hari ini)
- Don't you have class?  
/dənt ju hæv klɑ:s/  
(bukannya kamu ada kelas?)
- Never forget what you have learned  
/nevər fəˈɡet wɔt ju hæv lɜ:nd/  
(jangan pernah lupakan apa yang pernah kamu pelajari)
- Never think you're gonna be able to do it  
/nevər θɪŋk ju ɡoʊnə bi eɪbl tu: du: ɪt/  
(jangan pernah berpikir kamu tidak bisa melakukannya)
- English is not my thing  
/ɪŋɡlɪʃ ɪz nɔ:t maɪ θɪŋ/  
(bahasa Inggris bukanlah hobiku)

- Sometimes it can only work when you force yourself  
/sʌmtaɪms ɪt kæn ɔnli wɜ:k wen ju fɔ:s ju:rsel/  
(kadang kamu bisa saat kamu memaksa dirimu)
- Don't just stare at your teacher  
/dənt dʒʌst stɜr ət jɔr ti:tʃər/  
(jangan melototi gurumu saja)
- I heard he is good at writing  
/aɪ hɜrd hi: ɪz ɡʊd ət raɪtɪŋ/  
(saya dengar dia pintar dalam pelajaran menulis)
- He is fluent in english  
/hi: ɪz flu:ənt ɪn ɪŋɡlɪʃ/  
(dia lancar bahasa Inggris)
- He speaks english in excellent fluency  
/hi: spi:ks ɪŋɡlɪʃ ɪn ɪksələnt flu:ənsɪ/  
(dia berbicara bahasa Inggris dengan fasih)
- He is full of talent of english  
/hi: ɪz fʊl əv tələnt əv ɪŋɡlɪʃ/  
(dia sangat berbakat dalam bahasa Inggris)
- He is the best student in class  
/hi: ɪz ðə best stʊdnt ɪn klɑ:s/  
(dia adalah siswa terbaik dikelas)
- He always gets out the answer  
/hi: ɔ:lweɪz ɡets aʊt ðə ɔnser/  
(dia selalu menerangkan jawaban)

- He is the head in this class.  
/hi: ɪz ðə hed ɪn ðɪs klɑ:s/  
(dia adalah nomor satu dikelas)
- It's no wonder he got "A"  
/ɪts noʊ wʌndər hi: gɒt "eɪ"/  
(tidak heran kalau dia dapat nilai "A")
- He always plays favourite  
/hi: əlweɪz pleɪz feɪvərɪt/  
(dia selalu pilih kasih)
- He is the teacher's pet  
/hi: ɪz ðə ti:tʃəz pet/  
(dia adalah murid kesayangan guru)
- The examination is around the corner  
/ðə ɪg'zæmɪneɪʃn ɪz ə'raʊnd ðə kɔ:nər/  
(ujianmu sudah dekat)
- I have to prepare myself for the exam  
/aɪ hæv tu: prɪ'peə maɪself fɔ: ðə ɪg'zæm/  
(saya harus mempersiapkan diri untuk menghadapi ujian)
- I gotta brush up this morning lesson  
/aɪ gɒtə brʌʃ ʌp ðɪs mɔ:rnɪŋ lesn/  
(saya harus mengulang lagi pelajaran tadi pagi)
- The last part wasn't clear enough for me  
/ðə lɑ:st pɑ:rt wəznt klɪə enʌf fɔ: mi:/  
(bagian terakhir tidak terlalu jelas buatku)

- What a smarty pants!  
/wʌt ə smɑ:rti pɑ:nts/  
(dasar-bulankah kamu?)
- He is justifying his charm to the teacher  
/hi: ɪz dʒʌstɪfɪɪŋ hi: tʃɑ:m tu: ðə ti:tʃər/  
(dia hanya menggunakan pesonanya kepada guru)
- He keeps asking question to the teacher  
/hi: ki:pz ɑ:skɪŋ kwɛstʃən tu: ðə ti:tʃər/  
(dia selalu bertanya kepada guru)
- The way he sicks up to the teacher makes me sick  
/ðə weɪ hi: sɪks ʌp tu: ðə ti:tʃər meɪks mi: sɪk/  
(caranya mencari muka kepada membuatku mual)
- How could stupid boy like him got "A"  
/haʊ kʌd stʌpɪd bɔɪ laɪk hɪm gɒt "eɪ"/  
(lalu cowok kayak dia bisa dapat "A")
- I'm gonna start my part day in math class  
/aɪm gɒnə stɑ:t maɪ pɑ:rt deɪ ɪn mæθ klɑ:s/  
(saya adalah hari-pertamaku di kelas matematika)
- Math sucks!  
/mæθ sʌks/  
(matematika adalah pelajaran yang memualkan)
- Could you explain the last part again?  
/kʌd ju: ɪk'spleɪn ðə lɑ:st pɑ:rt ə'geɪn/  
(bisa kah anda jelaskan lagi bagian yang terakhir?)

- I just have to bone up for the exam  
/aɪ dʒʌst hæv tu: bəʊn ʌp fɔ: ðə ɪg'zæm/  
(saya harus belajar ngebut untuk menghadapi ujian)
- I can't concentrate on my lesson  
/aɪ kɑ:n't kɒnsɪ'treɪt ɒn maɪ lesn/  
(saya tidak bisa konsentrasi pada pelajaranku)
- Quite please, you're breaking my concentration  
/kwɪt plɪ:z, ju:z brɛɪkɪŋ maɪ kɒnsɪ'trɛɪʃn/  
(tolong diam, kamu mengganggu konsentrasiku)
- Don't be noisy back there please!  
/dʌnt bi: noɪzi bæk ðɛr plɪ:z/  
(jangan dibelakang tolong jangan ribut!)
- Let up for a minute, you can't study all day  
/let ʌp fɔ: ə mɪnɪt, ju: kɑ:n't stʌdi ɔ:l deɪ/  
(istirahatlah sebentar, jangan belajar terus)

**Expressions in Mosque**

- Is it already prayer time?  
/ɪz ɪt əl'reɪdɪ prɛə tʌɪm/  
(apakah waktu shalat sudah masuk?)
- Let's go and offer our pray first  
/lets gəʊ ɒnd ɔ:fər ʌʊər prɛə fɔ:st/  
(ayo pergi shalat terlebih dahulu)
- It's time for subuh pray  
/ɪts taɪm fɔ: sʌbʊh prɛə/  
(waktunya shalat subuh)
- It's time for dhuhur pray  
/ɪts taɪm fɔ: dʒʌhʊr prɛə/  
(waktunya shalat dhuhur)
- It's time for ashar pray  
/ɪts taɪm fɔ: ɑ:ʃər prɛə/  
(waktunya shalat ashar)
- It's time for magrib pray  
/ɪts taɪm fɔ: mə'grɪb prɛə/  
(waktunya shalat magrib)
- It's time for isya pray  
/ɪts taɪm fɔ: ɪsə prɛə/  
(waktunya shalat isya)
- Where are you going?  
/wɛr ɑ: ju: gəʊɪŋ/  
(kamu mau kemana?)

- We are going to mosque/mushola  
/wi: ə: ɡəʊɪŋ tu: mə:ʃə/mʊʃələ/  
(kami mau ke masjid/mushola)
- Why don't you wear a cap?  
/waɪ dɔʊnt ju weə ə kæp/  
(mengapa kamu tidak memakai peci?)
- Don't forget to bring the Holy Quran  
/dɔʊnt fə'ɡet tu: brɪŋ ðə 'həʊli ˈkʊrən/  
(jangan lupa membawa Al-Quran)
- Don't forget to bring the taabih  
/dɔʊnt fə'ɡet tu: brɪŋ ðə taabɪh/  
(jangan lupa membawa taabih)
- Don't forget to bring the Sajadah  
/dɔʊnt fə'ɡet tu: brɪŋ ðə sɑ:dɑ:h/  
(jangan lupa membawa sajadah)
- Is the adzan finished?  
/ɪz ðə ˈædzən 'fɪnɪʃt/  
(apakah adzan sudah selesai?)
- Is the iqomah finished?  
/ɪz ðə ɪˈqomɑ:h 'fɪnɪʃt/  
(apakah iqomah sudah selesai?)
- Now it's your turn to adzan  
/naʊ ɪt's ju:ə tɜ:n tu: ˈædzən/  
(sekarang adalah giliranmu untuk adzan)

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- Make it fast, iqomah will end soon  
/meɪk ɪt fɑ:st, ɪˈqomɑ:h wɪl end su:n/  
(cepat-mudah akan segera selesai)
- Have you taken wudhu?  
/həv ju teɪkən wʊdʊhʊ/  
(apakah kamu sudah wudhu?)
- Where is your sajadah?  
/weə ɪz ju:ə sɑ:dɑ:h/  
(mana sajadahmu?)
- I forgot to take it  
/aɪ fə'ɡɔ:t tu: teɪk ɪt/  
(saya lupa mengambilnya)
- We can use one sajadah together  
/wi:kən ju:z wʌn sɑ:dɑ:h tə'geðə/  
(kita bisa pakai sajadah ini bersama)
- If you are praying, don't mess around.  
/ɪf ju:ə ɪˈpreɪɪŋ, dɔʊnt mes ə'raʊnd/  
(jika kamu sedang sholat, jangan main-main)
- You have to focus on pray  
/ju: həv tu: fəʊkəs ɔ:n preɪ/  
(kamu harus fokus saat sholat)

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**APPENDIX 9**  
**DOCUMENTATION**

## 1. Need Analysis



## 2. Try out, Students' Perceptions, and Teachers' Perception





### 3. Dissemination





**APPENDIX 10**

**SURAT KETERANGAN TELAH MENELITI**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN LUWU**  
**MADRASAH TSANAWIYAH NEGERI 2 LUWU**  
Desa Sampano Kecamatan Larompong Selatan Kab. Luwu  
Alamat : Jln. Kemakmuran No.170 Kode POS 91998.  
E-maile: mtsn2luwu@gmail.com

**SURAT KETERANGAN**

Nomor : B-224 /Mts. 21.09.002/PP.01.1/10/2022

Yang bertanda tangan di bawah ini:

Nama : Drs. AMINUDDIN, M. Pd. I  
NIP : 196601122000031001  
Pangkat/Golongan Ruang : Pembina/IVa  
Jabatan : Kepala MTsN. 2 Luwu

Menerangkan bahwa:

Nama : Syahrul Bahru  
Tempat/Tgl. Lahir : Sampano/ 5 November 2000  
NIM : 18 0202 0083  
Jurusan : Pendidikan Bahasa Inggris  
Alamat : Dusun Salukaluku Desa Sampano  
Kec. Larompong Selatan Kab. Luwu

Telah melaksanakan penelitian dalam rangka penyusunan Skripsi yang berjudul "*Designing Daily Expression Pocketbook In Teaching Speaking Skills at Second Grade Of MTsN. 2 Luwu*", mulai tanggal, 9 Agustus s/d 9 November 2022 di MTsN. 2 Luwu Kec. Larompong Selatan Kab. Luwu Sulawesi Selatan.

Demikian surat keterangan ini kami buat dengan sesungguhnya, dan diberikan untuk dipergunakan sebagai salah satu persyaratan dalam rangka penyusunan skripsi.



Sampano, 17 Oktober 2022

Kepala

Drs. AMINUDDIN, M. Pd. I  
NIP. 196601122000031001



**APPENDIX 11**

**SURAT KETERANGAN PLAGIASI**



**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  
Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

**SURAT KETERANGAN**

No.2035/In.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 : Syahrul Bahru  
NIM : 18 0202 0083  
Semester : IX (sembilan)  
Program Studi : Pendidikan Bahasa Inggris  
Keperluan : Seminar Hasil/Munqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 4%. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 9 November 2022

Mengetahui,  
Ketua Prodi,

Admin Turnitin PBI,



Amalia Yahya, S.E., M.Hum.  
NIP 197710132005012006

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NIP 198603272018011001