

**DESIGNING POCKETBOOK OF ENGLISH VOCABULARY  
FOR ISLAMIC EDUCATION MANAGEMENT STUDY  
PROGRAM OF IAIN PALOPO**

*A Thesis*

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



**Composed By:**

**Muh. Haerul Julianto**

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

**2022**

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

**2022**

## THESIS APPROVAL

This thesis entitled **“Designing Pocketbook of English Vocabulary for Islamic Education Management Study Program of IAIN Palopo”** Which is written by **Muh. Haerul Julianto**, **Reg. Number. 16.0202.0112**. SI English Education Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defend in Munaqasyah session which is carried out on **Friday, December 02<sup>nd</sup> 2022 M**, coincided with **8<sup>th</sup> Jumadil-Ula 1443 H**. It is authorized and acceptable as partial fulfillment for S.Pd. degree in English Language Teaching.

Friday, 2<sup>nd</sup> of December 2022

8<sup>th</sup> Jumadil-Ula 1442 H

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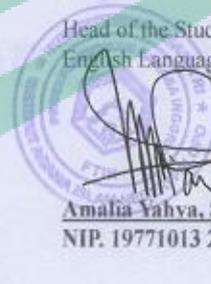
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Palopo, 2<sup>nd</sup> December 2022



Muh. Haerul Julianto  
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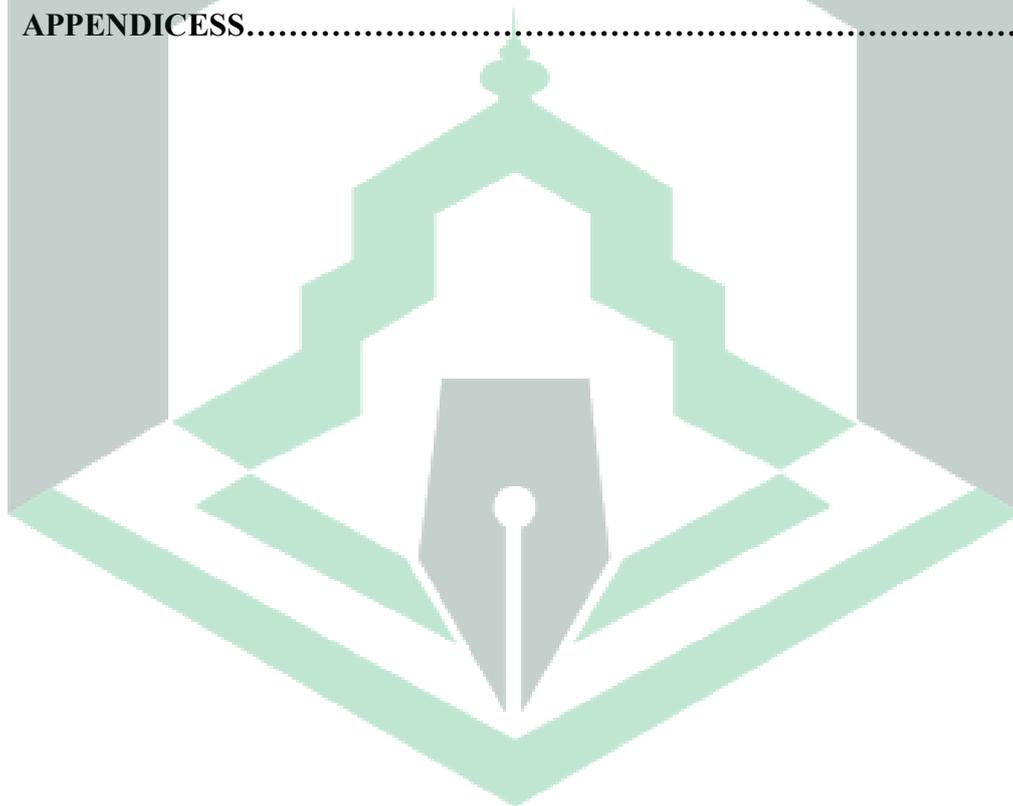
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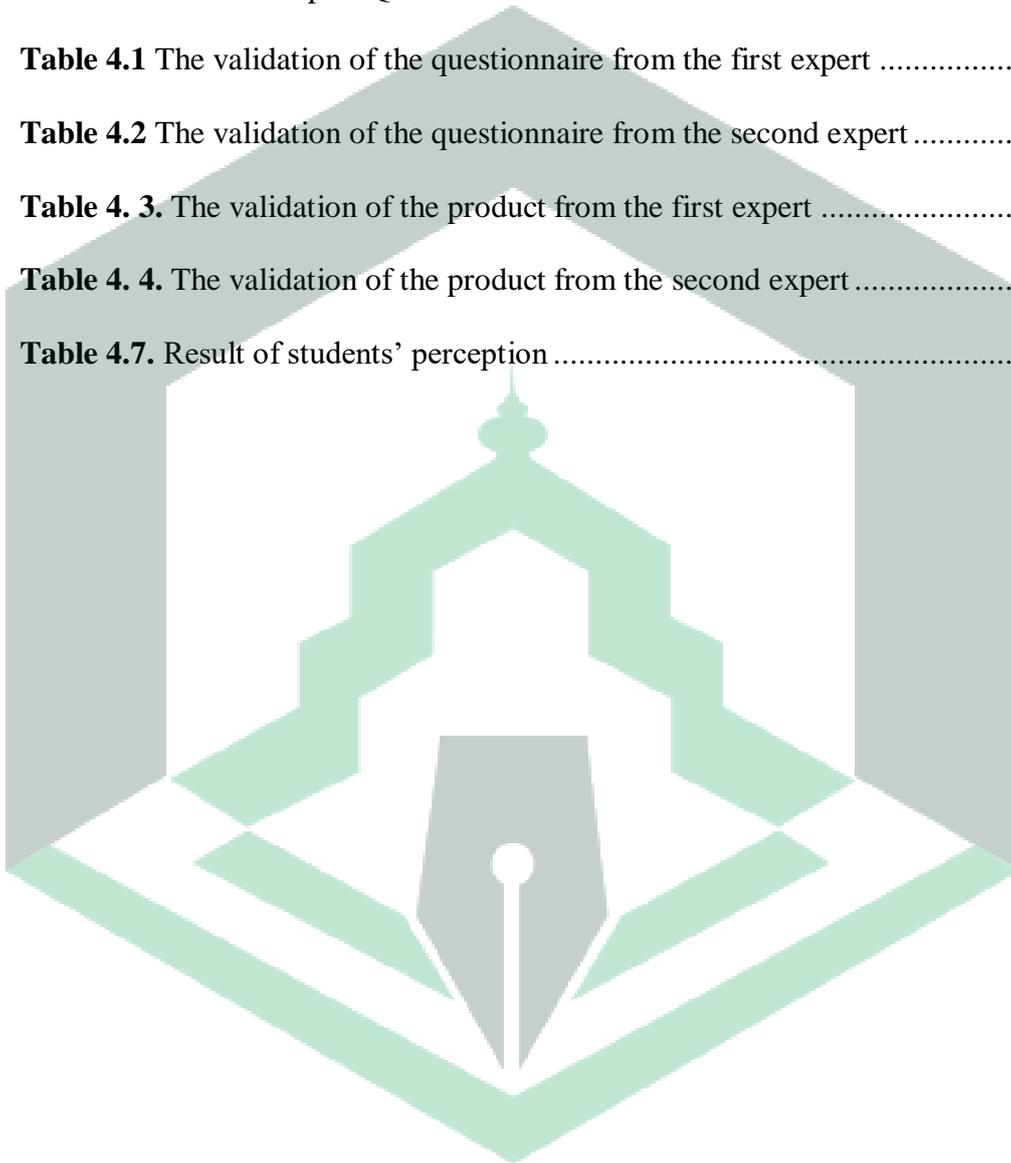
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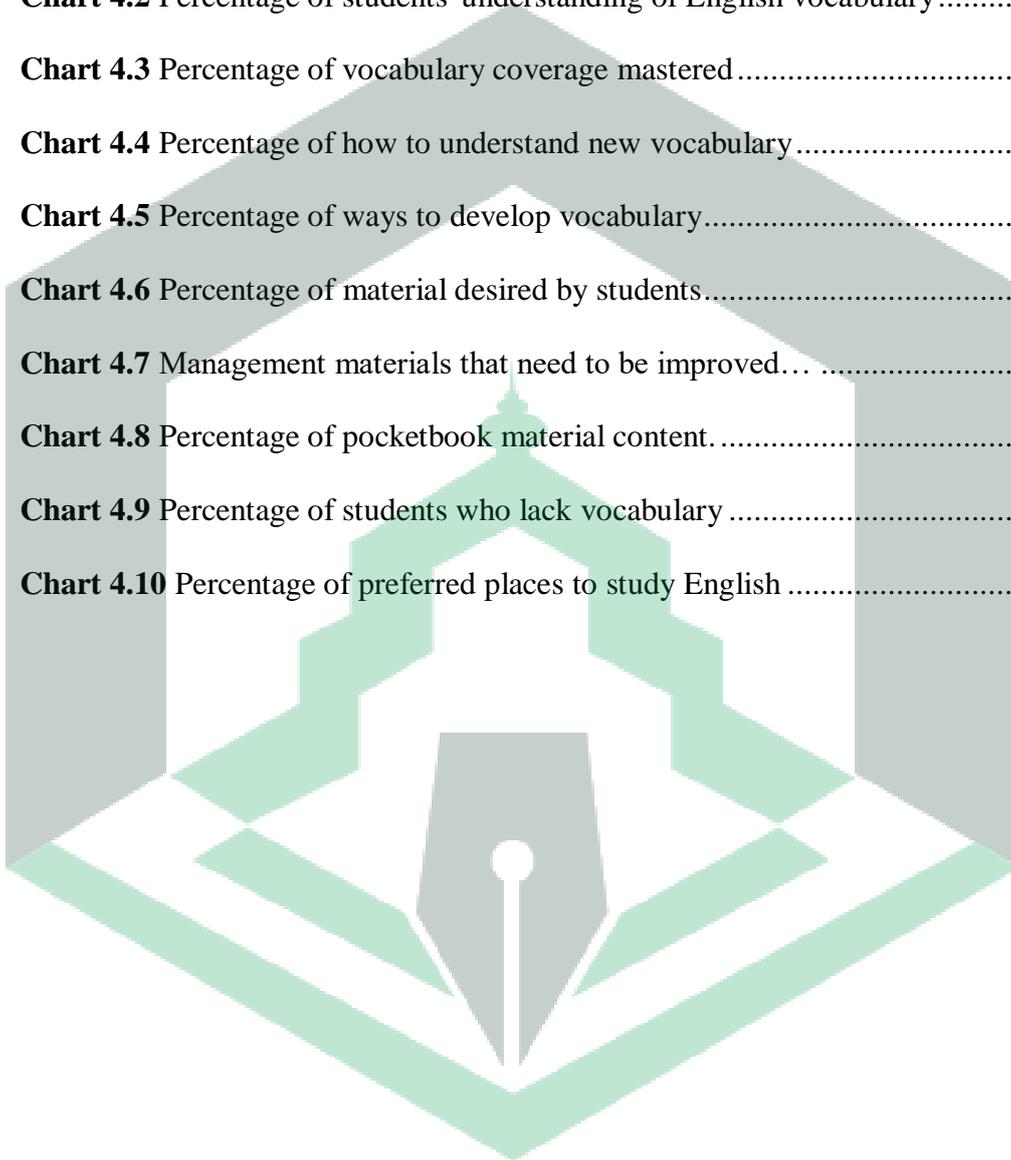
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## ABSTRACT

**Muh. Haerul J, 2022, “*Designing Pocketbook of English Vocabulary for Islamic Education Management Study Program of IAIN Palopo.*”** Thesis English Study Program at Tarbiyah and Teacher Training Faculty in the State Islamic Institute of Palopo Supervised by DR. Hilal Mahmud M.M and Dewi Furwana, S.Pd.I., M.Pd.

This thesis was about designing an English pocketbook for the Islamic Education Management study program at IAIN Palopo. The questions of this research were: (1) How is the need analysis of the pocketbook of English Vocabulary for the Islamic Education Management Study Program of IAIN Palopo? (2) How to design an appropriate pocketbook for the Islamic Education Management Study Program at IAIN Palopo? (3) How is the final design of the appropriate pocketbook for the Islamic Education Management Study Program at IAIN Palopo? The purpose of the research was to construct a pocketbook for students majoring in Islamic Education Management that contained essential topics in educational management. At the same time, the pocketbook will be determined as a learning medium. This study uses the Research and Development R&D research method using the Borg and Gall model. The material in the pocketbook is essential knowledge in education management. The stages of this research are (1) Observation, (2) Information gathering, (3) Research and planning, (4) Product Design and Development, (5) Material Expert Validation, (6) Material revision, (7) Product distribution. The research used three expert validators for needs analysis, student perceptions, and observation sheets. Data was collected using a questionnaire contained on the Google Form site. The validation of material experts and linguists was carried out by lecturers of the Department of Islamic Education Management and English at IAIN Palopo. The researcher's pocketbook was created in response to research on student demands. Thirty-one students in the third semester of the Islamic Education Management Study Program were assessed for their pocketbooks. To evaluate the pocketbook, students are given a response form. Pocketbooks scored (4.1), (4.27), and (4.27) based on the opinions of material experts, linguists, and students (3.8). The pocketbook can be described as "Good" based on these results.

**Keywords:** Designing, Pocketbook, English for Islamic Education Management

# CHAPTER I

## INTRODUCTION

### A. Background

English as an International Language is spoken almost all over the world. In the global era, English plays an essential role as a communication language used in various sectors of life, such as trade, bilateral relations, politics, science, technology, and many others. People use language to express their feelings, ideas, and desires. English has become the language used by many people to connect and share with others. Therefore, students must understand and master English to acquire broader knowledge, information, and technology.<sup>1</sup>

In English courses at universities, students will be introduced to four aspects of skills that must be learned and developed in language: listening, speaking, reading, and writing. The four aspects of these skills cannot be separated; therefore, they must be studied and developed in tandem.

In this case, the researcher chose the IAIN Palopo campus as the location for the research that the researcher will soon conduct. There are seventeen study programs for students at the IAIN Palopo campus, and researchers chose the Department of Islamic Education Management to observe and identify problems. This is because the object of the case study is interesting to raise, and it is still rare

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<sup>1</sup> George Braine and Claire May, "Writing from Sources: A Guide for ESL Students," *TESOL Quarterly* 30, no. 2 (Summer 1996): 369 – 371, <https://doi.org/10.2307/3588157>.

for students of the English Language Education Study Program to research the Islamic Education Management Study Program.

Based on direct observation in the Department of Islamic Education Management on February 26<sup>th</sup> 2021, the researcher found that many students in the Department of Islamic Education Management Study Program did not have a vocabulary-based English language book media related to the world of management. This is due to the lack of learning media that provide students with insight into how to understand English about management science.<sup>2</sup>

In this case, the researcher focuses on vocabulary as the core of a product. Because, vocabulary is the basis for learning a new language and is easy to understand. So that researchers provide solutions to students where the product can help to create a creation with a pocketbook product. The reason my book was chosen by the researcher was because; light to carry, simple shape, and practical.

Furthermore, the reason why the researcher chooses the Research and Development research method with the Borg and Gall method is because; able to overcome real needs, able to create a product, and encourage continuous innovation, and can produce knowledge that can be used in the future.

The use of media can entice students to understand the material effectively and quickly. With the presence of learning media can increase and encourage learning inspiration, and unpretentious freedom of learning.<sup>3</sup> One of the innovations in

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<sup>2</sup> The researcher carried out the observation on February 26<sup>th</sup>, 2021, on some students at the Islamic Education Management Study Program.

<sup>3</sup> Arsyad Azhar, *Media Pembelajaran*. (Jakarta: Rajawali Pers, 2011), 26.

pocketbook learning media that can be used as an answer to improve English vocabulary.

Based on this description, the idea was born to make an English learning product more innovative, easy, and fun and can be used anytime and anywhere. Researchers developed pocketbooks that can be used in learning English vocabulary. This pocketbook can attract the attention of students due to the interesting presentation of the material. Therefore, the researcher conducted a study entitled "Designing Pocketbook of English Vocabulary for Islamic Education Management Study Program of IAIN Palopo."

### **B. Research Questions**

Based on the limitations of the problem that has been done, it can be formulated as follows:

1. How is the need analysis of the pocketbook of English Vocabulary for Islamic Education Management Study Program of IAIN Palopo?
2. How to design an appropriate pocketbook for Islamic Education Management Study Program at IAIN Palopo?
3. How is the final design of the appropriate pocketbook for the Islamic Education Management Study Program at IAIN Palopo?

### **C. The objective of The Research**

Based on the research questions, it can be stated the objectives to be achieved in this research, namely:

1. To investigate the need analysis in the form of a pocketbook for students at the Management Study Program of IAIN Palopo.
2. To investigate the process of designing from material experts.
3. To find out the final pocketbook products launched by the researcher.

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

Based on the results of the research, the expected benefits can be reviewed in two facets, namely theoretical benefits and applicative benefits, namely:

1. Theoretically, it is expected that the results of this research can help develop the science for the Education Management Study Program of IAIN Palopo, especially in the field of English courses, namely improving the quality of vocabulary through the use of pocketbook media.
2. In terms of applicative, this can be a reference for researchers to contribute to improving vocabulary.

#### **E. Expected Product Specifications**

1. Media products in the form of pocketbooks produced in this research are made in the form of complex files.
2. The development of pocketbook media is equipped with a cover design, letters, and colors to appeal to students to read it and a small size so that it is easy to carry anywhere.
3. The development of pocketbook media can be used as a learning medium in the classroom and for learning outside the classroom independently.

## **F. Assumptions and Limitations of Development**

### 1. Development Assumptions

- a. Pocketbook media compiled by researchers is an alternative reading media that can be used in the classroom and outside the classroom independently, making it easier for students to use.
- b. The use of pocketbook reading media using easy-to-understand language and attractive color and design selection is expected to attract students.

### 2. Development Restrictions

- a. The researcher has predicted that this pocketbook product is the prototype and requires input from many parties.
- b. The subject of the study was limited to Education Management Study Program at IAIN Palopo.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Relevant Research

Various researchers had coordinated an assessment related to English materials about making materials, rehearses, and ESP (English for Specific Purposes). As a sort of the point of view from the past research, the expert presents in this part. First is Sisilia Endah Lestari (2017); in her research "Designing Book Course for Flight Attendant School," she portrays numerous such speculations, for example, the hypotheses about English Language Instructing, creating English material, planning, a decent material, the means of leading the exploration, etc. The goals of the research were to design an English coursebook to improve the English performance of the students of flight attendant schools, to give a meaningful contribution to English language teaching, especially for flight attendant schools, and to improve the quality of human beings by conducting this research, especially for the researcher. The goals came from identifying the problems of conducting this research. Two research questions were formulated based on the research's goals and problems. The first questions investigated the schematic model of the designed English coursebook. The second question asked about the end product of the research, the coursebook.<sup>4</sup>

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<sup>4</sup> Sisilia Endah Lestari. *"Designing an English Course Book for Flight Attendant Schools ."*Thesis. Universitas Sanata Dharma, 2017.

The second is Gandi Nur Pratiwi (2013); in her research "Designing English Learning Materials for English Conversation Club (ECC) in SMAN 1 Kroya, she attempts to foster English materials for the discussion club then, at that point, to work on their abilities. She discusses numerous hypotheses, for example, the speculations about English Language Instructing, creating English material, planning, a decent material, the means of directing the examination, etc. The connection between her exploration and this examination is that both investigates talk about making an English book. In this exploration, the focus is on designing an English-speaking pocketbook, while her research is on designing material for SMAN 1 Kroya. Her research aims to help students develop their knowledge of English, in particular mastery of language functions. In terms of topics, students prefer friendship and entertainment topics such as artists, art, or news. The linguistic function is then stated in the standard of competence and basic competence in speaking skills in the English syllabus.<sup>5</sup>

The third is Harsono. The end of his appraisal is making educating/learning materials for ESP more referenced than for general English, considering that the accessibility of the ESP learning materials out in the open is especially incredible. In fostering the ESP learning materials, the master can foster the enabling materials by applying the standards and systems of language getting ready materials, including indicating the appearance destinations, changing or potentially further developing the current materials, and making our materials.<sup>6</sup>

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<sup>5</sup> Gandi Nur Pratiwi. "*Designing English Learning Materials for English Conversation Club in SMA N 1 Kroya*". Thesis. Universitas Negeri Yogyakarta. 2013.

<sup>6</sup> Y.M. Harsono. "*Developing Learning Materials for Specific Purposes* ."Thesis. Universitas Katolik Atma Jaya. 2007. 178.

The fourth is Safrizal. From his investigation, the end is in a couple of schools, especially in Bookkeeping Division; English subject in that school is told as English General Purposes, not English Explicit Purposes. Besides, he found that teaching materials are arranged by specific guidelines and reliant upon the understudies' necessities, and maintained by hypotheses in ESP.<sup>7</sup>

Thinking about some past discovering research, the expert closes to work down the materials and worksheet, and it ought to be set up on understudies' necessities. Making printed materials, mainly through research and development, could build the understudies' accomplishments and the properties in learning English, especially for printed materials used in the school or school.

## **B. Some Pertinent Ideas**

In a study, the theoretical basis functions as an analytical. The theoretical foundation in this study is used as an action in analyzing research data. The theories used in this study are as follows:

1. Vocabulary
  - a. Definition

According to Richards, vocabulary is one of the essential components of language and one of the things to be noticed by linguists.<sup>8</sup> It is the main element in learning, mastering, and using language. Without a sufficient

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<sup>7</sup> Safrizal. "Designing ESP Teaching Materials for Students of Accounting Department of Al-Azhar University Medan ."Thesis. Al-Azhar University Medan. 2013. 97.

<sup>8</sup> Jack C. Richards, *Curriculum Development in Language Teaching*, (United Kingdom: Cambridge University Press, 2002), 4.

vocabulary, people cannot communicate effectively to express their ideas or give information.

David Nunan mentions that his vocabulary definition is the collection of words that an individual knows. An example of vocabulary item colors also represent conceptual knowledge, so the only words that can easily be featured are nouns.<sup>9</sup> Vocabulary is more than just nouns. The teacher includes verbs, adjectives, adverbs, and prepositions.

Elfrida H. Hiebert and Michael L. Kamil noted that according to "The National Reading Panel (NICHD) identified the components of reading as phonemic awareness, phonics, fluency vocabulary, and comprehension. Vocabulary is not a developmental skill that can ever be seen as fully mastered. The expansion and elaboration of vocabularies is something that extends across a lifetime."<sup>10</sup>

According to Ur, vocabulary can be defined roughly as the word's teacher teaches in a foreign language. The term "words" here means that the new vocabulary item may be more than a single word, for example, *father-in-law* and *police office*, which are made of two or three words but express a single idea. In another case, there are also compound words called multi-word idioms; for example, *call it a day*.<sup>11</sup>

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<sup>9</sup> David Nunan, *Teaching Vocabulary to Young Learners*, (McGraw-Hill: North America, 2005), 121.

<sup>10</sup> Elfrida H. Hiebert, Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, (Lawrence Erlbaum Associates: London, 2005), 2.

<sup>11</sup> Penny Ur. *A Course in Language Teaching*, (Cambridge University Press, 1996), 60.

The researcher believed that vocabulary is a collection of several words that can be formed into sentences to quickly learn a language and be taught to learners to be the basis of a global conversation.

b. Benefits of Learning Vocabulary

Endang Fauziati argues that vocabulary is the center of language and is essential for language learning. Without good vocab, a person cannot communicate effectively or express all of his ideas verbally and in writing. Having limited vocabulary is also an obstacle for students learning a foreign language. When they cannot improve their vocabulary, they slowly remove their interest in learning.<sup>12</sup>

Brewer argues that the benefits of introducing vocabulary to children, namely:

- a. Vocabulary helps children explain the characteristics of time and the room where the child is located.
- b. The vocabulary helps the child deliver ideas correctly and be accepted by others.
- c. Vocabulary helps children ask and guess what he wants or wants to know.
- d. Vocabulary helps the child convey thoughts, feelings, knowledge, and everything in him to others.<sup>13</sup>

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<sup>12</sup> Endang Fauziati, *Teaching English as a Foreign Language*. (Surakarta: Era Pustaka Utama. 2010), 61.

<sup>13</sup> Ann Jo Brewer, *Introduction to Early Children Education Preschool through Primary Grades*. (Pearson: Allin And Bacon. 2007)

Neuroscience studies proposed by Suyadi show that proficiency in learning a foreign language does not depend on how much the old foreign language is used but is more determined by how early foreign languages are introduced. This shows that times are the most appropriate learning languages is at an early age and will be closed at the age of a teenager. However, this does not mean adolescents and those above cannot learn languages. It is just that the more mature someone is just starting to learn a foreign language, it will be increasingly difficult to master it. That is, increasingly, the more mature a child is, the weaker the parts of the brain that respond to foreign phonemes.<sup>14</sup>

From this description, the researcher can conclude that learning vocabulary in English makes it easier for someone to communicate effectively or express all his ideas both verbally and in writing. Having a diverse vocabulary in English can improve language ability. While learning Language vocabulary English from an early age will make it easier for children the memory of mastery; it learns the main vocabulary be introduced from an early age.

c. Purpose of Learning Vocabulary

To learn something, everyone must first know the benefits obtained. Especially people who want to learn English must memorize some vocabulary and apply it to facilitate its development, and it takes patience

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<sup>14</sup> Suyadi, *Teori Pembelajaran Anak Usia Dini Dalam Kajian Neurosains*. (Bandung: PT Remaja Rosdakarya. 2014), 209.

for the desire to be achieved. After that, hone other skills to sing, write, read, listen, and speak.

Vocabulary learning is an enormous and continuing task. Although teachers can provide helpful input and support to help learners deal, it is ultimately the learners who have to learn and carry-on learning.<sup>15</sup> Learning a language means learning vocabulary. Vocabulary is used for communication in spoken and written while language is used to share information and ideas.

McKeown and Beck argued that vocabulary is essential to use both formal and informal vocabulary instruction that engages students' cognitive skills and gives opportunities for the learners to use the words.<sup>16</sup>

From the information, the researcher concluded that understanding vocabulary is essential to deepening English language skills and helping understand language according to its context. Students can also hone their ability to communicate globally.

## 2. Pocketbook

### a. Definition

Pocketbook is a medium as a bit of book, one of the print media in which a rundown of the material gave an intriguing look like the subtleties of

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<sup>15</sup> David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003), 141.

<sup>16</sup> David Nunan, *Practical English Language Teaching Young Learners* (New York: McGraw-Hill, 2005), 122.

pictures and shading text styles where it can pull in understudies' compassion in learning.<sup>17</sup>

A book is a variety of printed and bound papers containing information that can be used as a learning resource. A pocketbook is a book that is nearly nothing, light, and can be taken care of in a pocket. Wallets fuse print media, of which print media is materials masterminded training and information. The wallet can offer to move up to understudies to inspect, and preferably understudies can rule the book's substance.<sup>18</sup>

Pocketbook is a small print media. According to the Great Dictionary of Indonesian, "a pocketbook is a small book that can be stored in a pocket and easily carried everywhere."<sup>19</sup>

In this manner, the Researcher characterizes a wallet as a book of little books containing an assortment of material bound with data that can be a reference in the learning interaction of instructing. In the interim, wallets are tiny, lightweight, and simple to store in your pocket, making them simple to convey and peruse consistently and all over the place.

#### b. Function of Pocketbook

1. Attention function, pocketbook media made with full color and supporting images to attract students to concentrate on the content of the material written in it.

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<sup>17</sup> Inne Muliawati. "Development of Pocketbook Media for Learning French Vocabulary Level A1", Thesis. Universitas Negeri Yogyakarta, 2019.

<sup>18</sup> Caesar Ever Anggriawan. "Making Pocketbook Heat Treatment Process for SMK Students Majoring in Metal Casting at SMK Negeri 2 Klaten". Thesis. Universitas Negeri Yogyakarta, 2016.

<sup>19</sup> Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, "Kamus Besar Bahasa Indonesia", Cet. 4. (Jakarta: Perum Penerbitan Percetakan Balai Pustaka, 1995), 152.

2. Affective functions, formula writing on media pocketbooks, and images in meter captions increase students' enjoyment of learning.
3. Cognitive function, formula writing, and drawing can clarify the material contained in pocketbooks to facilitate the achievement of learning objectives.
4. Compensatory functions, short and clear pocketbook material writing can help students who are weak in reading understand the material in the text and remember it.
5. Psychomotor functions and the short and precise writing of pocketbook material make it easier for students to memorize them.
6. Evaluation function, assessing students' ability in meter understanding can be done by working on the evaluation questions in the pocketbook.<sup>20</sup>

### 3. Steps to Build a Pocketbook

There are several steps in arranging a pocketbook, namely: There are several steps in arranging a pocketbook, namely:

1. Determines the reader's goal, meaning the pocketbook will be used by whom—for example, intellectuals such as students, students, lecturers, or the general public.

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<sup>20</sup> Nurul Hidayati Dyah Sulistyani, Jamzuri Jam, Dwi Teguh Rahardjo, “Perbedaan Hasil Belajar Siswa Antara Menggunakan Media Pocket Book Dan Tanpa Pocket Book Pada Materi Kinematika Gerak Melingkar Kelas,” *Jurnal Pendidikan Fisika*, No. 1 (April 27, 2013): 168. <http://jurnal.fkip.uns.ac.id/index.php/pfisika/article/view/1784>.

2. Define a theme, meaning it must follow the reader's goals and as needed.
3. Arranging the flow of discussion is the creation of outlines or outlines.
4. I was looking for the theory as written material or data.
5. Start writing with a page maker program application or Microsoft office publisher.
6. Create a design or layout of an image.
7. Specify paper size.
8. Print out.<sup>21</sup>

#### 4. Advantages and Disadvantages of Pocketbook

Pocketbook is a visual media that has advantages and disadvantages in learning. The advantages of pocketbook as a learning media according to Gene in her research Avriliyanti explain the argument that benefits pocketbook is:<sup>22</sup>

1. The delivery of materials using pocketbooks can be uniformized.
2. The learning process using pocketbooks becomes apparent, more fun, and interesting because of their attractive design and printed in full color.
3. Efficient in time and effort. Pocketbooks printed in small sizes can make it easier for students to carry them and use them anytime and anywhere.

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<sup>21</sup> Dodi Mawardi, *Cara Mudah Menulis Buku*, (Jakarta: Niaga Swadaya, 2007), 59.

<sup>22</sup> Mukminah, Bq. Azmi Sukroyanti, dan Muhammad Fuaddunazmi, Pengaruh Penggunaan *Pocket Book* Siswa dengan Teknik Evaluasi Media Puzzle Ceria Terhadap Aktivitas dan Hasil Belajar, *Jurnal Ilmiah Pendidikan Fisika*, Vol.3 (December, 2015): 289, doi:[10.33394/j-ikf.v3i2.383](https://doi.org/10.33394/j-ikf.v3i2.383)

4. Writing short and explicit materials and formulas in an exciting and full-color pocketbook can foster students' positive attitude toward the material and learning process.

## 5. Syllabus

### a. Definition

A syllabus is a learning plan for one semester in which there are skill norms, essential abilities, learning goals, learning exercises, media and assets, and assessment apparatuses utilized. As far as topical learning, the prospectus is created for the learning of a subject of a schedule. So later, it will be composed prospectus on what subject, which will incorporate some essential abilities of specific fields of study.<sup>23</sup>

As indicated by Hutchinson and Water, following the principle reason for a syllabus that separates the mass of information to be learned into sensible units, the job schedule fluctuates from an alternate.<sup>24</sup>

The syllabus is arranged dependent on the standard substance, which contains the subject's personality, capability norms, fundamental abilities, the topic of picking up, learning exercises, markers, evaluation, and learning assets.

Researchers define the syllabus as an intricate detail of a teaching design structured in a particular theme.

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<sup>23</sup> Mardianto, *Pembelajaran Tematik*, (Medan: Perdana Publishing, 2011), 81.

<sup>24</sup> T. Hutchinson, & Waters A. *English for Specific Purposes*. (London: Cambridge University Press, 1987).

## b. Components of Syllabus

Generally, a decent prospectus represents no less than eight syllabus parts. They are in types of personality, objectives, destinations, educational materials, learning exercises, strategies, evaluation, time slot, and sources.<sup>25</sup>

## 6. Curriculum

### 1. Definition of Curriculum

The curriculum has various definitions, which can be marginally befuddling. Notwithstanding, the possibility of an educational plan is not new; however, how we comprehend and conjecture it has modified throughout the long term - and there stays extensive debate as to its importance. It has its beginnings in the running/chariot tracks of Greece. It was, literally, a course. In Latin curriculum was a racing chariot; *currere* was to run. A valuable beginning stage for us here may be the definition offered by John Kerr, as cited by Kelly characterizes the educational program as all the realization which is arranged and directed by the school, regardless of whether it is carried on in gatherings or independently, inside or outside the school.<sup>26</sup>

The curriculum defines the instructive establishments and substance, their sequencing according to the measure of time accessible for the learning encounters, the qualities of the showing organizations, the attributes of the

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<sup>25</sup> Madehang, & Sukirman, "Developing a Proposed Syllabus of Morphology and Syntax Course for Undergraduate Student of English Education Department at Institute Agama Islam Negeri Palopo," *Asian EFL Journal*, No. 2 (2019): 279, <https://www.researchgate.net/publication/332265214>.

<sup>26</sup> A. V. Kelly, *The Curriculum. Theory and practice*. (London: Paul Chapman), 1999.

learning encounters, precisely according to the perspective of strategies to be utilized, the assets for learning and educating (for example course books and new advancements), assessment and instructors' profiles.<sup>27</sup>

A curriculum is viewed as a particular form of specification about teaching practice. It is not a package of materials or a syllabus of ground to be covered. It is a way of translating any educational idea into a hypothesis testable in practice.<sup>28</sup>

By looking at those definitions above, in this research, the researcher concludes the curriculum is a subject and education program given by an educational institution to the expert in a lesson to make suitable materials that are appropriate to use in his/ her environment that is consist of lesson managed by the educator who teaches the lesson in the class. The lesson plan that will apply in the class for students in each period should be prepared by the teacher based on students' needs and levels.

## 2. Component of Curriculum

Components of the curriculum consist of four parts. Those are Purpose (*Tujuan*), Contain/ Tools of Learning (*Bahan Ajar*), Organization (*Organisasi*), and Evaluation (*Evaluasi*).<sup>29</sup> Sukirman states that the

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<sup>27</sup> Cecilia Braslavsky, "Cecilia Braslavsky and the Curriculum," *Theory and Action in The Life of Cecilia Braslavsky*, No. 4 (December 2005): 417, doi:[10.1007/s11125-006-7258-9](https://doi.org/10.1007/s11125-006-7258-9).

<sup>28</sup> Stenhouse L., *An Introduction to Curriculum Research and Development*, (London: Heinemann, 1975), 142.

<sup>29</sup> Baderiah, *Bahan Ajar dan Pengembangan Kurikulum*, No. 1 (Palopo: Lembaga Penerbit Kampus IAIN Palopo, 2018), 50.

components in a curriculum consist of theory, concept, generalization, principle, fact, source, example, and definition.<sup>30</sup>

Based on the two researchers above, the curriculum should have material that has already been managed, processed, validated, arranged, and fixed. Those things show that the material offered in the curriculum should pass many steps before being applied to the students.

### 3. The Function of Curriculum

Hermawan composing specifies six functions of the curriculum. Those are the versatile, the incorporating, the separating, the propaedeutic, the particular, and the indicative capacity.<sup>31</sup> On the other side, Inglis also states that the curriculum consists of some functions, as follows:

- a) The Adjective of adaptive function: curriculum should be able to handle society conditions because it will become student's object in learning.
- b) The Integrating function: integrating students should be educated by using the curriculum to face society.
- c) The Differentiating function: curriculum has to offer the different problems in the learning process to familiarize the students with the others who live outside. So, students can know and solve the other thing in their life.

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<sup>30</sup> Sukirman, A. Pirol, Ismail Suardi W., "Developing Language Learning Materials for Undergraduate Students," *Journal of Engineering and Applied Sciences*, (2017), <https://medwelljournals.com/abstract/?doi=jeasci.2017.5899.5904>.

<sup>31</sup> A. H. Hernawan dan D. Andriyani, "Hakikat Kurikulum dan Pembelajaran", (2011): 9 – 10, <http://repository.ut.ac.id/4802/1/PBIN43O3-M1.pdf>.

- d) The propaedeutic function: as the educator to prepare the students for continuing the next level (higher education).
- e) The particular function. The curriculum should be flexible in educating the students. So, the students can select the beneficial thing for their solutions.
- f) The diagnostic function: the material offered by the curriculum comes from the need analysis. In this way, the understudies can contemplate dependent on their appropriate materials; then, at that point, they will appreciate discovering what makes a phenomenal understudy.

## 7. Research and Development

### a. Definition

Research and development are strategies used to create a specific item and test its viability. Research and development is an examination interaction, first checking the client's requirements and afterward building up an item that addresses these issues.<sup>32</sup> As per Sugiyono, producing certain learning items utilized exploration is an investigation of necessities and testing the item's viability to work in the more extensive local area.<sup>33</sup> Given this assessment, it tends to be reasoned that improvement is an exploration model that creates certain learning items, which at that point tests the adequacy of the media.

### b. Development Research Models

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<sup>32</sup> S. Wijayanti dan J. Sungkono, "Pengembangan Perangkat Pembelajaran Mengacu Model Creative Problem Solving Berbasis Somatic, Auditory, Visualization, Intellectually," *Jurnal Pendidikan Matematika*, No. 2 (2017): 103, <https://doi.org/10.24042/ajpm.v8i2.1941>.

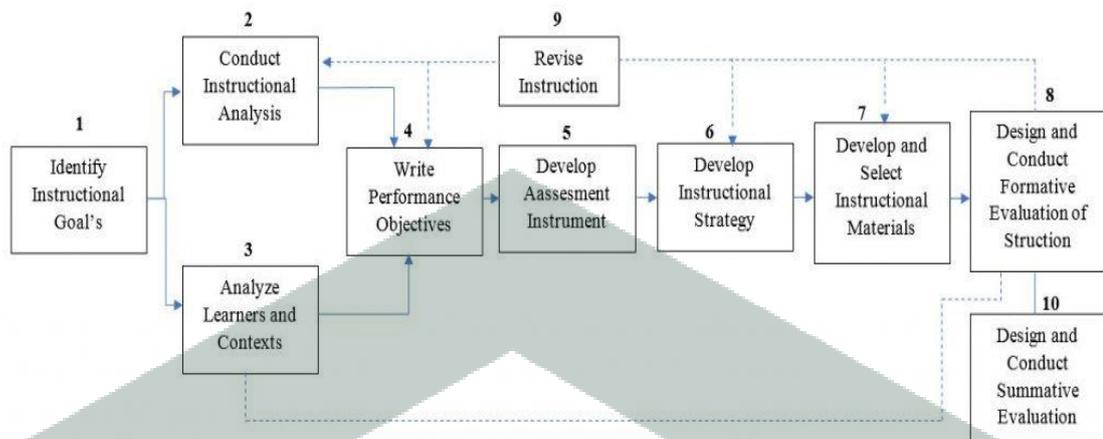
<sup>33</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*, (Bandung: Alfabeta 2008),124.

## 1) Dick and Carey Models

The Dick and Carey model is an instructional design model developed by Walter Dick, Lou Carey, and James O Carey. This model is one of the procedural models, which is a model that suggests that the application of instructional design principles be adjusted to the steps that must be taken sequentially. The main steps of the learning system design model put forward by Dick and Carey consist of:

- (1) Identify Instructional Goal(s).
- (2) Conduct Instructional Analysis
- (3) Analyze Learners and Contexts
- (4) Write Performance Objectives
- (5) Develop Assessment Instruments
- (6) Develop Instructional Strategy
- (7) Develop and Select Instructional Materials
- (8) Design and Conduct Formative Evaluation of Instruction
- (9) Revise Instruction

(10) Design and Conduct Summative Evaluation.<sup>34</sup>



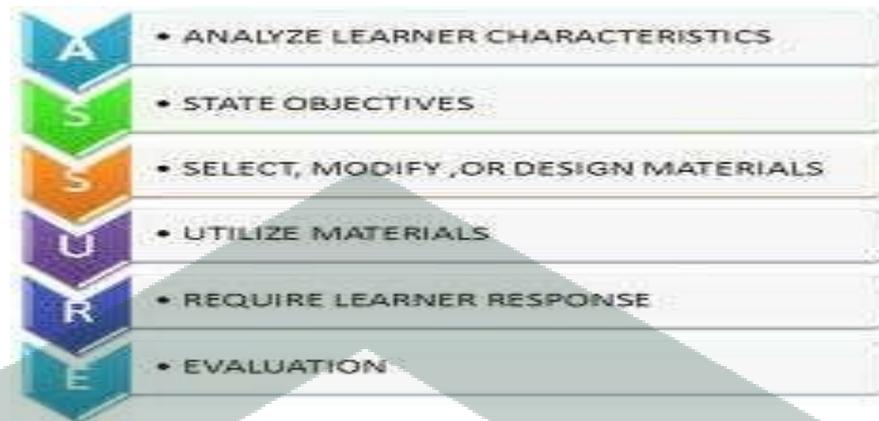
Gambar 2.1 Model Penelitian Dick & Carrey ([www.google.com](http://www.google.com), 2021)

2) Assure Models

Sharon E. Smaldino, Deborah L. Lowther, and Cliff Mims developed another learning design model to create effective and efficient learning activities, especially in learning activities that use media and technology.<sup>35</sup>

<sup>34</sup> Walter Dick, Lou Carey, and James O Carey, *The Systematic Design of Instruction*, 6 (New York: Pearson, 2005), 1.

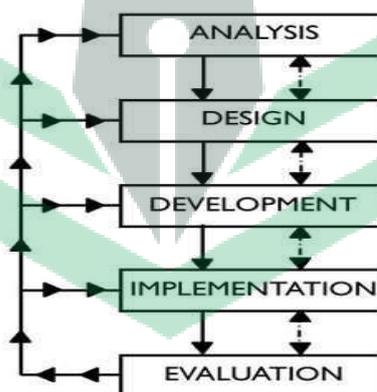
<sup>35</sup> Sharon E. Smaldino, Deborah L. Lowther, and Cliff Mims, *Instructional Technology and Media for Learning*. (New Jersey: Pearson, 2008), 86.



Gambar 2.2 Model Penelitian Assure ([www.google.com](http://www.google.com), 2021)

### 3) ADDIE Models

ADDIE learning system design development model is a model that involves the stages of model development with 5 (five) steps or phases of development, including (A)analysis, (D)design, (D)development, and (E) evaluation. This model is a simple learning system design and easy to learn.



Gambar Model 2.3 Penelitian ADDIE ([www.google.com](http://www.google.com), 2021)

#### 4) The Borg and Gall Design Model

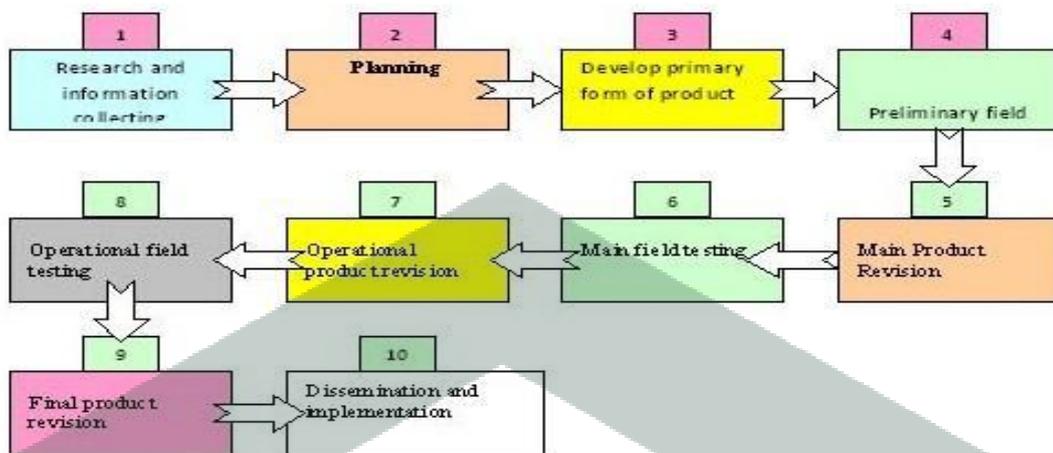
Borg and Gall explained educational and developmental research (R & D) as a process to develop and validate the products of education.

The steps are as follows;

- (1) The collection of the research and information
- (2) The preparation/planning
- (3) Developing the primary forms of the product
- (4) The testing of fields
- (5) The revision of the leading products
- (6) The testing of the main fields
- (7) The revision of the operational product
- (8) The testing of the operational field
- (9) The revision of the final products
- (10) The deployment and the implementation.<sup>36</sup>

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<sup>36</sup> W. R. Borg, "Educational Research; An Introduction" *British Journal of Educational Studies*, No. 1 (1965), <https://doi.org/10.2307/3119062>.



Gambar Model 2.4 Penelitian Borg and Gall ([www.google.com](http://www.google.com), 2021)

Finally, based on the explanation above, this research adopted Borg and Gall as the instructional design model. The researcher thinks that since it can deliver an item with high approval esteem and empower the interaction of item development that is tenacious, it is expected that genuine items will consistently be discovered as per present-day times.

## 8. Need Analysis

According to Hossain, need analysis is a process to gather and analyze the learners' information to establish the purpose and language curriculum contents based on the students' needs.<sup>37</sup> It is considered what students have already known and the things they need to know. Most of the students indicate that knowing their needs, such as the learning objectives, language attitudes, and

<sup>37</sup> Jamal Hossain, "ESP Needs Analysis for Engineering Students: A Learner-Centered Approach", *Journal of Presidency University*, No. 2 (2013), 16–26, SSN: 2224-7610.

expectations from the class/course, is compulsory to plan an effective curriculum. Hence, when the information is gathered, the need analysis can guarantee that the learning will be relevant and valuable to learn by the students. Macalister and Long said that there were three parts of need analysis they were necessities (what learners needed to know), lacks (what the problems that students faced while studying), and wants (students' wishes in learning).<sup>38</sup>

### **C. Theoretical Framework**

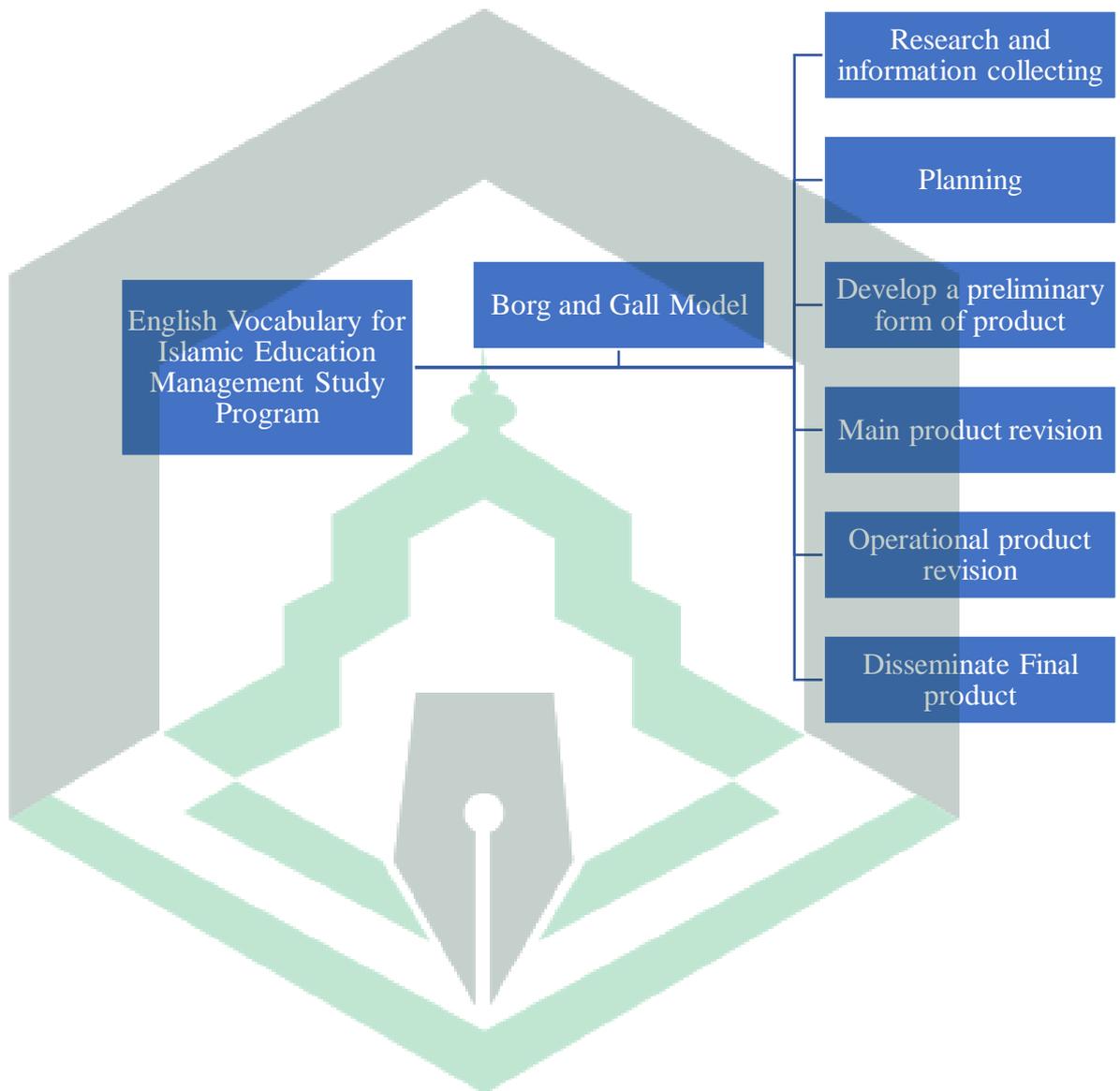
Vocabulary is one of the principal components of a language. It is realized that vocabulary dominance upholds the authority of four language abilities, in particular listening, speaking, reading, and writing. Vocabulary dominance likewise impacts the understudies learning measure and their accomplishments. The more prominent the understudy's vocabulary is, the more noteworthy the measure of the understudy's learning will be. Having restricted jargon is additionally a boundary that blocks understudies from learning English. When they do not know how to enhance their jargon, they will be befuddled and find it hard to comprehend learning measures.

In this research, the researcher utilized pocketbook media. Ideally, with this media, the understudies further develop their jargon effectively and give a comprehension of the significance of learning English as a global social language.

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<sup>38</sup> Ratnawati et al., "Exploring Academic Writing Needs of Indonesian EFL Undergraduate Students", *Arab World English Journal*, 9.4 (January 10th, 2019), 420–32 <https://doi.org/10.24093/awej/vol9no4.31>.

Based on a previously described literature review, researchers conceptualized the framework according to the chart image below:



## CHAPTER III

### RESEARCH METHOD

#### A. Type of Research

For this segment. This research used research methods Research and Development (R&D) with Borg and Gall model to design a pocketbook that will be used for students in the department of the Islamic Education Management Study Program.

Sukmadinata suggests that research and development (R&D) is a research approach to produce new products or improve existing products. The products produced can be in the form of software or hardware. Software products such as programs for data processing, classroom learning, libraries or laboratories, educational models, training learning, guidance, evaluation, management, etc. While hardware products such as books, modules, learning aids in the classroom and laboratories, packages, or learning programs. Research and development are different from ordinary research, which only produces suggestions for improvement, research, and development resulting in products that can be directly used.<sup>39</sup>.

For this sake, researchers chose to use Borg and Gall development models because this type of model can produce a product with a high validation value through a series of trials in the field and validated by experts.

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<sup>39</sup> Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan*, (Bandung: Remaja Rosdakarya, 2008)

## **B. The Place and Time**

The research was conducted at IAIN Palopo, located in Jalan Agatis, Bara, Balandai, Palopo City, South Sulawesi. The study was conducted from September to October 2021.

## **C. Subjects and Objects of The Research**

The subject of this research is a student in the third semester majoring in the Islamic Education Management Study Program of IAIN Palopo in the academic year 2021/2022. Then the number of populations that will be studied is twenty students, and the study is random. The object is the English Vocabulary Pocketbook.

## **D. Development Procedure**

Borg and Gall describe steps of implementation of research and development strategy as follows;<sup>40</sup>

1. Research and Information Collection. This first step includes needs analysis, literature studies, small-scale research, and required report standards.
2. Planning. Develop a research plan, including the necessary capabilities in the implementation of research, formulation of the goals to be achieved with the research, design, or research steps, the possibility of testing in a limited scope

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<sup>40</sup> W. R. Borg, and M. D. Gall, *Educational Research: An Introduction*, 05 (New York: Longman, 1989).

3. Develop Preliminary Form of Product develop learning materials, learning processes, and evaluation instruments.
4. Operational Product Revision. Improving product results from the field test.
5. Final Product Revision. Improvements are based on input from the field Implementations test.

In this research, Data collection using quantitative. Then the questionnaire will be distributed to students in the Islamic Education Management Study Program to get the needs of students and target needs. This questionnaire is in two forms of choice. First, the needs analysis questionnaire is analyzed using frequency and percentage. Moreover, the second is an expert assessment questionnaire analyzed using the Likert Scale questionnaire, which is analyzed using descriptive analysis.

#### **E. Data Collection Techniques**

This research and development use several methods in collecting data, namely; questionnaires, observations, and interviews. The following is an explanation of each method:

1. Questionnaire
  - a. Questionnaire for students needs analysis

The questionnaire that had been disseminated consisted of the target Needs such as necessity wants, and lack. The questionnaires are distributed in all classes of the third semester majoring in the Islamic Education Management Study Program of IAIN Palopo.

b. Questionnaires for expert judgment

The design of worksheets was validated through instrument validation sheets by two expert judgments (expert of material and language). And then, the Pocketbook was revised as a final draft of the product.

c. Questionnaire for students' perception

The data collection instrument for material try-out was the questionnaires sheets of students' perceptions. The questionnaires were about how feasible the Pocketbook was for the students majoring in Islamic Education Management Study Program.

## F. Data Analysis Techniques

### 1. Validation of the questionnaire

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

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

$X$  = the mean

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

$N$  = the total number of the students<sup>41</sup>.

The choice with the highest number would provide the most approval

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<sup>41</sup> Nurvitasari, 'The Use of Show & Tell (S&T) Method in Teaching Vocabulary at the Second Year Students of Junior High School (SMP) Negeri 4 Galesong Selatan Kabupaten Takalar. Universitas Islam Negeri Alauddin Makassar', *Uin-Alauddin.Ac.Id*, 2017

from the student. Many of the agreements represent the most student preference.

## 2. Validation of Experts Judgements.

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

The number of answering very good	= VG x 5	=...
The number of answering good	= G x 4	=...
The number of answering fair	= F x 3	=...
The number of answering poor	= P x 2	=...
The number of answering very poor	= VP x 1	=...
<hr/>		
Total score		=...
VG: Very Good		
G: Good		
F: Fairly		
P: Poor		
VP: Very Poor <sup>42</sup> .		

After calculating the total score, the researcher calculates the mean score by using the following formulation,

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

<sup>42</sup> Ismawati, 'The Effect of Vocabulary Self-Collection Strategy on Vocabulary Mastery at Smp Muhammadiyah Palangka Raya', IAIN PALANGKARAYA, 2017

M: mean score

B: total score

N: total number of materials topics

After calculating the total score, the researcher calculated the mean score by using

the following formulation:

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

X: the value

M: mean score

N: total number of values

After calculating the mean score of every material topic, the researcher defines them as compelling material topics the learners deeply need in learning.

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

Score	Percentage	Qualification	Classification
4.6 – 5	92% - 100%	Very Good	It can be used without revision
3.6 – 4.5	72% - 91%	Good	It can be used with a little bit Revision
2.6 – 3.5	52% - 71%	Fairly	Can be used with few revision
1.6 – 2.5	32% - 51%	Poor	Can be used with much revision
0 – 1.5	0% - 31%	Very Poor	Cannot be used yet

### 3. Data analysis of product

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

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

M: mean score

B: total score

N: total number of materials topics

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

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

X: the value

M: mean score

N: total number of values

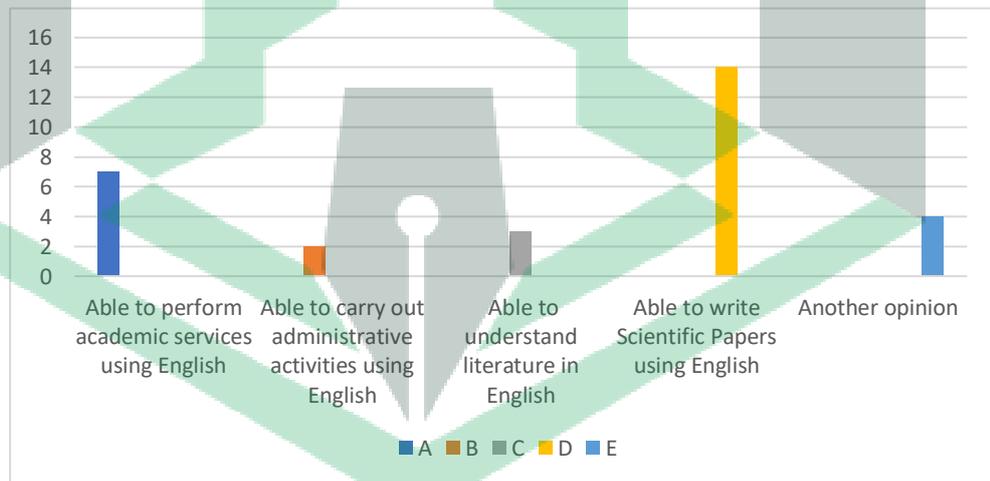
## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Research findings

##### 1. The result of the Need Analysis Questionnaire

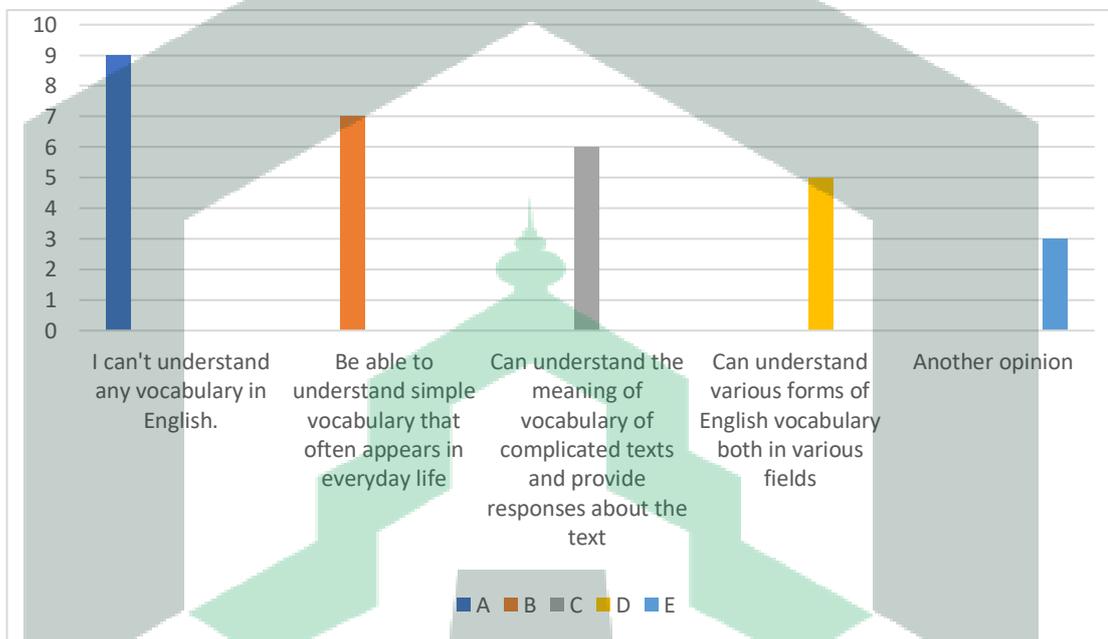
The researcher observed the Department of Islamic Education Management content at IAIN Palopo for this needs analysis. The study results of the demands of students majoring in the Islamic Education Management Study Program at IAIN Palopo were then compiled in a questionnaire created and investigated using Google Forms. The proportion of students who responded is depicted in the diagram below.



**Chart 4.1** Percentage of student expectations about English.

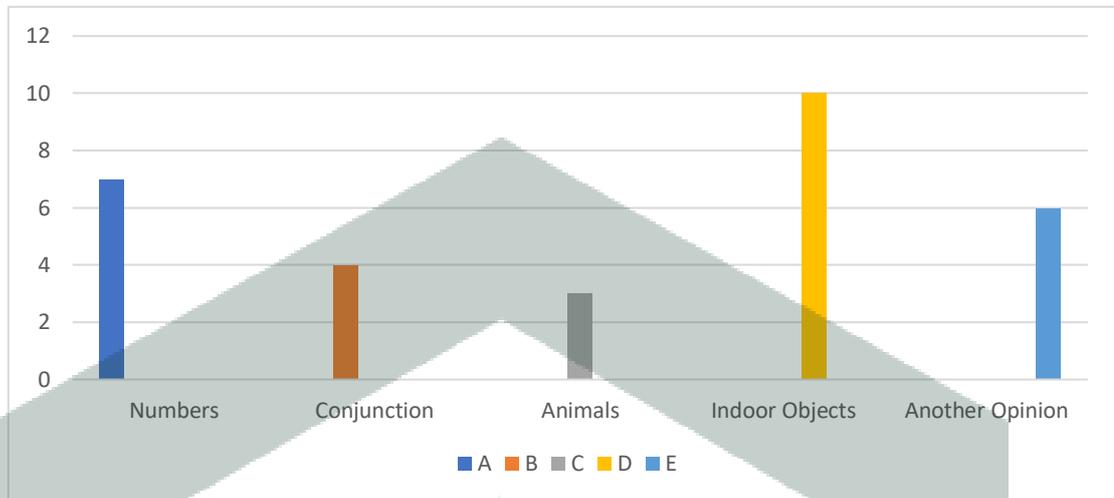
The bar chart depicts the percentage of students' expectations about English based on the needs analysis questionnaire; of the five options, being able to write Scientific Papers in English receives the highest percentage (46.7%), indicating that

this is the option that the majority of students prefer (D). The researcher finds that pupils have high English expectations to compete worldwide based on these findings. As a result, the researcher created a vocabulary book for Islamic Education Management students based on their English proficiency.



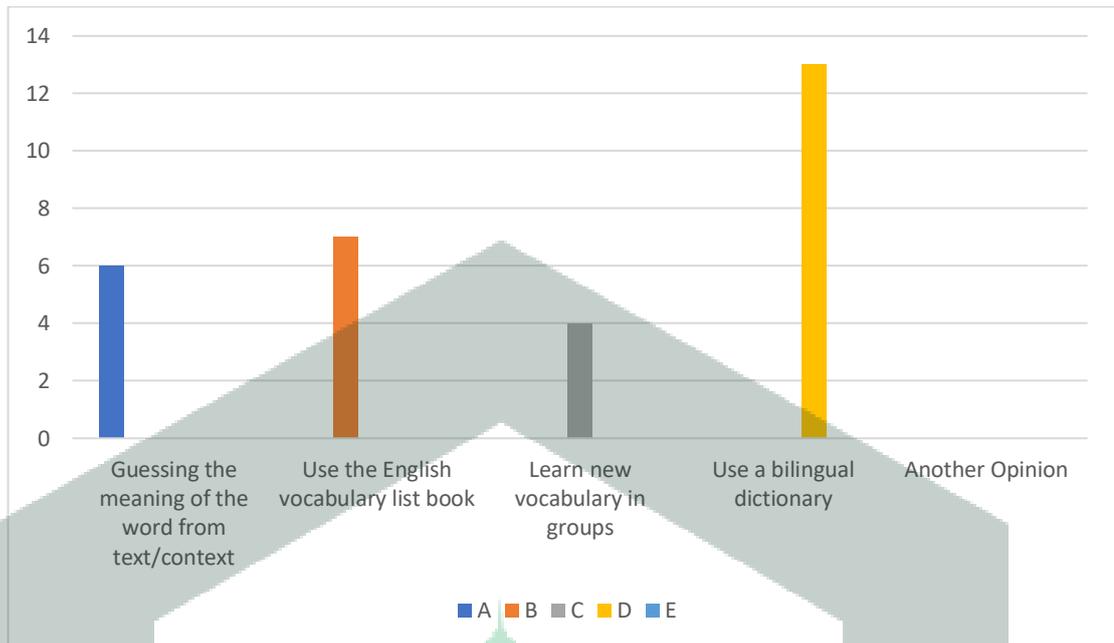
**Chart 4.2** Percentage of students' understanding of English vocabulary.

The bar chart depicts the percentage of students' expectations about English based on the needs analysis questionnaire; of the five options, being able to write Scientific Papers in English receives the highest percentage (46.7%), indicating that this is the option that the majority of students prefer (D). The researcher finds that pupils have high English expectations to compete worldwide based on these findings. As a result, the researcher created a vocabulary book for Islamic Education Management Study Program students based on their English proficiency.



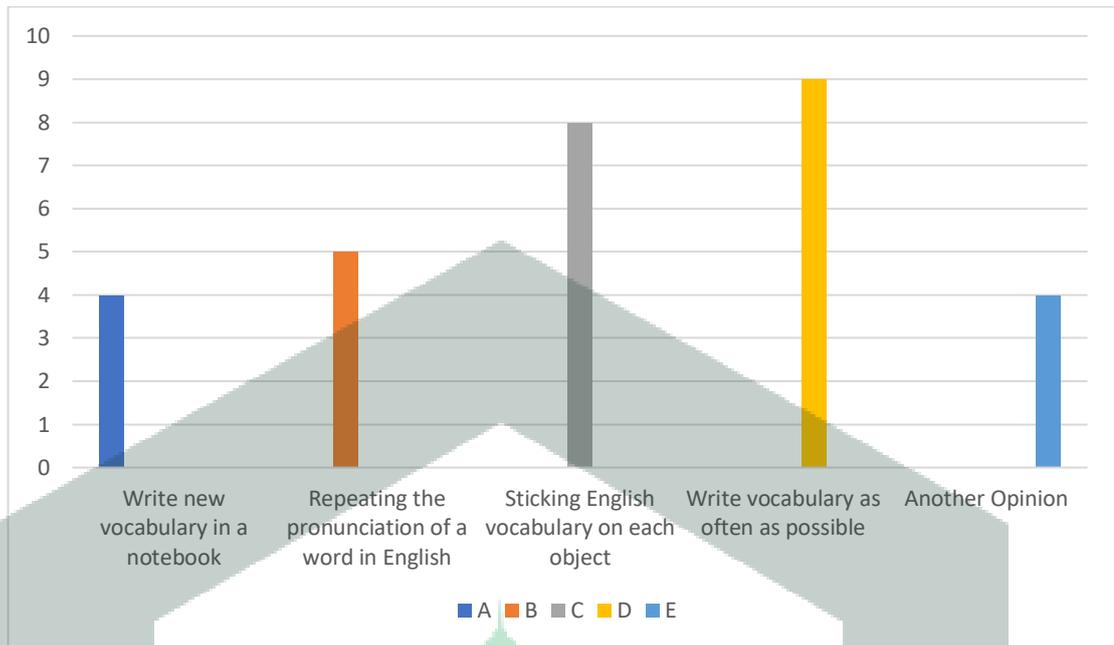
**Chart 4.3** Percentage of vocabulary coverage mastered.

Based on a needs analysis questionnaire, the bar chart explains the percentage of the scope covered by the vocabulary; of the five options, the high percentage choice is to help you understand references (oral or written) about the material of numbers and objects in the room, with a percentage of 33.3%. Ultimately, the researcher focuses more on high percentages than lower percentages. The researcher used these findings to create a vocabulary book that incorporates items found in the room.



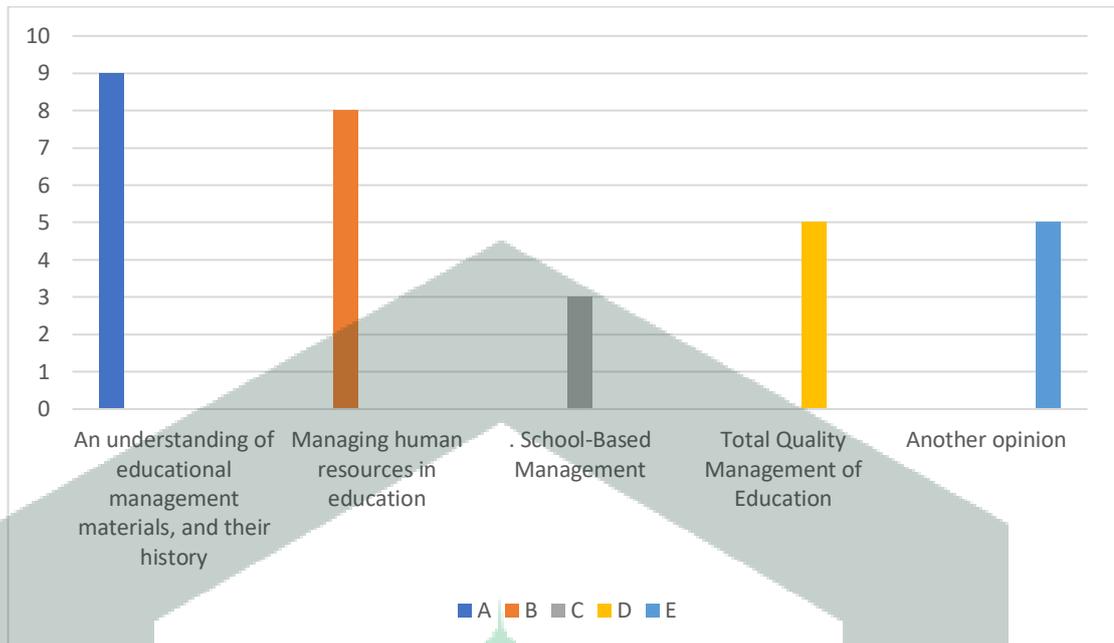
**Chart 4.4** Percentage of how to understand new vocabulary.

The bar chart indicates the proportion of methods to comprehend a new language based on a requirements analysis questionnaire. Of the five options, the most significant number (43.3 %) is to use a bilingual dictionary, which means 13 students chose this option (D). The researcher used these findings to create a vocabulary book with multiple passages and a bilingual vocabulary dictionary.



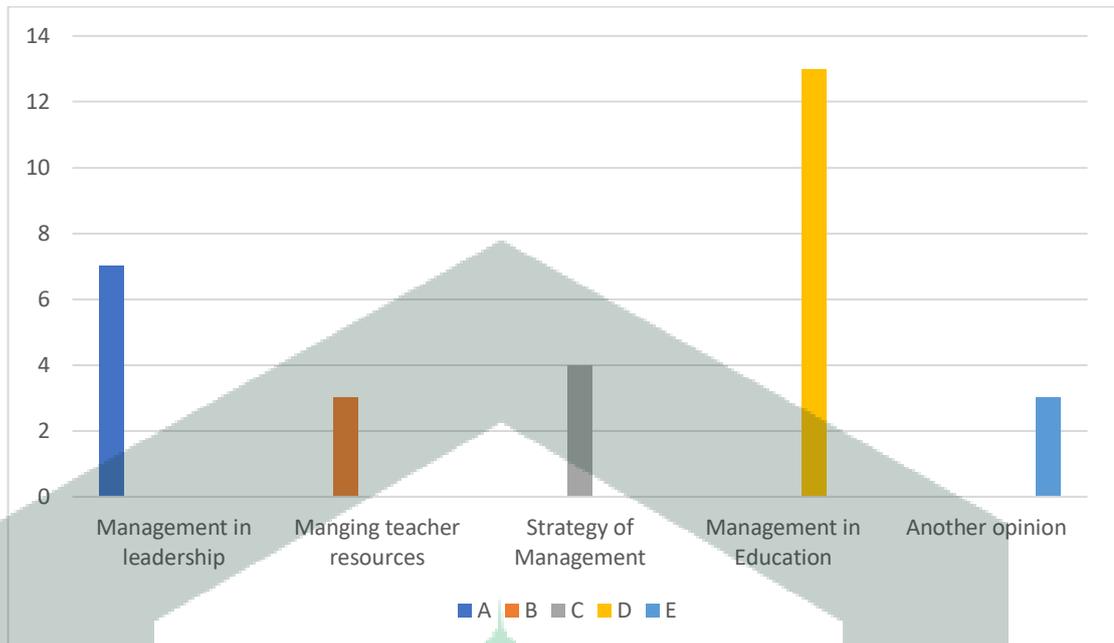
**Chart 4.5** Percentage of ways to develop vocabulary.

The bar chart depicts the percentage of students who write new vocabulary in a notebook, repeat the pronunciation of English words, paste English vocabulary for each item, write vocabulary as often as possible, and other methods of increasing or developing vocabulary in English. Finally, as indicated in the graph above, students choose the fourth choice, suggesting that the fourth alternative, or option (D), has a high percentage of 30%.



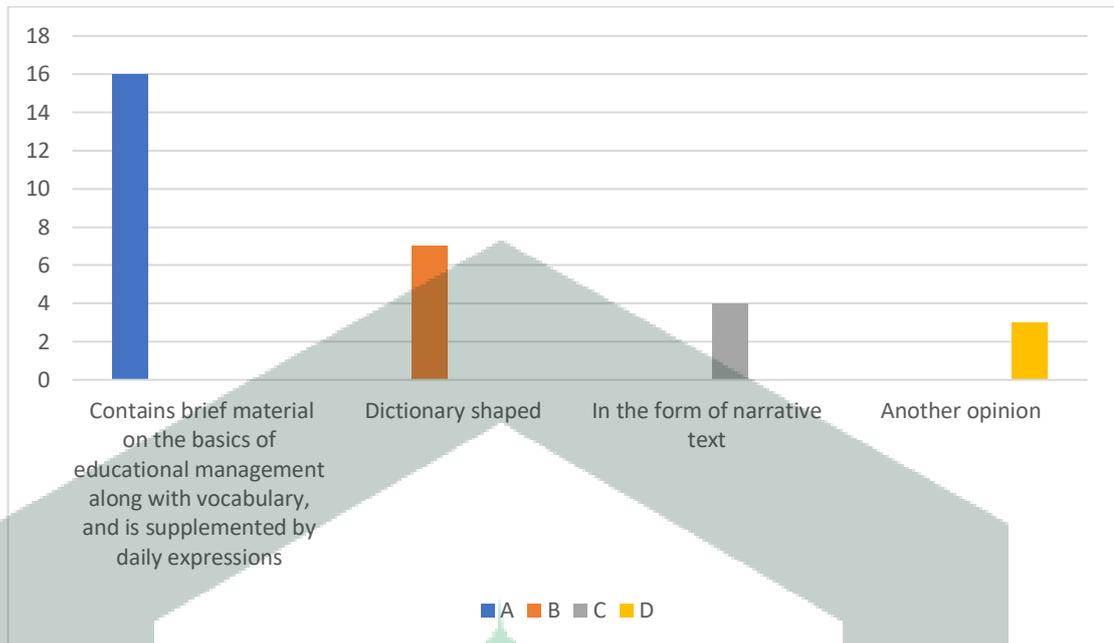
**Chart 4.6** Percentage of material desired by students.

According to the data gathered by researchers, Islamic Education Management students are particularly interested in discussing the content and its history, with a ratio of 30% indicating that nine students have chosen this choice (A). Researchers will compile resources on Education Management and its history based on these findings.



**Chart 4.7** Management materials that need to be improved.

Based on a requirements analysis questionnaire, the bar chart indicates the management content that students need to improve. Out of the five possibilities, management in education has the most significant proportion (43.3%). In other words, 13 students selected option (D). As a result, the content that Islamic Education Management students need to enhance is management in education.



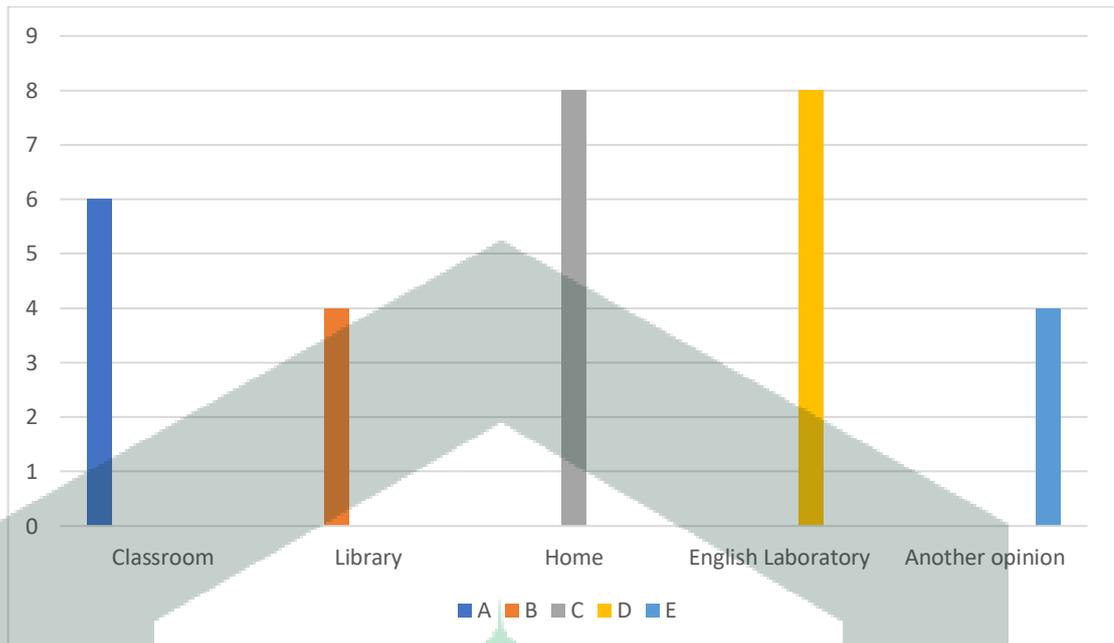
**Chart 4.8** Percentage of pocketbook material content.

Based on the requirements analysis questionnaire findings, the bar chart depicts the proportion of pocketbook materials required by Islamic Education Management students. With a percentage of 53.3 %, a pocketbook containing brief content on the principles of school management and vocabulary and daily phrases is the most popular option among the four, with 16 pupils opting for it (A). The researchers created a pocketbook based on the most significant percentage based on these findings.



**Chart 4.9** Percentage of students who lack vocabulary.

The bar chart explains the percentage of students based on education management in the needs analysis questionnaire; from the five option options, a high percentage of decision-making basics with a percentage of 40% means 12 students choose the option (D). From these results, the researcher designed a vocabulary pocketbook based on the shortcomings of students majoring in Islamic education management.



**Chart 4.10** Percentage of preferred places to study English.

The bar chart depicts the proportion of students who picked the English language laboratory and the house from the five alternatives in the requirements analysis questionnaire. A percentage of 26.7 percent suggests that 16 students chose the two options (C) and (D).

## 2. The Validation

### a. The Validation of Instrument

By administering the questionnaires to the expert, the researcher validated the instrument. Dr. Jufriadi, S.S., M.Pd. and Dr. Masruddin, S.S., M.Hum. are the two specialists present. The validation result is shown in the table below.

**Table 4.1** The validation of the questionnaire from the first expert

No.	Statement	Score	Suggestion
1.	The study's goal is quite apparent.	5	Already good
2.	The questionnaire's goal is quite clear.	5	Leave enough space for answer choice (E).
3.	The questionnaire's instructions are simple to follow.	5	
4.	The data relating to the satisfied material content is included in the questionnaire items.	4	
5.	The questionnaire items include data related to the use of language is the good and correct material	5	
6.	The data relevant to the learning activity is included in the questionnaire items.	4	
7.	The data relating to the materials input is included in the questionnaire items.	5	
8.	The items on the questionnaire are written in clear language.	5	
9.	The questionnaire items are written clearly and concisely.	5	
10.	The questionnaire items are formulated into efficient language	5	

11.	The questionnaire items are formulated into a language that can be understood based on the respondent's ability to use that language	5	
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Mean = Total score/ Total items

$$= 53/11$$

$$= 4.8$$

From the table, the average score is **4,8**. In the interval, the category gets **Excellent**. Another side, the expert gives notes as a suggestion.

**Table 4.2** The validation of the questionnaire from the second expert

No.	Statement	Score	Suggestion
1.	The study's goal is quite apparent.	5	Very interesting
2.	The questionnaire's goal is quite clear.	5	Fixed the spacing between words
3.	The questionnaire's instructions are simple to follow.	4	
4.	The data relating to the satisfied material content is included in the questionnaire items.	5	

5.	The questionnaire items include data related to the use of language is the good and correct material	5	
6.	The data relevant to the learning activity is included in the questionnaire items.	4	
7.	The data relating to the materials input is included in the questionnaire items.	5	
8.	The items on the questionnaire are written in clear language.	5	
9.	The questionnaire items are written clearly and concisely.	5	
10.	The questionnaire items are formulated into efficient language	4	
11.	The questionnaire items are formulated into a language that can be understood based on the respondent's ability to use that language	5	

Mean = Total score/ Total items

$$= 52/11$$

$$= 4.7$$

From the table, the average score is **4,7**. In the interval, the category gets **Excellent**. Another side, the expert gives notes as a suggestion.

## 2. The Validation of The Product

By administering the questionnaires to the expert, the researcher validated the product. Dr. Masruddin, S.S., M.Hum. and Sumardin Raupu, S.Pd., M.Pd. are the two specialists present. The validation result is shown in the table below.

**Table 4. 3.** The validation of the product from the first expert

No.	Statement	Score	Suggestion
1.	The scope of the contents of the Pocketbook of English Vocabulary for Islamic Management Study Program is to the needs of students majoring in the Islamic Education Management Study Program.	4	It is still missing in the picture.
2.	The Pocketbook of English Vocabulary for Islamic Management Study Program has good content.	4	
3.	The use of language in terms of English grammar rules.	4	
4.	Materials that aid in the development of pupils' English vocabulary.	5	
5.	Each point is clearly explained in the pocketbook that was made.	4	

6.	Materials (guides, information, locations, etc.) are culled from the most up-to-date sources on the subjects under discussion.	2	
7.	In this Pocketbook of English Vocabulary, the content is provided in various formats.	4	
8.	The content in the Pocketbook of English Vocabulary can assist pupils in expanding their vocabulary.	5	
9.	The way the information is presented allows students to discover their strengths and shortcomings when learning English.	5	
10.	The material's points might assist pupils in comprehending the central theme.	4	
11.	Structure of presentation that is logical	4	
12.	The connection between vocabulary and educational materials.	4	
13.	Material distribution clarity.	5	
14.	The numbering scheme is transparent.	4	
15.	Setting up the layout.	5	
16.	Font type and size compatibility.	5	
17.	Illustrations and visual effects	3	

18.	The presented images can help with comprehension of the information that is being delivered.	3	
19.	The visuals are provided in a logical order that corresponds to the conversation topic.	3	
20.	The images are proportioned to represent the thing in question accurately.	3	
21.	The picture selection, color, and placement on the cover design are appropriate.	5	
22.	The Pocketbook employs grammatically accurate wording.	4	
23.	Pocketbook's vocabulary is engaging for pupils.	4	
24.	Pocketbook's vocabulary is diverse.	5	
25.	Pocketbook's vocabulary might encourage pupils to enhance their English abilities.	4	
26.	Pocketbook's vocabulary is beneficial to students' academic lives.	5	
27.	The explanation language is appropriate for the pupils' cognitive abilities.	4	

28.	Students will understand the language because it is straightforward.	5	
29.	The usage of complicated words was limited in Pocketbook.	4	

$$\begin{aligned} \text{Mean} &= \text{Total score} / \text{Total items or } M = \frac{4.1}{5} \times 100\% = 82\% \\ &= 120/29 \\ &= 4.1 \end{aligned}$$

From the table, the average score is **4,1**. In the interval, the category gets **Good**. Another side, the expert gives notes as a suggestion.

**Table 4. 4.** The validation of the product from the second expert

No.	Statement	Score	Suggestion
1.	The scope of the contents of the Pocketbook of English Vocabulary for Islamic Management Study Program is to the needs of students majoring in the Islamic Education Management Study Program.	4	Please use the latest reference.

2.	The Pocketbook of English Vocabulary for Islamic Management Study Program has good content.	3	
3.	The use of language in terms of English grammar rules.	4	
4.	Materials that aid in the development of pupils' English vocabulary.	5	
5.	Each point is clearly explained in the pocketbook that was made.	5	
6.	Materials (guides, information, locations, and so on) are culled from the most up-to-date sources on the subjects under discussion.	2	
7.	In this Pocketbook of English Vocabulary, the content is provided in various formats.	4	
8.	The content in the Pocketbook of English Vocabulary can assist pupils in expanding their vocabulary.	5	
9.	The information presented allows students to discover their strengths and shortcomings when learning English.	4	

10.	The material's points might assist pupils in comprehending the central theme.	4	
11.	Structure of presentation that is logical	4	
12.	The connection between vocabulary and educational materials.	5	
13.	Material distribution clarity.	5	
14.	The numbering scheme is transparent.	5	
15.	Setting up the layout.	4	
16.	Font type and size compatibility.	4	
17.	Illustrations and visual effects	4	
18.	The presented images can help comprehend the information that is being delivered.	4	
19.	The visuals are provided in a logical order that corresponds to the conversation topic.	4	
20.	The images are proportioned to represent the thing in question accurately.	3	
21.	The picture selection, color, and placement on the cover design are appropriate.	5	
22.	The Pocketbook employs grammatically accurate wording.	5	

23.	Pocketbook's vocabulary is engaging for pupils.	5	
24.	Pocketbook's vocabulary is diverse.	5	
25.	Pocketbook's vocabulary might encourage pupils to enhance their English abilities.	5	
26.	Pocketbook's vocabulary is beneficial to students' academic lives.	5	
27.	The explanation language is appropriate for the pupils' cognitive abilities.	4	
28.	Students will understand the language because it is straightforward.	4	
29.	The usage of complicated words was limited in Pocketbook.	4	

$$\text{Mean} = \text{Total score} / \text{Total items} \text{ or } M = \frac{4.27}{5} \times 100\% = 85.4\%$$

$$= 124/29$$

$$= 4.27$$

From the table, the average score is **4,27**. In the interval, the category gets “**Good** .”Another side, the expert gives notes as a suggestion.

### 3. Students' Perception

The Islamic Education Management Study Program conducts students' perception studies to guarantee that the content is genuinely appropriate for use with pupils. The following are the findings of student perceptions:

**Table 4.7.** Result of students' perception

<b>No</b>	<b>Statement</b>	<b>Average score</b>	<b>Category</b>
1	The materials in the Pocketbook of English Vocabulary are according to your needs	<b>3,9</b>	<b>Good</b>
2	Pocketbook of English Vocabulary developed can help you improve your English vocabulary	<b>3,9</b>	<b>Good</b>
3	The materials delivered are by the desired topic	<b>4,1</b>	<b>Good</b>
4	The materials presented are easy to understand	<b>3,7</b>	<b>Good</b>
5	The materials presented are well organized	<b>4,1</b>	<b>Good</b>
6	The materials presented are helpful for students majoring in Islamic Education Management Study Program	<b>4</b>	<b>Good</b>
7	The language used in Pocketbook of English Vocabulary is easy to understand	<b>4,1</b>	<b>Good</b>

8	Pocketbook of English Vocabulary uses illustrations/pictures that match the material presented	2,8	Fairly
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The data shows that the English vocabulary pocketbook designed by the researcher has met the requirements for use by students. It is evident from students' perception that the highest score is 4.1, which means it is categorized as "Good," and the lowest score given by students is 2.8, which means it is categorized as "Fairly." Then, on the whole, the mean score collected was 3.8 in the interval, categorized as "Good."

## **B. Discussion**

In English courses at campuses, students will be introduced to four aspects of skills that must be learned and developed in language: listening, speaking, reading, and writing.

This is because the object of the case study is interesting to be appointed, and it is still rare for students from the Department of English Education to research the Islamic Education Management Study Program.

Based on direct observation in the Department of Islamic Education Management on February 26th, 2021, the researcher found that many students in the Department of Educational Management do not know how to learn English which is directly related to management science courses.

The results of observations obtained by the researcher in the Islamic Education management study program at IAIN Palopo that students are put in management need a learning medium based on a pocketbook containing basic management materials in the form of vocabulary.

This research focuses on creating a product containing materials on Management in English for Islamic Education Management Students at IAIN Palopo. This study aimed to design a pocketbook containing vocabulary about understanding management using proper English for students majoring in the Islamic Education Management Study Program of IAIN Palopo.

The method used in this research is the Research and Development (R&D) method. The population is a third-semester student majoring in Islamic Education Management with a total of 4th grade with the number of participants, namely 31 students. This English pocketbook product was developed using Borg and Gall design models. It consists of three steps. The first step is to research and gather information. In this phase, researchers analyze by doing student needs, shortcomings, and wants using questionnaires. The second is the development process. In this phase, researchers create products through several measurements such as English proficiency level, topics, student targets, and input from material experts. The third is the validation process. The researcher validates the product with two experts, namely, linguists and materials. the quality of the contents of pocketbook material by the learning system in the Islamic Education Management study program is based on aspects of validity. Validation is used to ensure that the product is of good quality. After

being assessed by experts using questionnaires, researchers designed pocketbooks based on layout, language difficulty level, and material content.

Assessing eligibility on the content of English pocketbook material for Islamic Education Management students shows the following: 1) Linguists give an average score of 4.1, which falls in the category of "Good," and 2) Material experts give an average score of 4.27, which falls into the category "Good." The average student's perception score is 3.8, including the "Good" category. Based on student perception data, the English language learning materials for Islamic Education Management at IAIN Palopo are suitable for learning English for specific purposes.

Previous research that has similarities with this research is about designing and developing English learning materials. Like, Sisilia Endah Lestari (2017), in his research, he designed English language learning materials for prospective flight attendant students. Gandi Nur Pratiwi (2013) designed English language learning materials for Kroya State High School students. Harsono (2007) developed English language learning materials for students, and Safrizal (2013) designed ESP teaching materials for students majoring in accounting using English. Moreover, this research demonstrates the specific purpose of designing English Language Learning materials for Education Management students.

According to the researcher, the correct English learning material for Islamic Education Management students consists of several points, namely; 1) Students need reading materials, 2) Have an example of doing the exercises, 3) Have

supporting pictures, and lots of vocabulary, and lastly 4) Set the language level from easiest to hardest.

This book was created to facilitate Islamic Education Management students in learning English by adjusting the needs of Islamic Education Management students at IAIN Palopo. This book has material that is easy to understand and tailored to the student's level of ability. In addition, in the pocketbook, many vocabularies are directly related to the world of Management, making it exciting and more accessible for students to understand English learning materials for Education Management. Based on the data, researchers expect to help Islamic Education Management students to learn English with specific intent.

The researcher designed English learning materials for Islamic Education Management because there is no book on understanding the basics of materials in the world of Education Management that uses English at a more manageable level. There is no English language material for Education Management specifically. As a result, students are not proficient in communicating English for Management, while students need language skills for the foreseeable future.

The limitations of the study are:

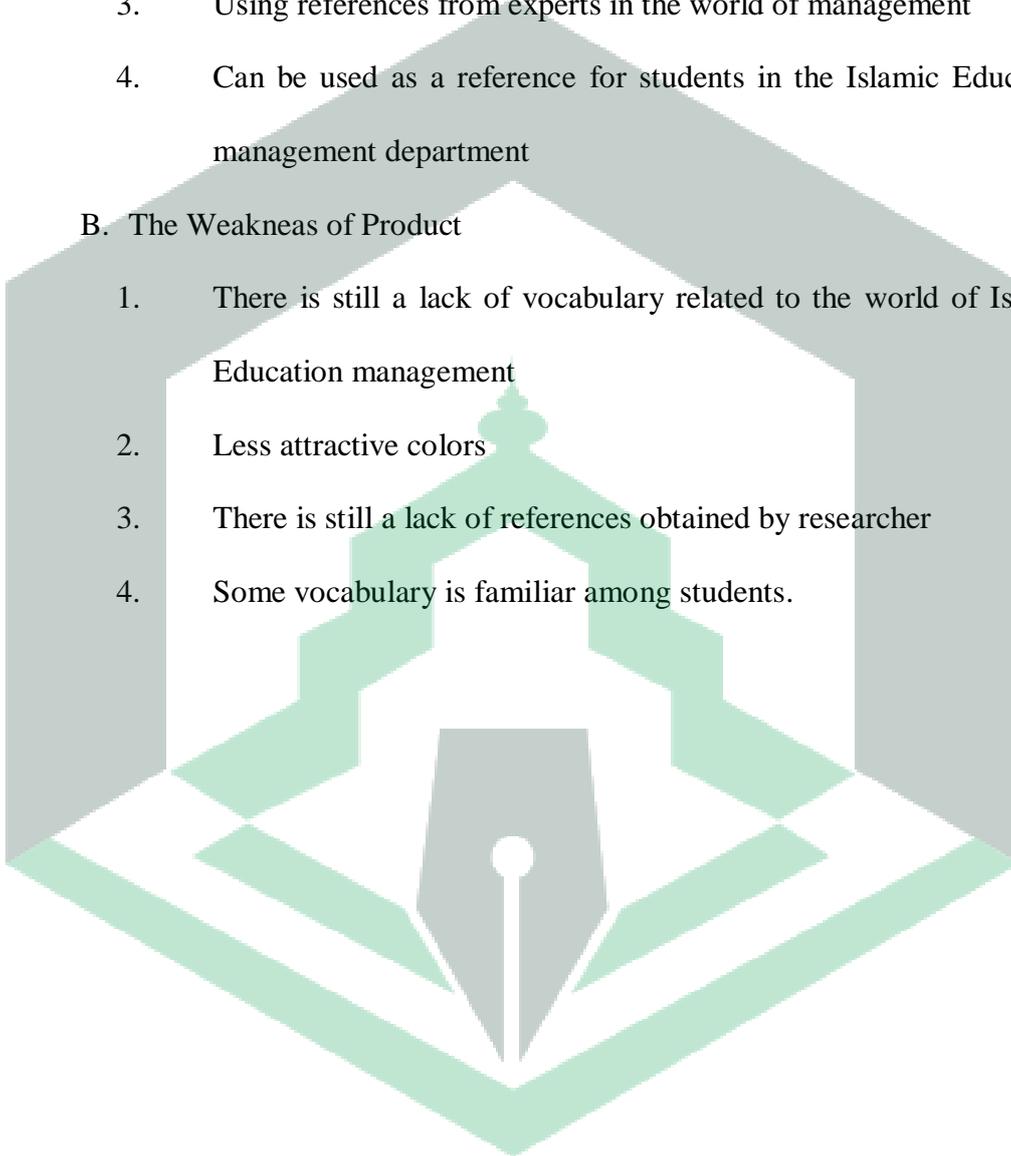
1. The study was conducted, focusing solely on designing pocketbooks.
2. The test of implementation and evaluation of the new student book was conducted in the third semester, namely in the IAIN Palopo Islamic Education Management study program.
3. The questionnaire analyzed students' needs and perceptions using a google form, and only thirty participants participated.

#### A. The Strengths of Product

1. Small size to easy to carry
2. There is some new vocabulary in the product.
3. Using references from experts in the world of management
4. Can be used as a reference for students in the Islamic Education management department

#### B. The Weaknesses of Product

1. There is still a lack of vocabulary related to the world of Islamic Education management
2. Less attractive colors
3. There is still a lack of references obtained by researcher
4. Some vocabulary is familiar among students.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### C. Conclusion

1. Based on the needs analysis of the development and design of the English paperback book for Islamic Education Management students at IAIN Palopo, researchers have managed to create a suitable paperback book for Islamic Education Management students, namely, Paperback Administration with interesting business materials. The material level, the primary level, is designed according to the analysis of students' needs. This will also help students better understand the conditions and situations they will encounter in the workplace in the future.
2. The English pocketbook for students majoring in Islamic Education Management Study Program at IAIN Palopo is designed using the Borg and Gall design model through ten stages consisting of Research and information collecting, planning, developing a preliminary form of product, preliminary field testing, primary product revision, main field testing, operational product revision, operational field testing, final product revision, dissemination, and implementation. Based on this, researchers obtained the results from a collection of student perception questionnaires with a score of 3.8. With the score results, my book products designed by the researcher get the category "Good."

3. The final product of my English-language book is designed using a Borg and Gall design model consisting of ten stages. The materials presented in each unit are tailored to student's interests in the Islamic Education Management program at IAIN Palopo. The material consists of a basic understanding of management, history of educational management, resource management in the world of education, and school-based management coupled with a collection of vocabulary in the management field. Some of these materials will help students understand the material easily because the material level is arranged based on the easiest to the most difficult. In addition, the results of expert judgment are appropriate.

### **B. Implication**

Based on the conclusions above, the follow-up of this research has implications for improving students' vocabulary skills. The researcher found that the English pocket book could be used by students of the Islamic Education Management Study Program at IAIN Palopo. Pocketbook products can add to students' vocabulary in the world of management. The results of this study can be used as a medium for teaching and learning between lecturers and students in English courses. In addition, the direct impact of this research is helping other researchers to create innovative learning media that are used to support and attract teaching and learning processes, especially English.

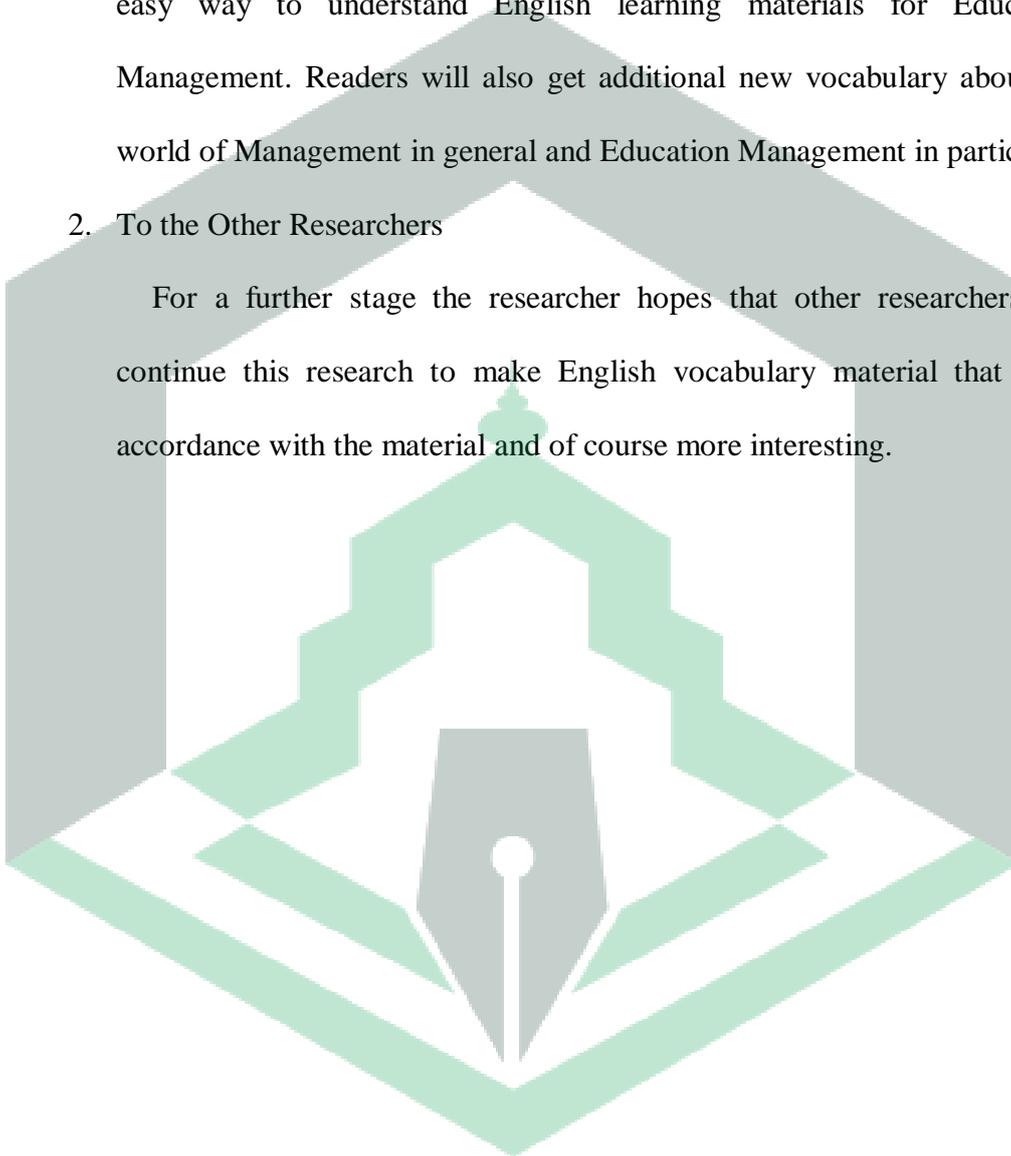
### **C. Suggestion**

#### 1. To the Readers

The researcher hopes that readers who read this book can provide an easy way to understand English learning materials for Education Management. Readers will also get additional new vocabulary about the world of Management in general and Education Management in particular.

#### 2. To the Other Researchers

For a further stage the researcher hopes that other researchers can continue this research to make English vocabulary material that is in accordance with the material and of course more interesting.



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## CURRICULUM VITAE



**Muh. Haerul Julianto**, born in East Timor on July 6, 1998. The researcher is the second of three children of a father named Ir. Ruslan, M.P. (ALM) and mother Hj. Sudarti. Currently, the researcher resides in BTN Nyiur Permai Housing, Jl. Libukang X Benteng No. 18, East Wara District, Palopo City.

The researcher basic education was completed in 2010 at SDN 12 Palopo.

Then, in the same year, he studied at SMP 3 Palopo until 2013. In 2013 he continued his education at SMA Negeri 3 Palopo. In 2015, the author participated in scout activities and won first place in the UNCP Hiking Rally competition in Palopo. After graduating from high school in 2016, the author continued his education in the field he occupied, namely in the English Language Education Study Program, Faculty of Tarbiyah, State Islamic Institute of Palopo

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# APPENDICES



Designing Pocketbook of English Vocabulary for Islamic Education Management Study Program

A. Data Responden :

Nama :

Usia :

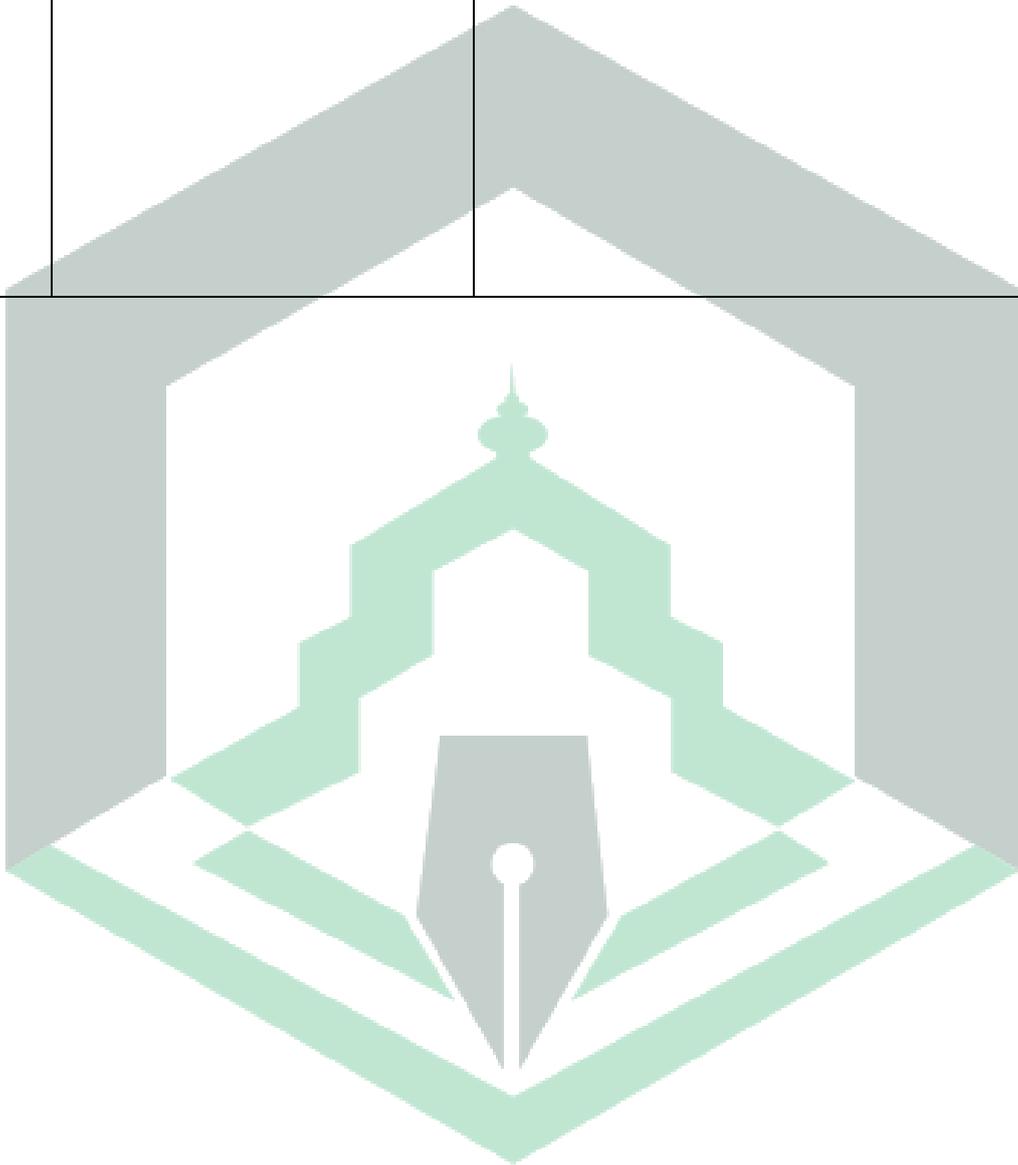
JenisKelamin :

B. Petunjuk Pengisian

Berilah tanda (X) pada pilihan yang sesuai dengan apa yang paling menggambarkan keadaan Anda saat ini, serta sesuai dengan yang Anda butuhkan atau yang Anda inginkan terkait dengan buku pemandu.

Dimensi	Indikator/teori	Items
Learning Style	<p><b>A. Types of vocabulary</b></p> <p>1. Beck et al. (2002) stated that there are four types of vocabulary's level;</p> <p>a. <b>Level I Words (beginner)</b> these are words that are used over and over in everyday speech.</p> <p>b. <b>Level II Words (intermediate)</b> these are words that are likely to be learned only through reading or through instruction.</p> <p>c. <b>Level III Words (advance)</b> these are words associated with a particular</p>	<p>1. Apa tujuan Anda belajar bahasa Inggris untuk MPI (manajemen pendidikan Islam) setelah lulus nanti?</p> <p>a. Mampu melakukan pelayanan akademisi menggunakan bahasa Inggris.</p> <p>b. Mampu melaksanakan aktivitas administrasi menggunakan bahasa Inggris.</p> <p>c. Mampu memahami literatur dalam bahasa Inggris.</p> <p>d. Mampu menulis Karya Tulis Ilmiah menggunakan bahasa Inggris.</p> <p>Lain-lain (tuliskan jika ada).....</p> <p>2. Penguasaan kosakata Bahasa Inggris saya hanya berada pada lingkup ...</p>

field of study or  
profession.



d. **Level IV Words** These are words that are interesting but so rare and esoteric that they are probably not useful even in most educational environments, and they are not associated with a field of study or profession.

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

a. **High-frequency words (beginner)**

High frequency words are words that occur very frequently in all kinds of language uses. They are used frequently in formal or informal situation, written and spoken text such as newspapers, conversation, novels, and academic texts (Nation, 2008). Besides that, 169 words from the list are function words such as conjunction (and, or, but), pronoun (I, you, she, it), number (one, two, three) and so on. The rests out of the function words on the list are content words

- a. Angka
- b. Kata penghubung
- c. Hewan
- d. Benda dalam ruangan
- e. Lainnya (sebutkan bila ada)

such as nouns, verbs, adjectives, and adverbs. They are also very common words in which even a very young native speaker of English seems to know them (Nation, 2008).

**b. Academic words (intermediate)**

Academic words are the words that occur very frequently in academic texts. These words occur quite often in newspaper, very formal conversation, children's books, academic writing, and other kinds of special purpose text. This group of words consist of 570 word families and are arranged in a list called Academic Word List (AWL) by Coxhead (2000). the 570 of academic words are very important for those who are using English for academic study like in universities, vocational institutes, or in schools.

**c. Technical words**

Academic words are found in every kind of

	<p>academic subject areas such as In Linguistics, Biology, Physics, etc. Instead of those words, there are words that are even more special to each subject area.</p> <p><b>d. Low frequency words</b>  Low frequency words are the rest of the words in a language. They consist of a big number of word families, and even the biggest compared to the other vocabulary levels, but they rarely appear in most texts. Even the native speakers themselves may not know all of them. but it actually depends on their education level and how many readings they do in their subject areas or their interests (Nation, 2013).</p>	
	<p><b>B. Vocabulary Learning Strategy</b></p> <ol style="list-style-type: none"> <li>1. According to Schmitt and McCarthy (as cited Alqahtani, 2015), propose strategies to learn vocabulary as follows: <ol style="list-style-type: none"> <li>a. Guessing from context,</li> <li>b. Using word parts and mnemonic techniques to remember words, and</li> <li>c. Using vocabulary cards to remember foreign language-first language word pairs.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>3. Bagaimana cara anda memahami kosakata baru dalam Bahasa Inggris ... <ol style="list-style-type: none"> <li>a. Menebakarti kata dariteks/konteks</li> <li>b. Menggunakanbukudaftarkosakata BahasaInggris</li> <li>c. Mempelajarikosakatabarusecaraberpasangan / kelompok.</li> <li>d. MenggunakankamusduaBahasa</li> <li>e. Lainnya (sebutkan bila ada)</li> </ol> </li> </ol>

		<p>4. Bagaimana cara anda meningkatkan/ mengembangkan kosa kata dalam Bahasa Inggris,?</p> <ol style="list-style-type: none"> <li>Menulis kosa kata baru dibuku catatan</li> <li>Mengulang pengucapan suatu kata dalam Bahasa Inggris</li> <li>Menempelkan kosa kata Bahasa Inggris pada setiap object</li> <li>Menulis kosa kata sesering mungkin</li> <li>Lainnya (sebutkan bila ada)</li> </ol>
	<p><b>C. The difficulties in Learning Vocabulary</b></p> <p>The first steps in successful teaching vocabulary are to identify the difficulties that faced by the students. Thornbury (2004: 27) proposes some factors that make some words more difficult as follows:</p> <p><b>1. Pronunciation</b></p> <p>Research shows that words that are difficult to pronounce are more difficult to learn. Factors affecting the learning of pronunciation They are as follows:</p> <ol style="list-style-type: none"> <li><b>Accent</b> An accent is “the cumulative auditory effect of those features of pronunciation that identify where a person is from, regionally or socially” (Crystal, 2003, p. 3)</li> <li><b>Stress, intonation,</b></li> </ol>	<p>5. Aspek pengucapan kosakata Bahasa Inggris yang sulit adalah.....</p> <ol style="list-style-type: none"> <li>Bunyi vokal</li> <li>Bunyi konsonan</li> <li>Tekan suku kata</li> <li>Intonasi</li> <li>Lainnya (sebutkan bila ada)</li> </ol> <p>6. Hambatan apa saja Anda temui dalam mempelajari pengejaan kosakata ....?</p> <ol style="list-style-type: none"> <li>Hambatan pada kosakata yang memiliki penulisan yang berbeda namun memiliki pelafalan yang sama contohnya Than / Then dan Weather / Whether</li> <li>Hambatan pada Kombinasi huruf, Misalnya, CH, EI, IE yang terdapat pada kata Receive dan perceive</li> <li>Hambatan pada huruf vokal yang Panjang .misalnya Acquaintance Queue, Beautiful</li> <li>Hambatan pada Konsonan ganda misalnya Address Accessible dan accommodation .</li> <li>Lainnya (sebutkan bila ada)</li> </ol>

**and rhythm**

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

**c. Motivation and exposure**

Along with age at the acquisition of a language, the learner's motivation for learning the language and the cultural group that the learner identifies and spends time determine whether the learner will develop native-like pronunciation.

Research has found that having a personal or professional goal for

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

**d. Mother tongue influence**

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

**2. Spelling**

a. **Spelling;** Sounds-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can

contribute to a word most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, listen, headache, climbing, bored, honest, cupboard, muscle, etc.

### 1) **Length and complexity**

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

### 2) **Grammar**

Also problematic is the grammar associated with the word, especially if this differs from that of its L1 equivalent.

Remembering whether a verb

like enjoy, love, or hope is followed by an infinitive (to swim) or an -ing form (swimming) can add to its difficulty.

### 3) Meaning

Range, connotation and idiomaticity.

Words that can be used in a wide range of contexts will

generally be perceived as easier than their synonyms with a narrower range.

Thus, put is a very wide range verb, compared to impose, place, position, etc.

Likewise, thin is a safer bet than skinny, slim, slender.

Uncertainty as to the connotations

of some words may cause problems too. Thus, propaganda has negative connotations in English, but its equivalent may simply mean publicity. On the other hand, eccentric does not have negative connotations in English, but its nearest equivalent in other languages may be deviant. Finally, words or expression that are idiomatic (like make up your mind, keep an eye on...) will generally be more difficult than words whose meanings are transparent (decide, watch).

**Learning Material**

**A. Types of Teaching Materials**

**1. Media**

Teaching materials can be divided into 2 forms, namely, print and non-print materials.

7. Dalam proses belajar mengajar di Manajemen Pendidikan Islam anda biasanya menggunakan media seperti ...

- a. Modul
- b. Lembar kerja
- c. Buku
- d. Laptop/video

**a. Lestari (2013: 30)**

Lestari suggests that teaching materials have various types, both print, and non-printed.

- 1) Handouts
- 2) Books
- 3) Modules
- 4) Students worksheets
- 5) Teaching materials, and
- 6) Interactive multimedia teaching materials.

**b. Krieder (1968: 3)**

According to Krieder "There are many Kinds of Visual Aids That Can Be Used by teacher in teaching and learning process, for example word cards, picture, puzzles, etc.

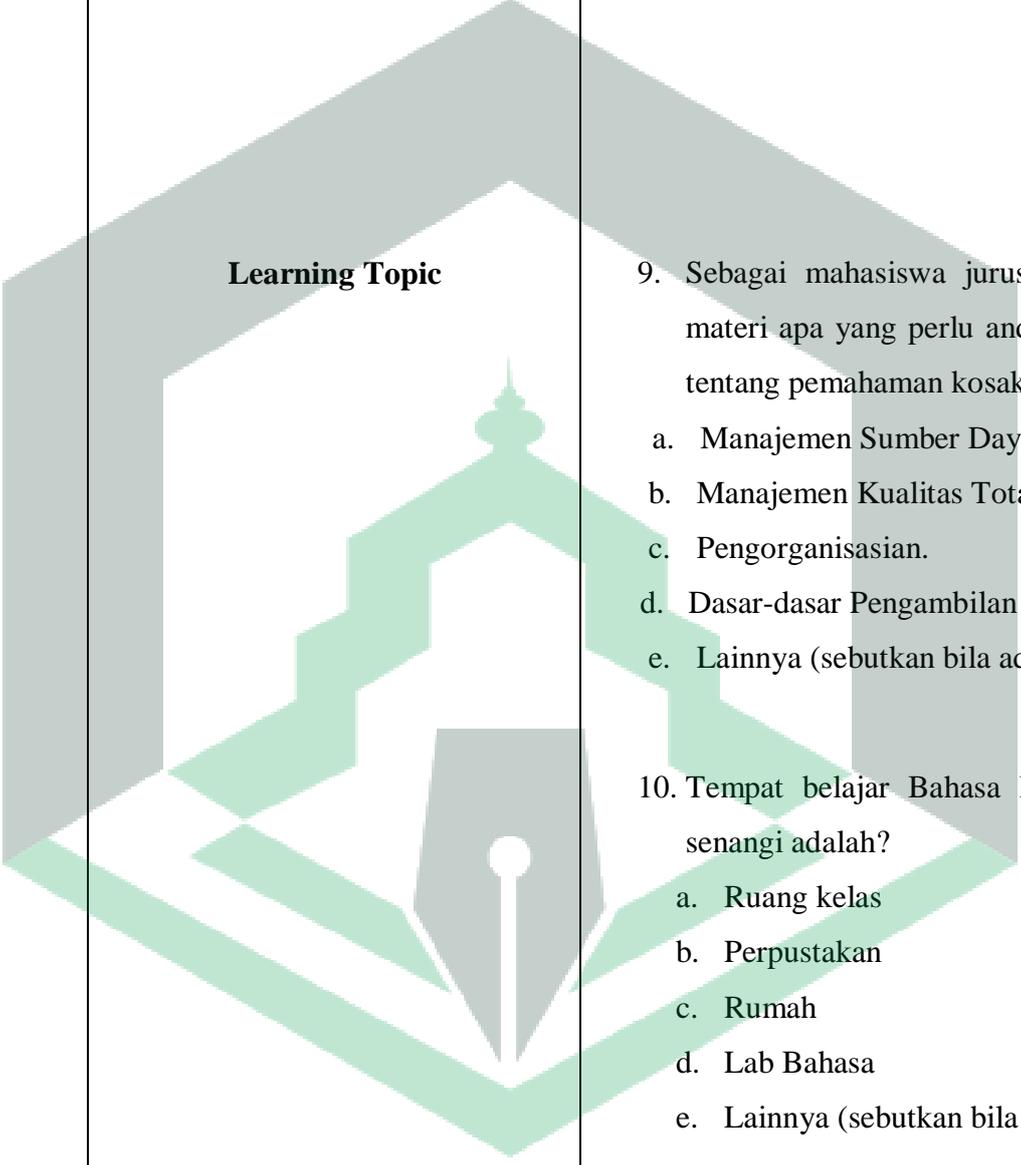
**1) Types of students Worksheets**

- a) Multiple choices
- b) Matching task
- c) Gap filling task
- d) Sorting
- e) Word scramble
- f) True or false

e. Lainnya (sebutkan bila ada)

8. Sebagai mahasiswa jurusan MPI, isi Buku Saku seperti apa yang anda inginkan?

- a. Berisi materi singkat tentang dasar-dasar manajemen pendidikan beserta kosa kata, dan ditambah dengan daily expression.
- b. Berbentuk kamus.
- c. Berbentuk teks naratif.
- d. Lainnya (sebutkan bila ada)

	<p style="text-align: center;"><b>Learning Topic</b></p> 	<p>9. Sebagai mahasiswa jurusan MPI, dibagian materi apa yang perlu anda ingin tingkatkan tentang pemahaman kosakata anda?</p> <ol style="list-style-type: none"><li>a. Manajemen Sumber Daya.</li><li>b. Manajemen Kualitas Total.</li><li>c. Pengorganisasian.</li><li>d. Dasar-dasar Pengambilan Keputusan.</li><li>e. Lainnya (sebutkan bila ada)</li></ol> <p>10. Tempat belajar Bahasa Inggris yang anda senangi adalah?</p> <ol style="list-style-type: none"><li>a. Ruang kelas</li><li>b. Perpustakaan</li><li>c. Rumah</li><li>d. Lab Bahasa</li><li>e. Lainnya (sebutkan bila ada)</li></ol>
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KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PALOPO  
Jl. Agatis Kel. Balandai Kec. Bara Kota Palopo 91914  
e-mail kontak@iainpalopo.ac.id web www.iainpalopo.ac.id

### SURAT KETERANGAN

Nomor: 112 /ln. 19/PP.00 9/AK/12/2021

Yang bertanda tangan di bawah ini,

Nama	Dr. H Muammar Arafat, M.H.
NIP	19731118 200312 1 003
Jabatan	Wakil Rektor Bidang Akademik dan Pengembangan Kelembagaan

dengan ini menerangkan bahwa,

Nama	Muh. Haerul Julianto
NIM	16.0202.0112
Prodi	Pendidikan Bahasa Inggris
Semester	XI (sebelas)
Tahun Akademik	2021/2022

Yang tersebut namanya di atas telah selesai melakukan penelitian di Institut Agama Islam Negeri Palopo, dengan judul penelitian "Designing Pocketbook of English Vocabulary for Islamic Education Management Study Program of IAIN Palopo", yang dilaksanakan mulai tanggal 14 Oktober s.d. 14 November 2021.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Palopo, 23 Desember 2021

a.n. Rektor,  
Wakil Rektor Bidang Akademik dan Pengembangan Kelembagaan



Muammar Arafat, S.H., M.H.  
197311182003121003





1 2 0 2 1 1 9 0 0 9 0 7 3 0

**PEMERINTAH KOTA PALOPO**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

**ASLI**

**IZIN PENELITIAN**  
NOMOR : 730/IP/DPMPPTSP/X/2021

**DASAR HUKUM :**

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

**MEMBERIKAN IZIN KEPADA**

Nama : MUH. HAERUL JULIANTO  
 Jenis Kelamin : Laki-Laki  
 Alamat : Benteng Nyiur Permai B.2.7 18 Kota Palopo  
 Pekerjaan : Mahasiswa  
 NIM : 16 0202 0112

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

**DESIGNING POCKETBOOK OF ENGLISH VOCABULARY FOR ISLAMIC EDUCATION MANAGEMENT STUDY PROGRAM OF IAIN PALOPO**

Lokasi Penelitian : INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO

Lamanya Penelitian : 01 Oktober 2021 s.d. 01 November 2021

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

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

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo  
Pada tanggal : 04 Oktober 2021  
Apt. Kepala Dinas Penanaman Modal dan PTSP

**MUH. HESAN ASHARUDDIN, S.STP, M.SI**  
Pangkat : Pembina Tk.I  
NIP : 19780611-199612 1 001

**Tembusan :**

1. Kepala Badan Kesbang Prov. Sul-Set;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian

## QUESTIONNAIRE

Designing Pocketbook of English Vocabulary for Islamic Education Management Study  
Program of IAIN Palopo

### A. Identitas Responden

Nama :  
Jenis Kelamin :  
Semester/Kelas :

### B. Petunjuk Pengisian.

Berilah tanda (X) pada pilihan yang sesuai dengan apa yang paling menggambarkan keadaan Anda saat ini, serta sesuai dengan yang Anda butuhkan atau yang Anda inginkan terkait dengan buku pemandu.

1. Sebagai Mahasiswa MPI apa tujuan anda belajar Bahasa Inggris?
  - a. Mampu melakukan pelayanan akademisi menggunakan bahasa Inggris.
  - b. Mampu melaksanakan aktivitas administrasi menggunakan bahasa Inggris.
  - c. Mampu memahami literatur dalam bahasa Inggris.
  - d. Mampu menulis Karya Tulis Ilmiah menggunakan bahasa Inggris.
  - e. Lain-lain (tuliskan jika ada) .....
2. Pemahaman kosakata Bahasa Inggris saya saat ini?
  - a. Saya tidak dapat memahami kosakata apapun dalam Bahasa Inggris.
  - b. Dapat memahami kosakata sederhana yang sering muncul dalam kehidupan sehari-hari.
  - c. Dapat memahami arti/makna kosa kata dari teks yang rumit dan memberikan tanggapan mengenai teks tersebut.
  - d. Dapat memahami berbagai macam bentuk kosa kata Bahasa Inggris baik dalam berbagai bidang.
  - e. Lainnya (sebutkan bila ada)

- d. Dapat memahami berbagai macam bentuk kosa kata Bahasa Inggris baik dalam berbagai bidang
  - e. Lainnya (sebutkan bila ada)
3. Penguasaan kosa kata Bahasa Inggris saya hanya berada pada lingkup?
    - a. Angka
    - b. Kata penghubung
    - c. Hewan
    - d. Benda dalam *ruangan*
    - e. Lainnya (sebutkan bila ada)
  4. Bagaimana cara anda memahami kosa kata baru dalam Bahasa Inggris?
    - a. Menebak arti kata dari teks/konteks
    - b. Menggunakan buku daftar kosakata Bahasa Inggris
    - c. Mempelajari kosa kata baru secara berpasangan/ kelompok
    - d. Menggunakan kamus dua Bahasa
    - e. Lainnya (sebutkan bila ada)
  5. Bagaimana cara anda meningkatkan/ mengembangkan kosa kata dalam Bahasa Inggris?
    - a. Menulis kosa kata baru dibuku catatan
    - b. Mengulang pengucapan suatu kata dalam Bahasa Inggris
    - c. Menempelkan kosa kata Bahasa Inggris pada setiap object
    - d. Menulis kosa kata sesering mungkin
    - e. Lainnya (sebutkan bila ada)
  6. Sebagai mahasiswa jurusan MPI materi apa yang anda inginkan untuk diangkat ke Buku Saku?
    - a. Pemahaman tentang materi Manajemen Pendidikan, dan sejarahnya
    - b. Manajemen Sumber Daya dalam dunia Pendidikan
    - c. Manajemen Berbasis Sekolah
    - d. Manajemen Kualiatas Total dalam dunia Pendidikan
    - e. Lainnya (sebutkan bila ada)

7. Sebagai mahasiswa jurusan MPI, materi apa yang perlu anda tingkat dalam pemahaman anda?
- Manajemen dalam kepemimpinan
  - Manajemen sumber daya guru
  - Manajemen strategi
  - Manajemen dalam Pendidikan •
  - Lainnya (sebutkan bila ada)
8. Sebagai mahasiswa jurusan MPI, isi Buku Saku seperti apa yang anda inginkan? *berbentuk?*
- Berisi materi singkat tentang dasar-dasar manajemen pendidikan beserta kosa kata, dan ditambah dengan daily expression •
  - Berbentuk kamus
  - Berbentuk teks naratif
  - Lainnya (sebutkan bila ada)
9. Sebagai mahasiswa jurusan MPI, dibagian materi apa yang perlu anda ingin tingkatkan tentang pemahaman kosakata anda?
- Manajemen Sumber Daya
  - Manajemen Kualitas Total
  - Pengorganisasian
  - Dasar-dasar Pengambilan Keputusan •
  - Lainnya (sebutkan bila ada)
10. Tempat belajar Bahasa Inggris yang anda senangi adalah?
- Ruang kelas
  - Perpustakaan
  - Rumah
  - Lab Bahasa
  - Lainnya (sebutkan bila ada)

## LEMBAR VALIDASI INSTRUMEN

Designing Pocketbook of English Vocabulary for Islamic Education Management  
Study Program of IAIN Palopo

### A. Petunjuk Pengisian

1. Lembar penilaian untuk kelayakan ini meliputi aspek pendahuluan, isi, dan 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 kesediannya untuk memberikan saran perbaikan pada bagian akhir lembar ini.

### B. Penilaian Kelayakan

No	Uraian	Kelayakan				
		1	2	3	4	5
I.	<b>Aspek Isi</b>					
	a. Tujuan penelitian dinyatakan dengan jelas.					✓
	b. Tujuan kuesioner dinyatakan dengan jelas.					✓
	c. Petunjuk pengisian kuesioner mudah dipahami					✓

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

**C. Komentar**

tidak banyak

**D. Saran**

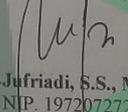
Berikan soal yang cukup & membuat jawaban pilihan (e) lainnya

**E. Kesimpulan**

Instrument kuesioner ini (lingkari salah satu pilihan)

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

Palopo, 5-11-2021  
Penilai Kelayakan

  
Dr. Jufriadi, S.S., M.Pd.  
NIP. 1972072722006041002

## QUESTIONNAIRE

Designing Pocketbook of English Vocabulary for Islamic Education Management Study  
Program of IAIN Palopo

### A. Identitas Responden

Nama :  
Jenis Kelamin :  
Semester/Kelas :

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  - a. Mampu melakukan pelayanan akademisi menggunakan bahasa inggris.
  - b. Mampu melaksanakan aktivitas administrasi menggunakan bahasa inggris.
  - c. Mampu memahami literatur dalam bahasa inggris.
  - d. Mampu menulis Karya Tulis Ilmiah menggunakan bahasa inggris.
  - e. Lain-lain (tuliskan jika ada) .....
2. Pemahaman kosakata Bahasa Inggris saya saat ini?
  - a. Saya tidak dapat memahami kosakata apapun dalam Bahasa Inggris.
  - b. Dapat memahami kosakata sederhana yang sering muncul dalam kehidupan sehari-hari.
  - c. Dapat memahami arti/makna kosa kata dari teks yang rumit dan memberikan tanggapan mengenai teks tersebut.
  - d. Dapat memahami berbagai macam bentuk kosa kata Bahasa Inggris baik dalam berbagai bidang.
  - e. Lainnya (sebutkan bila ada)

- d. Dapat memahami berbagai macam bentuk kosa kata Bahasa Inggris baik dalam berbagai bidang
  - e. Lainnya (sebutkan bila ada)
3. Penguasaan kosa kata Bahasa Inggris saya hanya berada pada lingkup?
- a. Angka
  - b. Kata penghubung
  - c. Hewan
  - d. Benda dalam ruangan
  - e. Lainnya (sebutkan bila ada)
4. Bagaimana cara anda memahami kosa kata baru dalam Bahasa Inggris?
- a. Menebak arti kata dari teks/konteks
  - b. Menggunakan buku daftar kosakata Bahasa Inggris
  - c. Mempelajari kosa kata baru secara berpasangan/ kelompok.
  - d. Menggunakan kamus dua Bahasa
  - e. Lainnya (sebutkan bila ada)
5. Bagaimana cara anda meningkatkan/ mengembangkan kosa kata dalam Bahasa Inggris?
- a. Menulis kosa kata baru dibuku catatan
  - b. Mengulang pengucapan suatu kata dalam Bahasa Inggris
  - c. Menempelkan kosa kata Bahasa Inggris pada setiap object
  - d. Menulis kosa kata sesering mungkin
  - e. Lainnya (sebutkan bila ada)
6. Sebagai mahasiswa jurusan MPI materi apa yang anda inginkan untuk diangkat ke Buku Saku?
- a. Pemahaman tentang materi Manajemen Pendidikan, dan sejarahnya
  - b. Manajemen Sumber Daya dalam dunia Pendidikan
  - c. Manajemen Berbasis Sekolah
  - d. Manajemen Kualiatas Total dalam dunia Pendidikan
  - e. Lainnya (sebutkan bila ada)

7. Sebagai mahasiswa jurusan MPI, materi apa yang perlu anda tingkat dalam pemahaman anda?
  - a. Manajemen dalam kepemimpinan
  - b. Manajemen sumber daya guru
  - c. Manajemen strategi
  - d. Manajemen dalam Pendidikan
  - e. Lainnya (sebutkan bila ada)
8. Sebagai mahasiswa jurusan MPI, isi Buku Saku seperti apa yang anda inginkan?
  - a. Berisi materi singkat tentang dasar-dasar manajemen pendidikan beserta kosa kata, dan ditambah dengan daily expression
  - b. Berbentuk kamus
  - c. Berbentuk teks naratif
  - d. Lainnya (sebutkan bila ada)
9. Sebagai mahasiswa jurusan MPI, dibagian materi apa yang perlu anda ingin tingkatkan tentang pemahaman kosakata anda?
  - a. Manajemen Sumber Daya
  - b. Manajemen Kualitas Total
  - c. Pengorganisasian
  - d. Dasar-dasar Pengambilan Keputusan
  - e. Lainnya (sebutkan bila ada)
10. Tempat belajar Bahasa Inggris yang anda senangi adalah?
  - a. Ruang kelas
  - b. Perpustakaan
  - c. Rumah
  - d. Lab Bahasa
  - e. Lainnya (sebutkan bila ada)

## LEMBAR VALIDASI INSTRUMEN

Designing Pocketbook of English Vocabulary for Islamic Education Management  
Study Program of IAIN Palopo

### A. Petunjuk Pengisian

1. Lembar penilaian untuk kelayakan ini meliputi aspek pendahuluan, isi, dan 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 kesediannya untuk memberikan 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				✓	

II. Aspek Cakupan (Isi)						
a.	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.					✓
b.	Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan Bahasa didalam materi baik dan benar					✓
c.	Butir-butir kuesioner mencakup data yang berhubungan dengan aktivitas pembelajaran memadai				✓	
d.	Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.					✓
III. Aspek Bahasa						
a.	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia baik dan benar					✓
b.	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efektif					✓
c.	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efisien				✓	
d.	Butir-butir kuesioner dirumuskan dalam Bahasa yang mudah dipahami sesuai tingkat kemampuan kemampuan berbahasa responden					✓

**C. Komentar**

.....

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**D. Saran**

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.....

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**E... Kesimpulan**

Instrument kuesioner ini ( lingkari salah satu pilihan )

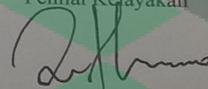
- 1... Tidak dapat digunakan
- 2... Dapat digunakan
- 3... Dapat digunakan dengan perbaikan sebagai berikut.

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.....

Palopo,.....  
Penilai Kelayakan



Dr. Masruddin, M. Hum.  
NIP: 19800613 200501 1 005

## SURAT PERMOHONAN EXPERT JUDGEMENT

Hal : Permohonan kesediaan Expert Judgement

Lampiran : 1 (satu) rangkap

Kepada Yth.

Dr. Masruddin, S.S., M.Hum.

Di\_

Tempat

Dengan Hormat,

Sebagai salah satu syarat dalam pembuatan Tugas Akhir Skripsi, Bersama ini saya:

Nama : Muh. Haerul Julianto

NIM : 16 0202 0112

Judul Penelitian : Designing Pocketbook of English Vocabulary for Islamic Education Management Study Program of IAIN Palopo.

Memohon dengan kesediaan Bapak/ Ibu untuk memberikan penilaian pada produk yang telah saya buat berupa Pocketbook of English Vocabulary untuk Mahasiswa prodi Manajemen Pendidikan Islam IAIN Palopo.

Demikian permohonan saya sampaikan, atas bantuan dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Expert Judgement



Dr. Masruddin, S.S., M.Hum.  
198006132005011005

Palopo, .....  
Pemohon



Muh. Haerul Julianto  
1602020112

## KUESIONER PENILAIAN UNTUK PARA AHLI

### Pengantar:

Kuesioner ini merupakan instrument penilaian terhadap *Pocketbook of English Vocabulary*. Peneliti sangat mengharapkan partisipasi Bapak/ Ibu untuk bersedia mengisi kuesioner ini sebagai masukan atas *Pocketbook* yang peneliti ciptakan. Atas kesediaan dan partisipasi Bapak/ Ibu, Peneliti mengucapkan terima kasih

### Expert Identity:

Name : Dr. MASRUDDIN, S.S., M. Hum.  
Sex : Male/Female  
Last Education : S-3  
Expertis : Language Expert/ Material Expert

### A. Petunjuk Pengisian

Berikut ini adalah butir-butir pernyataan yang berkaitan dengan *Pocketbook of English Vocabulary* yang telah diciptakan. Bapak/Ibu dipersilakan untuk diberi tanda (√) sesuai bobot yang dikelompokkan sebagai berikut.

#### Keterangan Skala Penilaian:

- 1: berarti "sangat kurang baik/very poor"
- 2: berarti "kurang baik/poor"
- 3: berarti "cukup baik/fairly"
- 4: berarti "baik/good"
- 5: berarti "baik sekali/excellent"

Mohon kepada Bapak/Ibu untuk menulis saran perbaikan di akhir lembaran kuesioner ini.

B. Penilaian di tinjau dari beberapa aspek

No	Aspek yang dinilai	Skala Penilaian				
		1	2	3	4	5
I	Instructional Material					
	1. Cakupan isi materi Pocketbook of English Vocabulary for Islamic Managemat Study Program sesuai dengan kebutuhan mahasiswa jurusan MPI.				✓	
	2. Kedalaman materi dalam Pocketbook of English Vocabulary for Islamic Managemat Study memadai.				✓	
	3. Penggunaan Bahasa ditinjau dari kaidah Bahasa Inggris				✓	
	4. Materi yang membantu mahasiswa untuk meningkatkan kosakata Bahasa Inggris					✓
	5. Pocketbook yang diciptakan memberikan penjelasan secara jelas pada setiap poinnya					✓
	6. Materi (panduan, informasi, tempat, dll) diambil dari referensi terbaru tentang topik yang dibahas		✓			
	7. Bentuk materi dalam <i>Pocketbook of English Vocabulary</i> ini disajikan secara beragam				✓	
	8. Materi yang diberikan dalam <i>Pocketbook of English Vocabulary</i> ini mampu membantu mahasiswa untuk meningkatkan kosakata					✓
	9. Penyajian materi mendorong mahasiswa untuk mengenali keunggulan dan kekurangan mereka dalam belajar Bahasa					✓

	Inggris						
	10. Poin-poin yang diberikan di dalam materi dapat membantu mahasiswa dalam memahami topik utama					✓	
	11. Sitematika penyajian logis					✓	
	12. Keterkaitan kosakata dengan materi Manajemen Pendidikan						✓
<b>II</b>	<b>Initial Design</b>						
	1. Kejelasan pembagian materi						✓
	2. Kejelasan sistim penomoran						✓
	3. Pengaturan ruang/tata letak						✓
	4. Kesesuaian jenis dan ukuran font						✓
	5. Pengaturan ilustrasi/visual				✓		
	6. Ilustrasi yang diberikan mampu menambah pemahaman pada informasi yang disampaikan				✓		
	7. Ilustrasi yang disampaikan secara serasi sesuai dengan topik pembahasan					✓	
	8. Ilustrasi yang diberikan memiliki ukuran yang proporsional sehingga memberikan gambaran yang akurat tentang objek yang dimaksud					✓	
	9. Kesesuaian pemilihan gambar, warna, maupun posisi gambar pada cover design				✓		
<b>III</b>	<b>Aspect of Language</b>						

1. Bahasa yang digunakan dalam Pocketbook sesuai dengan tata bahasa yang benar				✓	
2. Kosakata dalam Pocketbook menarik bagi mahasiswa.					✓
3. Kosakata dalam Pocketbook bervariasi					✓
4. Kosakata dalam Pocketbook dapat memotivasi mahasiswa untuk meningkatkan kemampuan Bahasa Inggris.					✓
5. Kosakata dalam Pocketbook berguna bagi kehidupan akademik mahasiswa					✓
6. Bahasa yang digunakan dalam penjelasan sesuai dengan tingkat kognitif mahasiswa				✓	
7. Bahasa yang disajikan jelas dan mudah dipahami oleh mahasiswa					✓
8. Pocketbook yang diciptakan tidak terlalu banyak menggunakan kosakata yang rumit				✓	

### C. Penilaian Umum

Simpulan penilaian secara umum

(Mohon lingkari angka dibawah ini sesuai penilaian Bapak/Ibu)

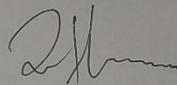
<p>a. Instructional material ini:</p> <ol style="list-style-type: none"> <li>1. Sangat kurang baik</li> <li>2. Kurang baik</li> <li>3. Cukup baik</li> <li>4. Baik</li> <li>5. Sangat baik</li> </ol>	<p>b. Instructional material ini:</p> <ol style="list-style-type: none"> <li>1. Belum dapat digunakan</li> <li>2. Dapat digunakan dengan revisi yang banyak</li> <li>3. Dapat digunakan dengan beberapa revisi</li> <li>4. Dapat digunakan dengan revisi sedikit</li> <li>5. Dapat digunakan tanpa revisi</li> </ol>
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D. Kritik, Komentar, dan Saran Perbaikan

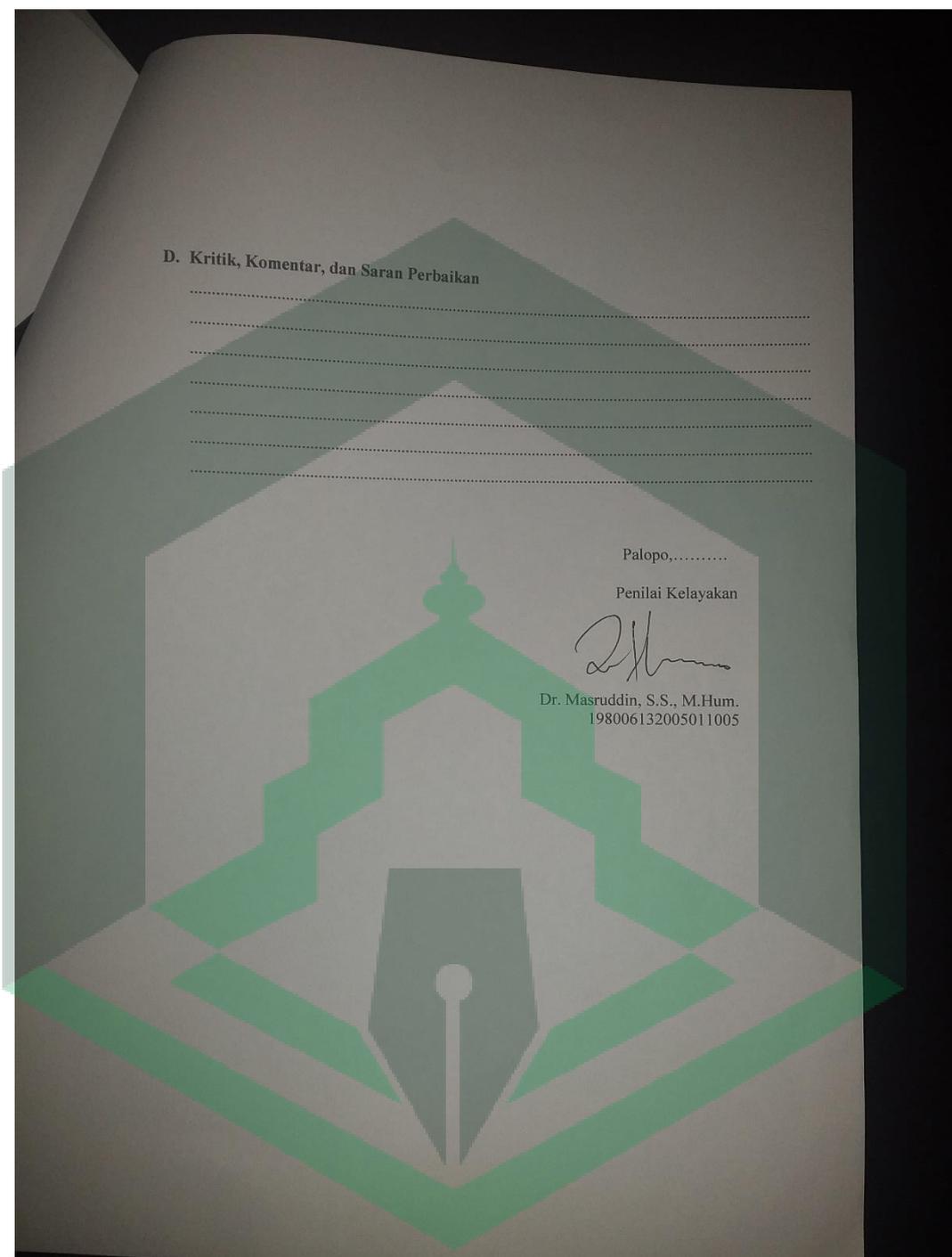
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Palopo,.....

Penilai Kelayakan



Dr. Masruddin, S.S., M.Hum.  
198006132005011005



## SURAT PERMOHONAN EXPERT JUDGEMENT

Hal : Permohonan kesediaan Expert Judgement

Lampiran : 1 (satu) rangkap

Kepada Yth.

Sumardin Raupu, S.Pd M.Pd.

Di\_

Tempat

Dengan Hormat,

Sebagai salah satu syarat dalam pembuatan Tugas Akhir Skripsi, Bersama ini saya:

Nama : Muh. Haerul Julianto

NIM : 16 0202 0112

Judul Penelitian : Designing Pocketbook of English Vocabulary for Islamic Education Management Study Program of IAIN Palopo.

Memohon dengan kesediaan Bapak/ Ibu untuk memberikan penilaian pada produk yang telah saya buat berupa Pocketbook of English Vocabulary untuk Mahasiswa prodi Manajemen Pendidikan Islam IAIN Palopo.

Demikian permohonan saya sampaikan, atas bantuan dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Expert Judgement

Sumardin Raupu, S.Pd., M.Pd.  
198609072015031005

Palopo, .....  
Pemohon

Muh. Haerul Julianto  
NIM: 16 0202 0112

## KUESIONER PENILAIAN UNTUK PARA AHLI

### Pengantar:

Kuesioner ini merupakan instrument penilaian terhadap *Pocketbook of English Vocabulary*. Peneliti sangat mengharapkan partisipasi Bapak/ Ibu untuk bersedia mengisi kuesioner ini sebagai masukan atas *Pocketbook* yang peneliti ciptakan. Atas kesediaan dan partisipasi Bapak/ Ibu, Peneliti mengucapkan terima kasih

### Expert Identity:

Name : SUMARDIN RAUPO  
Sex : Male/Female  
Last Education : S-2  
Expertis : Language Expert/ Material Expert

### E. Petunjuk Pengisian

Berikut ini adalah butir-butir pernyataan yang berkaitan dengan *Pockebook of English Vocabulary* yang telah diciptakan. Bapak/Ibu dipersilakan untuk diberi tanda (✓) sesuai bobot yang dikelompokkan sebagai berikut.

#### Keterangan Skala Penilaian:

- 1: berarti "sangat kurang baik/very poor"
- 2: berarti "kurang baik/poor"
- 3: berarti "cukup baik/fairly"
- 4: berarti "baik/good"
- 5: berarti "baik sekali/excellent"

Mohon kepada Bapak/Ibu untuk menulis saran perbaikan di akhir lembaran kuesioner ini.

B. Penilaian di tinjau dari beberapa aspek

No	Aspek yang dinilai	Skala Penilaian				
		1	2	3	4	5
I	Instructional Material					
	1. Cakupan isi materi Pocketbook of English Vocabulary for Islamic Managemat Study Program sesuai dengan kebutuhan mahasiswa jurusan MPI.				✓	
	2. Kedalaman materi dalam Pocketbook of English Vocabulary for Islamic Managemat Study memadai.			✓		
	3. Penggunaan Bahasa ditinjau dari kaidah Bahasa Inggris				✓	
	4. Materi yang membantu mahasiswa untuk meningkatkan kosakata Bahasa Inggris					✓
	5. Pocketbook yang diciptakan memberikan penjelasan secara jelas pada setiap poinnya					✓
	6. Materi (panduan, informasi, tempat, dll) diambil dari referensi terbaru tentang topik yang dibahas		✓			
	7. Bentuk materi dalam <i>Pocketbook of English Vocabulary</i> ini disajikan secara beragam				✓	
	8. Materi yang diberikan dalam <i>Pocketbook of English Vocabulary</i> ini mampu membantu mahasiswa untuk meningkatkan kosakata					✓

	9. Penyajian materi mendorong mahasiswa untuk mengenali keunggulan dan kekurangan mereka dalam belajar Bahasa Inggris				✓	
	10. Poin-poin yang diberikan di dalam materi dapat membantu mahasiswa dalam memahami topik utama				✓	
	11. Sitematika penyajian logis				✓	
	12. Keterkaitan kosakata dengan materi Manajemen Pendidikan					✓
<b>II</b>	<b>Initial Design</b>					
	1. Kejelasan pembagian materi					✓
	2. Kejelasan sistem penomoran					✓
	3. Pengaturan ruang/tata letak				✓	
	4. Kesesuaian jenis dan ukuran font				✓	
	5. Pengaturan ilustrasi/visual				✓	
	6. Ilustrasi yang diberikan mampu menambah pemahaman pada informasi yang disampaikan				✓	
	7. Ilustrasi yang disampaikan secara serasi sesuai dengan topik pembahasan				✓	
	8. Ilustrasi yang diberikan memiliki ukuran yang proporsional sehingga memberikan gambaran yang akurat tentang objek yang dimaksud				✓	
	9. Kesesuaian pemilihan gambar, warna, maupun posisi gambar pada cover design			✓		

III Aspect of Language					
1. Bahasa yang digunakan dalam Pocketbook sesuai dengan tata bahasa yang benar					✓
2. Kosakata dalam Pocketbook menarik bagi mahasiswa.					✓
3. Kosakata dalam Pocketbook bervariasi					✓
4. Kosakata dalam Pocketbook dapat memotivasi mahasiswa untuk meningkatkan kemampuan Bahasa Inggris.					✓
5. Kosakata dalam Pocketbook berguna bagi kehidupan akademik mahasiswa					✓
6. Bahasa yang digunakan dalam penjelasan sesuai dengan tingkat kognitif mahasiswa				✓	
7. Bahasa yang disajikan jelas dan mudah dipahami oleh mahasiswa				✓	
8. Pocketbook yang diciptakan tidak terlalu banyak menggunakan kosakata yang rumit				✓	

### C. Penilaian Umum

Simpulan penilaian secara umum

(Mohon lingkari angka dibawah ini sesuai penilaian Bapak/Ibu)

<p>a. Instructional material ini:</p> <ol style="list-style-type: none"> <li>1. Sangat kurang baik</li> <li>2. Kurang baik</li> <li>3. Cukup baik</li> <li>④ Baik</li> <li>5. Sangat baik</li> </ol>	<p>b. Instructional material ini:</p> <ol style="list-style-type: none"> <li>1. Belum dapat digunakan</li> <li>2. Dapat digunakan dengan revisi yang banyak</li> <li>3. Dapat digunakan dengan beberapa revisi</li> <li>④ Dapat digunakan dengan revisi sedikit</li> <li>5. Dapat digunakan tanpa revisi</li> </ol>
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D. Kritik, Komentar, dan Saran Perbaikan

Mohon gunakan referensi terbaru

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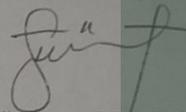
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Palopo, 10-10-2021

Penilai Kelayakan



Sumardin Raupu, S.Pd M.Pd.  
198609072015031005

# Angket / Questionnaire

Designing Pocketbook of English Vocabulary For Islamic Education Management Study Program of Iain Palopo

Nama \*

Afdal

Umur \*

19

Jenis Kelamin \*

- Laki - laki
- Perempuan

SEMESTER / KELAS \*

- 3 / MPI A
- 3 / MPI B
- 3 / MPI C
- 3 / MPI D

## Petunjuk Pengisian

Berilah tanda (x) pada pilihan questions yang sesuai dengan keadaan yang menggambarkan keadaan Anda saat ini, serta sesuai dengan apa yang Anda butuhkan atau Anda inginkan terkait dengan pembelajaran Bahasa Inggris pada jurusan MPI.

1. Apa tujuan Anda belajar Bahasa Inggris untuk MPI (Manajemen Pendidikan Islam) setelah lulus nanti setelah lulus nanti?\*

- a. Mampu melakukan pelayanan akademisi menggunakan Bahasa Inggris
- b. Mampu melaksanakan aktivitas administrasi menggunakan Bahasa Inggris
- c. Mampu memahami literatur dalam Bahasa Inggris
- d. Mampu menulis KTI menggunakan Bahasa Inggris
- e. Lain-lain (tuliskan jika ada).....

2. Pemahaman kosakata Bahasa Inggris saya saat ini?\*

- a. Saya tidak dapat memahami kosakata apapun dalam Bahasa Inggris
- b. Dapat memahami kosakata sederhana yang sering muncul dalam kehidupan sehari-hari
- c. Dapat memahami arti/makna kosa kata dari teks yang rumit dan memberikan tanggapan mengenai teks tersebut
- d. Dapat memahami berbagai macam bentuk kosa kata Bahasa Inggris baik dalam berbagai bidang
- e. Lainnya (sebutkan bila ada)

3. Penguasaan kosa kata Bahasa Inggris saya hanya berada pada lingkup?\*

- a. Angka
- b. Kata penghubung
- c. Hewan
- d. Benda dalam ruangan
- e. Lainnya (sebutkan bila ada)

4. Bagaimana cara anda memahami kosa kata baru dalam Bahasa Inggris?\*

- a. Menebak arti kata dari teks/konteks
- b. Menggunakan buku daftar kosakata Bahasa Inggris
- c. Mempelajari kosa kata baru secara berpasangan/ kelompok.
- d. Menggunakan kamus dua Bahasa
- e. Lainnya (sebutkan bila ada)

5. Bagaimana cara anda meningkatkan/ mengembangkan kosa kata dalam Bahasa Inggris?\*

- a. Menulis kosa kata baru dibuku catatan
- b. Mengulang pengucapan suatu kata dalam Bahasa Inggris
- c. Menempelkan kosa kata Bahasa Inggris pada setiap object
- d. Menulis kosa kata sesering mungkin
- e. Lainnya (sebutkan bila ada)

6. Sebagai mahasiswa jurusan MPI materi apa yang anda inginkan untuk diangkat ke Buku Saku? \*

- a. Pemahaman tentang materi Manajemen Pendidikan, dan sejarahnya
- b. Manajemen Sumber Daya dalam dunia Pendidikan
- c. Manajemen Berbasis Sekolah
- d. Manajemen Kualiatas Total dalam dunia Pendidikan
- e. Lainnya (sebutkan bila ada)

7. Sebagai mahasiswa jurusan MPI, materi apa yang perlu anda tingkat dalam pemahaman anda? \*

- a. Manajemen dalam kepemimpinan
- b. Manajemen sumber daya guru
- c. Manajemen strategi
- d. Manajemen dalam Pendidikan
- e. Lainnya (sebutkan bila ada)

8. Sebagai mahasiswa jurusan MPI, isi Buku Saku (Pocketbook) seperti apa yang anda inginkan? \*

- a. Berisi materi singkat tentang dasar-dasar manajemen pendidikan beserta kosa kata, dan ditambah dengan daily expression
- b. Berbentuk kamus
- c. Berbentuk teks naratif
- d. Lainnya (sebutkan bila ada)

9. Sebagai mahasiswa jurusan MPI, dibagian materi apa yang perlu anda ingin tingkatkan tentang pemahaman kosakata anda?\*

- a. Manajemen Sumber Daya
- b. Manajemen Kualitas Total
- c. Pengorganisasian
- d. Dasar-dasar Pengambilan Keputusan
- e. Lainnya (sebutkan bila ada)

10. Tempat belajar Bahasa Inggris yang anda senangi adalah?\*

- a. Ruang kelas
- b. Perpustakaan
- c. Rumah
- d. Lab Bahasa
- e. Lainnya (sebutkan bila ada)

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# KUESIONER EVALUASI UNTUK PENGGUNA (MAHASISWA)

Isilah pilihan yang tersedia berikut ini dengan memilih poin yang sesuai dengan keterangan sebagai berikut :

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

Nama \*

Afdal

Semester/ Kelas \*

- 3 / MPI A
- 3 / MPI B
- 3 / MPI C
- 3 / MPI D

1. Materi dalam Pocketbook of English Vocabulary sesuai dengan kebutuhan anda\*

- Sangat Tidak Setuju      1      2      3      4      5      Sangat Setuju
-

2. Pocketbook of English Vocabulary yang dikembangkan dapat membantu anda meningkatkan kosakata Bahasa Inggris\*

1      2      3      4      5

Sangat Tidak Setuju                        Sangat Setuju

3. Materi yang disajikan sesuai dengan topik yang diinginkan\*

1      2      3      4      5

Sangat Tidak Setuju                        Sangat Setuju

4. Materi yang disampaikan dapat mudah dipahami\*

1      2      3      4      5

Sangat Tidak Setuju                        Sangat Setuju

5. Materi yang disajikan tersusun dengan baik\*

1      2      3      4      5

Sangat Tidak Setuju                        Sangat Setuju

6. Materi yang disajikan bermanfaat untuk Mahasiswa di jurusan Manajemen Pendidikan Islam\*

1      2      3      4      5

Sangat Tidak Setuju                                    Sangat Setuju

7. Bahasa yang digunakan dalam Pocketbook of English Vocabulary mudah dipahami\*

1      2      3      4      5

Sangat Tidak Setuju                                    Sangat Setuju

8. Pocketbook of English Vocabulary menggunakan ilustrasi/ gambar yang sesuai dengan materi yang disajikan\*

1      2      3      4      5

Sangat Tidak Setuju                                    Sangat Setuju

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**INSTITUT AGAMA ISLAM NEGERI PALOPO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**PROGRAM STUDI MANAJEMEN PENDIDIKAN ISLAM**  
Alamat: Jl. Agatis Balandai, Kota Palopo, 91914  
Telp: 0471-22076, Fax: 0471-325195, www.iainpalopo.ac.id

**RENCANA PEMBELAJARAN SEMESTER (RPS)**

<b>Nama Mata Kuliah</b>	<b>Kode Mata Kuliah</b>	<b>Rumpun Mata Kuliah</b>	<b>Bobot (SKS)</b>	<b>Semester</b>	<b>Tanggal Penyusunan</b>
Bahasa Inggris	MKI1912003	Mata Kuliah Institusi	2 SKS	I (Satu)	06 Oktober 2020
<b>Otorisasi</b>	<b>Dosen Pengembang RPS</b>		<b>Koordinator Bidang Keahlian</b>		<b>Ketua Prodi Manajemen Pendidikan Islam</b>
<b>Capaian Pembelajaran (CP)</b>	<b>Capaian Pembelajaran Lulusan Program Studi (CPL-PRODI)</b>				
	S2	.Menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama, moral, dan etika			
	S8.	Menginternalisasi nilai, norma, dan etika akademik.			
	PU8	Menguasai secara mendalam karakteristik peserta didik dari aspek fisik, psikologis, sosial,kepentingan pembelajaran			
	PK3	Menguasai pengetahuan dan langkah-langkah berkomunikasi baik lisan maupun tulisan dengan menggunakan bahasa Arab dan Inggris dalam perkembangan dunia akademik dan dunia kerja			
	KU10	Mampu berkomunikasi baik lisan maupun tulisan dengan menggunakan bahasa Inggris dalam Perkembangan dunia akademik dan dunia kerja.			
	KK8.	Mampu memanfaatkan teknologi informasi dan komunikasi secara efektif dan berdaya guna untuk pembelajaran bidang Guru Kelas MI/SD (bidang kajian PKn MI/SD, Bahasa Indonesia MI/SD, Matematika, Bahasa Inggris MI/SD)			
	<b>Capaian Pembelajaran Mata Kuliah (CPMK)</b>				
	M1	Memiliki pengetahuan konseptual tentang konsep dasar pembelajaran bahasa Inggris (CP-S).			
	M2	Mengidentifikasi permasalahan pembelajaran bahasa Inggris (CP-PP).			
M3	Memiliki kemampuan dan prosedur dalam penggunaan media dalam pembelajaran. (CP-PP).				
M4	Membuat desain pembelajaran dan media pembelajaran bahasa Inggris yang sesuai (CP-KK)				

<b>Deskripsi Singkat Mata Kuliah</b>	Mata kuliah Pembelajaran Bahasa Inggris di MPI ini memperkenalkan secara mendalam konsep pembelajaran bahasa Inggris dasar di MPI. Materi yang dikembangkan pada mata kuliah ini pada dasarnya adalah konsep teoretis dan praktis serta permasalahan yang melingkupi pembelajaran Bahasa Inggris di sekolah dasar. Isi pokok mata kuliah ini adalah mengenai Self introduction, Common classroom expressions, greetings, auxiliary verb, common preposition, numerals, WH Question, What Time is it? Day, month, year, talkin about weather, expressin feeling, giving directions, describing someone and past routines & Routines. penggunaan media dalam pembelajaran bahasa Inggris, penggunaan classroom language..
<b>Bahan Kajian / Materi Pembelajaran</b>	Bahasa Inggris Dasar
<b>Daftar Referensi / Pustaka</b>	<b>Utama:</b> <i>Arsyad. Azhar. 2014. Dasar dasar penguasaan bahasa inggris melalui your basic vocabulary. pustaka pelajar</i> <b>Pendukung:</b> <i>Darsono, H, Marsudi. Panduan Gratis Buku Grammar. Indonesi Tera</i>
<b>Media Pembelajaran</b>	<b>Perangkat Lunak (Software):</b> 1. Slide Powerpoint, 2. Internet, 3. E-Learning 4. Google meet/Zoom <b>Perangkat Keras (Hardware):</b> 1. Laptop
<b>Nama Dosen Pengampu</b>	Dewi Furwana, S.Pd.I., M.Pd Syamsiah Sabila, S.Pd., M.Pd.
<b>Mata Kuliah Syarat</b>	-

Minggu Ke-	Sub CP-MK (Kemampuan Akhir yang Diharapkan)	Indikator	Kriteria dan Bentuk Penilaian	Metode Pembelajaran	Materi Pembelajaran	Bobot Penilaian (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	<ul style="list-style-type: none"> <li>- Memahami aturan perkuliahan dan kaji tentang konsep-konsep materi bahasa Inggris</li> <li>- Mahasiswa memahami konsep self introduction.</li> </ul>	<ul style="list-style-type: none"> <li>- Mampu memahami aturan perkuliahan dan tugas yang akan diberikan oleh dosen.</li> <li>- Mampu menjelaskan pengertian dan contoh 2 penjelasan tentang self introduction</li> </ul>	<p><b>Kriteria:</b></p> <ul style="list-style-type: none"> <li>• Penilaian Akhir: TM 30%, TGS 30%, UTS 20%, dan UAS 20%.</li> <li>• Keluasan pengetahuan, keaktifan, ketepatan dan kejelasan</li> </ul> <p><b>Bentuk:</b></p> <ul style="list-style-type: none"> <li>• Tugas Review</li> <li>• Penilaian Proses</li> </ul>	<ul style="list-style-type: none"> <li>• Ceramah</li> <li>• Tanya jawab [TM:(2x50”)]</li> <li>• Tugas Individu: Memperkenalkan diri di depan kelas. [PT+BM: (1+1)x(2x60”)]</li> </ul>	<p><b>Materi:</b></p> <p>Self introduction. Arsyad. A. 2014. Dasar dasar penguasaan bahasa Inggris melalui your basic vocabulary. pustaka pelajar</p>	-
2	Mahasiswa memahami konsep common classroom expressions”.	Ketepatan pemahaman mahasiswa mengenai cakupan subjek mata kuliah	<p><b>Kriteria:</b></p> <ul style="list-style-type: none"> <li>• Kelengkapan dan keluasan materi,</li> <li>• tata tulis dan tata bahasa, struktur makalah</li> <li>• keaktifan individual</li> <li>• keterampilan komunikasi</li> <li>• Ketepatan Jawaban dan kekritisan pendapat</li> </ul> <p><b>Bentuk:</b></p> <ul style="list-style-type: none"> <li>• Tugas Review</li> <li>• Penilaian Proses</li> </ul>	<ul style="list-style-type: none"> <li>• Presentasi, Tanya jawab, dan Diskusi [TM:(2x50”)]</li> <li>• <b>Tugas Kelompok:</b> Makalah terstruktur [BT+BM: (1+1)x(2x60”)]</li> </ul>	<p><b>Materi:</b></p> <ul style="list-style-type: none"> <li>• Konsep Common classroom expression</li> </ul> <p><b>Sumber:</b></p> <ul style="list-style-type: none"> <li>• Arsyad. A. 2014. Dasar dasar penguasaan bahasa Inggris melalui your basic vocabulary. pustaka pelajar</li> </ul>	5%
3	Mahasiswa memahami konsep greetings	Ketepatan pemahaman mahasiswa mengenai greetings dan dapat menghafal yang mencakup tentang greetings	<p><b>Kriteria:</b></p> <ul style="list-style-type: none"> <li>• Kelengkapan dan keluasan materi,</li> <li>• tata tulis dan tata bahasa, struktur makalah</li> <li>• keaktifan individual</li> <li>• keterampilan komunikasi</li> </ul>	<ul style="list-style-type: none"> <li>• Presentasi, Tanya jawab, dan Diskusi [TM:(2x50”)]</li> <li>• <b>Tugas Kelompok:</b> Makalah terstruktur [BT+BM: (1+1)x(2x60”)]</li> </ul>	<p><b>Materi:</b></p> <ul style="list-style-type: none"> <li>• Konsep greetings</li> </ul> <p><b>Sumber:</b></p> <ul style="list-style-type: none"> <li>• Arsyad. A. 2014. Dasar dasar penguasaan bahasa Inggris melalui your</li> </ul>	5%

Minggu Ke-	Sub CP-MK (Kemampuan Akhir yang Diharapkan)	Indikator	Kriteria dan Bentuk Penilaian	Metode Pembelajaran	Materi Pembelajaran	Bobot Penilaian (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			<ul style="list-style-type: none"> <li>• Ketepatan Jawaban dan kekritisan pendapat</li> </ul> <b>Bentuk :</b> <ul style="list-style-type: none"> <li>• Kuis</li> <li>• Makalah</li> <li>• Presentasi Kelompok</li> </ul>		basic vocabulary. pustaka pelajar	
4	Mahasiswa memahami konsep auxiliary verb (To be, To do & To have)	Mampu menjelaskan pengertian dan dari auxiliary verb yang terdiri dari to be, to do & to have)	<b>Kriteria:</b> <ul style="list-style-type: none"> <li>• Kelengkapan dan keluasan materi,</li> <li>• tata tulis dan tata bahasa, struktur makalah</li> <li>• keaktifan individual</li> <li>• keterampilan komunikasi</li> <li>• Ketepatan Jawaban dan kekritisan pendapat</li> </ul> <b>Bentuk :</b> <ul style="list-style-type: none"> <li>• Kuis</li> <li>• Makalah</li> <li>• Presentasi Kelompok</li> </ul>	<ul style="list-style-type: none"> <li>• Presentasi, Tanya jawab, dan Diskusi [TM:(2x50”)]</li> <li>• <b>Tugas Kelompok:</b> Makalah terstruktur [BT+BM: (1+1)x(2x60”)]</li> </ul>	<b>Materi:</b> <ul style="list-style-type: none"> <li>• Konsep Auxiliary</li> </ul> <b>Sumber:</b> <ul style="list-style-type: none"> <li>• Arsyad. A. 2014. Dasar dasar penguasaan bahasa inggris melalui your basic vocabulary. pustaka pelajar</li> </ul>	5%
5	Mahasiswa memahami konsep common prepositions	Ketepatan pemahaman mahasiswa mengenai cakupan subjek common prepositions	<b>Kriteria:</b> <ul style="list-style-type: none"> <li>• Kelengkapan dan keluasan materi,</li> <li>• tata tulis dan tata bahasa, struktur makalah</li> <li>• keaktifan individual</li> <li>• keterampilan komunikasi</li> <li>• Ketepatan Jawaban dan kekritisan pendapat</li> </ul> <b>Bentuk :</b> <ul style="list-style-type: none"> <li>• Kuis</li> <li>• Makalah</li> </ul>	<ul style="list-style-type: none"> <li>• Presentasi, Tanya jawab, dan Diskusi [TM:(2x50”)]</li> <li>• <b>Tugas Kelompok:</b> Makalah terstruktur [BT+BM: (1+1)x(2x60”)]</li> </ul>	<b>Materi:</b> <ul style="list-style-type: none"> <li>• Konsep common prepositions</li> </ul> <b>Sumber:</b> <ul style="list-style-type: none"> <li>• Arsyad. A. 2014. Dasar dasar penguasaan bahasa inggris melalui your basic vocabulary. pustaka pelajar</li> </ul>	5%

Minggu Ke-	Sub CP-MK (Kemampuan Akhir yang Diharapkan)	Indikator	Kriteria dan Bentuk Penilaian	Metode Pembelajaran	Materi Pembelajaran	Bobot Penilaian (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			<ul style="list-style-type: none"> <li>• Presentasi Kelompok</li> </ul>			
6	Mahasiswa memahami konsep Numerals	Mampu menjelaskan pengertian dan contoh da ketepatan untuk memahami tentang numerals	<p><b>Kriteria:</b></p> <ul style="list-style-type: none"> <li>• Kelengkapan dan keluasan materi,</li> <li>• tata tulis dan tata bahasa, struktur makalah</li> <li>• keaktifan individual</li> <li>• keterampilan komunikasi</li> <li>• Ketepatan Jawaban dan kekritisan pendapat</li> </ul> <p><b>Bentuk :</b></p> <ul style="list-style-type: none"> <li>• Kuis</li> <li>• Makalah</li> <li>• Presentasi Kelompok</li> </ul>	<ul style="list-style-type: none"> <li>• Presentasi, Tanya jawab, dan Diskusi [TM:(2x50”)]</li> <li>• <b>Tugas Kelompok:</b> Makalah terstruktur [BT+BM: (1+1)x(2x60”)]</li> </ul>	<p><b>Materi:</b></p> <ul style="list-style-type: none"> <li>• Konsep Numerals</li> </ul> <p><b>Sumber:</b></p> <ul style="list-style-type: none"> <li>• Arsyad. A. 2014. Dasar dasar penguasaan bahasa inggris melalui your basic vocabulary. pustaka pelajar</li> </ul>	5%
7	Mahasiswa memahami konsep WH Question”.	Ketepatan pemahaman mahasiswa mengenai cakupan dari WH Question	<p><b>Kriteria:</b></p> <ul style="list-style-type: none"> <li>• Kelengkapan dan keluasan materi,</li> <li>• tata tulis dan tata bahasa, struktur makalah</li> <li>• keaktifan individual</li> <li>• keterampilan komunikasi</li> <li>• Ketepatan Jawaban dan kekritisan pendapat</li> </ul> <p><b>Bentuk :</b></p> <ul style="list-style-type: none"> <li>• Kuis</li> <li>• Makalah</li> <li>• Presentasi Kelompok</li> </ul>	<ul style="list-style-type: none"> <li>• Presentasi, Tanya jawab, dan Diskusi [TM:(2x50”)]</li> <li>• <b>Tugas Kelompok:</b> Makalah terstruktur [BT+BM: (1+1)x(2x60”)]</li> </ul>	<p><b>Materi:</b></p> <ul style="list-style-type: none"> <li>• Konsep WH Question.</li> </ul> <p><b>Sumber:</b></p> <ul style="list-style-type: none"> <li>• Arsyad. A. 2014. Dasar dasar penguasaan bahasa inggris melalui your basic vocabulary. pustaka pelajar</li> </ul>	10%
8	<i>Ujian Tengah Semester (UTS)</i>					
9	Mahasiswa memahami konsep	Mampu menjelaskan dan Ketepatan pemahaman	<p><b>Kriteria:</b></p> <ul style="list-style-type: none"> <li>• Kelengkapan dan keluasan materi,</li> </ul>	<ul style="list-style-type: none"> <li>• Presentasi, Tanya jawab, dan Diskusi [TM:(2x50”)]</li> </ul>	<p><b>Materi:</b></p> <p>Konsep tentang jam (waktu) <b>Sumber:</b></p>	5%

Minggu Ke-	Sub CP-MK (Kemampuan Akhir yang Diharapkan)	Indikator	Kriteria dan Bentuk Penilaian	Metode Pembelajaran	Materi Pembelajaran	Bobot Penilaian (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
	“What time is it” (Waktu).	mahasiswa mengenai cakupan tentang jam (waktu)	<ul style="list-style-type: none"> <li>tata tulis dan tata bahasa, struktur makalah</li> <li>keaktifan individual</li> <li>keterampilan komunikasi</li> <li>Ketepatan Jawaban dan kekritisian pendapat</li> </ul> <b>Bentuk :</b> <ul style="list-style-type: none"> <li>Kuis</li> <li>Makalah</li> <li>Presentasi Kelompok</li> </ul>	<ul style="list-style-type: none"> <li><b>Tugas Kelompok:</b> Makalah terstruktur [BT+BM: (1+1)x(2x60”)]</li> </ul>	<ul style="list-style-type: none"> <li>Arsyad. A. 2014. Dasar dasar penguasaan bahasa inggris melalui your basic vocabulary. pustaka pelajar</li> </ul>	
10	Mahasiswa memahami konsep day, month, year	Mampu menjelaskan dan menyebutkan mulai dari tanggal, bulan dan tahun	<b>Kriteria:</b> <ul style="list-style-type: none"> <li>Kelengkapan dan keluasan materi,</li> <li>tata tulis dan tata bahasa, struktur makalah</li> <li>keaktifan individual</li> <li>keterampilan komunikasi</li> <li>Ketepatan Jawaban dan kekritisian pendapat</li> </ul> <b>Bentuk :</b> <ul style="list-style-type: none"> <li>Kuis</li> <li>Makalah</li> <li>Presentasi Kelompok</li> </ul>	<ul style="list-style-type: none"> <li>Presentasi, Tanya jawab, dan Diskusi [TM:(2x50”)]</li> <li><b>Tugas Kelompok:</b> Makalah terstruktur [BT+BM: (1+1)x(2x60”)]</li> </ul>	<b>Materi:</b> <ul style="list-style-type: none"> <li>Konsep day, month and year</li> </ul> <b>Sumber:</b> <ul style="list-style-type: none"> <li>Arsyad. A. 2014. Dasar dasar penguasaan bahasa inggris melalui your basic vocabulary. pustaka pelajar</li> </ul>	10%
11	Mahasiswa memahami konsep “talking about weather”	Mampu menjelaskan dan memahami tentang cuaca atau musim yang ada	<b>Kriteria:</b> <ul style="list-style-type: none"> <li>Kelengkapan dan keluasan materi,</li> <li>tata tulis dan tata bahasa, struktur makalah</li> <li>keaktifan individual</li> <li>keterampilan komunikasi</li> </ul>	<ul style="list-style-type: none"> <li>Presentasi, Tanya jawab, dan Diskusi [TM:(2x50”)]</li> <li><b>Tugas Kelompok:</b> Makalah terstruktur [BT+BM: (1+1)x(2x60”)]</li> </ul>	<b>Materi:</b> <ul style="list-style-type: none"> <li>Konsep tentang cuaca</li> </ul> <b>Sumber:</b> <ul style="list-style-type: none"> <li>Arsyad. A. 2014. Dasar dasar penguasaan bahasa</li> </ul>	5%

Minggu Ke-	Sub CP-MK (Kemampuan Akhir yang Diharapkan)	Indikator	Kriteria dan Bentuk Penilaian	Metode Pembelajaran	Materi Pembelajaran	Bobot Penilaian (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			<ul style="list-style-type: none"> <li>• Ketepatan Jawaban dan kekritisian pendapat</li> </ul> <b>Bentuk :</b> <ul style="list-style-type: none"> <li>• Kuis</li> <li>• Makalah</li> <li>• Presentasi Kelompok</li> </ul>		inggris melalui your basic vocabulary. pustaka pelajar	
12	Mahasiswa memahami konsep “describing someone”	Ketepatan menjelaskan Media Pembelajaran Bahasa Inggris dan menjawab pertanyaan-pertanyaan seputar “describing someone” dengan baik dan benar	<b>Kriteria:</b> <ul style="list-style-type: none"> <li>• Kelengkapan dan keluasan materi,</li> <li>• tata tulis dan tata bahasa, struktur makalah</li> <li>• keaktifan individual</li> <li>• keterampilan komunikasi</li> <li>• Ketepatan Jawaban dan kekritisian pendapat</li> </ul> <b>Bentuk :</b> <ul style="list-style-type: none"> <li>• Kuis</li> <li>• Makalah</li> <li>Presentasi Kelompok</li> </ul>	<ul style="list-style-type: none"> <li>• Presentasi, Tanya jawab, dan Diskusi [TM:(2x50”)]</li> <li>• <b>Tugas Kelompok:</b> Makalah terstruktur</li> <li>• [BT+BM: (1+1)x(2x60”)]</li> </ul>	<b>Materi:</b> <ul style="list-style-type: none"> <li>• Konsep tentang mendeskripsikan seseorang.</li> </ul> <b>Sumber:</b> Arsyad. A. 2014. Dasar dasar penguasaan bahasa inggris melalui your basic vocabulary.pustaka pelajar	5%
13	Mahasiswa memahami konsep giving direction	Ketepatan menjawab pertanyaan dengan baik dan benar tentang arah.	<b>Kriteria:</b> <ul style="list-style-type: none"> <li>• Kelengkapan dan keluasan materi,</li> <li>• tata tulis dan tata bahasa, struktur makalah</li> <li>• keaktifan individual</li> <li>• keterampilan komunikasi</li> <li>• Ketepatan Jawaban dan kekritisian pendapat</li> </ul> <b>Bentuk :</b> <ul style="list-style-type: none"> <li>• Kuis</li> <li>• Makalah</li> </ul>	<ul style="list-style-type: none"> <li>• Presentasi, tanya jawab dan diskusi [TM:(2x50”)]</li> </ul>	<b>Konsep:</b> Konsep tentang petunjuk pemberian Arah <b>Sumber:</b> Arsyad. A. 2014. Dasar dasar penguasaan bahasa inggris melalui your basic vocabulary. pustaka pelajar	5%

Minggu Ke-	Sub CP-MK (Kemampuan Akhir yang Diharapkan)	Indikator	Kriteria dan Bentuk Penilaian	Metode Pembelajaran	Materi Pembelajaran	Bobot Penilaian (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			Presentasi Kelompok			
14	Mahasiswa memahami konsep “expressing feeling”.	Ketepatan menjelaskan Media Pembelajaran Bahasa Inggris dan mengutaran seputar perasaan masing-masing “expressing feeling” dengan baik dan benar	<b>Kriteria:</b> <ul style="list-style-type: none"> <li>• Kelengkapan dan keluasan materi,</li> <li>• tata tulis dan tata bahasa, struktur makalah</li> <li>• keaktifan individual</li> <li>• keterampilan komunikasi</li> <li>• Ketepatan Jawaban dan kekritisian pendapat</li> </ul> <b>Bentuk :</b> <ul style="list-style-type: none"> <li>• Kuis</li> <li>• Makalah</li> <li>• Kolaboratif dan diskusi kelompok</li> </ul>	<ul style="list-style-type: none"> <li>• Presentasi, Tanya jawab, dan Diskusi [TM:(2x50”)]</li> <li>• <b>Tugas Kelompok:</b> Makalah terstruktur [BT+BM: (1+1)x(2x60”)]</li> </ul>	<b>Materi:</b> <ul style="list-style-type: none"> <li>• Konsep tentang mengekspresikan perasaan</li> </ul> <b>Sumber:</b> <ul style="list-style-type: none"> <li>• Arsyad. A. 2014. Dasar dasar penguasaan bahasa inggris melalui your basic vocabulary. pustaka pelajar</li> </ul>	5%
15	Mahasiswa memahami konsep “What time is it” (Waktu).	Mampu menjelaskan dan Ketepatan pemahaman mahasiswa mengenai cakupan tentang jam (waktu)	<b>Kriteria:</b> <ul style="list-style-type: none"> <li>• Kelengkapan dan keluasan materi,</li> <li>• tata tulis dan tata bahasa, struktur makalah</li> <li>• keaktifan individual</li> <li>• keterampilan komunikasi</li> <li>• Ketepatan Jawaban dan kekritisian pendapat</li> </ul> <b>Bentuk :</b> <ul style="list-style-type: none"> <li>• Kuis</li> <li>• Makalah</li> <li>• Presentasi Kelompok</li> </ul>	<ul style="list-style-type: none"> <li>• Presentasi, Tanya jawab, dan Diskusi [TM:(2x50”)]</li> <li>• <b>Tugas Kelompok:</b> Makalah terstruktur [BT+BM: (1+1)x(2x60”)]</li> </ul>	<b>Materi:</b> Konsep tentang jam (waktu) <b>Sumber:</b> <ul style="list-style-type: none"> <li>• Arsyad. A. 2014. Dasar dasar penguasaan bahasa inggris melalui your basic vocabulary. pustaka pelajar</li> </ul>	5%
16	<b>Ujian Akhir Semester (UAS)</b>					

# **The Pocketbook of English**

**FOR ISLAMIC EDUCATION MANAGEMENT STUDY PROGRAM**



**MUH. HAERUL JULIANTO**  
**1602020112**



**IAIN PALOPO**

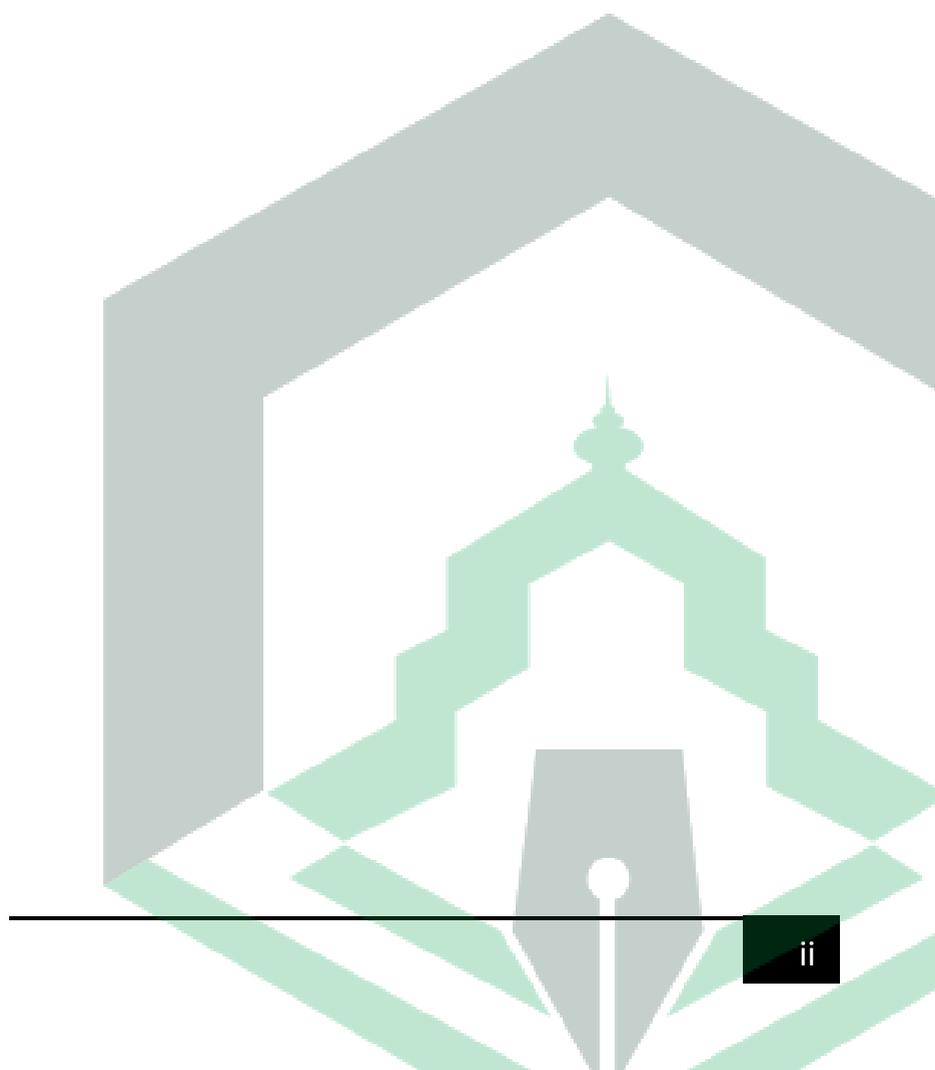


## ACNKOWLEDGEMENTS

Alhamdulillahirabbil'Alamin, praise and thanks to Almighty God, Allah *Subhanahu Wata'ala*. Without His blessing and mercy, the writer would have never been able to start and finish this pocketbook at the State Islamic Institute (IAIN) Palopo on the title "The Pocketbook of English Vocabulary for Islamic Education Management Study Program Studies". To our beloved, the chosen one *Muhammad Shallallahu 'alaihi Wa Sallam*. Safety and peace be upon him.

The writer thanks to Sir Dr. Hilal Mahmud, M.M and Mam Dewi Furwana, S.Pd.I., M. Pd. as the consultant who has given suggestions, explanations, corrections, guidance and some ideas until this book finish.

The writer hopes this book can give some values to the students of Islamic Education Management Study Program. The writer admits that this book is not perfect, so that the writer will accept suggestion from the readers in order to make better. The writer hopes that this book would be beneficial to everyone.



**A.**

Acceptance  
Accomplishment  
Accountability  
Accuracy  
Achievement  
Adaptabilty  
Advancement  
Alertness  
Altruism  
Ambition  
Amusement  
Appealing  
Appraisal  
Artificial  
Assertive  
Asynchronous  
Attained  
Attentive  
Attitudes  
Augmentation  
Authority  
Awareness

Penerimaan  
prestasi  
Akuntabilitas  
Ketepatan  
Prestasi  
Adaptabilty  
Kemajuan  
Kewaspadaan  
Altruisme  
Ambisi  
Hiburan  
Menarik  
Penilaian  
Buatan  
Tegas  
Tidak selaras  
Mencapai  
Penuh perhatian  
Sikap  
Memperbesar  
Wewenang  
Kesadaran

**B.**

Balance  
Behavior

Neraca  
Perilaku

Benchmarking  
Blend  
Boldness  
Brainstorming  
Bravery  
Brilliance

Pembandingan  
mencampur  
Keberanian  
Brainstorming  
keberanian  
Kecemerlangan

### C.

Candor  
Capabilities  
Caring  
Centeredness  
Centralization  
Certainty  
Certainty  
Chain of Command  
Challenge  
Charity  
Circumstances  
Cleanliness  
Clever  
Code of Ethics  
Cognitive  
Colleges  
Comfort  
Commitment  
Common sense

Keterusterangan  
Kemampuan  
Kepedulian  
pemusatan  
Sentralisasi  
Kepastian  
Kepastian  
Rantai Komando  
tantangan  
amal  
Keadaan  
Kebersihan  
pintar  
Kode Etik  
Kognitif  
Perguruan tinggi  
kenyamanan  
komitmen  
Pikiran Sehat

Communication	komunikasi
<b>Communications</b>	<b>Komunikasi</b>
Community	masyarakat
Compensation Administration	Administrasi Kompensasi
Competence	Kompetensi
Competitive Advantage	Keunggulan Kompetitif
Complexity	Kompleksitas
Concentration	Konsentrasi
Conceptual Skills	Keterampilan Konseptual
Conferences	Konferensi
Confidence	Kepercayaan
Connection	sambungan
Conscious	sadar
Consciousness	kesadaran
Consider	Pertimbangkan
Consistency	konsistensi
Consortium	Konsorsium
Constituent	Adalah
Constructivism	konstruktivisme
Constructivist	Konstruktivis
Contemporary	Kontemporer
Contentment	Kepuasan
Contingent pay	Gaji kontingen
Contingent Workforce	Tenaga Kerja Kontingen
Contribution	kontribusi
Control	menguasai
Controlling	Mengendalikan
Conviction	Keyakinan

Cooperation	koperasi
Coordinating	Mengkordinir
Core Competencies	Kompetensi Inti
Corporate Social Responsibility	Tanggung Jawab Sosial Perusahaan
Courage	keberanian
Courtesy	Courtesy
Craft	Keahlian
Creation	Penciptaan
Creativity	Kreativitas
Credibility	Kredibilitas
Credibility	Kredibilitas
Curation	Kurasi
Curiosity	Keingintahuan

**D.**

Debugging	Debugging
Decentralization	Desentralisasi
Decisional Roles	Peran Keputusan
Decisions	Keputusan
Decisive	Menentukan
Decisiveness	ketegasan
Dedication	dedikasi
Dependability	Dapat diandalkan
Determination	Penentuan
Development	pengembangan

Development  
Devotion  
Didactic  
Differentiated  
Dignity  
Directing  
Discipline  
Discovery  
Dispatching  
Dissonance  
Divide  
Downsizing  
Drive

pengembangan  
devosi  
Ajaran  
Dibedakan  
martabat  
Pengarahan  
Disiplin  
Penemuan  
Pengiriman  
Disonansi  
bagi  
Turun-besaran  
mengendarai

**E.**

E- teachers  
Early  
  
E-coaching  
Education  
Effectively  
Effectiveness  
Efficiently  
E-learning  
E-library

Pengajar elektronik  
Awal  
Pelatihan  
Elektronik  
pendidikan  
Secara efektif  
Efektivitas  
Secara efektif  
e-pembelajaran  
perpustakaan  
elektronik

E-module	Modul Elektronik
Empathy	empati
Emphasizes	Menekankan
Employee benefits	Tunjangan karyawan
Employee Engagement	Keterlibatan Karyawan
Employee relation	Hubungan karyawan
Employee voice	Suara karyawan
Empower	Memberdayakan
Empowerment	Pemberdayaan
Enabling	Memungkinkan
Endurance	Ketahanan
Enforce	Menjalankan
Engagement	Komitmen
Enhance	Mempertinggi
enjoyment	Kenikmatan
Ensure	Memastikan
Enterprise	Usaha
Enthusiasm	semangat
Environmental Complexity	Kompleksitas Lingkungan
Environmental Uncertainty	Ketidakpastian Lingkungan
Equality	Kesetaraan
E-Quest	Penyelidikan elektronik
Equity	Ekuitas
Escalation of Commitment	Eskalasi Komitmen

Essence  
Establishment  
Ethical  
Ethics  
Ethnic  
Evaluation  
Excellence  
Expansion  
Exploration  
Expressive  
Extension

Intisari  
Pendirian  
etis  
Etika  
Etnis  
Penaksiran  
Keunggulan  
Ekspansi  
Eksplorasi  
Ekspresif  
Ekstensi

**F.**

Failure  
Fairness  
Fearless  
Ferocious  
Fidelity  
First-line Managers  
Flexible  
Focus  
Follow up  
Foresight  
Formative  
Fortitude  
Franchising

Kegagalan  
Keadilan  
Fearless  
ganas  
kesetiaan  
Manajer lini pertama  
Flexibel  
Fokus  
Menindaklanjuti  
Foresight  
Formatif  
Fortitude  
Waralaba

Freedom  
Friendship

kebebasan  
Kemitraan

**G.**

Generosity  
Geo-literacy  
Goodness  
Government  
Graced  
Grade and pay structures  
Gratitude  
Greatness  
Groupthink  
Growth

Kemurahan hati  
Kesadaran literasi  
kebaikan  
Pemerintah  
Menghormati  
Struktur nilai dan  
pembayaran  
Syukur  
kebesaran  
Pemikiran  
kelompok  
pertumbuhan

**H.**

Hardworking  
Harmony  
Health/safety and welfare  
hierarchical  
honor

kerja keras  
keselarasan  
Kesehatan/keselamatan  
dan kesejahteraan  
Hirarkis  
hormat

hope	berharap
Human Resource Inventory	Inventaris Sumber daya Manusia
Human Resource Management (HRM)	Managemen Sumber Daya Manusia
Human resource planning	Perencanaan sumber daya manusia

## I.

Impact	Dampak
Impartially	Tidak memihak
Improvement	Perbaikan
Improving	Meningkatkan
Indigenous	Masyarakat adat
Individual learning	Pembelajaran individu
Individuality	Individualitas
Informational Roles	Peran Informasi
Informational Roles	Peran Informasi
Initiating	Memulai
Initiative	Prakarsa
Innovation	Inovasi
Innovation	Inovasi
Inquisitive	ingin tahu
Inseparable	Tidak dapat dipisahkan
Insightful	Mendalam

Inspire  
Institutionalize  
Instruction  
Integrity  
Intelligence  
Intensity  
Interconnected  
Intercultural  
Interdisciplinary  
Interpersonal Roles  
Interpersonal Skills  
Intertextuality  
Intuitive  
Inventory  
Irreverent

Inspirasi  
Melembagakan  
Ajaran  
integritas  
intelijen  
Intensitas  
Saling berhubungan  
Antarbudaya  
Interdisipliner  
Peran Interpersonal  
Keterampilan Interpersonal  
Intertekstualitas  
intuitif  
Inventarisasi  
Sopan

**J.**

Job Description  
**Job evaluation**  
Job Specification  
Justice  
Juxtaposing

Gambaran Pekerjaan  
**Evaluasi pekerjaan**  
Spesifikasi Pekerjaan  
keadilan  
Menjajarkan

**K.**

Knowledge  
Knowledge management

pengetahuan  
Manajemen pengetahuan

**L.**

Lawful  
Leader  
Leadership  
Leading  
Learning  
Lexile  
Liberty  
Licensing  
Logic  
Loyalty

Sah  
Kepala  
Pimpinan  
Terkemuka  
Belajar  
Pengasingan  
Kebebasan  
Perizinan  
Logika  
Kesetiaan

**M.**

Major science  
Management  
**Management development**

Ilmu utama  
Direksi  
**Pengembangan manajemen**

Managerial Roles  
Managerial Roles  
Manager  
Managing people  
**Market surveys**  
Mastery  
Maturity  
Middle Managers  
Mission  
Moderately  
Moderation  
Moral  
Motivation

Peran Manajerial  
Peran Manajerial  
Pengelola  
Mengelola orang  
**Survei pasar**  
Penguasaan  
Kedewasaan  
Pengelola Menengah  
Tugas  
Cukup  
moderasi  
Moral  
motivasi

**N.**

Nonmanagerial Employees  
Norms

Karyawan  
Nonmanagerial  
Norma

**O.**

Occasion

kesempatan

Omnipotent View of Management

Pandangan  
Manajemen yang

Mahakuasa

One best way

Salah satu cara  
terbaik

Open Systems

Sistem Terbuka

Opener

Pembuka

**Organization**

**Organisasi**

Organization Behavior

Perilaku

Organisasi

Budaya

Organizational Culture

Organisasi

Organizing

Pengorganisasian

Orientation

Orientasi

Originator

Pencipta

Outsourcing

Alihdaya

Overseeing

Mengawasi

**P.**

Passion

nafsu

Patience

kesabaran

Pedagogy

Pedagogi

Pencasts

Pencast

Perception

Persepsi

Performance

performa

Performance management

Manajemen kinerja

Performance Management System

Sistem Manajemen

Kinerja

Performance-simulation Tests

Persistence

Personality

Philosophy

Planning

Poise

Policy

Potential

Power

Practice

Presence

Present

Procedure

Productivity

Professional

Proprietary

Prosperity

Provide

Purpose

Tes Simulasi

Kinerja

Ketekunan

Kepribadian

Filosofi

Perencanaan

Ketenangan

Kebijakan

potensi

Kuasa

Praktik

Kehadiran

hadiah

Prosedur

Produktivitas

Profesional

Berpemilik

kemakmuran

Memberikan

maksud

**Q.**

Quality

Quantitative Approach

Mutu

Pendekatan Kuantitatif

## R.

Realistic Job Preview (RJP)	Pratinjau pekerjaan realistik
Recognition	Pengakuan
Recruitment	Pengerahan
Recursive	Rekursif
Reflective	Reflektif
Relationships	Hubungan
Reliability	Hal dapat dipercaya
Resources	Sumber
Quality	Rasa hormat
Responsibility	Tanggung jawab
Restraint	Menahan diri
Results-oriented	hasil-oriented
Reverence	Penghormatan
<b>Reward</b>	<b>Ganjaran</b>
Rewards	Imbalan
Rights View of Ethics	Pandangan Hak Etika
Rigor	Kekakuan
Risk	Risiko
Role	Peranan
Routing	Routing
Rule	Peraturan

## S.

Satisfaction	Kepuasan
Scaffolded	Perancah

Scalar chain/chain of command	Rantai skalar/rantai komando
Scheduling	Penjadwalan
Scientific Management	Manajemen Ilmiah
Scientists	Ilmuwan
Selection	Pilihan
Self-assessment	Penilai Mandiri
Self-efficacy	efikasi diri
Sensitivity	Sensitivitas
Service	dinas
Servitization	Servitisasi
Several	Beberapa
Share	Berbagi
Significance	Simbol
Silence	Keheningan
Simplicity	Kesederhanaan
Sincerity	Ketulusan
Skillful	Mahir
Small Business	Bisnis Kecil
Social Obligation	Kewajiban Sosial
Social Responsibility (Corporate Social Responsibility, or CSR)	Tanggung Jawab Sosial (Corporate Social Responsibility, atau CSR)
Social Responsiveness	Responsivitas Sosial
Socio-constructivism	Sosio-konstruktivisme
Solitude	Kesendirian
Sources	Sumber
Spirit	roh
Spirituality	Spiritualitas

Spontaneous	spontan
Stability	Stabilitas
Stability of tenure of personnel	Stabilitas masa jabatan personel
Stakeholder	pemangku Kepentingan
State	Negara
Stewardship	Pelayanan
Strength	kekuatan
Stress	Tekanan
Structure	struktur
Subordination	Dahaga
Subsequently	Berikutnya
Success	keberhasilan
Summative	Sumatif
Supervisors	Pengawas
support	Mendukung
Sustainable	Berkelanjutan
Syllabus	Silabus
Symbolic	Pandangan
Management	Manajemen
Synchronous	Sinkron

View of Symbolis

**T.**

Talent	bakat
Talent management	Manajemen
Taxonomy	bakat Taksonomi

Teamwork	Teamwork
Technical Skills	Keterampilan Teknis
Temperance	Kesederhanaan
Temporary	Sementara
Thorough	teliti
Thoughtful	Bijaksana
Threats	Ancaman
Timeliness	Ketepatan waktu
Top Managers	Manajer Puncak
Total Quality Management (TQM)	Manajemen Kualitas Total (TQM)
Toughness	Ketangguhan
Trait	Pembawaan
Tranquility	Ketenangan
Transnational (borderless) Organization	Organisasi Transnasional (tanpa batas)
Transparency	transparansi
Trust	percaya
Trustworthy	Dapat dipercaya

## U.

Ubiquity  
Uncertainty  
Understanding  
Unidirectional  
Uniqueness  
Unity  
Unity of command  
Unity of direction  
Unprecedented

Hadir dimana-mana  
Ketidakpastian  
pengertian  
Searah  
Keunikan  
sekongkol  
Kesatuan perintah  
Kesatuan arah  
belum pernah  
terjadi sebelumnya

## V.

Valor  
Victory  
Vigor  
Vision  
Visionary  
Vitality

Keberanian  
kemenangan  
Semangat  
penglihatan  
Visioner  
Vitalitas

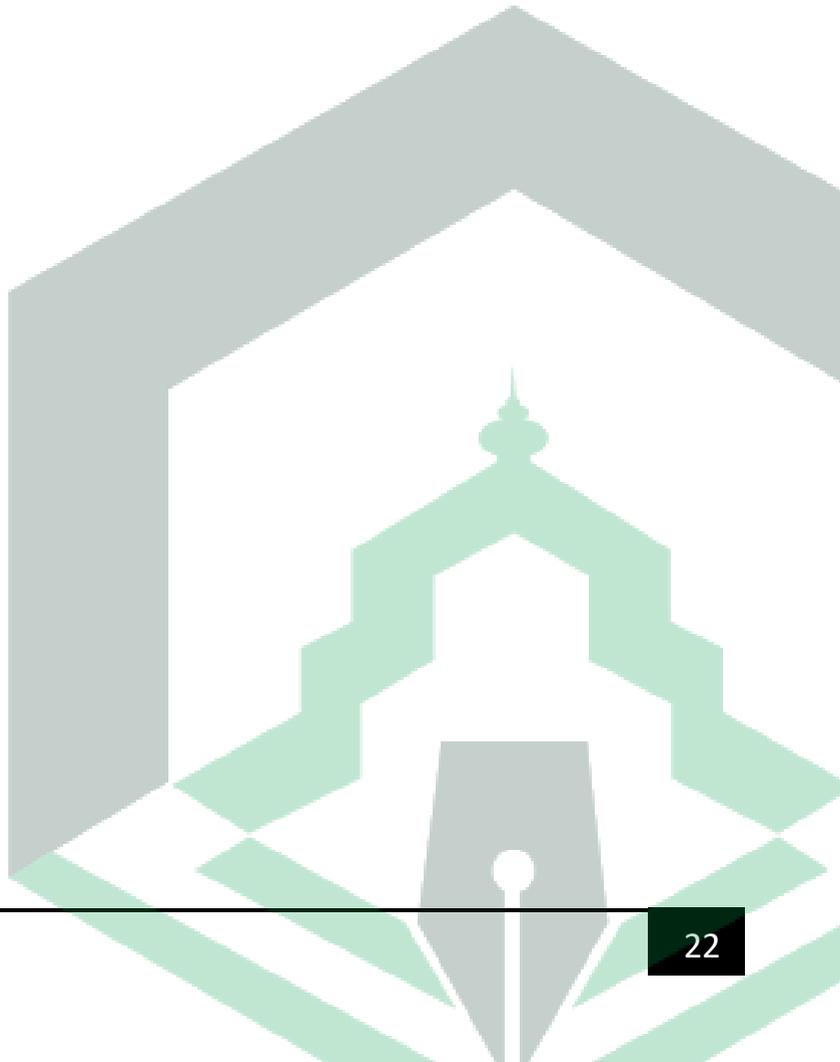
## W.

Weaknesses  
Wealth

Kelemahan  
kekayaan

Wisdom  
Workforce Diversity

Kebijaksanaan  
Keragaman Tenaga  
Kerja



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## RIWAYAT HIDUP



**Muh. Haerul Julianto**, lahir di Timor - Timur pada tanggal 06 Juli 1998. Peneliti merupakan anak kedua dari tiga bersaudara dari pasangan seorang ayah bernama Ir. Ruslan, M.P. (ALM) dan ibu Hj. Sudarti. Saat ini, penulis bertempat tinggal di Perumahan BTN Nyiur Permai Jl. Libukang X Benteng No. 18 Kec. Wara Timur Kota Palopo. Pendidikan dasar penulis diselesaikan pada tahun 2010 di SDN 12 Palopo. Kemudian, di tahun yang sama menempuh pendidikan di SMP 3 Palopo hingga tahun 2013. Pada tahun 2013 melanjutkan pendidikan di SMA Negeri 3 Palopo. Tahun 2015, Penulis ikut dalam kegiatan pramuka dan meraih juara I dalam lomba Rally Hiking UNCP di Palopo. Setelah lulus SMA di tahun 2016, penulis melanjutkan pendidikan di bidang yang ditekuni, yaitu di prodi pendidikan Bahasa Inggris fakultas tarbiyah Institut Agama Islam Negeri (IAIN) Palopo.

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