DEVELOPING A VOCABULARY BOOK FOR SCOUT ORGANIZATION IN 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.

INRIANI
16 0202 0028

ENGLISH EDUCATION

TARBIYAH AND TEACHER TRAINING FACULTY

THE STATE ISLAMIC INSTITUTE OF PALOPO

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INRIANI
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Supervised by:
1. **Dr. SAHRAINI, M.Hum.**
2. **WAHIBAH, S.Ag, M.Hum.**

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2021

THESIS APPROVAL

This thesis entitled "Developing a Vocabulary Book for Scout Organization in IAIN Palopo" Which is written by **Inriani, Reg. Number. 16.0202.0028,** S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on **Tuersday, 29th of April 2021 M,** coincided with **17th Ramadhan 1442 H,** it is authorized and acceptable as partial fulfillment for **S.Pd.** degree in English language teaching.
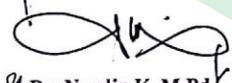
<u>Tuersday, 6th of May 2021</u>
24th Ramadhan 1442 H

COMMITTEE OF EXAMINATION

1. Amalia Yahya, S.E., M.Hum   Trial Chairman   (.................................)

2. Madehang, S.Ag., M.Pd.   Examiner I   (.................................)

3. A. Tenrisanna Syam, S.Pd., M.Pd.   Examiner II   (.................................)

4. Dr. Sahraini, M.Hum.   Consultant I   (.................................)

5. Wahibah, S.Ag., M.Hum.   Consultant II   (.................................)

Approved by;

Rektor IAIN Palopo
p.p. The Dean of Tarbiyah and
Teacher Training Faculty

<u>Dr. Nurdin K, M.Pd.</u>
NIP. 19681231 199903 1 014

Head of the Study Program
English Language Education

<u>Amalia Yahya, S.E., M.Hum</u>
NIP.19771013 200501 2 006

i

CONSULTANT APPROVAL

Thesis Entitled : Developing a Vocabulary Book for Scout Organization in IAIN Palopo.

Written By :

       Name   : Inriani

       Reg. Number   : 16.0202.0028

       Faculty   : Tarbiyah and Teachers Training

       Study Program   : English Education

Has been corrected and approved to be examined.

Palopo, 15Desember 2020

Consultant I   Consultant II

Dr.Sahraini, M.Hum.   **Wahibah, SAg.,M.Hum**

NIP 196112311999032 001   NIP 19690504 200312 2 002

NOTA DINAS PEMBIMBING

Hal :

Lampiran :

Kepada Yth.

Ketua Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di,-

Tempat.

Assalamualaikum Warohmatullahi Wabarokatuh.

Sesudah melakukan bimbingan, baik dari segi isi, bahasa, maupun penulisan terhadap skripsi mahasiswa tersebut di bawah ini:

Nama : Inriani

NIM : 16 0202 0028

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : **"Developing a Vocabulary Book for Scout Organization in IAIN Palopo".**

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Palopo, 28 March 2021
Consultant I,

Dr. SAHRAINI, M.Hum.
NIP: 19691231 199903 2 001

iii

NOTA DINAS PEMBIMBING

Hal :

Lampiran :

Kepada Yth.

Ketua Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di,-

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NIM : 16 0202 0028

Program Studi : Pendidikan Bahasa Inggris

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Wassalamualaikum Warohmatullahi Wabarokatuh.

Palopo, 28 March 2021
Consultant II,

WAHIBAH, S.Ag, M.Hum.
NIP: 19690504 200312 2 002

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STATEMENT OF AUTHENTICITY

I who undersigned below:

Name : Inriani

Reg. Number : 16 0202 0028

Faculty : Tarbiyah and Teacher Training

Study program : English Education

Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication or the work of others that I acknowledge as my own work or thought.
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If later this statement is not true, I am willing to accept administrative sanctions for the act, then the academic degree that I have achieved can be revoked. In the end, this statement is made truthfully and to be used accordance with its purpose.

Palopo, 28th March 2021

Inriani
NIM: 16 0202 0028

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Finally, the researcher realizes that this thesis is still far from being perfect. Therefore, it is really a pleasure for the researcher to receive suggestions and criticism in order to make this thesis better. The last, the researcher hopes that this thesis can be useful and give a positive contribution to the readers and others.

Palopo. 28th March 2021
The researcher

Inriani
NIM: 16 0202 0028

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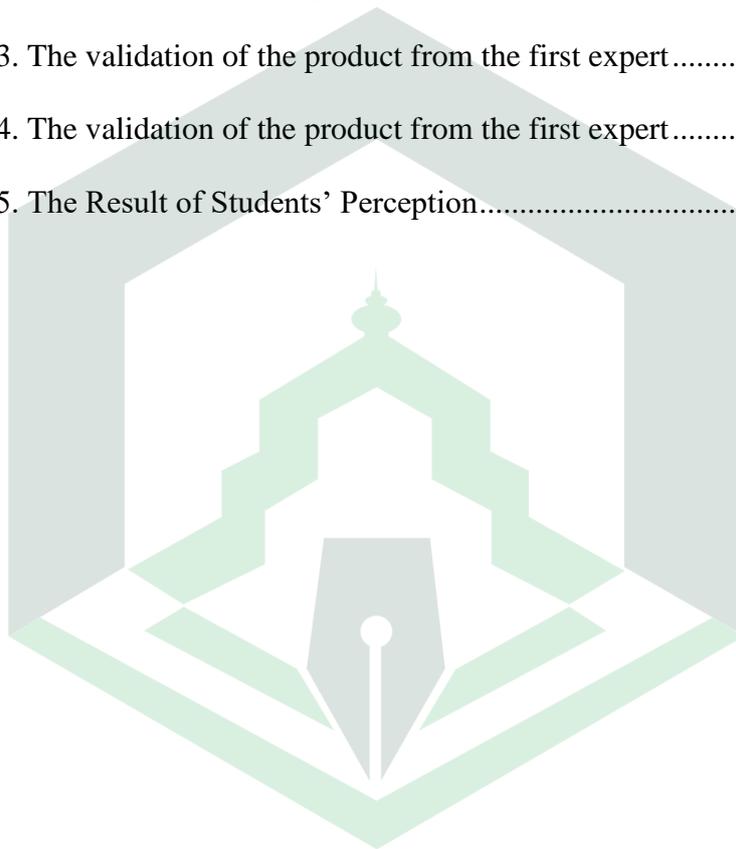# LIST OF TABLE

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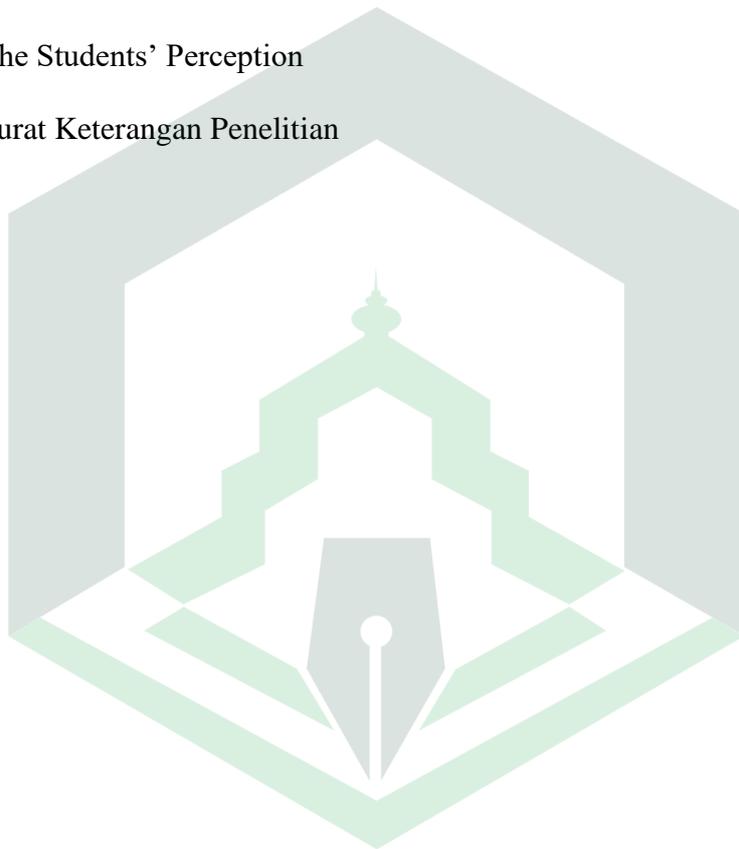
ABSTRACT

Inriani, 2021, "Developing vocabulary book for Scout Organization in IAIN Palopo".Thesis of English Education Study program. Consultant (1) Dr. Sahraini, M.Hum. and (2) Wahibah, S.Ag, M.Hum.

This research aims to make a vocabulary books for students scout IAIN Palopo. Based on obsevations on february 10, 2021, the researcher found few problems such as the students are difficulty understanding different writing but having the same pronunciation, lack of knowledge about obstacles to, students lacking knowledge of vocabulary in scouts. This research is to develop vocabulary book for Scout Organization in IAIN Palopo. This research used research and development (R&D) which uses the 4-D model. It consisted of defining, designing, developing, and disseminating. The vocabulary books were designed based on the results of the students' needs analysis questionnaire and observation sheets for two experts and students' perceptions. In this study, two experts were involved to validate the product. This research product is feasible to be applied in scout organizations of IAIN Palopo. The designed vocabulary book is of this research will be useful for scout students.

Keywords: 4-D model, English Vocabulary Book for Scout.

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is an important role in language learning. We cannot have a good speaking without vocabulary. It is the basic element of English subject. We do not have skill in English without master in English vocabulary. It also plays an important role in four skills of English. In order to communicate properly with the people especially with native speaker, we need to have adequate vocabulary. Without vocabulary nothing at all can be conveyed with four skills of English, they are listening, reading, speaking, and writing[1].

Vocabulary is a key component to success developing communication and literary skill. From vocabulary the students can express their idea and learn new concept. Vocabulary is needed for comprehension of the language and it also increases fluency in the language. As stated by Nunan that vocabulary is the important key to use second language[2]. Without wide vocabulary, someone cannot use structure and language function in communication. Someone quality in language depend on how much vocabulary she or he knows[3].

Based on the result of observation at Scout Organization in IAIN Palopo, the research found that the English ability of students in the scout organozation still low in vocabulary about scout, because they never learn about it.they don't have

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[1] Wilkins, *Linguistics in Language Teaching* (London: Edward Arnold, 2010).

[2] David Nunan, *Language Teaching Methodology: A Textbook for Teacher,* (Prentice Hall: Upper Sanddle River, 1991).

[3] Henry Guntur Tarigan, *Menyimak Sebagai Suatu Keterampilan Berbahasa,* (Bandung: Angkasa Bandung, 1986).

teaching media that can be used to help them learning English easier. The students learning common English in the class and they said that the students always asking a question about what the teacher said when English learning process in the classroom and most of them do not give response about it. The teacher asks them to make dialogue, only a few students that open the dictionary and know what the teacher command. The other students ask the teacher or look for what the other students doing. Sometimes the teachers do not answer their question. But if the teachers do not answer their question they always make noise and disturb the other friends.

To increase students' vocabulary, teacher has to use appropriate technique, both directly and indirectly. Direct ways such as: showing pictures, using flash cards, semantic mapping and other teaching media. While indirect ways can be done by means of reading text and summarizing it.[4] In this study, the researcher was deciding to make a book about scout vocabulary to increase students' vocabulary. By using the book, the students could learn and understand the vocabulary. By using this teaching media, the students should be able to increase their vocabulary mastery. This media can also be integrated to the other skills such as, speaking, writing, reading etc.

NurAzizah in 2016 did the research to developing teaching media of picture book on Indonesian subject and she found that media of picture book was gave significant differences before students study without picture book with students

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[4] Harmer, *The Practice of English Language Teaching* (London: Longman, 2011).

after use picture book. The media gave different student's motivation in when teaching learning process.[5]

Based on the explanation above, the writer interests to conduct a research withentitled is "Developing a Vocabulary Book for Scout Organization in IAIN Palopo".

B. Problem Statement

Based on background above, the researcher formulates the problem statement as follow:

How to Develop a Vocabulary Book for Scout Organization in IAIN Palopo?

C. Delimitation of the Problem

The researcher limits the problems that will focus on vocabulary for instance; Attributes of scouts, props, motion in marching training, pat the scout, scout songs.

D. Formulation of the Problem

Related to the delimitation of the problem, the research formulated the formulation of the problem is how to develop the appropriate English Vocabulary Book for Scout Organization in IAIN Palopo.?

E. Objective of the Research

Based on the formulation of the problem statement above, the objective of this research is to develop a Vocabulary Book for Scout Organization in IAIN Palopo.

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[5] Nur Azizah, "Developing Teaching Media of Picture Book on Indonesian Subject of Class III MI Darussalam Tajinan Malang" (Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2016).

F. Specification of the Expected Product

In this research, the researcher will produce a product which refers to vocabulary book for scout Organization in IAIN Palopo.

1. The vocabulary books are in the form of small books or pocket books using   A4 paper.

2. Vocabulary books include daily vocabulary, noun, and verb about scout and scout song as an addition.

3. The theme selection is based on an analysis of English material for Scout Organization at IAIN Palopo.

G. Significance of the Research

The main benefits of developing vocabulary book for scout organization in IAIN Palopo are with many words, the students can master and understand in vocabulary and make they are easier to speak in English and improve the ability to read English texts. Main while, vocabulary will indeed be very helpful in honing English skills.

H. Limitation of the Research

The researcher focuses limits the research on developing a vocabulary book particularly for scout in IAIN Palopo. This research is recommended for students who major in English and organize in scout.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

There are some researches that relevant with this research, those are:

1) NurAzizah (2016) had researched about: Developing Teaching Media of Picture Book on Indonesian Subject of Class III MI Darussalam Tajinan Malang. This research was aimed to develop a product in the form of instructional media on Indonesian Subjects of class III MI Darussalam Tajinan Malang. In this research she used educational research to the type of the research of Research and Development (RnD) by using two types of data, namely quantitative data and qualitative data. The result of the development of instructional media of picture book is that there were significant differences in the level of student's motivation before and after using the picture media book.[6] The different between the research above and this research lies in the products produced. Where the product of the research is teaching media in the form of picture books, while this research will develop products in the form of books that resemble a dictionary containing vocabulary related to scouting.

2). Isnawati Dwi Utami (2018) had researched about: Development of Busy Book About Family Rules for The Third Grade of SD NegeriPanggangSedayu, Bantul.The research was aimed to developing busy book media about family rules which is suitable to use in third grad of SD NegeriPanggangSedayu, Bantul. This research used a method of research and development (R&D). The result of this

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[6] Ibid.

research is that busy book media about family rules is suitable for learning process in third grade of elementary school.[7] The different between the research above and this research is the product produced. the research above developed a book about family rules as a teaching-learning media for elementary school, while this research will develop a book for scout students for helps them to know the vocabulary about scout.

3). AzrahAulia (2017) had researched about:Implementation of Busy Book to Improve Reading Skill for Early Childhood in PAUD Budi Luhur Padang. The purpose of this paper is to describe the stages of designing and utilizing "Busy Book" in accelerating the beginning reading skill for early childhood children at PAUD Budi Luhur Padang. This paper was written by using descriptive qualitative method. The result of this paper is the utilization of busy book at PAUD Budi Luhur Padang could be categorized as good. There was the desire of students to hold the book, to ask to get the book read, to mention the name of the picture. When the students read the picture on every page of the book and told the self-made pictures could be categorized as fairly good for early childhood children in the beginning.[8] The different between the research above and this research is the product produced. The purpose of the research to improve reading skill by implementating the product.

4). Siti Khanifatur Rohmah (2014) in her research under the title: Developing Pocket Book for Vocabulary to the Seventh Grade Students of MTs Darul Huda

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[7] Isnawati Dwi Utami, "Development of Busy about Family Rules for the Third Grade of SD Negeri Panggang Sedaya, Bantul." (Universitas Negeri Yogyakarta, 2018).

[8] Azrah Aulia, "Implementation of Busy Book to Improve Reading Skill for Early Childhood in PAUD Budi Luhur Padang" (Universitas Negeri Padang, 2017).

WonodadiBlitar.The objective of development this pocket book to improve the seventh grade students vocabulary mastery so they can learning English easily. For the teacher, the teacher can deliver the material easily using this pocket book. The writer was developed the product using Addie's model development. Addie's model consist of 5 steps development. In this research, the writer modified Addie's model. Modified Addie's model consist of 3 steps, they are (1) Need Analysis, (2) Design, an (3) Development. This product is considered useful to the seventh grade students of MTs Darul Huda to improve their vocabulary mastery. This is in line with the result of the questionnaire stating 64% of them can improve their vocabulary mastery and can learn English easily using the pocket book.[9] The different between the researches above with this research is the product. The researcher was developing a pocket book that contained common vocabularies that suitable for students. Meanwhile, in this research will developing a vocabulary book focus for scout student and contain vocabulary about scouting.

B. Literature review

1. Vocabulary

a. The Definition of Vocabulary

Vocabulary comes from the medieval Latin, vocabularies, then transferred into English means list, arranged alphabetically definitions, of the (principal) words used in a language or usually in particular book or branches of science, etc.

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[9] Siti Khanifatur Rohmah, "Developing Pocket Book for Vocabulary to the Seventh Grade Students of MTs Darul Huda Wonodadi Blitar" (IAIN Tulungagung, 2014).

Or by a particular author.[10] Vocabulary as a content and function word of a language, which is learned thoroughly so that they become a part of the child's understanding, speaking, and later reading and writing.[11] Vocabulary is book containing a list of words list of words used in a book, etc. use with the definition or translation.[12] Vocabulary is the vital organ and the flesh to the language. It is the thing that the language activity can hardly do without vocabulary[13].

Vocabulary as all the words that the person knows or uses: all the words in particular language. The words that people use when they are talking about particular subject[14]. Vocabulary as (a) all the words known and used by a particular person, and (b) all the words which is exist in a particular language or subject[15]. Vocabulary as (1) alphabetical list of words with definitions or translation, as in grammar and or reader in a foreign language; (2) the range of language of a particular author, group, discipline, book, etc.; the summarize of word known or habitually used by an individual; (3) the summarize or aggregate of words composing a language (4) set of artistic or stylistic forms, techniques, movements, etc; the range of such forms available to a particular person[16]

Based on the various definitions above, the researcher concludes that vocabulary is a stock of words known or used by a particular person to communicate with other people. Without vocabulary, someone can suffer in

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[10] Fowler, *Measuring Receptive Vocabulary Size* (LOT: Utrecht, 2012).
[11] CV and Good, *Dictionary of Education* (New York: McGraw Hill Book Company, 2008).
[12] *Oxford Advanced Learner's Dictionary of Current English*, n.d.
[13] Harmer, *The Practice of English Language Teaching*.
[14] *Oxford Advanced Learner's Dictionary of Current English*.
[15] *Cambridge Advanced Learner's Dictionary*, 2008.
[16] *New Shorter Oxford Dictionary*, 2007.

communication since it becomes the vital organ or the breath of the language. In short, vocabulary is all the words exist in a particular language which should be acquire and understand in order people can use it to communicate through that language.

b. The function of vocabulary

The functions of vocabulary are foreign language vocabulary and knowledge is an increasingly important area in the field of Applied Linguistics. Central to the investigation within foreign language vocabulary knowledge is the distinction between productive and receptive vocabulary knowladge types. Receptive vocabulary is understood as a passive skill which involves the perception of a word and the understanding of its meaning in listening and reading. Productive vocabulary refers to an active skill that covers word production so as to match the speakers' intention in writing and speaking.[17]

c. Types of vocabulary

Harmer explain that in can be assumed that student has a store of words but it would be difficult to say which are active and which are passive. A word that has been 'active' through constant use may slip back into the passive store if it is not used. A word that student has in their passive store may suddenly become active if the situation or the context provokes it is use. In other words, the status of a vocabulary items does not seem to be a permanent state of affairs.

There are two types of vocabulary:

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[17] Fontecha, *Function of Vocabulary*, 2014.

Active vocabulary refers to vocabulary that student has been taught or learns and which they are expected to be able to use. Passive vocabulary refers to words which the student will recognize when they meet them but which they will probably not be able to produce.[18]

d. Teaching and Learning Vocabulary

Vocabulary is one of important aspects we should learn. With theRecognition of the importance of vocabulary, many techniques and approaches to teaching and learning vocabulary.   Teaching vocabulary is a crucial in learning a language as languages are based on words Alqathtani, it is almost impossible to learn a language without words, even communication between human beings is based on words. Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning. Either teachers or students agree that acquisition of the vocabulary is a central factor in teaching a language.[19]

Teaching vocabulary is an important part of language and it must be done carefully, however based on the previous study conducted by Inal the English teachers should know which words are important to learn because many words

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[18] Harmer, *The Practice of English Language Teaching*.

[19] Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International journal of teaching and education* 3, no. III (2015): 24.

will not be useful to the students. Useful words are the word that occurs frequently in everyday English and easy remember.[20]

The following are some techniques of teaching vocabulary as proposed by some experts:

1. Teaching vocabulary using object

This technique can help learners in remembering vocabulary better, because memory for object pictures is very reliable techniques can act cues for remembering words. Object can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing real object often helps learners to memorize the word through visualization. Object in the classroom or things through to the can be used.

2. Teaching vocabulary by drilling, spelling and active involvement

Drilling is employed to make learners get accustomed to the word from especially to how it sounds. To make learners more familiar with the word, drilling should be clear and natural. The primary means of spelling is actually memorizing words. Word spelling needs to be considered since spelling forms of English words is not always inferred by the pronunciation. Employing this technique, the teacher encourages the students to find out word's meaning by elicitation. This technique also includes personalization, which is using the word by learners in a context or sentence that is related to their life.

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[20] Inal, "Improving Students' Vocabulary through Drama Games at the First Semester of English Department at STAIN Palopo" (STAIN Palopo, 2011).

3. Teaching vocabulary using drawing and picture

Teaching vocabulary using pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures, board drawings, stick figures and photographs. Pictures for vocabulary teaching come from many sources. Apart from those drawn by the teacher or students, they are sets or colorful pictures intended for schools.

4. Teaching vocabulary using mime, expressions and gestures.

Mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. Many words can be introduce through mime, expressions and gestures. For example, adjective: "sad", " happy"; mime and taking a hat off your head to teach hat and so on. Teaching gestures in various shapes: hand gestures, facial expressions, pantomime, body movements, etc. They can either mime or symbolize something and they help learners to infer the meaning of a spoken word expression, providing that they are unambiguous and easy to understand.

5. Teaching vocabulary using enumeration and contrast.

An enumeration is a collection of items that is a complete, ordered listing of all the items in that collection. It can be used to present meaning. In other words, this technique helps when any words is difficult to explain visually. We

can say " clothes" and explain this by enumerating or listening various items. Some words an easily explained to learners by contrasting it with its opposite, for the instance, the word " good " contrasted with the word " bad ". But some words are not. It is almost impossible to contrast the words whose opposite the gradable one.[21]

2. Materials Development

According to Tomlinson (1998:2), material development is everything made by people (the writers, the teachers, or the learners) to give and untilize information and provide experience of the using language, which is disigned to promote language learning. So, in developing materials they need to identify, first, learner's needs and consider the objective of the learning. Then, they can develop the materials by adapting them in order to improve or to make them more suitable to learners' needs. Adaptation can be carried out by reducing, adding, omitting, modifying, and supplementing learning materials (Tomlinson, 1998). Tomlinson also sums up some basic principles of developing learning materials for language learning as follows:

1) Materials should achieve impact

   Impact is achieved when students are interested, curious, and pay much attention to the materials.

2) Materials should help learners to feel at ease

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[21] Alpino Sutanto, "The Teaching of Vocabulary: A Perspective," *Jurnal kata* 1, no. 2 (2017): 5–7.

Sometimes, students feel uninterested, anxious, and bored during teaching and learning process. When students are at ease, however, they are comfortable and relaxed when pr

oducing language.

3) Materials should help learners to develop confidence

When students are at ease, they can develop their confidence in producing the language during the teaching and learning process.

4) What is being taught should be perceived by learners as relevant and useful the material being taught should be related to learners' needs and learners' interests. They should be able to practice it by using their target language not only in their real-life but also in the classroom.

5) Materials should require and facilitate learner self-investment

The material, even media, should allow students to carry out many activities in learner-centered classroom. The media should also facilitate students when they do the activities.

6) Learners must be ready to acquire the point being taught

Teacher can use the material that is familiar with students' life. It means that the material should be related to students interest and students' needs.

The researcher only chose six principles because those principles are paremount importance to students' condition in Scout. Those principles must be considered in developing learning materials. According to those principles, materials developer must consider some factors. First, before the developer begins

to develop learning materials, she or he should identify the learners' and learning needs. After that, she or he should determine the possible approaches and techniques which can be used by considering the condition of the learners and the possible situations od language use which the students will encounter

3. Definition of vocabulary book

1.) Vocabulary book

Vocabulary books are a few words in a book that have a meaning in each of these words or a vocabulary book that is made to summarize some special vocabulary that can make it easier for students to learn more practically.

2.) Scout vocabularies

Table 2. 1 Scout Vocabulary

NO.	Vocabulary	Meaning
1.	Scout	Pramuka
2.	Tent	Tenda
3.	Clan	Racana
4.	The sprouting coconut	Tunas kelapa
5.	Scout flag	Benderapramuka
6.	Eagle scout	Pramuka Garuda
7.	Rover Scoutmaster	Pembina penegak

4. Definition of Scout

a. Definition of scout

Scouts are ranging all members of the Indonesian scout movement which consists of several levels, from pramukasiaga, penggalang, penegak, and pandega. Pramuka is an abbreviation of prajamudakarana which means young people who like to work.

The following levels of the scout movement members consist of:

- Siaga (usia 7-10 tahun).

- Penggalang (usia 11-15 tahun)

- Penegak (usia 16-20 tahun)

- Pandega (usia 21-25 tahun)

Meanwhile, the meaning of the indonesian scout movement is a non-formal educationl organization which is a forum for implementing scouting education in indonesian. Scouting activities are usually carried out in the open there are activities that are fun, interesting, healthy, directed, in accordance where with the basic principles and methods of scouting.

b. Scouting purposes

As for the objectives are as follows;

- Shaping noble character / personality and morals of the younger generation.

- Instilling a sense of love for the homeland and nation in the younger generation.

- Exploring self-potential and improving the skills of the younger generation so that they become individuals who are beneficial to society and the country.[22]

5. Need Analysis

   a. Concept of Need Analysis

Need analysis is a process gathering and analyzing information about learners in order to set the goals and and contents of a vocabulary book based on their needs. It considers what learners already know and what they need to know. Many students show that knowing about learners' need, such as their learning objective, language attitudes, expectation from the ecourse are necessary in order to design an efficient vocabulary book. By gathering such information, therefore, the need analysis can ensure that the course will contain the relevant and useful things for students to learn.

Hutchinson and waters assumed that need analysis is a complex process and should take into account the following points;

1.) Target needs refers to what learners need to do in order to learn a language learning.

2.) Personal needs relate to learner affective needs, such as their concern, goals, expectation and preferences. Based on the concept of need analysis

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[22] "Https://Www.Maxmanroe.Com/Vid/Umum/Pengertian-Pramuka. Html Accessed on February 2021."

previously, the teacher declares that need analysis is a process of identifying what the learners need in distinct specific purpose and providing information about the target situation.

CHAPTER III

RESEARCH METHOD

A. Development Method

This research is conducted at Scout Organization IAIN PALOPO by using research and development method, or also called Research and development. Research and development (R n D) method is a research method used to produce a specific product, and test the effectiveness of the product. To be able to produce a specific product used this research, it needs analysis and to test the effectiveness of the product research is done gradually/ longitudinal so that the results of these product can be useful for the wider community.[23]

A. Development Model

Development model that the researcher used in this research is 4-D Design Model by S. Thiagarajan Dorothy. The reasone why the researcher chooses this development model because it is quite simple than other model. 4-D design model only have 4 steps, which are: (1) Define, (2) Design, (3) Develop, and (4) Disseminate.[24]

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[23] Sugiyono, *Research and Development Method RnD* (Bandung: Alfabeta, 2015).
[24] S. Thiagarajan, *Instructional Development for Training Teacher of Expectation Children.* (Minnesota: Leadership Training Institute University of Minnesota, 1974).
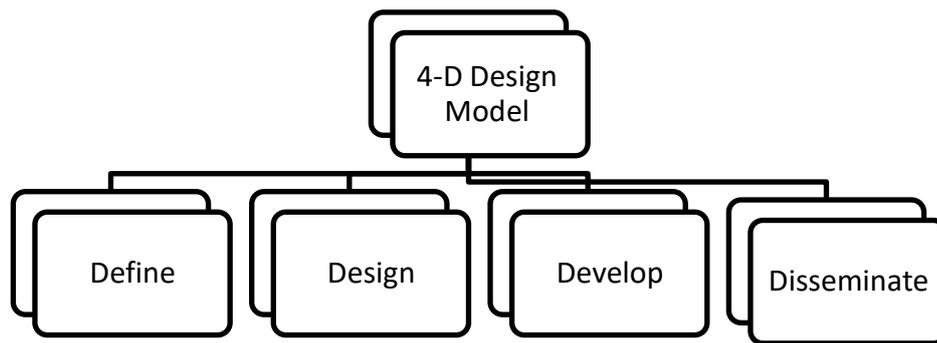
Chart 3. 1 4D Model

B. Procedures of Development

The researcher used 4-D Design Model to develop the teaching media. This model consists of 4 steps, they are:

a. Define

In this step, the researcher determined and defined the requirements in learning process and collect the information from the students and teacher related to the product. Researcher do need anaysis by using questioner and interviews.

b. Design

In this step, the researcher designed the early product. The early product is made based on the information obtainedfrom studentsand teacher through questioner and interview; it is including students' necessities and wants.

c. Develop

In this step, when the early product that have been made by research is ready, the researcher is going to make an expert judgments to make sure that the product is ready to be tried-out. After get some judgments from the experts related to the product, the researcher is going to do revision about the product. When the revision is done, the teaching media is ready to be tried-out. But in this research the product is just produce and revise and not be tried out.

d. Disseminate

After developing the vocabulary book, the next step is disseminate. in this step, the product disseminated in a large scale, such as in other teacher, school, or class.

The researcher collected the information by giving some questionnaires to the students who already learned the English subject. After giving the questionnaires, the researcher also ask some students to do the interview to collect more information from students. The researcher will also do the interview to the teacher to collect the information. After collecting information, the researcher started to plan the teaching media by drafting the data and designed the teaching media based on the information on literature review before and also combining with the teaching media that the researcher want. The next step is developing product. This step researcher will make an expert judgments to make sure that the media is ready to be tried-out.

C. Subject of the Research

The subjects of the research are fifteen students of the twentieth generation of Organization scout IAIN Palopo. It consist of five boys and ten girls.

D. Instruments and Data Collection

The data used in this research was qualitative and quantitative data. In accordance with the needs of development research, quantitative reports were combined with qualitative. The research instrument used to obtain data from this research includes:

a. Interviews

Interviews were conducted to get more information about respondents. In the preliminary research, the researcher tried to get early information about various problems faced by twenty up to twenty-one year students at scout organization IAIN Palopo especially in learning vocabulary, so that researchers can determine the variables or problems that must be studied.

b. Questionnaire

Questionnaire was divided into two forms. First, the questionnaire used to collect information about the students' necessities, lack and wants. And the second questionnaire for assessment and responses in the form of media content, media design and attractiveness of media that had been formed. The questionnaire was intended for 1) expert of content, 2) expert of media and 3) student's attractiveness test.

The resercher validated the instrument by giving a questinnaire to the expert. There are two experts here, they are Dr. MaghfiraThayyib, S.S., M.Hum and IsradilMustaminS.Pd., M.Pd. The result of the validation served in the table below.

Table 3. 1 The validation of the questionnaire from the first expert

No	Statement	Score	Suggestion
1	The objective of the research is clear	3	1. The focus of the questionnaire questions should be more on the content of the vocabulary material (types and topics of vocabulary) which students need to be presented in the vocabulary books that will be developed.
2	The objective of the questionnaire is clear	3	

3	The instruction of the questionnaire is easy to understand	4
4	The questionnaire items include the data related to the satisfy material content	3
5	The questionnaire items include the data related to the language use in materials	2
6	The questionnaire items include the data related to the learning activity	4
7	The questionnaire items include the data related to the materials input	5
8	The questionnaire items include the data related to the graphical	2
9	The questionnaire items are formulated into good language	5
10	The questionnaire items are formulated into effective language	4
11	The questionnaire items are formulated into efficient language	4
12	The questionnaire items are formulated into an understanded language based on the respondents' ability in using the language	4

Mean   = Total score / total items

          = 44/12

          = 3,7

From those table, the average score is **3,7**. In the interval, the category gets**Good**. Another side, the expert gives note as a suggestion.

Table 3. 2 The validation of the questionnaire from the second expert

No	Statement	Score	Suggestion
1	The objective of the research is clear	4	1. The use of option in each question should be concistent
2	The objective of the questionnaire is clear	4	
3	The instruction of the questionnaire is easy to understand	4	
4	The questionnaire items include the data related to the satisfy material content	5	
5	The questionnaire items include the data related to the language use in materials	5	
6	The questionnaire items include the data related to the learning activity	5	
7	The questionnaire items include the data related to the materials input	5	
8	The questionnaire items include the data related to the graphical	5	
9	The questionnaire items are formulated into good language	5	
10	The questionnaire items are formulated into effective language	5	
11	The questionnaire items are formulated into efficient language	5	
12	The questionnaire items are formulated into an understanded language based on the respondents'	5	

ability in using the language	

Mean   = Total score/ total items

              = 57/12

              = 4,8

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

c. Expert Judgement

After the product was done, the researcher was going to do an expert judgment. In this step, some experts gave the judgments related to the early product by using questionnaire. Besides questionnaire, the data conducted from experts are also in the form of suggestion. The expert judgments are to make sure that the product is ready to be tried-out.

E. Data Analysis Techniques

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

a. Analyze the result of questionnaire

Data analyze used in this research from the questionnaire is representative from the students answer from each classes that can be formulated:

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

Where:

X   = value

∑x= total answer

N= total students

The opinion with the higher percentage the most accepted choice by the students. The analysis result is shown by the following table:

Table 3. 3 Need Analysis Result

No	Question	Respond	Frequency (N)	Percentage (%)

b. Analyze the validation of the product

Result of the expert validation for the product will be analyzed by central tendency. It can be analyzed by using formula as follow:

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

Where:

M= Mean

∑x= total score

N= total items

Table 3. 4 Descriptive Categories

Scales	Interval	Descriptive Categories

No.			
1.	$1.0 < X \leq 1.7$		Very Poor
2.	$1.8 < X \leq 2.5$		Poor
3.	$2.6 < X \leq 3.3$		Fair
4.	$3.4 < X \leq 4.1$		Good
5.	$4.2 < X \leq 5.0$		Very Good

Table 3. 5 Expert's Validation

No.	Indicators	Score				
		1	2	3	4	5

CHAPTER IV

FINDING AND DISCUSSION

In this chapter consist of the finding of the research show of the result of the data analysis then discuss them into the discussion section research.

A. Research findings

1. The result of the Need Analysis Questionnaire

In this need analysis, the researcher did observation about material in scout organization in IAIN Palopo. Then, made questionnaire and researched through Google form, it provided the result of need analysis students of scout organization in IAIN Palopo. The diagram below will show the percentage of the students' responses.
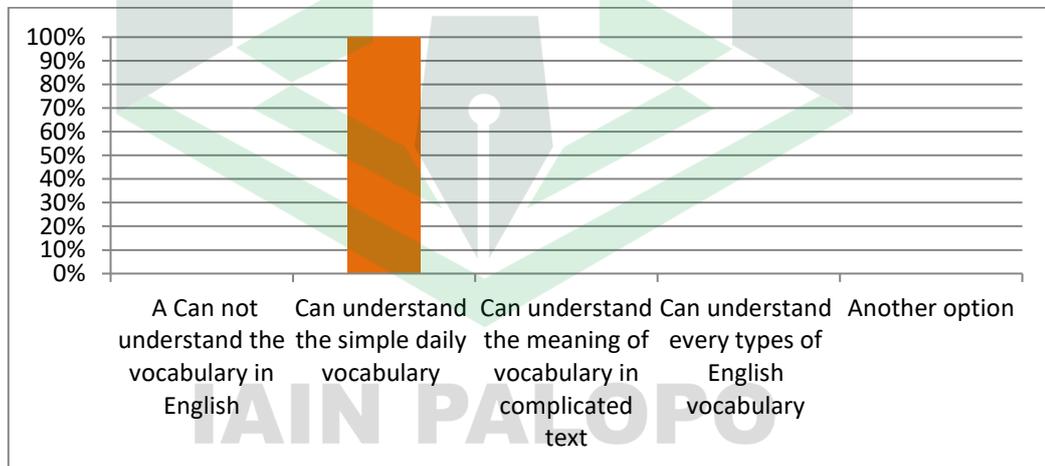
Chart 4. 1 The percentage of students' understanding of English vocabulary.

The bar chart explains the percentage of the students' understanding of English vocabulary based on the need analysis questionnaire, from the five options the options got the high percentage is to understanding simple vocabulary that often appears in daily life with the percentage is 100%, it means all the

students' choose options (B). From the result, the researcher concludes that the students can understand the word in daily life. So, the researcher developed the vocabulary book based on daily life.
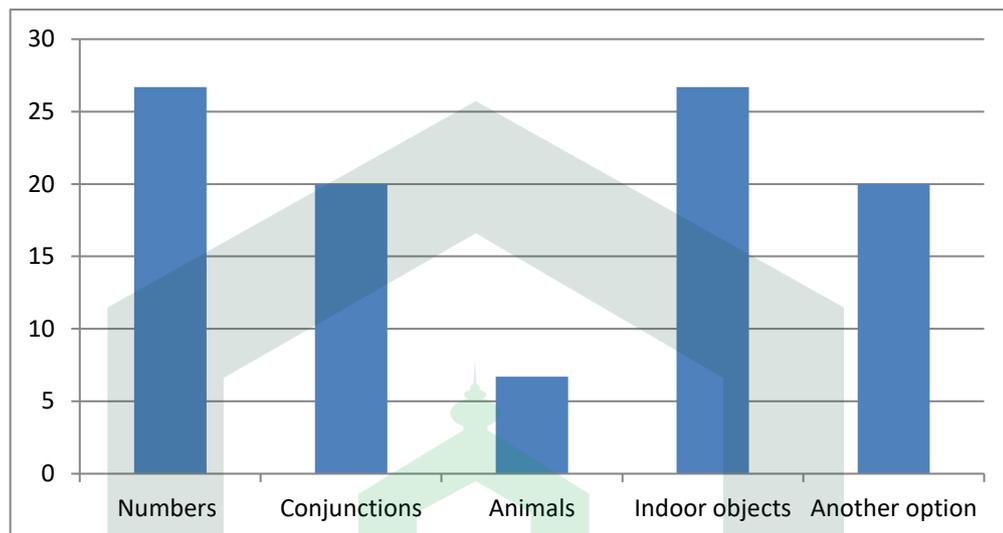
Chart 4. 2 The percentage of the scope of the mastered vocabulary.

The bar chart explains the percentage of the scope of the mastered vocabulary based on the need analysis questionnaire, from the five options the options got the high percentage is to help you understand references (oral or written) about numbers material and indoor objects with the percentage is (26,7%), and eventually researcher focus more on high percentage than on a lower percentage. From the result, the researcher developed the vocabulary book with consist of numbering and indoor objects.

Chart 4. 3 The percentage of the way to understand the new vocabulary.

The bar chart explains the percentage of the way to understand the new vocabulary based on the need analysis questionnaire, from the five options the options got the high percentage is guess the meaning of a word from the text/context and using a bilingual dictionary with the percentage is (40%) it means 6 students choose option A, it is same with option D. From the result the researcher developed the vocabulary book with several texts and then provides billingual vocabulary as the dictionnary.
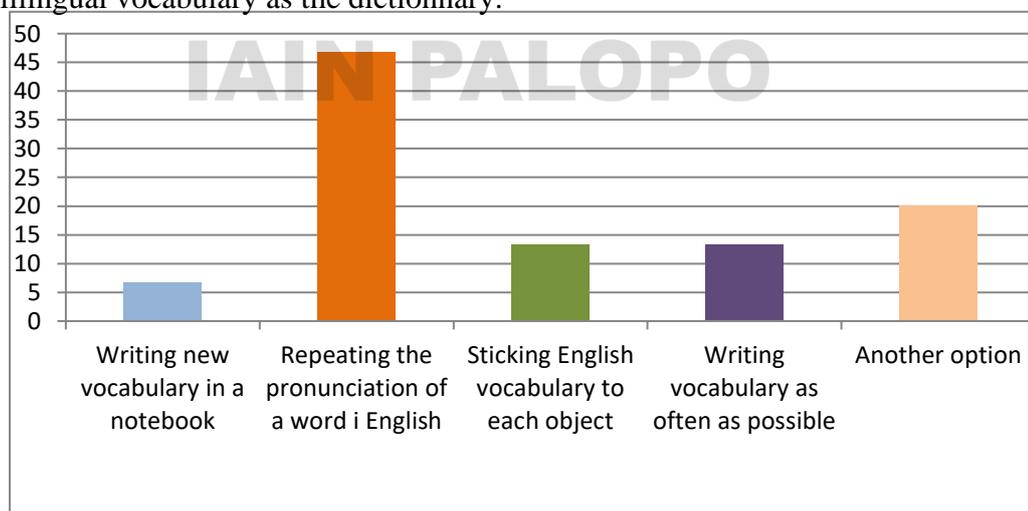
Chart 4.4 The percentage of the way to develop the vocabulary.

The bar chart shows the percentage of how students improve or develop vocabulary in English, the first is writing new vocabulary in a notebook, repeating the pronunciation of a word in English, sticking English vocabulary to each object, writing vocabulary as often as possible, and another option. Eventually, the student preferred the first option like the one shown in the chart above, showed that first option had a high percentage is (46,7%). It is the addition information about the students' way in developing their vocabulary.
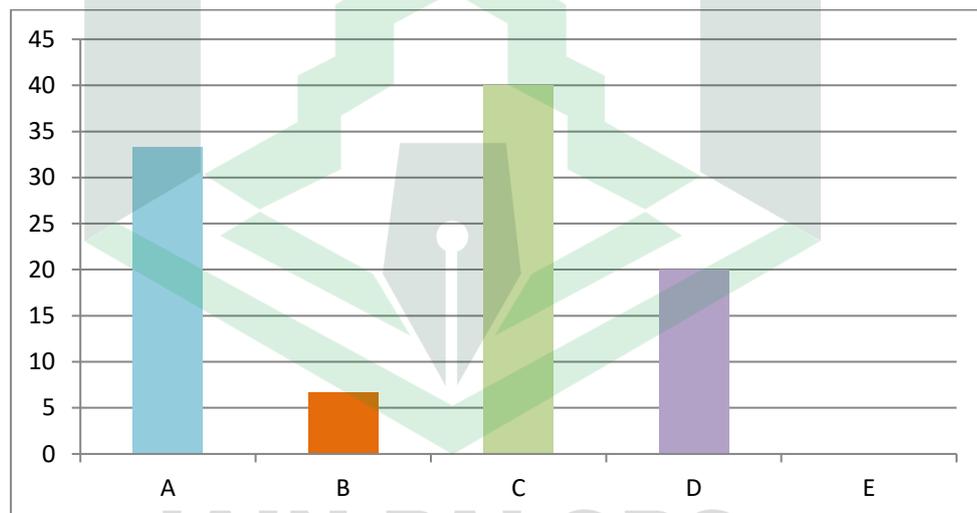
Chart 4.5 The percentage of the dificult in pronunciation aspects.

The bar chart illustrates the percentage aspects of difficult English vocabulary pronunciation, there are four ways that are presented in the chart, namely vowels, consonant sounds, syllable stress, intonation, other options, eventually respondents prefer preferred syllable pressure and the percentage is (40%). From the result, the researcher developed the vocabulary book with

several words that used difficult syllable stress. So, it can help students to practice in pronuncing the word until the students can pronunce it.
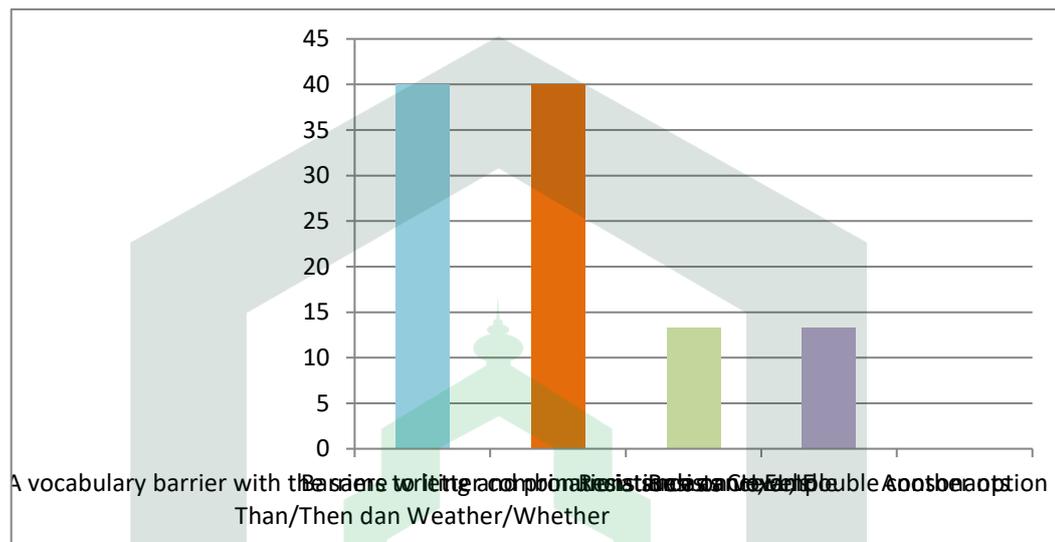
Chart 4.6 The percentage of the resistance in learning vocabulary.

The bar chart explains the percentage of the resistance in learning vocabulary based on the need analysis questionnaire, from the five options the options got the high percentage is barriers to vocabulary words that have different writing but have the same pronunciation eg Than/ Then and Weather/ whether, and Obstacles on letter combinations, for example, CH,EL,IE contained in the words Receive and Perceive with the percentage is 40% it means 6 students choose option A, it is same with option B.
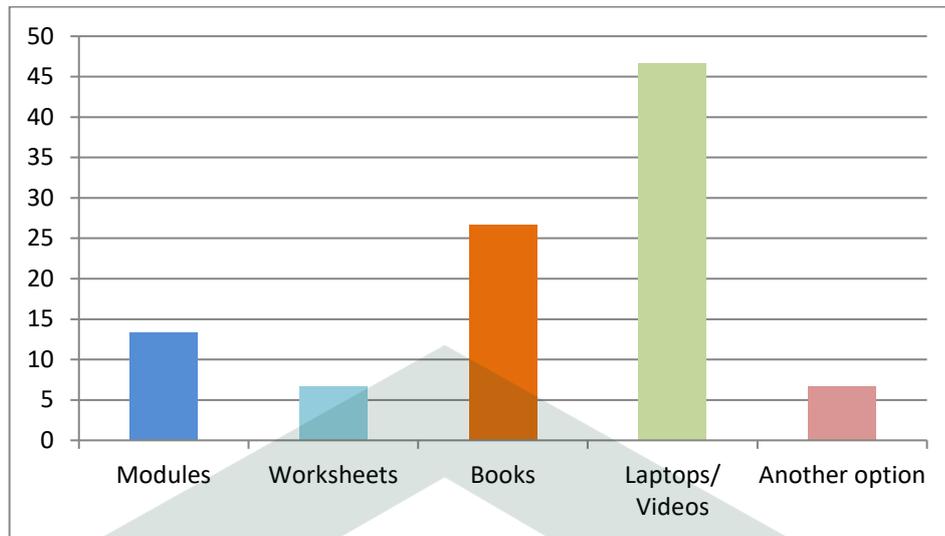
Chart 4.7. The percentage of the media that the students need.

The bar chart explains the percentage of the media that the students need based on the need analysis questionnaire, from the five options the options got the high percentage is Laptop/ video with the percentage is 46,7% it means 7 students choose option D. It is the addition information. So, the learning activity that the scout member want is using laptop/video.
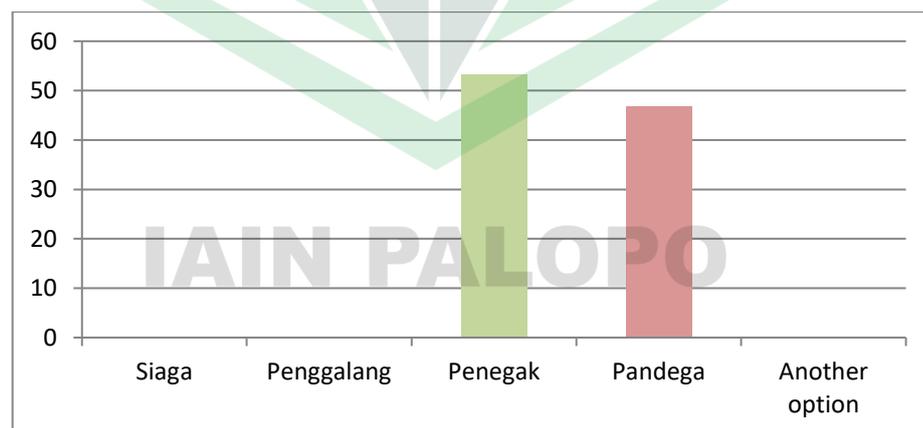
Chart 4.8. The percentage of the students group in scout.
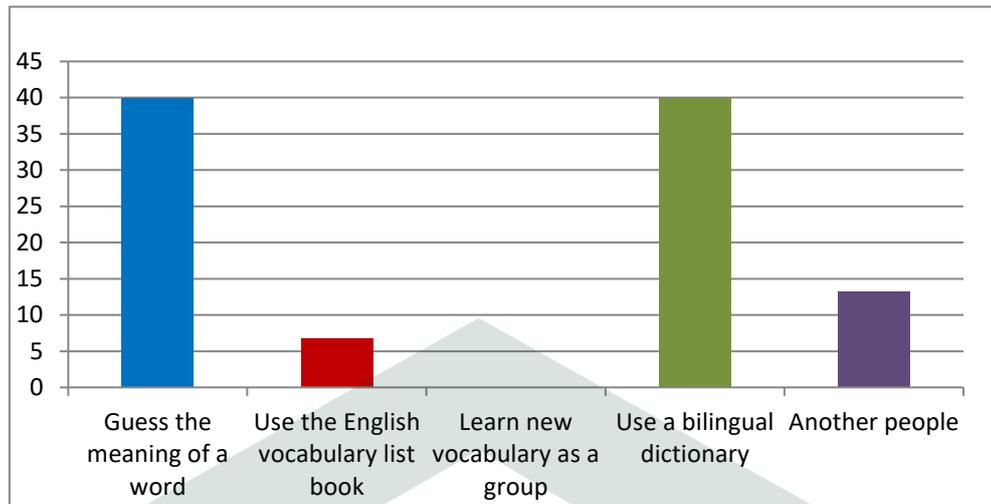
The bar chart explains the percentage of the students group in scout based on the need analysis questionnaire, from the five options the options got the high

percentage is penegak with the percentage is 53,3% it means 8 students choose option C. From the result, the researcher developed the vocabulary based on the needs in *penegak.*
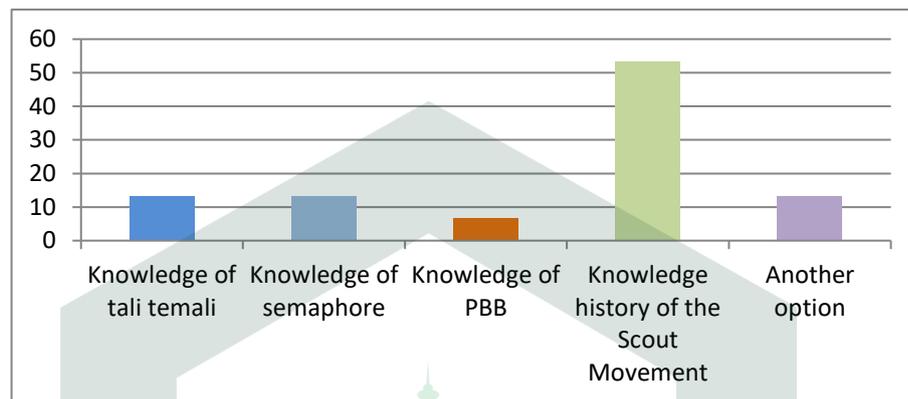
Chart 4.9. The percentage of the topic that the students need in vocabulary book.

The bar chart explains the percentage of the topic that the students need in vocabulary book based on the need analysis questionnaire, from the five options the options got the high percentage is the history of scout with the percentage 53,3% it means 8 students choose option D. From the result, the researcher developed the vocabulary book with consist of the history of scout.
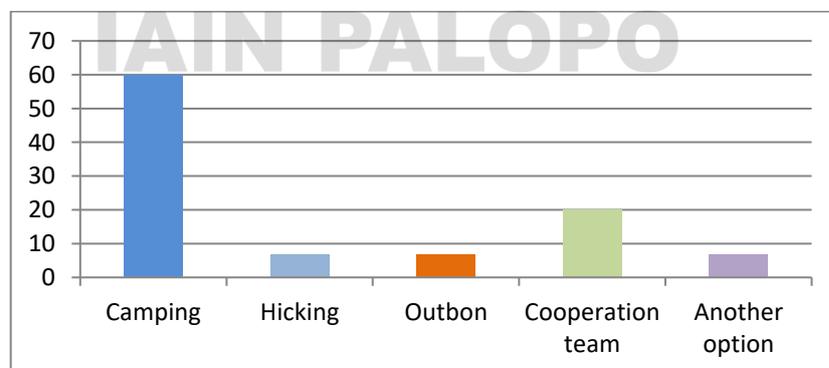
Chart 4.10 The percentage of the interesting activity in learning.

The bar chart explains the percentage of the interesting activity in learning based on the need analysis questionnaire, from the five options the options got the high percentage is camping with the percentage 60% it means 9 students choose option A. From the result, the researcher developed the vocabulary book with several word consist in camping activity.
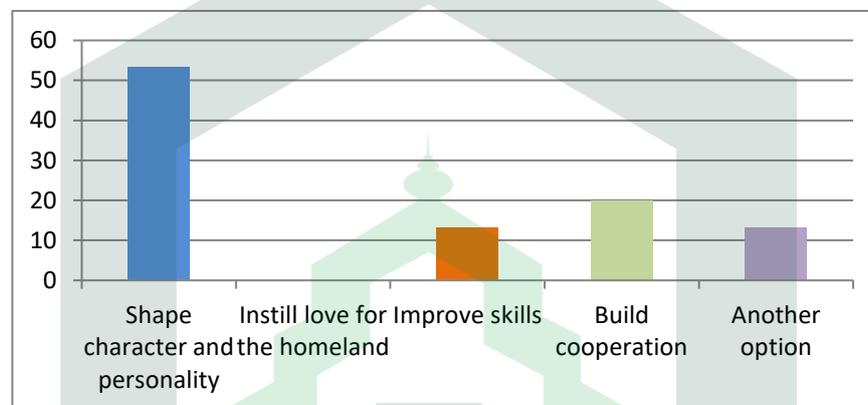
Chart 4.11. The percentage of the goal in joining scout organization.

The bar chart explains the percentage of the goal in joining scout organization based on the need analysis questionnaire, from the five options the options got the high percentage is shape character and personality with the percentage is 53,3% it means 8 students choose option A.

2. **The Validation**

    a. The validation of the product

        The resercher validated the product by giving a questionnaire to the expert. There are two experts here, they are Dr. Muhaemin, MA and Dr. Masruddin, S.S., M.Hum. The result of the validation served in the table below.

Table 4. 1 The validation of the product from the first expert

No	Statement	Score	Suggestion
1	The clarity of the learning material	4	1. Desing cover
2	The suitability of the selection of images, colors and the position of the images on the civer design	4	2. Read the book about scout for pandega.
3	The suitability of the prerequisite material and the material needed by the students	4	
4	The nature of the language communication used	4	
5	The suitability of learning resources	4	
6	The developed vocabulary book for scout provides an explanation clearly in each point	4	
7	Material (semaphore, PBB, SSGP, etc) Taken from the latest sources on the topic discussed	4	
8	The form of material in this vocabulary book is presented in a variety of ways	4	
9	The presentation of material encourages students to be active in the independent learning process	4	
10	Clarity of material distribution	4	
11	Clarity of numbering system	4	
12	Space / layout arrangement	5	
13	Suitability of type in size of letters	5	
14	Arrangement of illustrations / image	4	
15	Illustrations provided are capable of increasing understanding of the information conveyed	4	
16	Illustrations that are displayed	4	

	harmoniously in accordance with discussion topics	
17	The illustrations given are proportional in size so as to provide an accurate picture of the object in question	4
18	The language used in the instruction is in accordance with the level of student development	4
19	The language used in the explanation is in accordance with the level of cognitive development of the student	4
20	The language used is in accordance with the students' language skills	4
21	The language presented is clear and easily understood by students	4
22	The language used in accordance with the rules of correct English	4
23	The developed vocabulary book does not use too many complicated words.	4

Mean = Total score/ total items
= 94/23
= 4,1

From those 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. 2. The validation of the product from the second expert

No	Statement	Score	Suggestion
1	The clarity of the learning material	4	1. Learn abou the material
2	The suitability of the selection of images, colors and the position of the images on the civer design	4	
3	The suitability of the prerequisite	4	

	material and the material needed by the students	
4	The nature of the language communication used	4
5	The suitability of learning resources	4
6	The developed vocabulary book for scout provides an explanation clearly in each point	5
7	Material (semaphore, PBB, SSGP, etc) Taken from the latest sources on the topic discussed	4
8	The form of material in this vocabulary book is presented in a variety of ways	5
9	The presentation of material encourages students to be active in the independent learning process	4
10	Clarity of material distribution	4
11	Clarity of numbering system	4
12	Space / layout arrangement	4
13	Suitability of type in size of letters	5
14	Arrangement of illustrations / image	4
15	Illustrations provided are capable of increasing understanding of the information conveyed	4
16	Illustrations that are displayed harmoniously in accordance with discussion topics	4
17	The illustrations given are proportional in size so as to provide an accurate picture of the object in question	4
18	The language used in the instruction is in accordance with the level of student development	5
19	The language used in the	5

	explanation is in accordance with the level of cognitive development of the student		
20	The language used is in accordance with the students' language skills	5	
21	The language presented is clear and easily understood by students	5	
22	The language used in accordance with the rules of correct English	4	
23	The developed vocabulary book does not use too many complicated words.	5	

Mean = Total score/ total items

= 100/23

= 4,3

From those table, the average score is **4,3**. In the interval, the category gets **very good**. Another side, the expert gives notes as a suggestion.

b. Students' perception

Table 4. 3. The Result of Students' Perception

	Statement	Average score	Category
1	The material in the vocabulary book is according to your needs	3,5	Good
2	The developed vocabulary book can help you understand English vocabulary more easily	4	Good
3	The material presented is in accordance with the desired topic	3,3	Fair
4	The material presented can be easily understood	4,1	Good
5	The material presented is well organized and neat	3,9	Good
6	The material presented is deverse and interesting	3,4	Good
7	The language used in the vocabulary book is	3,7	Good

	easy to understand		
8	The vocabulary book uses attractive illustrations and pictures	3,3	Fair
	Average score	**3,7**	**Good**

The average score from the students' perception result is **3,7**. In the interval, it gets **good** which means the designed vocabulary book appropriate for the students.

B. Discussion

This research is focused on designing English vocabulary books for scout students of IAIN Palopo, and designing English vocabulary books using the 4-D model. It consists of four steps. The first steps. The first step that the researchers took was analysis by conducting a needs analysis which was presented in the form of a questionnaire containing the needs, shortcomings, desires, and arragements of students.

After students answered the questionnaire, the next stage is designing the product. According to Hutchinson and Waters (1987:55-62). They differentiate between to needs group: (1) target needs (i.e. what the learner needs to do in the target situation) and (2) learning needs (i.e. how the learner can acquire the language needed in such situations). These are further divided into sub-categories. Thus, needs, shortcomings and wants are included in the target needs, whereas learning strategies and constraints are part of learning needs (for a detailed discussion of these types of needs see ibid.).

The next stage is to develope a product. In this stage, the researcher made a vocabulary book through several measurations such as the level of Eenglish

proficiency, topics of interest, target students, input material, activities, and settings. After the vocabulary is compiled, the next step is to validate the product, the validation is filled in by two design, language and material experts. Validation aims to see the quality of the vocabulary books based on the validity aspect. The material expert validates, in the validation process the expert evaluates the questionnaire. After that the researcher corrects the vocabulary book according to the validator's revision.

The next stage is the implementation and evaluation of the product, at this stage a revision of the vocabulary book is carried out based on the assessment of the experts who will be tested or the students' perceptions. Researchers made use of the student's perception method by sharing links that contained important aspects of the vocabulary book values. Judging from the results of students' perceptions. Vocabulary books are not yet available at the scout IAIN Palopo.

The questionnaire used consists of 11 statements. And the student perception questionnaire used consists of 8 statements. Students' perception aim to see the quality of English vocabulary books based on the validity aspect. The design of the scout organization IAIN Palopo English vocabulary book led to the absence of basic material, and the absence of English material specifically for scout IAIN Palopo. As a result, the students are less proficient in communicating English for the scout IAIN Palopo, while students need it in the future. The limitations of this study are, the implementation of tests and evaluation of vocabulary books, researchers use google form, and students' perceptions use Google form.

The students are not good at communicating because when the researcher conducted the interview, the undergraduate students said that they could not communicate well in English, therefore the researcher presented a special vocabulary book about learning English itself.

Learning English in this book is expected to develop students' knowledge and skill in using language in a communication action that involves four language skills, namely listening (listening), speaking (speaking), reading (reading), and writing (writing). Integrated skills are a passive way of looking at the four language skills as unified and fragmented (Brown, 2001: 233).

This vocabulary book is appropriate for scout organization. It can help the scout member to understand the vocabulary in English. Understanding the English scout vocabulary is important thing for scout member because scout is an International organization. So, the scout member should prepared themselve with some English vocabulary. if sometimes they join the international scout meeting, they will be easy to adjust themselve.

However, in finishing this research, the researcher faced by Covid-19 pandemic. So, the researcher difficult in collecting the data and certainly take a long time. The researcher then used an online way to cellect the data by giving the questionnaire in google form.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

The way in developing the vocabulary book for scout organization in this reseach divided into 4 steps, they are define, design, develop, and disseminate. In define phase, the researcher analyze the needs of the scout members by giving some questions in the questionnaire. It is formulated into google form. After gaining the needs of the scout member, the researcher then design the first draft of the vocabulary book in design phase. After that, in develop phase the researcher develop the first draft of the vocabulary book into the appropriate book based on the experts validation. The last, in the disseminate phase the researcher disseminate the vocabulary book to the scout members after gain the appropriate book based on the expert validation and students perceptions.

The English Vocabulary book that is in accordance with the Scout Organizatian IAIN Palopo includes several components: (1) English learning objectives for Scout IAIN Palopo and to communicate both orally and in writing using English at Scout IAIN Palopo. (2) Learning materials: English material in scouts is the understanding of scouts, scout vocabulary, and objectives in the scout organization IAIN Palopo, etc).

This book is extraordinary with some contents that are easy to understand by students and have a simple design.

B. Suggestions

Based on the conclusion above, the researcher would like to give suggestion as follow:

1. It is suggested to the scouts of IAIN Palopo to use this product as a book that can be distributed to students who want to learn English.

2. It is suggested to the next researchers to develop more about scout content.
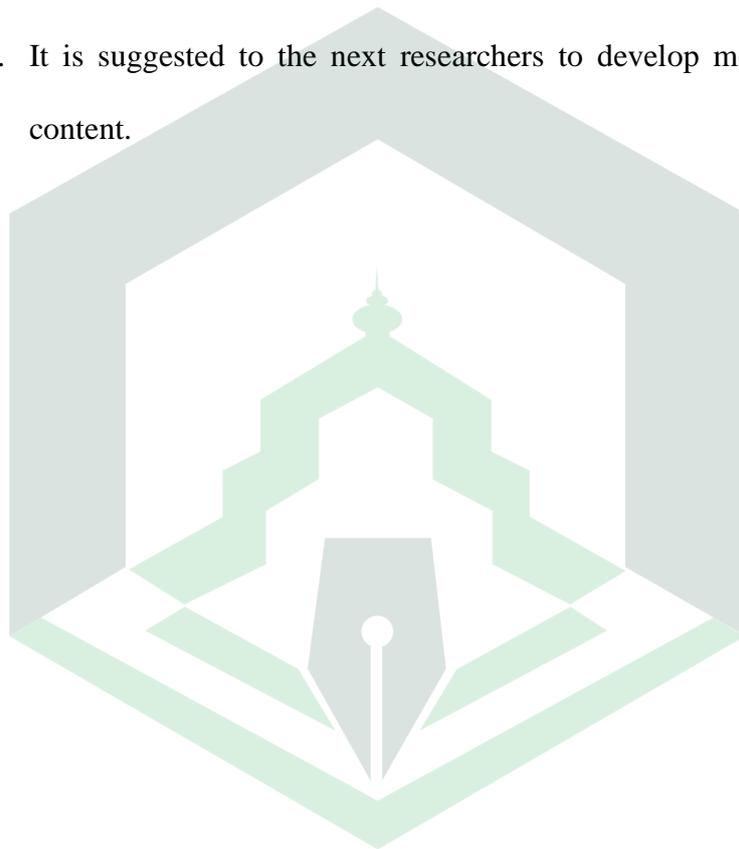
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Oxford Advanced Learner's Dictionary of Current English, n.d.

APPENDIXES
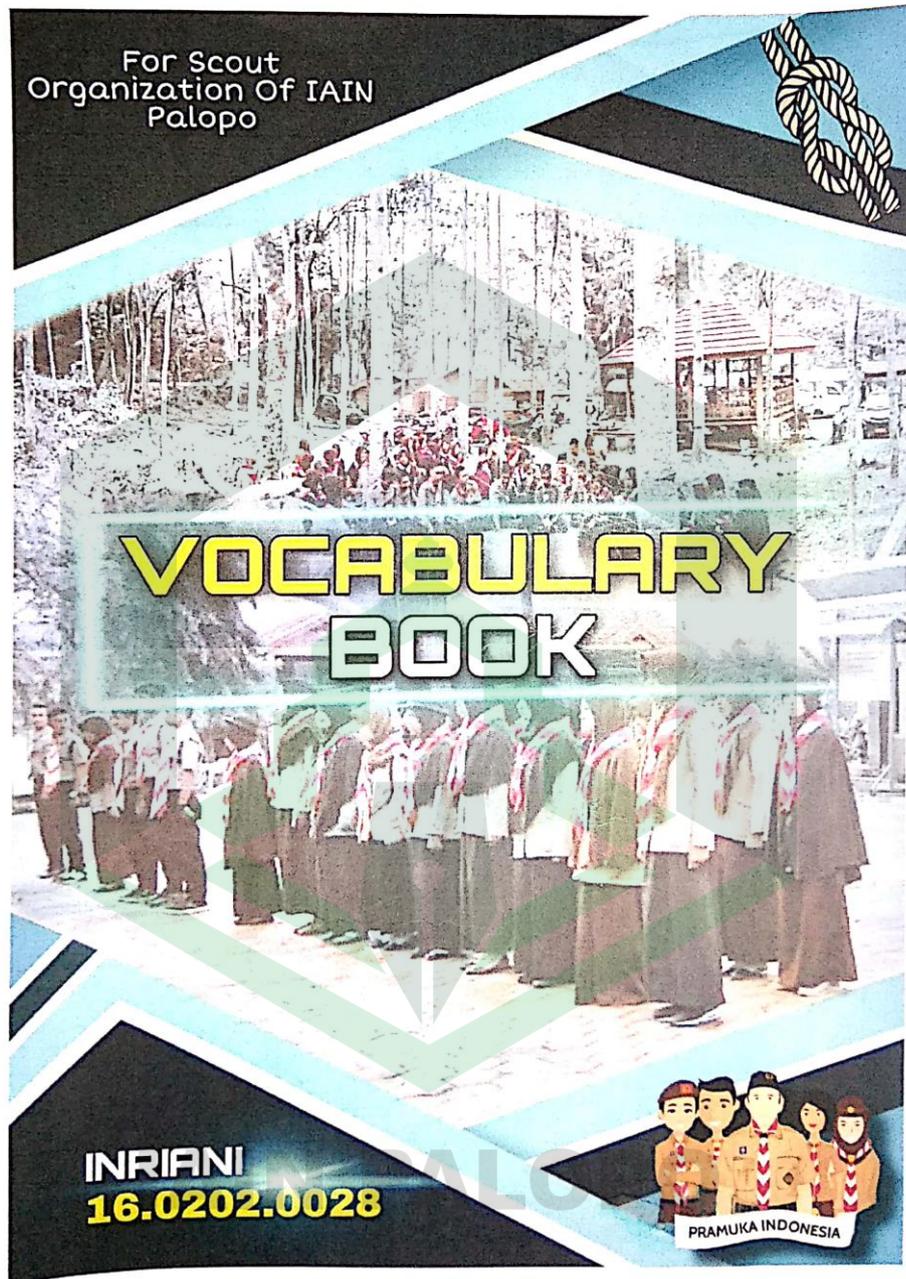
For Scout
Organization Of IAIN
Palopo

VOCABULARY
BOOK

INRIANI
16.0202.0028

PRAMUKA INDONESIA

KATA PENGANTAR

Assalamu'alaikum Warahmatullahi Wabarakatuh

Puji syukur kita panjatkan kepada Allah SWT, yang telah melimpahkan petunjuk, kesehatan, dan kesabaran kepada kami sehingga penyusunan materi ajar Bahasa Inggris. Vocabulary book for scout organization IAIN Palopo ini terselesaikan.

Materi disusun dengan tujuan untuk meningkatkan kemampuan penguasaan vocabulary mahasiswa di organisasi pramuka IAIN Palopo. Selain itu buku ini dekembangkan berdasarkan analysis kebutuhan yang dilakukan oleh penulis terhadap mahasiswa di organisasi pramuka IAIN Palopo.

Penulis menyadari banyak kekurangan pada buku yang dikembangkan. Seperti sebuah pepatah yang menyatakan "*tak ada gading yang tak retak*" begitu pula dengan buku yang dikembangkan oleh penulis ini. Untuk itu saran dan masukan sangat diharapkan untuk perbaikan pada penulisan selanjutnya.

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CONTENTS

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❖ **Alphabets**

A A/ei/ B B/bi;/ C C/si; D D/di/ E E/i;/

F F/ef;/ G G/ji;/ H H/eits; I I/ai; J /J/djei

K K/key L L/el;/ M M/em;/ N N/en;/ O O/ou/

P P/pi; Q /Q/kyu;/ R R/a;/ S S/es;/ T T/ti;/

U U/yu;/ V V/vi;/ W W/dabelyu X X/eks;

Y Y/wai;/ Z Z/zed/

IAIN PALOPO

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No	Alphabets	Proununcation
1	A	/ei/
2	B	/bi;/
3	C	/si;
4	D	/di/
5	E	/i;/
6	F	/ef;/
7	G	/ji;/
8	H	/eits;
9	I	/ai;
10	J	/djei
11	K	/key
12	L	/el;/
13	M	/em;/
14	N	/en;/
15	O	/ou/
16	P	/pi;
17	Q	/kyu;/
18	R	/a;/
19	S	/es;/
20	T	/ti;/
21	U	/yu;/
22	V	/vi;/
23	W	/dabelyu
24	X	/eks;/
25	Y	/wai;/
26	Z	/zed/

UNIT I

HISTORY OF SCOUT

1. **History of scouting in the world.**

The history of scouting in the world first began when Baden Powell wrote his experience in the book scouting for boys in 1908. The book was created to guide the camping event he pioneered that year. This book was so popular even outside the UK that scout organizations began to appear aimed at boys only. In 1912, Baden

Baden Powell

Powell with his younger sister Agnes founded a scout organization for women called Girl Guides. In 1916 a scouting organization for an alert age was founded called CUB ((wolf pups) and in 1918 there was a rover scout organization aimed at youth groups aged 17 years. Baden Powell re-published his book Rouvering to success in 1922 which spoke of a young man rowing his sampan to the shore of happiness. Precisely on july 30- August 8, 1920 at the olympics Hall, London the world jamboree was held for the first time and was attended by 800 participants from 34 countries. In this activity, in the end, Baden Powell was named the Father of the World Scout.

❖ **List of vocabularies**

No	Kosa kata	Artinya
1	History	Sejarah
2	Scout	Pramuka
3	World	Dunia
4	First	Pertama
5	Began	Dimulai

6	Wrote	Menulis
7	Experience	Pengalaman
8	Book	Buku
9	Boys	Anak laki-laki
10	Created	Dibuat
11	Guide	Panduan
12	Camping	Berkemah
13	Event	Peristiwa
14	Pioneered	Dirintis/ memelopori
15	Year	Tahun
16	Popular	Populer
17	Outside	Diluar
18	Appear	Muncul
19	Aim	Tujuan
20	Younger sister	Adik perempuan
21	Found	Ditemukan
22	Women	Perempuan
23	Called	Dipanggil
24	Organization	Organisasi
25	Age	Umur
26	Rover	Pengelana
27	Alert	Waspada
28	Group	Kelompok
29	Spoke	Berbicara
30	Young man	Pemuda
31	Rowing	Dayung
32	Shore	Pantai
33	Happiness	Kebahagiaan
34	Precisely	Tepat
35	Olympics	Olimpiade
36	Held	Diadakan
37	Time	Waktu
38	Attended	Hadir
39	Participants	Peserta
40	Activity	Aktivitas
41	World scout	Pramuka dunia

2. History of scouting in Indonesia.

The history of scouting in indonesia is known for its three scouting periods, namely the Scout Movement during the dutch Colonial periode, the Scout Movement during the Japanese Colonial period and the Indonesian Movement after Indonesian Independence. First, the scout movement in the dutch colonial masses in indonesian was called Nederland indische padvinders Vereeniging or NIPV or in indonesian it was known as the dutch indies Scouts Association. After the youth pledge, scouting activities became increasingly popular, resulting in the formation of the sumatra youth guides in 1930 and in 1931 the establishment of the indonesian inter-scout Association. Then in 1936 it changed its name to the indonesian scout Brotherhood Central agency (BPPKI). BPPKI conducts PERKINO (Oemoem Indonesian Scout Camp) activities. This camp has become the forerunner of the jamboree activities until now. During the japanese occupation, the scout movement was still running and still able to survive, but when japan attacked the dutch many indonesian scout figures were drawn into Keibondan, PETA and Seinendan. Japan banned the founding of parties and also considered the scouting movement dangerous because it could increase the unity and integrity of the people. This did not dampen indonesia's scouting determination to carry out PERKINO II in fighting for the independence of the indonesian nation in expelling Japanese soldiers. After indonesian independence, on December 28, 1945, the indonesian people's Guidance Organization was founded in solo, which became a forum for unity throughout Indonesia. In 1961 there were 100 scout organization in Indonesia which were divided into three federations, namely the Indonesian Girl Scout Association, the Indonesian Scout

Association and the Indonesian Puteri Association. On August 14, 1961 the
scouting movement was officially introduced to the whole community so that on
that day it is celebrated as Scout Day every August 14.

❖ **List of vocabularies**

No	Kosa kata	Artinya
1	Periods	Periode
2	Namely	Yaitu
3	Scout movement	Gerakan pramuka
4	During	Selama
5	Dutch	Belanda
6	Colonial periode	Masa kolonial
7	After	Setelah
8	independence	Merdeka/ berdiri
9	Masses	Massa
10	Youth	Pemuda
11	Pledge	Janji
12	Became	Menjadi
13	Increasing	Meningkat
14	Resulting	Menghasilkan
15	Formation	Pembentukan
16	Changed	Berubah
17	Brotherhood	Persaudaraan
18	Central	Pusat
19	Agency	Agen
20	Conducts	Tingkah laku
21	Forerunner	Pelopor
22	During	Selama
23	Occupation	Pendudukan
24	Running	Berlari
25	Survive	Bertahan
26	Attack	Menyerang
27	Many	Banyak
28	Figures	Angka
29	Drawn	Ditarik
30	Banned	Dilarang
31	Founding	Pendirian
32	Parties	Para pihak
33	Considered	Dipertimbangkan
34	Dangerous	Berbahaya
35	Could	Bisa
36	Increase	Meningkat

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37	Unity	Kesatuan
38	Integrity	Integritas
39	Dampen	Mengurangi
40	Determination	Penentuan
41	Carry	Membawa
42	Fighting	Perkelahian
43	Nation	Bangsa
44	Expelling	Mengusir
45	Soldiers	Tentara
46	Guidance	Bimbingan
47	Throughout	Sepanjang
48	Divid	Membagi
49	Federations	Federasi
50	Officially	Secara resmi
51	Whole	Seluruh
52	Celebrated	Terkenal
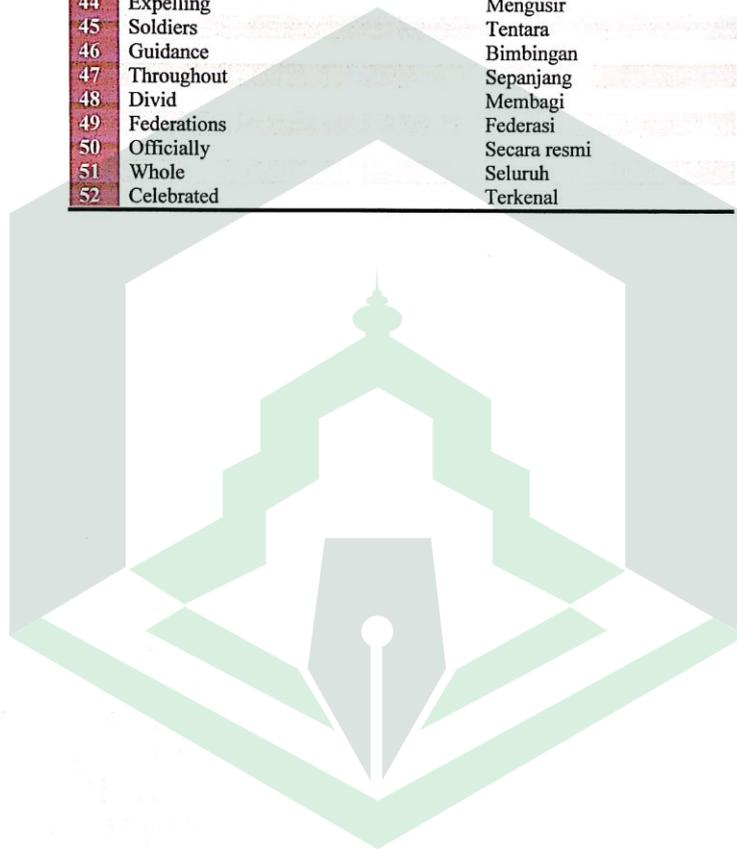
IAIN PALOPO

UNIT II

SCOUT CEREMONY

1. UNIFORM

NO	Kosa kata	Artinya
1	Ring woggle	Ring Setangan leher
2	Wings	Wings
3	Black wings	Wings hitam
4	Red wings	Wings merah
5	Boni hat	Topi boni
6	Cross	Salempang
7	Bet	Bet
8	Gudep number	Nomor gudep
9	Bantara	Bantara
10	Syringe	Sempritan
11	Emblem	Emblem
12	Beret	Baret
13	Cap	Peci
14	Neckerchief	Setagan leher putra
15	Tie	Setangan leher putri
16	Ring woggle	Ring
17	Uniform	Seragam
18	Belt	Ikat pinggang
19	Stocking	Kaos kaki
20	Shoes, boots	Sepatu

21	Whistle	Peluit
22	Whistle cord	Tali peluit
23	Atribute	Atribut

2. LINE RELES

No	Kosa kata	Artinya
1	Troop	Pasukan
2	Senior sixer leader	Pimpinan barung
3	Scout master	Pembina penggalang
4	Patrol leader	Pimpinan regu
5	Troop leader	Pratama
6	Patrol	Regu
7	Gang leader	Pimpinan sangga
8	Rover mate	Pradana (putra)
9	Ranger mate	Pradana (putri)
10	Gang	Sangga
11	Pack leader	Pembina siaga
12	Command	Aba-aba
13	Mandate	Amanat
14	Line	Barisan
15	Flag	Bendera
16	Arena	Lapangan
17	Report	Laporan
18	Ready	Siap
19	Vertical motion	Tegak gerak
20	Facing right	Hadap kanan
21	Left face	Hadap kiri
22	Turn right	Balik kanan
23	Dress forward	Lencang depan grak
24	Right fast	Lencang kanan
25	Right bow	Haluan kanan
26	Left bow	Haluan kiri
27	Winged	Bersap
28	Ease	Istirahat
29	Solute	Penghormatan
30	Flag waver	Pengibaran
31	Drill	Berebaris
32	Assemble	Berkumpul
33	Dismiss	Membubarkan
34	Lead	Memimpin
35	Raise	Menaikkan
36	Display	Mengibarkan
37	Haul down	Menurunkan
38	Alert	Menyiagakan
39	Read after	Menirukan

40	Give rest	Mengistrahatkan
41	Sraight up	Luruskan
42	Order arm	Tegak gerak
43	All rise	Hormat gerak
44	Veer to the right	Serong kanan grak
45	Veer to the left	Serong kiri grak
46	Stand at ease	Istrahat ditempat grak
47	Company dismiss	Bubar jalan
48	Count up	Berhitung
49	Mark time mark	Jalan ditempat grak
50	Bold motion	Langkah tegak maju jalan
51	Halt	Berhenti grak
52	Forward	Maju jalan
53	Two step to the left	Dua langkah ke kiri
54	Two step to the right	Dua langkah ke kanan
55	One step to the forward	Satu langkah ke depan
56	One step to the back	Satu langkah ke belakang
57	Line up	Berbanjar
58	Transverse	Melintang
59	Circle	Lingkaran
60	Small circle	Lingkaran kecil
61	Big circle	Lingkaran besar
62	Semi-circle	Setengah lingkaran

3. OTHERS

No	Kosa kata	Artinya
1	Scout flag	Bendera pramuka
2	World scout flag	Bendera pandu sedunia
3	The nasional anthem	Lagu kebangsaan
4	Scout salute	Salam pramuka
5	Scout clap	Tepuk pramuka
6	Prayer	Doa
7	Master of ceremony	Mc
8	Independence day	Hari merdeka
9	Silence	Hening cipta
10	National song	Lagu nasional
11	Chorus	Paduan suara
12	Flag string	Tali bendera
13	Order	Tata tertip
14	Investiture	Pelantikan

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UNIT III

ADMINISTRATION AND MEMBERSHIP
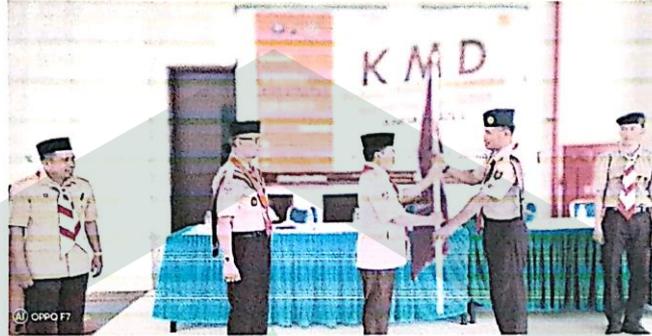
NO	Kosa kata	Artinya
1	Senior rover scout	Pandega putra
2	Senior ranger scout	Pandega putri
3	Boy scout	Penggalang putra
4	Girls scout	Penggalang putri
5	Adult members	Pramuka dewasa
6	Eagle scout	Pramuka garuda
7	Eagle cup	Siaga garuda (putra)
8	Eagle brownie	Siaga garuda (putri)
9	Cub scout	Siaga putra
10	Brownie scout	Siaga putri
11	Scout promise	Tri satya
12	Tenderpad	Calon siaga
13	Promise cub	Dwi satya
14	People	Praja
15	Youth	Muda
16	Brownie	Siaga putri
17	Cub	Dwidarma
18	Cub	Dwisatya
19	Scout	Pramuka
20	Second class cub	Siaga bantu
21	Clan	Racana
22	Scout constitution	Anggaran dasar pramuka
23	Scout by law	A R T Pramuka
24	Rakit	Raft
25	Instructur	Pelatih biasa

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26	Chairman	Ketua
27	Vice chairman	Wakil ketua
28	Secretary	Sekretaris
29	Patron	Pelindung
30	Chief scout	Pramuka utama
31	Scout symbol emblem	Lambang pramuka
32	Merit system badges	SKU (TKU)
33	Advancement badges	SKK (TKK)
34	Ribbon map	Peta pita
35	Knotting	Tali-temali (simpul)
36	Emergency	Keadaan darurat
37	Senior rover scout candidate	Calon pandega (putra)
38	Senior ranger scout candidate	Calon pandega (putri)
39	Senior rover scout	Pandega (putra)
40	Senior ranger scout	Pandega (putri)
41	Eagle senior rover/ ranger scout	Pandega garuda
42	Rover	Penegak putra
43	Ranger	Penegak putri
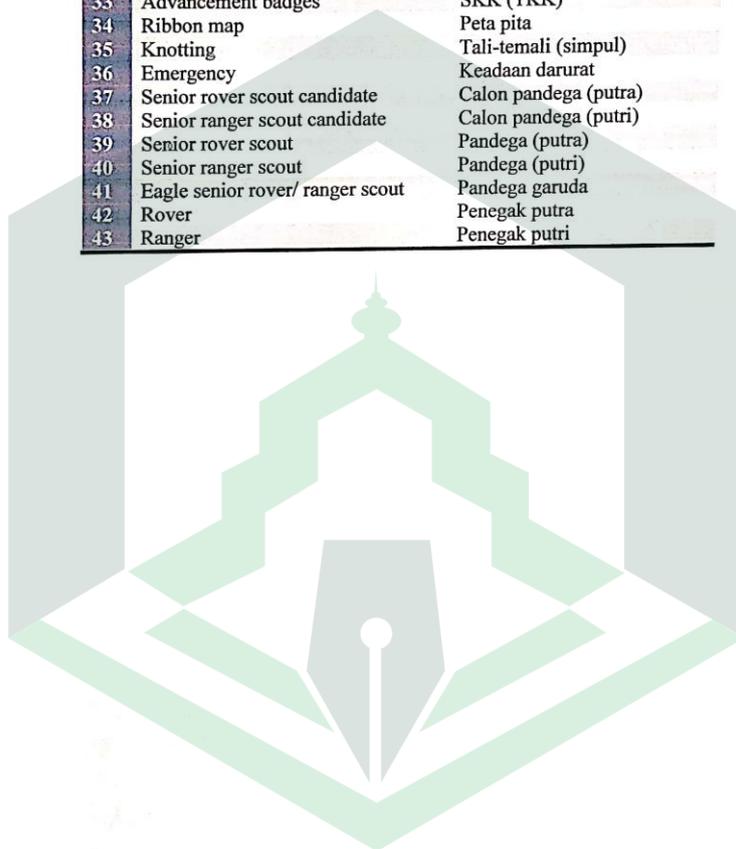
UNTI IV

CAMPING AND HIKING
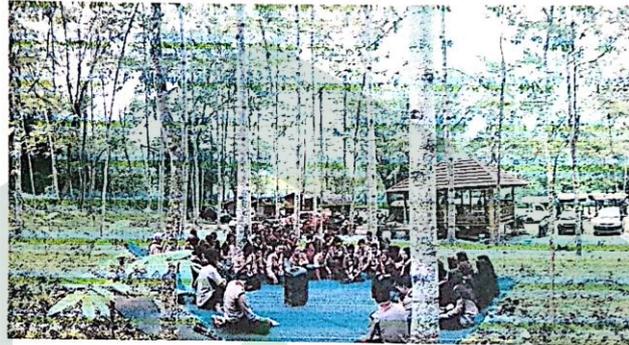
1. CAMPING

No	Kosa kata	Artinya
1	Lantern	Ransel
2	Tent	Tenda
3	Pole	Lampu tenda
4	Stick	Tongkat
5	Bonfire	Api unggun
6	Strom rope	Tali badai
7	Backpag	Tas ransel
8	Pocket knife	Pisau lipat
9	Woods	Hutan
10	Tarp	Terpal
11	Water bottle	Botol air
12	Lake	Danau
13	Camp ground	Bumi perkemahan
14	Sleeping bag	Kantung tidur
15	Carrier	Tas karier
16	Rain coat	Jas hujan
17	Pioneering	Tali temali
18	Morse	Sandi morse
19	Semaphore	Semapur
20	First-aid bag	Tas pertolongan pertama
21	First-aid kit	Perlengkapan PP
22	Standard	Pasak tenda

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23	Hoe,squeeze,press	Pacul
24	Shovel	Sekop
25	Axe	Kapak
26	Saw	Gergaji
27	Digger	Alat penggali
28	Firewood	Kayu bakar
29	Candle	Lilin
30	Matches	Korek api
31	Needle	Jarum
32	Torch	Obor
33	Wood	Kayu
34	Match	Korek
35	Smoke	Asap
36	Kerosene	Minyak tanah
37	Yarn	Benang
38	Tire	Ban
39	Bamboo	Bambu
40	Camp	Kemah
41	Rover's camp service	Perkemahan wirakarya
42	Tree	Pohon
43	Stone	Batu
44	River	Sungai
45	Stove	Kompor
46	Pan	Panci
47	Gallon	Galon
48	Spoon	Sendok
49	Puddle	Genangan
50	Mud	Lumpur
51	Plate	Piring
52	Glass	Gelas
53	Cloudy	Mendung
54	Rain	Hujan

2. HIKING

No	Kosa kata	Artinya
1	Exploring	Penjelajah
2	Cross country	Lintas alam
3	Compass	Kompas
4	Semaphore	Semaphore
5	Footpath	Jalan setapak
6	Map	Peta
7	Track	Jalur
8	Copse wood	Semak belukar
9	Foot gear	Peralatan mendaki untuk alas kaki

10	Hiking	Mendaki
11	Mount climbing	Mendaki gunung
12	Mountaineering	Pendakian
13	Tracking	Mencari jejak
14	Weathering	Mengenal cuaca
15	First aid	Pertolongan pertama
16	Estimation	Menaksir
17	Map reading	Membaca peta
18	Swamps	Rawa
19	Cliffs	Tebing
20	Waterfalls	Air terjun
21	Goa	Caves

UNIT V

COMMON SCOUT VOCABULARIES

No	Kosa kata	Artinya
1	Scout movement	Gerakan pramuka
2	Regency council	Kwartir cabang
3	Provincial council	Kwartir daerah
4	National council	Kwartir nasional
5	District council	Kwartir ranting
6	Law enforcement special unit	Saka bhayangkara
7	Air mindedness special unit	Saka dirgantara
8	Population and family planning special unit	Saka kencana
9	Tourism guides special unit	Saka parawisata
10	Commissioner	Ambalan
11	Ambility	Karana
12	Pack	Perindukan
13	Third class cub	Siaga mula
14	Second class cub	Siaga bantu
15	First class cub	Siaga tata
16	Third class scout	Penggalang ramu
17	Second class scout	Penggalang rakit
18	First class scout	Penggalang terap
19	Second class rover/ranger	Penegak bantara
20	First class rover/ranger	Penegak laksana
21	Assistand pack leader	Pembantu penegak siaga
22	The sprouting coconut	Tunas kelapa
23	Groups	Gugus depan

24	Special troop	Satan karya (SAKA)
25	Fitness	Kesegaran jasmani
26	Note book	Buku catatan
27	Rake	Sapu lidih
28	Camping gadgets	Rak
29	Stoves	Tungku
30	Magnifying glass	Kaca pembesar
31	Fish hook	Kail
32	Gag	Sang
33	Cub bazaar	Pesta siaga
34	Jamboree	Jambore
35	Jamboree on the air	Jambore udara
36	Sailing	Berlayar
37	Rowing	Mendayung
38	Survival training	Gladi tangguh
39	Go on	Melanjutkan

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UNIT VI

SCOUT SONGS

Campfire's burning

Fire's burning
Api membara
Fire's burning
Api membara
Draw nearer
Mendekat
Draw nearer
Mendekat
In the glowing
Dalam bercahaya
In the glowing
Dalam bercahaya
Come sing and be merry
Datang bernyanyi dan bergembira
Come sing and be merry
Datang bernyanyi dan bergembira

Vocabulary camfire's burning meaning

No	Kosa kata	Artinya
1	Fire	Api
2	Burning	Membara
3	Draw	Seri
4	Nearer	Lebih dekat
5	Glowing	Bersinar
6	Come	Datang
7	Sing	Bernyanyi
8	Merry	Gembira

My Bonnie

My bonnie lies over the ocean

Bonnie saya terbaring di atas lautan

My bonnie lies over the sea

Bonnie saya terbaring di atas pantai

My bonnie lies over the ocean

Bonnie saya terbaring di atas lautan

Oh bring back my bonnie to me

Oh kembalikan bonnie saya

Bring back, bring back

Bawa kembali, bawa kembali

Oh bring back my bonnie to me

Oh kembalikan bonnie saya

Bring back, oh bring back

Bawa kembali, oh bawa kembali

Oh bring back my bonnie to me

Oh kembalikan bonnie saya

Vocabulary my bonnie meaning

No	Kosa kata	Artinya
1	Lie	Terbaring
2	Over	Diatas
3	Ocean	Lautan
4	Sea	Lautan / pantai
5	Bring	Membawa
6	Back	Kembali

We are together

We're all together again

Kita semua akan bersama lagi

We're here, we're here

Kita disini, kita disini

We're all together again

Kita semua akan bersama lagi

We're here, we're here

Kita disini, kita disini

And who knows when

Dan kamu tahu dimana

We'll be all together again.?

Akankah Kita semua bersama lagi.?

Singing all together again

Bernyanyi bersama lagi

We're here, we're here

Kita disini, kita disini

Vocabulary we are together meaning

No	Kosa kata	Artinya
1	Together	Bersama
2	Again	Lagi
3	Here	Disini
4	Know	Tahu

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QUESTIONNAIRE

DEVELOPING A VOCABULARY BOOK FOR SCOUTORGANIZATION IN IAIN PALOPO

"English for Scout"

    A. Data Responden   :

    Nama   :

    Usia   :

    JenisKelamin   :

    B. PetunjukPengisian

Berilahtanda (X) padapilihan yang sesuaidenganapa yang paling menggambarkankeadaanAndasaatini, sertasesuaidengan yang Andabutuhkanatau yang Andainginkanterkaitdenganbukupemandu.

Dimensi	Indikator/teori	Items

Learning Style	**A. Types of vocabulary**
	1. Beck et al. (2002) stated that there are four types of vocabulary's level;
	  a. **Level I Words (beginner)** these are words that are used over and over in everyday speech.
	  b. **Level II Words (intermediate)** these are words that are likely to be learned only through reading or through instruction.
	  c. **Level III** Words (advance) these are words associated with a particular field of study or profession.
		1. Pemahamankosakata BahasaInggrissayasaatini …
		  a. SayatidakdapatmemahamikosakataapapundalambahasaInggris.
		  b. Dapatmemahamikosakatasederhana yang seringmunculdalamkehidupansehari-hari.
		  c. Dapatmemahamiarti/maknakosakatadariteks yang rumitdanmemberikantanggapanmengenaitekstersebut.
		  d. Dapatmemahamiberbagaimacambentukkosakata BahasaInggrisbaikdalamberbagai bidang.
		  e. Lainnya (sebutkan bila ada)
		
		2. Penguasaankosakata BahasaInggrissayahanyaberadapadalingkup …

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

| | 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 | |

| | | 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.

d. Low frequency words
Low frequency words are the rest of the words in a language. They consist of a big number of word families, and even the biggest compared to the other vocabulary levels, but they rarely appear in most texts. Even the native speakers themselves may not know all of them. but it actually depends on their education level and how many readings they do in their subject areas or their interests (Nation, 2013). | |
| | B. **Vocabulary Learning Strategy**
1. According to Schmitt and McCarthy (as cited Alqahtani, 2015), propose strategies to learn vocabulary as follows:
a. Guessing from context,
b. Using word parts and mnemonic techniques to remember words, and
c. Using vocabulary cards to remember foreign language-first language word pairs. | 3. Bagaimanacaraandamemahamikosakatabaru dalamBahasaInggris …
a. Menebakarti kata dariteks/konteks
b. Menggunakanbukudaftarkosakata BahasaInggris
c. Mempelajarikosakatabarusecaraberpasanga n / kelompok.
d. MenggunakankamusduaBahasa
e. Lainnya (sebutkan bila ada) |

			4. 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)

		C. The difficulties in Learning Vocabulary
		The first steps in successful teaching vocabulary are to identify the difficulties that faced by the students. Thornbury (2004: 27) proposes some factors that make some words more difficult as follows:
		
		1. Pronunciation
		Research shows that words that are difficult to pronounce are more difficult to learn.
		Factors affecting the learning of pronunciation
		They are as follows:
		  a. Accent
		    An accent is "the cumulative auditory effect of those features of pronunciation that identify where a person is from, regionally or socially" (Crystal, 2003, p. 3)
		
		  b. Stress, intonation,
			5. Aspekpengucapankosakata BahasaInggris yang sulitadalah……
			a. Bunyivokal
			b. Bunyikonsonan
			c. Tekanansuku kata
			d. Intonasi
			e. Lainnya (sebutkan bila ada)
			
			6. HambatanapasajaAndatemuidalammempelajaripengejaankosakata ….?
			 a. Hambatanpadakosakatayang memilikipenulisan yang berbedanamunmemlikipelafalan yang samacontohnyaThan / Then dan Weather / Whether
			 b. HambatanpadaKombinasihuruf, Misalnya, CH, EI, IE yang terdapatpada kata Receive dan perceive
			 c. Hambatanpadahurufvokal yang Panjang .misalnyaAcquaintance Queue, Beautiful
			 d. HambatanpadaKonsonangandamisalnyaAddress Accessible danaccommodation .
			 e. Lainnya (sebutkan bila ada)

		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 meaning is 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 belajarmengajar di organisasi pramuka andabiasanyamenggunakan media seperti … a. Modul b. Lembarkerja c. Buku d. Laptop/video

IAIN PALOPO

e. Lainnya (sebutkan bila ada)

8. Anda termasuk golongan apa dalam pramuka?….
   a. Siaga
   b. Penggalang
   c. Penegak
   d. Pandega
   e. Lainnya (sebutkan bila ada)

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

	Learning Topic	9. Topik-topik apa yang anda inginkan dalam buku vocabulary kepramukaa.? a. Pengetahuan tentang tali temali b. Pengetahuan tentang semapore c. Pengetahuan tentang PBB (Pelatihan Baris Berbaris) d. Pengetahuan tentang SSGP (Sejarah Singkat Gerakan Pramuka) e. Lainnya (sebutkan bila ada) 10. Apakah kegiatan aktivitas di pramuka yang membuat anda tertarik.? a. Berkemah b. Hicking c. Outbon d. Kerjasama kelompok e. Lainnya (sebutkan bila ada) 11. Apakah tujuan anda masuk dalam organisasi pramuka.? a. Membentuk karakter dan kepribadian b. Menanamkan cinta terhadap tanah air c. Meningkatka keterampilan d. Membangun kerja sama e. Lainnya (sebutkan bila ada)

LEMBAR VALIDASI INSTRUMENT

Pengembangan Buku Kosa Kata untuk Organisasi Pramuka di IAIN Palopo

A. Petunjuk pengisian

1. Lembar penilaian 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 kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

NO	URAIAN	KELAYAKAN				
		1	2	3	4	5
I	Aspek Isi					
a.	Tujuan penelitian dinyatakan dengan jelas.			√		
b.	Tujuan kuesioner dinyatakan dengan jelas.			√		
c.	Petunjuk pengisian kuesioner mudah dipahami.					√
II	Aspek Cakupan (Isi)					
a.	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.			√		
b.	Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi memadai.		√			
c.	Butir-butir kuestioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.				√	
d.	Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.					√
e.	Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikan memadai.		√			

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

C. Komentar

Tidak ada pertanyaan kuesioner tentang penggunaan bahasa dan kegrafikan pada buku kosakata yang akan dikembangkan. Hanya ada sedikit pertanyaan kuesioner tentang cakupan isi materi.

D. Saran

Fokus pertanyaan kuesioner seharusnya lebih banyak pada isi materi vocabulary (jenis dan topik kosakata) apa yang dibutuhkan siswa untuk selanjutnya disajikan dalam buku kosakata yang akan dikembangkan.

E. Kesimpulan

Instrument kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan

2. Dapat digunakan

3. Dapat digunakan dengan perbaikan (lihat komentar dan saran di atas)

Palopo, 9 Januari 2021

Penilai Kelayakan

Magfirah Thayyib

LEMBAR VALIDASI INSTRUMENT

Pengembangan Buku Kosa Kata untuk Organisasi Pramuka di IAIN Palopo

A. Petunjuk pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda ( ) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:

   1: tidak layak
   2: kurang layak
   3: cukup layak
   4: layak
   5: sangat layak

4. Anda di mohon kesediannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

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

c.	Butir-butir kuestioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.					
d.	Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.					
e.	Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikan memadai.					
III	Aspek Bahasa					
a.	Butir-butir kuesioner dirumuskan dalam dalam bahasa indonesia yang baik dan benar.					
b.	Butir-butir kuesioner dirumuskan dalam bahasa indonesia yang efektif.					
c.	Butir-butir kuesioner dirumuskan dalam bahasa indonesia yang efisien.					✓
d.	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.					

C. Komentar

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D. Saran

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E. Kesimpulan

Instrument kuesioner ini (lingkari salah satu pilihan)

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

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Palopo, ...

Penilai Kelayakan
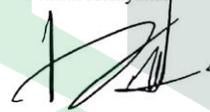
Isradil Mustamin, S.Pd., M.Pd

IAIN PALOPO

SURAT PERMOHONAN *EXPERT JUDGMENT*

Hal   :Permohonan Kesediaan *Expert Judgment*

Lampiran   : 1 Rangkap

KepadaYth.

Dr. Muhaemin, MA

Di_

          Tempat

Dengan Hormat,

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

Nama   : Inriani

NIM   : 16.02.02.0028

Judul Penelitian   : Developing a vocabulary book for scout organization in IAIN Palopo.

Memohon dengan sangat kesediaan Bapak untuk memberikan penilain pada produk yang telah saya buat berupa Vocabulary book untuk Mahasiswa Pramuka IAIN Palopo.

Demikian permohonan saya sampaikan, atas bantuan dan kesediaan Bapak, saya ucapkan banyak terimakasih.

Palopo, 9,Maret 2021
Pemohon

Inriani
NIM: 16 0202 0028

KUESIONER PENILAIAN UNTUK PARA AHLI

Pengantar:

Kuesioner ini merupakan instrument penilaian terhadap *Vocabulary Book*. Saya sangat mengharapkan partisipasi Bapak/Ibu untuk mengisi kuesioner ini sebagai masukan atas *book* yang saya kembangkan. Atas kesediaan dan partisipasi Bapak/Ibu, saya ucapkan terima kasih.

Expert Identity:

    Name   : _____

    Sex   : *Male/ Female*

    Last Education: _____

    Expertis: *Language Expert/ Material Expert*

A. PetunjukPengisian:

Berikut ini adalah butir-butir pernyataan yang berkaitan dengan *Vocabulary book for scout organization in IAIN Palopo* yang telah dikembangkan. Bapak/Ibu di persilakan untuk memberikan tanda centang(√) sesuai bobot yang dikelompokkan 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 tinjaudaribeberapaaspek

No	Aspek yang dinilai	Bobot				
		1	2	3	4	5
I	**Instructional Material**					
	1. Kejelasan materi pembelajaran				√	
	2. Kesesuaian pemilihan gambar, warna, maupun posisi gambar pada cover design				√	
	3. Kesesuaian materi prasyarat dan materi yang di butuhkan siswa				√	

	5. Sifat komunikasi bahasa yang digunakan			✔	
	6. Kesesuaian sumber belajar			✔	
	7. Vocabulary book for scout yang di kembangkan memberikan penjelasan secara jelas pada setiap poinnya			✔	
	8. Materi (semapore, PBB, SSGP, dll) diambil dari sumber-sumber terbaru tentang topik yang di bahasa			✔	
	9. Bentuk materi dalam *Vocabulary book* ini disajikan secara beragam.			✔	
	10. Penyajian materi mendorong siswa aktif dalam proses belajar mandiri.			✔	
	11. Penyajian materi mendorong siswa aktif dalam proses belajar mandiri.			✔	
II	**Initial Design**				
	1. Kejelasan pembagian materi			✔	
	2. Kejelasan sistem penomoran			✔	
	3. Pengaturan ruang/ tata letak			✔	
	4. Kesesuaian jenis dan ukuran huruf				✔
	5. Pengaturan ilustrasi/ gambar				✔
	6. Ilustrasi yang diberikan mampu menambah pemahaman pada informasi yang disampaikan			✔	
	7. Ilustrasi yang ditampilkan secara serasi sesuai dengan topik pembahasan			✔	
	8. Ilustrasi yang diberikan memilki ukuran yang proporsional sehingga memberikan gambaran yang akurat tentang objek yang di maksud				✔
III	**Aspects of Language**				
	1. Bahasa yang digunakan dalam instruksi sesuai dengan tingkat perkembangan siswa			✔	
	2. Bahasa yang digunakan dalam penjelasan sesuai dengan tingkat perkembangan kognitif siswa			✔	
	3. Bahasa yang digunakan sesuai dengan kemampuan berbahasa siswa			✔	
	4. Bahasa yang disajikan jelas dan mudah dipahami oleh siswa			✔	

5. Bahasa yang digunakan sesuai dengan kaidah bahasa inggris yang benar			✓
6. Vocabulary book yang dikembangkan tidak terlalu banyak menggunakan kata-kata yang rumit.			✓

C. Penilaian Umum

Simpulan Penilaian secara umum

(mohon lingkari angka di bawah ini sesuai penilaian Bapak/ Ibu)

a. Instructional material ini :	b. Instructional material ini :
1. Sangat kurang baik	1. Belum dapat digunakan
2. Kurang baik baik	2. Dapat digunakan dengan revisi banyak
3. Cukup baik	3. Dapat digunakan dengan beberapa revisi
④ Baik	④ Dapat digunakan dengan revisi sedikit
5. Baik sekali	5. Dapat digunakan tanpa revisi

D. Komentar dan Saran Perbaikan

- Pibaikun
  ① Desain Cover

① Saran
   Manbaoa buku praumula tantang Pandaga.

Palopo, 12/3/2021.

Penilai Kelayakan

Dr. Muhaemin, MA
NIP. 19750203 200501 1006

SURAT PERMOHONAN *EXPERT JUDGMENT*

Hal   :Permohonan Kesediaan *Expert Judgment*

Lampiran   : 1 Rangkap

KepadaYth.

Dr. Masruddin, M.Hum

Di_

        Tempat

Dengan Hormat,

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

      Nama   : Inriani

      NIM   : 16.0202 0028

      Judul Penelitian   : Developing a vocabulary book for scout organization in IAIN Palopo.

      Memohon dengan sangat kesediaan Bapak untuk memberikan penilain pada produk yang telah saya buat berupa Vocabulary book untuk Mahasiswa Pramuka IAIN Palopo.

      Demikian permohonan saya sampikan, atas bantuan dan kesediaan Bapak, saya ucapkan banyak terimakasih.

                                   Palopo, 9,Maret 2021
                                   Pemohon

                                   Inriani
                                   NIM: 16 0202 0028

KUESIONER PENILAIAN UNTUK PARA AHLI

Pengantar:

Kuesioner ini merupakan instrument penilaian terhadap *Vocabulary Book*. Saya sangat mengharapkan partisipasi Bapak/Ibu untuk mengisi kuesioner ini sebagai masukan atas *book* yang saya kembangkan. Atas kesediaan dan partisipasi Bapak/Ibu, saya ucapkan terima kasih.

Expert Identity:

Name : _____

Sex : *Male/ Female*

Last Education: _____

Expertis: *Language Expert/ Material Expert*

A. PetunjukPengisian:

Berikut ini adalah butir-butir pernyataan yang berkaitan dengan *Vocabulary book for scout organization in IAIN Palopo* yang telah dikembangkan. Bapak/Ibu di persilakan untuk memberikan tanda centang(√) sesuai bobot yang dikelompokkan 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 tinjaudaribeberapaaspek

No	Aspek yang dinilai	Bobot				
I	**Instructional Material**	1	2	3	4	5
	1. Kejelasan materi pembelajaran				√	
	2. Kesesuaian pemilihan gambar, warna, maupun posisi gambar pada cover design				√	
	3. Kesesuaian materi prasyarat dan materi yang di butuhkan siswa				√	
	4. Penggunaan bahasa ditinjau dari kaidah Bahasa Inggris				√	

No		1	2	3	4
4.	Penggunaan bahasa ditinjau dari kaidah Bahasa Inggris			✓	
5.	Sifat komunikasi bahasa yang digunakan			✓	
6.	Kesesuaian sumber belajar			✓	
7.	Vocabulary book for scout yang di kembangkan memberikan penjelasan secara jelas pada setiap poinnya				✓
8.	Materi (semapore, PBB, SSGP, dll) diambil dari sumber-sumber terbaru tentang topik yang di bahasa			✓	
9.	Bentuk materi dalam *Vocabulary book* ini disajikan secara beragam.				✓
10.	Penyajian materi mendorong siswa aktif dalam proses belajar mandiri.			✓	
11.	Penyajian materi mendorong siswa aktif dalam proses belajar mandiri.				
II	**Initial Design**				
1.	Kejelasan pembagian materi			✓	
2.	Kejelasan sistem penomoran			✓	
3.	Pengaturan ruang/ tata letak			✓	
4.	Kesesuaian jenis dan ukuran huruf				✓
5.	Pengaturan ilustrasi/ gambar			✓	
6.	Ilustrasi yang diberikan mampu menambah pemahaman pada informasi yang disampaikan			✓	
7.	Ilustrasi yang ditampilkan secara serasi sesuai dengan topik pembahasan			✓	
8.	Ilustrasi yang diberikan memilki ukuran yang proporsional sehingga memberikan gambaran yang akurat tentang objek yang di maksud			✓	
III	**Aspects of Language**				
1.	Bahasa yang digunakan dalam instruksi sesuai dengan tingkat perkembangan siswa				✓
2.	Bahasa yang digunakan dalam penjelasan sesuai dengan tingkat perkembangan kognitif siswa				✓
3.	Bahasa yang digunakan sesuai dengan kemampuan berbahasa siswa				✓
4.	Bahasa yang disajikan jelas dan mudah dipahami oleh siswa				✓

5. Bahasa yang digunakan sesuai dengan kaidah bahasa inggris yang benar			✔	
6. Vocabulary book yang dikembangkan tidak terlalu banyak menggunakan kata-kata yang rumit.				✓

C. Penilaian Umum

Simpulan Penilaian secara umum

(mohon lingkari angka di bawah ini sesuai penilaian Bapak/ Ibu)

a. Instructional material ini :	b. Instructional material ini :
1. Sangat kurang baik	1. Belum dapat digunakan
2. Kurang baik baik	2. Dapat digunakan dengan revisi banyak
3. Cukup baik	3. Dapat digunakan dengan beberapa revisi
(4. Baik	(4. Dapat digunakan dengan revisi sedikit
5. Baik sekali	5. Dapat digunakan tanpa revisi

D. Komentar dan Saran Perbaikan

Perhatikan Materi yang Berkaitan.

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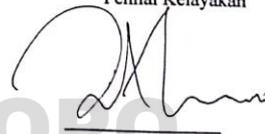...

Palopo,................

Penilai Kelayakan

STUDENTS' PERCEPTION

A. **Petunjuk pengisian**

1. Berilah tanda (√) pada kolom angka yang sesuai dengan penilaian yang anda berikan terhadap vocabulary book yang dikembangkan oleh peneliti.

2. Pedoman skala penilaian adalah sebagai berikut:

   1. Sangat tidak setuju

   2. Tidak setuju

   3. Ragu-ragu

   4. Setuju

   5. Sangat setuju

NO	Pernyataan	Nilai				
1	Materi dalam vocabulary book sesuai dengan kebutuhan anda	1	2	3	4	5
2	Vocabulary book yang dikembangkan dapat membantu anda untuk lebih mudah memahami kosakata Bahasa Inggris					
3	Materi yang disajikan sesuai dengan topik yang diinginkan					
4	Materi yang disajikan dapat dengan mudah dipahami					
5	Materi yang disajikan tersusun dengan baik dan rapih					
6	Materi yang disajikan beragam dan menarik					
7	Bahasa yang digunakan dalam vocabulary book mudah dipahami					
8	Vocabulary book menggunakan ilustrasi dan gambar yang menarik					

The Blueprint os Students' Perception Result

STUDENTS	STATEMENT NUMBER							
	1	2	3	4	5	6	7	8
1	3	4	4	5	5	3	4	4
2	4	4	3	4	5	5	3	3
3	3	4	3	4	4	3	4	3
4	4	3	3	4	4	3	5	3
5	3	5	3	5	3	3	4	3
6	4	4	3	4	5	3	4	4
7	3	5	4	5	3	4	5	3
8	3	5	4	5	3	3	4	2
9	5	4	3	3	4	4	3	5
10	3	3	3	3	4	3	3	3
11	3	5	3	4	4	3	3	4
12	4	4	3	4	4	3	4	3
13	3	3	4	3	4	4	4	4
14	2	3	3	4	4	3	4	3
15	5	4	4	4	3	4	2	2
AVERAGE SCORE	3,5	4	3,3	4,1	3,9	3,4	3,7	3,3

IAIN PALOPO

GERAKAN PRAMUKA
GUGUS DEPAN KOTA PALOPO 09.001
GUGUS DEPAN KOTA PALOPO 09.002
PANGKALAN IAIN PALOPO

Sekretariat : Jl. Agatis Kelurahan Balandai Kota Palopo (Belakang Gedung Rektorat IAIN Palopo)
KodePos : 91914 - Blog : swg-smpg.blogspot.com - E-mail : pramukaiainpalopo@gmail.com

SURAT KETERANGAN PENELITIAN
Nomor. 13/A/GUDEP-09.001-002/IAIN-PLP/III/2021

Yang bertanda tangan dibawah ini, Ketua Gugus Depan Pramuka IAIN Palopo dengan ini menyatakan bahwa mahasiswa dibawah ini :

Nama	:	Inriani
NIM	:	16 0202 0028
Tempat. Tanggal Lhir	:	Lambara Harapan, 15 Februari 1998
Jenis Kelamin	:	Perempuan
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Program Studi	:	Pendidikan Bahasa Inggris
Alamat	:	Lambara Harapan, Kecamatan Burau, Kabupaten Luwu Timur.

Adalah benar telah melaksanakan penelitian di Racana Sawerigading-Simpurusiang. Gerakan Pramuka IAIN Palopo untuk kepentingan penulisan Skripsi pada tanggal 10 Februari 2021 dengan judul "Developing a Vocabulary Book for Scout Organization in IAIN Palopo".

Demikian keterangan ini dibuat dan diberikan kepada yang namanya tersebut diatas untuk digunakan sebagaimana mestinya.

Ketua Gudep 09.001   Ketua Gudep 09.002

Abu Bakar, S.Pd.I., M.Pd.   **Dra. Hj. Nursyamsi, M.Pd.I.**