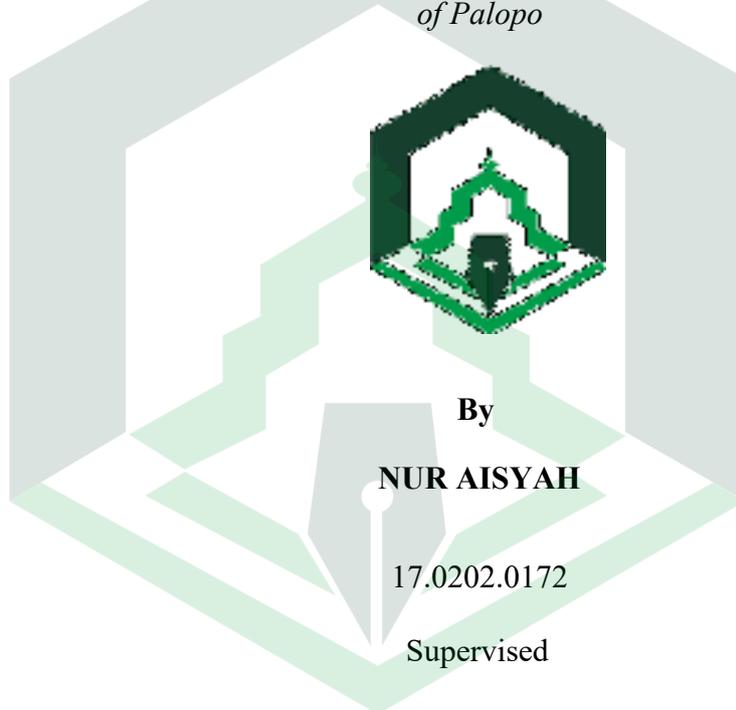


**DEVELOPING DAILY EXPRESSION
POCKETBOOK FOR ISLAMIC BOARDING
SCHOOL STUDENTS AT MUHAMMADIYAH
BOARDING SCHOOL PUTRA PALOPO**

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*



By

NUR AISYAH

17.0202.0172

Supervised

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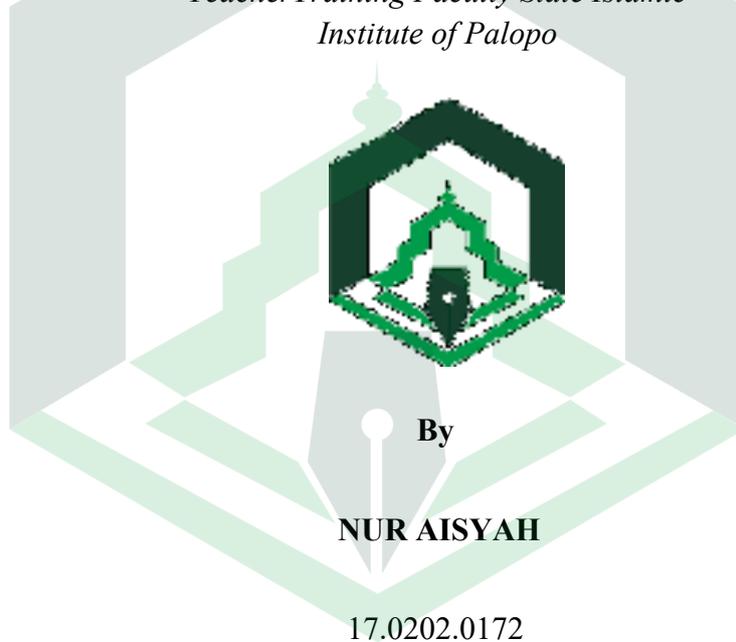
1. Prof. Dr. Sahraini, M.Hum
2. Wahibah, S.Ag., M.Hum

**ENGLISH EDUCATION STUDY
PROGRAM TARBIYAH AND
TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF
PALOPO 2021**

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**ENGLISH EDUCATION STUDY
PROGRAM TARBIYAH AND
TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF
PALOPO 2021**

STATEMENT OF AUTHENTICITY

I, who undersigned below:

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Stating exactly that:

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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 in accordance with its purpose.

Palopo, 29 October 2021

Regards,



Nur Aisyah
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THESIS APPROVAL

This thesis, entitled "Developing Dayli Expression Pocket Book for Islamic Boarding School Students at Muhammadiyah Boarding School Putra Palopo" written by Nur Aisyah, Reg. Number 17.0202.0175, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in MUNAQASYAH session which is carried out on **Friday, October 29th 2021 M**, coincided with **Rabiul Awal 24th 1443 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, October 29th, 2021 M
Rabiul Awal 24th 1443 H

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This thesis entitled “Developing Dayli expression Pocket Book For Islamic Boarding School Students at Muhammadiyah Boarding” is submitted as compulsory fulfillment of the requirements for Bachelor’s degree of the English Education Department of the Faculty of Tarbiyah and Teachers Training State Islamic Institute (IAIN) Palopo.

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14. Eventually, it has to be admitted that nobody is perfect, and the writer is fully aware that there are still many weaknesses in this thesis. Therefore, comments, critics, and constructive suggestions for improving this thesis will be highly appreciated. Hopefully, this thesis can give a meaningful contribution to

further researchers.

Palopo, June 2021

The Researcher

Nur Aisyah

17.0202.0172



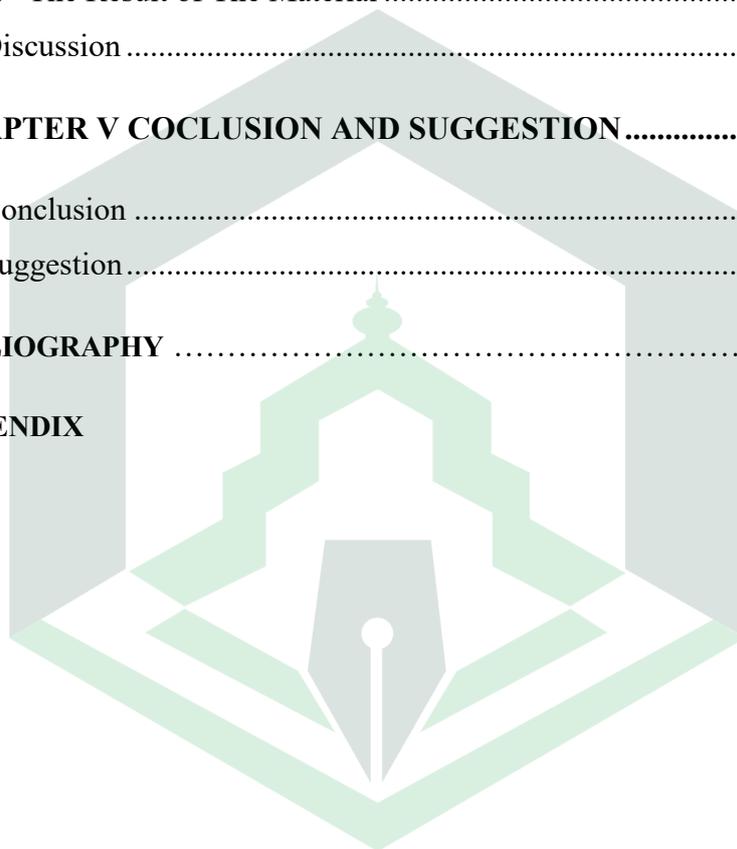
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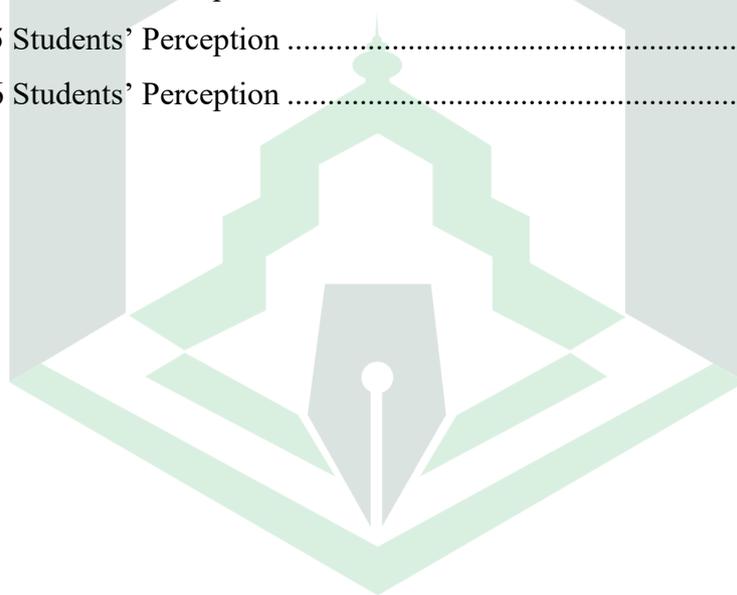
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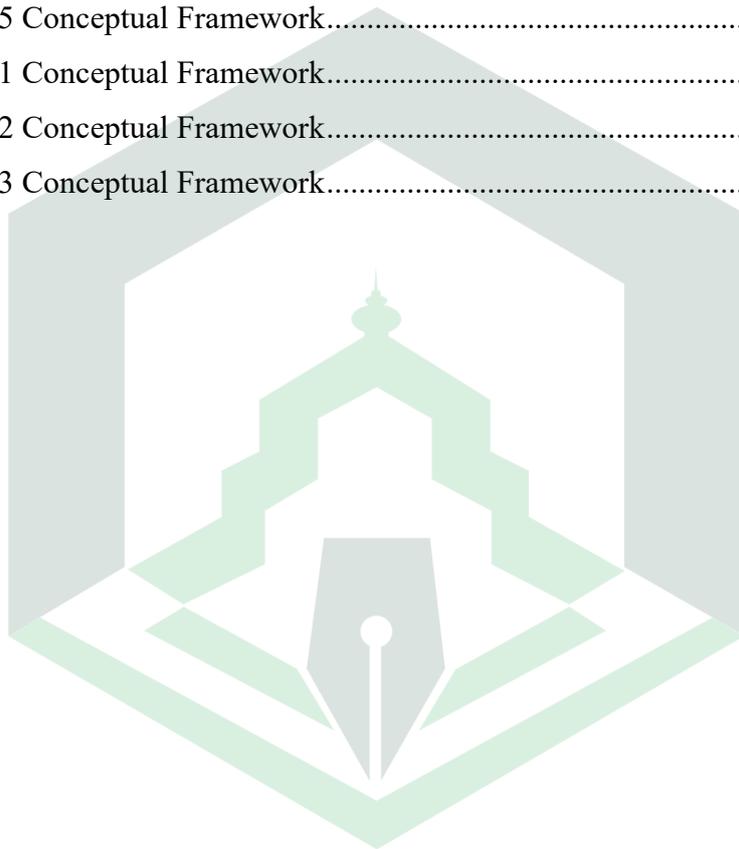
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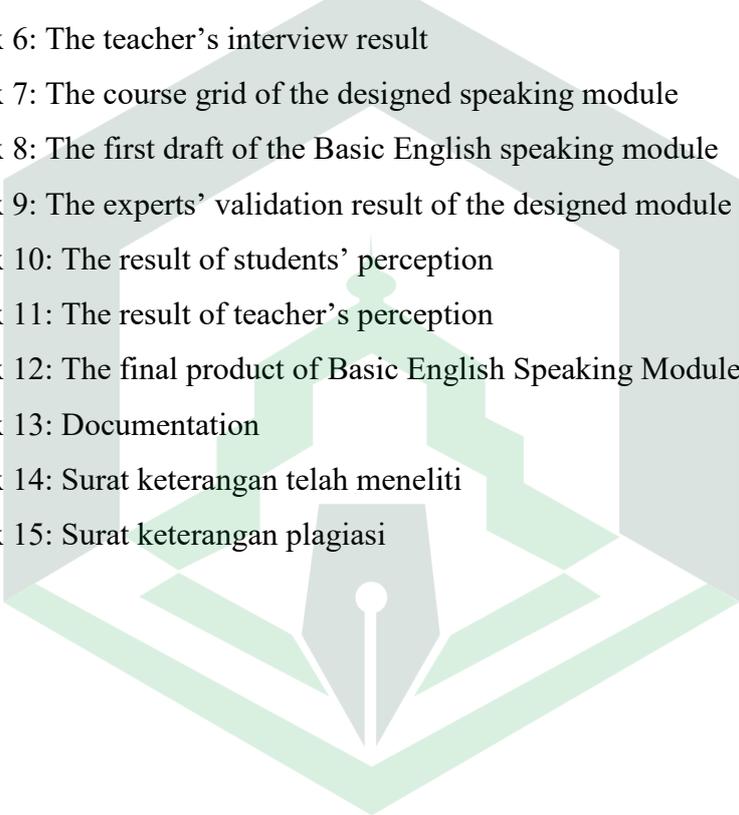
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ABSTRACT

NUR AISYAH, 2021, *“Developing daily expression pocket Book for Islamic Boarding School Students at Muhammadiyah Boarding School Putra Palopo”*. The thesis of the English Education Study Program. Consultant Sahraini and Wahibah.

This research endeavored to develop a Daily Expression pocket Book for Islamic Boarding School Students at Muhammadiyah Boarding School Putra Palopo. The formulation of this research was “How to develop appropriate Daily Expression pocket Book for Islamic Boarding School Students at Muhammadiyah Boarding School Putra Palopo?”. This research aimed to develop an appropriate Daily Expression pocket Book for Islamic Boarding School Students at Muhammadiyah Boarding School Putra Palopo. The research design used in this research was Research and Development (R&D) and applied using the 4-D Model. This kind of model consists of defining, designing, developing, and disseminating. As the product of this research, ten daily expression topics were developed through the students’ daily expression pocketbook. The topics include expression in the Mosque, expression in the classroom, expression in the canteen, expression in the bathroom, expression in the kitchen, expression in the bedroom, expression get temperature, telling time and price. The instruments used in this research were a need analysis questionnaire, observation sheets for instruments and products from expert validators, and the students’ try-out focuses on their perception towards the product. Therefore, the results showed that regarding the experts’ validation and the try-out on the students’ perception, the product of this research was appropriate to implement for the students at Muhammadiyah boarding School Palopo. The designed daily expression pocketbook on this research would be valuable to use as teaching and learning resources to increase and encourage the students’ motivation to study and speak English every day.

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Keywords: Develop, Daily Expression, Pocket Book

CHAPTER I

INTRODUCTION

A. Background

English is an international language and very important in education. English learning is taught in public schools and Islamic schools, especially in Islamic boarding schools. Due to the importance of English, most of the school applied English day. English day is a program to train and familiarize the use of English in daily activities. The students must speak English at the time that has been agreed. English day is not- breakthrough. In the school, English Day is a program that has long been implemented.

Based on the observation by the researcher, Muhammadiyah Boarding School (MBS) Putra Palopo is one of the Islamic Boarding Schools at Palopo which applies the English day program. English area program implemented two days a week. Whereas students have no opportunity to develop speaking ability, there was no special learning about daily conversation and vocabulary but general lessons only. There is no instrument such as a special book for daily conversation; the students did not have an appropriate book; the adviser only provides less structured notes, was less effective, cannot be taken anywhere, and could be lost¹. Therefore, the students needed an Instrument as a pocketbook for guiding their communication English day at boarding school.

¹ Umar Hidayat, the observation by the researcher at Muhammadiyah Boarding School Palopo (2020).

Pocketbook is an important instrument to help the students to speak at boarding school. According to Bly, the booklet or pocketbook is a small size media designed to provide readers with tricks and techniques in solving problems². Pocketbook can also be said to be a guidebook; students can carry it anywhere and anytime. They can open a pocketbook as a guideline for speaking in English in the boarding school environment. The importance of having a guidebook as an instrument for students who studied speaking English program area has been explained in Q\S Al-Maidah: 35

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَابْتَغُوا إِلَيْهِ الْوَسِيلَةَ وَجَاهِدُوا فِي سَبِيلِهِ لَعَلَّكُمْ تُفْلِحُونَ

"and look for methods/instrument that draws closer to Him and strive for jihad in His way, then Allah blesses you."

Ancient history of Prophet, It is known that several languages are used, such as Arabic, Hebrew, Syria, Persian, and Greek. The hadith of the Prophet explains the importance of learning several languages:

عَنْ أَبِيهِ زَيْدِ بْنِ ثَابِتٍ ، قَالَ : أَمَرَنِي رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَنْ أَتَعَلَّمَ لَهُ كَلِمَاتٍ مِنْ كِتَابِ يَهُودَ قَالَ : إِيَّيَّي وَاللَّهِ مَا آمَنْتُ يَهُودَ عَلَى كِتَابٍ قَالَ : فَمَا مَرَّ بِي نِصْفُ شَهْرٍ حَتَّى تَعَلَّمْتُهُ لَهُ قَالَ : فَلَمَّا تَعَلَّمْتُهُ كَانَ إِذَا كَتَبَ إِلَى يَهُودَ كَتَبْتُ إِلَيْهِمْ ، وَإِذَا كَتَبُوا إِلَيْهِ قَرَأْتُ لَهُ كِتَابَهُمْ

“From Zaid bin Tsabit he said‘ Rasulullah Saw. He ordered me to study the Jewish script (language). He said, 'By Allah, I feel insecure about the writings (of my letter) from the Jews'. Zaid bin Tsabit said 'When I had studied the Jewish

² R Bly, *Money Making Writing Job* (United States of America: Soucebooks, 2009).

alphabet in a period of half a month, if the Messenger of Allah (may peace be upon him). I want to send a letter to them (Jews) I write it, while if it is a Jew who sent a letter to the Prophet, I read his writing to the Prophet." (Muhammad bin Badis as-Sonhaji, *Majalisut Tadzkir min Hadisil Basyirin Nadzir*, hal 69)

The researcher would develop a pocketbook Islamic based. It consists of students' English daily activity expressions in a boarding school environment. Students used the pocketbook as an instrument to get closer to Allah. Students knew the English language of activity at Islam.

In the previous study, Siti Khanifatur Rohma (2014) developing a pocketbook for vocabulary for the seventh-grade students of MTs Darul Huda Wonodadi Blitar and Irianingrum (2015) develop a pocketbook on learning English for class 3 students at SDN 2 Karangwidoro Malang³. This arose from existing a pocketbook that does not suit students' needs in their field of study.

Concerning the above case, Muhammadiyah Boarding School Putra Palopo did not have a suitable English expression book. Therefore, the researcher to conduct this research with the title **"Developing Daily Expression Pocket Book for Islamic Boarding School Students at MBS Putra Palopo"**

B. Research Question

Regarding the problem limitation, the researcher formulated the following research questions as follows:

³ Siti Khanifatur Rohmah, "Developing Pocket Book Vocabulary to the Seventh Grade Students of MTs Darul Huda Wonodadi Blitar" (IAIN Tulungagung, 2013), 22–29, <http://repo.iain-tulungagung.ac.id/705/>.

What is the appropriate Daily Expression Pocket Book for Islamic Boarding School Students at MBS Putra Palopo?

C. The Objective of the Research

The researcher determined the objective based on the formulation of the problem, the researcher designed an appropriate Daily Expression Pocket Book for Islamic Boarding School at MBS Putra Palopo.

D. The Specification of the Research

The expected product specification in this research will: (1) the Daily Expression Pocket Book designed based on Prastowo's theory, the appearance of the title and material should have a core basic competency or the main material that must be achieved by the learning community and the preparation of teaching needs materials to need to consider the following points the display is arranged, seems attractive, simple language, understandable, motivate, easy and be read; (2) the design Pocket Book consisted of daily activities that would be learned and language features that would be improved based on the students' needs analysis.

E. The Significances of the Research

Theoretically, this research will expect to contribute to pocketbooks, especially English materials for Islamic Boarding School. Practically, this research will be useful for (1) the English teacher / English tutor will be expected to be useful for the teacher as one of the references in developing Daily Expression materials to improve the quality of English area at Boarding School, (2) the learners will be expected to use to improve their English day conversation

and also to increase students motivation in learning English; (3) the next researcher will be expected to use as one of the references for a further adviser.

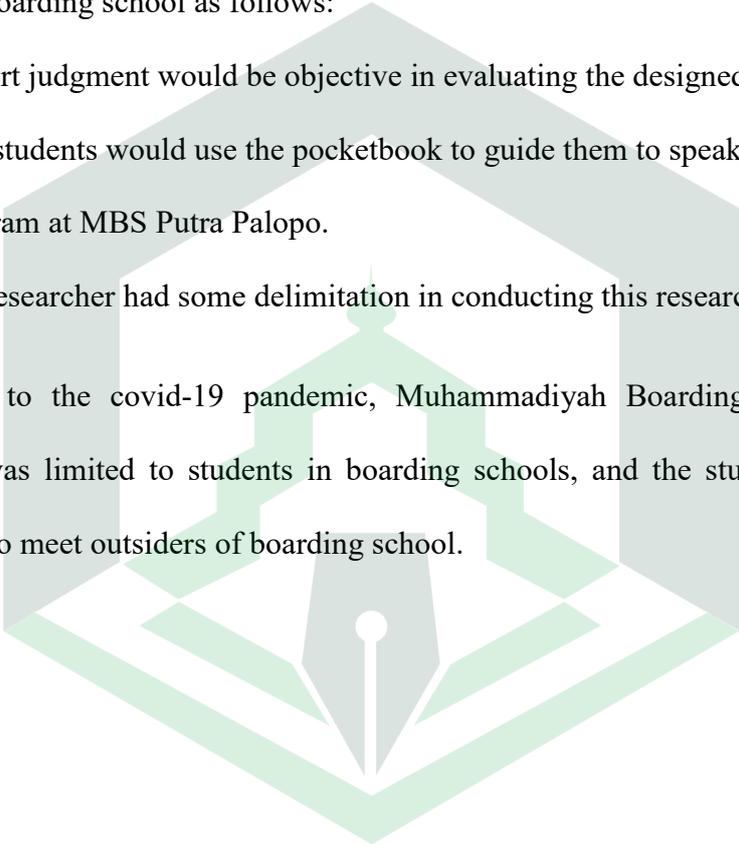
F. The Assumption and Delimitation of the Research

The researcher has some assumptions in designing English Pocket Book Islamic boarding school as follows:

1. Expert judgment would be objective in evaluating the designed Pocket Book.
2. The students would use the pocketbook to guide them to speak in the English day program at MBS Putra Palopo.

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

Due to the covid-19 pandemic, Muhammadiyah Boarding School Putra Palopo was limited to students in boarding schools, and the students were not allowed to meet outsiders of boarding school.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Research Finding

In conducting this research, the researcher finds various studies which also focus on designing pocketbooks. It will be explained as follows:

Siti Khanifatur Rohma (2014), this research discussed *Developing Vocabulary Pocket Book for the Seventh Grade Students of MTs Darul Huda Wonodadi Blitar*⁴. Furthermore, Rohma's research has two differences from this research: (1) Rohma's research only focuses on vocabulary, whereas this research focuses on daily expressions; (2) Rohma's research developed a pocketbook for seventh grade whereas this research develops a pocketbook for all of the students of junior high boarding school.

Irianingrum (2016), this research aimed to *Develop of Pocketbook on Learning English for Class 3 Students at SDN 2 Karangwidoro Malang*⁵. This pocketbook is mostly focused on vocabularies, such as verbs, nouns, and adjectives. Irianingrum's research has a similar purpose to this research. It is designing pocketbook. The difference is the material of Irianingrum's research

⁴ siti khanifatur Rohma, "Developing Pocket Book Vocabulary to the Seventh Grade Students of MTs Darul Huda Wonodadi Blitar" (STATE ISLAMIC INSTITUTE (IAIN) TULUNGAGUNG, 2014).

⁵ Ajeng Fidual Irianingrum, "Pembelajaran Bahasa Inggris Untuk Anak-Anak," *Ta'dib* (Pendidikan, Universitas Negeri Malang, 2016), <https://doi.org/10.31958/jt.v13i1.171>.

focused on vocabulary, whereas this research focuses on English daily Expression.

Nurifin Afifah (2016), this research discussed *Designing "Good at English" as an English Conversation Book for Speaking Activities Outside the Classroom for Grade VIII Students of the Junior High School*⁶. The similarity of the research above with this research is designing a pocketbook. However, the differences are the research above developed pocketbook an English Conversation Book for Speaking Activities Outside.

B. Literature Review

1. Islamic Boarding School

a. Definition of Islamic Boarding School

A boarding school is an educational institution the students not only learn, but they reside and live together in the institution. Islamic boarding schools is defined as an educational institution, where the students usually live in a hut (dormitory) with Islamic teaching materials in the form of classical books and general science books, aims to master the science of Islamic religion in detail and suit with general sciences such as mastery of foreign languages and applying them and guidelines in everyday life by emphasizing the importance of morals in

⁶ Nurin Afifah, "Designing ' Good at English' As An English Conversation Book for Speaking Activities Outside the Classroom for Grade VIII Students of the Junior High School," *Euphytica* (Universitas Negeri Yogyakarta, 2016), <http://dx.doi.org/10.1016/j.jplph.2009.07.006> <http://dx.doi.org/10.1016/j.neps.2015.06.001> <https://www.abebooks.com/Trease-Evans-Pharmacognosy-13th-Edition-William/14174467122/bd>.

social life⁷. A boarding school is an educational institution based on Islamic principles. This is a characteristic of Islamic education in Indonesia based on grassroots communities. Islamic institutions have factually existed for more than a century⁸.

Through the education process in this boarding school, it is hoped that the realization of Islamic personalities who are not only intellectually, but also personal have noble, faithful, creative, and innovative morals so that last days can spread the noble values of Islam to his family and the surrounding environment⁹. Traditional Islamic Boarding School Islamic educational institutions that study, understand, explore, appreciate, and practice the teachings of Islam emphasize the importance of religious morality as a daily living guide¹⁰.

Boarding school is the place of students in the school institution away from home and family they are taught religion and learn multiple subjects at the same place. All of the students, teachers, and school managers live in the dormitory within the school environment for a certain period. In addition, getting general knowledge like in a public school, students who attend the Boarding School are also given the same religious knowledge as the boarding school children. So

⁷ Dedi Efrizal, "Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-Alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia," *International Journal of Humanities and Social Science* 2, no. 20 (2012): 127–34.

⁸ St. Wardah Hanafie Das and Abdul Halik Amaluddin, "Paradigm of Islamic Education in the Future: The Integration of Islamic Boarding School and Favorite School," *Euphytica* 8, No. 4, no. 2 (2016): 22–32.

⁹ Inayah Nur and Fatimaningsih Endry, "Sistem Pendidikan Formal Di Pondok Pesantren (Studi Pada Pondok Pesantren Babul Hikmah Kecamatan Kalianda Kabupaten Lampung Selatan).," *Jurnal Sociologie*, Vol. 1, No (2013): 215–128.

¹⁰ Muhammad Roy Purwanto, Supriadi, and Rahmani Timorita Yulianti, "The Use of Entrepreneurship Education in Community Empowerment at Lintangsono Islamic Boarding School of Yogyakarta," *International Journal of Engineering and Advanced Technology* Volume 9, no. 2 (2019): 796–800.

with schools in the Boarding School, you will get two sciences simultaneously, namely the world and the afterlife.

b. Program at Islamic Boarding School

Students daily carry out various busy activities; no time is wasted, without being used for positive things, both in curricular and extracurricular activities. The participants are not only the students, but all people in boarding school must follow the program.

1) Daily activities

The schedule of activities for the students begins in the early morning, namely doing shubuh pray together at a mosque. After prayer, there are continuing the activities clean up the cottage that has been arranged, picket schedule, after that breakfast, and preparation for going to school. School starts at 07.00 WIB up to 14:15 WIB, but usually, there is a different schedule or extracurricular activities until 17.00 WIB. After that, it is endless activities in the cottage, maghrib, and isya pray, and there is also material after the pray then continued studying at night until approximately o'clock 22.00 WIB. Every student activity, both at school and the cottage is governed by rules that aim to shape the personality of the independent and disciplined students.

2) Weekly students activity schedule

Besides daily activities, there are also weekly activities. Such as Arabic speech exercises, gymnastics, sports activities, Arabic conversations, and English programs. By implementing an English program, making students fluent in speaking English, making them more confident, helping to support education,

improving self-efficacy, know foreign information, as capital to continue higher education.

3) Kinds of English learning activities at the Islamic boarding school

a) Morning vocabulary

Every morning, an English tutor gives a vocabulary to students, paying attention to the students' needs in the teaching and learning process and daily conversation.

b) Language movement

The language team, which changes every two weeks, is carried out by the language team, and students become objects to control and guide daily language trips.

c) Morning conversation

Morning conversations are held once a week as a substitute for the vocabulary given by the tutor in the morning to train and familiarise students with the use of English.

d) Self-development

Self-development is given to students to be competent, creative, heroic, broad-minded, and complement students outside of school and boarding school. Types of self-development are addresses children, speech clubs, storytelling clubs, and news reading clubs.

e) Memorizing vocabulary

Students carry out vocabulary memorization both from books that have been decided from the student's education and are guided directly by the class supervisor and or the language court.

f) Deepening of the language

The profound language is guided by the classroom tutor and the court language, which play an active role in helping students construct coherent sentences for daily conversations.

g) Language improvement

Language improvement is carried out by the language team so that students do not keep using inappropriate language that is not following the language guidelines. Other people, especially native speakers, can understand the language used in daily conversation.

h) Speech training

The purpose of holding speech training activities in English and Arabic is to encourage students to improve the quality of language learning, motivate, discipline and work hard in the learning process in the classroom so that students can speak Arabic and English in public.

i) Bilingual talent show

The bilingual competition is an English and Arabic competition consisting of debates, speeches, storytelling, and new reading. All students participated according to their chosen and participated in self-development.

j) Fun with bilingual

Bilingual Fun is a game activity using Arabic and English that can be entertaining to eliminate student fatigue and boredom, but it cannot be separated from existing educational norms. So that the desired target is achieved and students can absorb what the teacher provides well.

k) Procurement of instrument amplifiers

Amplifier instruments are used for announcements, language-breaking student calls, and listening time for teaching and learning, and other language development programs. Through this instrument, students will hear good and systematic language conveyed by the announcer, and they can imitate and practice it in their daily conversations.

l) Awards

This award aims to motivate students in carrying out linguistic disciplines. Awards are given to students who have never violated language at all. By giving this award, students compete to be better than others¹¹.

c. Area in the boarding school environment

The establishment of the boarding school originally came from the mushola or langar then have experienced both physical and facility development how to calcification in learning¹². Places in the boarding school environments are¹³:

1) The dining room is a room for eating together

¹¹ Efrizal, "Improving Students ' Speaking through Communicative Language Teaching Method at Mts Ja-Alhaq , Sentot Ali Basa Islamic Boarding School of Bengkulu , Indonesia," 128–29.

¹² Amin Haedar and El-saha Isham, *Peningkatan Mutu Terpadu Pesantren Dan Madrasah Diniyah* (Jakarta: Diva pustaka, 2004), 7.

¹³ Isatul Husna and Mahmud Huda, "Pengaruh Fasilitas Pembelajaran Terhadap Kedisiplinan Santri Di Madrasah Diniyah Muzamzamah Chosyi ' Ah Asrama Putri XI Pondok Pesantren Darul ' Ulum Jombang," *Jurnal Pendidikan Islam* 1, no. 1 (2017): 54–75.

- 2) Kitchen, the main function of a kitchen is a location for storing, cooking, and preparing food.
- 3) A bedroom serves many functions and can be a place to sleep, study, entertainment our friends, etc.
- 4) A Mosque is a place of prayer for everyone in the Islamic boarding school
- 5) Hall. The hall is one of the most important rooms in an educational institution or school. In addition to the functions of the hall itself, which can be various, besides being used for meeting rooms or meeting rooms, it can also be used as an indoor sport and performing arts.
- 6) Bathroom, as a place for bathing and cleaning the body, as a place to wash clothes, take a leak, and also take a damn.
- 7) Living room. The living room functions as a reception area, such as the arrival of parents.
- 8) Health unit room as in general, to improve the ability to live a healthy life and the health of student as creating a healthy environment, So that the growth and development of students is harmonious and optimal and as health services for school children.
- 9) Canteen, the function of the canteen is to provide a variety of nutritious and attractive food and drinks at affordable prices and strengthen classroom learning and etc.

2. The Curriculum of Boarding School

The curriculum held at the Islamic boarding school is divided into three, namely: intracurricular, co-curricular and extracurricular curricula.

a. Intracurricular Curriculum

Intracurricular activities are teaching-learning processes generally carried out in the form of in-class session programs. The teacher is directly involved face-to-face with students according to a predetermined lesson schedule. In general, the material provided is a subject matter that collaborates between the Islamic Boarding School Curriculum, the Ministry of Religion Curriculum (MTs and MA), and the Ministry of National Education (SMP and SMA).

- 1) Islamic subject groups (Dirasah Islamiyah), namely Tafsir, Hadiths, Jurisprudence, Usul Fiqh, Mustalahul Hadith and Mahfuzhat, and Islamic Date.
- 2) Group of linguistic subjects (Dirasah Lughawiyah) namely Insyah, Muthala'ah, Nahwu and Sharaf, and Tamrin Lughah.
- 3) General subject, namely PPKn, Indonesian Language, English, Mathematics, Physics, Biology, Chemistry, History, Geography, Economics, Sociology, and Information and Communication Technology.

b. Co-curricular Activities

Co-Curricular activities are additional activities for students (local content) that must be followed through in-class sessions or off-class sessions, including:

- 1) Public Speaking or Muhadharah, namely speech training activities in 3 (three) languages, namely Arabic, English, and Indonesian. Especially for the final class, the students were also introduced to presentations and debating exercises.
- 2) Amaliyah al-Tadris, namely teaching practice for final grade students

- 3) The study of the Salafiyah books that was conducted in the morning
- 4) Guidance for reading the Holy Quran using the Iqra method
- 5) Discipline in the use of Arabic and English in everyday conversation
- 6) Tahfidh al-Qur'an (especially Juz '30 and selected letters)
- 7) Discipline in carrying out the ubudiyah ritual
- 8) Leadership management education through the Madrasatul Muallimin al-Islamiyah Santri Association (ISMI), boys and girls.

c. Extracurricular activities

Extracurricular activities are teaching, and learning processes carried out in off-class sessions, involving teachers or professional trainers. This activity seeks to develop students' interests and talents in various fields. Students can choose their extracurricular activities without neglecting their main task, namely studying intracurricular and co-curricular activities. The following are some extracurricular activities in various fields:

- 1) The field of Jam'iyatul Qurro 'and Jam'iyatu Hifzhil Qur'an, namely a place for developing talents in the field of Tilawatil Qur'an and the law of reading tajwid for the development of memorizing al-Qur'an
- 2) The field of foreign language development, namely Arabic language courses, speech training, broadcasting, debating, speaking English and others that aim to improve Arabic and English language skills both orally and in writing
- 3) The field of scientific and social research, namely in the field of exact sciences, agriculture, computers, social, journalism, robotics, water

rockets, discussion forums, and others which aims to develop critical, logical, and creative thinking skills, improve reasoning skills and grow the courage to convey ideas or express opinions in a competitive atmosphere;

- 4) Art fields such as bands, marching bands, marawis, nasyid, qasidah, hadrah, calligraphy, painting, dance, make-up and others that aim to express the abilities and talents of students creatively in the form of fine arts, music, series voice, acting, and developing awareness and ability to appreciate various cultures of the archipelago.
- 5) Sports such as football, futsal, badminton, table tennis, basketball, volleyball, martial arts, takraw and ball aim to develop potential according to the talents and interests of students, form students who are physically and mentally strong, and instilling the values of sportsmanship in sports held at boarding schools and schools.

The explanation of the curriculum above is the curriculum of Islamic boarding schools in general. Muhammadiyah boarding school Putra Palopo is a new boarding school or the 2nd year in Palopo that has not implemented all Islamic boarding school curriculum programs in general. This boarding school is still in the process of adjusting the curriculum of the boarding school. The activities applied are still limited because they are still classified as a new school. The daily activities based on students at the boarding school are as follows:

2.1 Students activities at Muhammadiyah Boarding School Putra Palopo

NO.	TIME	ACTIVITY
1.	03.30-04.00	Tahajud prayer
2.	04.00-05.45	Subuh prayer, reading and memorizing the Holy Quran
3.	05.45-06.45	mutual cooperation, take a shower and have breakfast
4.	06.45-07.10	Prepare to go to school
5.	07.10-07.30	Vocab and Expression in English and Arabian
6.	07.30-12.00	Teaching and learning activities at school
7.	12.00-13.00	Duhur prayer in congregation and lunch
8.	13.00-15.00	Teaching and learning activities at school
9.	15.00-15.30	Ashar prayer in congregation
10.	15.30-17.00	Rest, sports and playing.
11.	17.00-17.30	Afternoon bath & preparation for Maghrib prayer
12.	17.30-18.00	Waiting for magrib prayer and reciting at the mosque
13.	18.00-19.20	Jamaah Maghrib, kajian kitab dan mahkamah

14.	19.20- 19.40	Isya' prayer in congregation
15.	19.40- 20.10	Dinner
16.	20.10- 21.45	Listening Islamic speech
17.	21.45- 22.00	Night Sleep Preparation
18.	22.00- 03.30	sleep at night

3. Pocket book

a. Definition of pocket book

Hizair stated that pocketbooks are small print media that can be stored in pocket clothes and are practical to carry anywhere¹⁴. Pocketbook generally contains 16-24 pages measuring 3.5 x 8.5 inches. Usually have covers designed in colour, plain and thin. Furthermore, pocketbook has simple language, simple content, and focused on one goal. Based on some of these experts, the conclusion of the pocketbook is a small book containing about 16-96 pages whose presentation is simple, attractive, short material, has pictures and can be used in the delivery of the learning process or in educating parties reader.

In general, pocketbooks are books that emphasize small size that can be put into a pocket so easy to carry everywhere and we can read at any time.

¹⁴ Hizair, *Kamus Lengkap Bahasa Indonesia* (Jakarta: Tamer, 2013), 108.

Pocketbooks can be used as a learning resource and make it easier for students to learn the subject matter¹⁵. Pocketbook can also be used as media that provide information about the subject matter and others to develop their potential students to become independent learners.

The pocketbook developed is designed with an attractive appearance by selecting images that match the material. The researcher chooses material in expressions with themes related to daily activities in the Islamic boarding school.

b. The function of the pocketbook

- 1) Attention function, book media Pockets are printed in small and full color packaging to attract students' attention to concentrate on the content of the material written in it.
- 2) Affective function, writing formulas on pocketbook and pictures on the material information can increase the enjoyment of learning.
- 3) Cognitive function, writing formulas, and pictures can clarify the material contained in books to facilitate the achievement of learning objectives.
- 4) Function compensatory, writing material in short pocketbooks helps students to understand the material in the text and recall it.
- 5) Function psychomotor skills, writing brief and clear pocketbook materials can make it easier for students to memorize.

¹⁵ Ranintya Meikahani and Erwin Setyo Kriswanto, "Pengembangan Buku Saku Pengenalan Pertolongan Dan Perawatan Cedera Olahraga Untuk Siswa Sekolah Menengah Pertama," *Jurnal Pendidikan Jasmani Indonesia* Vol. 11 (N (2015): 16.

6) Function evaluation, assessment of student's ability to understand the material can be done by work on evaluation questions in the pocketbook¹⁶.

c. Characteristics of pocketbook

Characteristics of pocketbook based on research results from Rahmawati, Sudarmin, & Pukam show that pocketbook has characteristics that can encourage students' enthusiasm and interest during learning activities¹⁷. Students are enthusiastic and pay attention to the delivery of the teacher so that students can understand and practise it in daily life.

d. Pocketbook arrangement

Putting a pocketbook requires some French states that these are¹⁸:

- 1) Determine the title and subtitles.
- 2) Make rational arrangements and concrete patterns
- 3) Make attractive cover

Prastowo states that media development using the guide below¹⁹:

- 1) The appearance of the title and material should have a basic core competency or the main material that the learning community must achieve.

¹⁶ Vik Vik, Syamswisna, and Titin, "Kelayakan Media Buku Saku Submateri Manfaat Keanekaragaman Hayati Kelas X SMA Mandor" 5, no. 5 (2016): 1–10.

¹⁷ Rahmawati, Sudarmin, and Pukam, "Pengembangan Buku Saku Ipa Terpadu Bilingual Dengan Tema Bahan Kimia Dalam Kehidupan Sebagai Bahan Ajar Di MTs," *Unnes Science Education Journal* 2 (2013): 162–63.

¹⁸ French C, *How to Write Successful How-to Booklet* (England UK: The Endless Bookcase, 2013).

¹⁹ Andi Prastowo, *Panduan Kreatif Membuat Bahan Ajar Inovatif* (Yogyakarta: DIVA Press, 2013), 73–74.

- 2) The preparation of teaching materials needs to consider the following points the display is arranged, seems attractive, the language is simple, understandable, motivate, easy to understand, and be read.

Based on the two theories presented by French & Prastowo above, it can be concluded that the pocketbook has designed with certain things like the contents of a pocketbook require a suitable design and pocketbooks have criteria for teaching materials as well as in terms of writing tailored to the target and covered attractively.

4. English Expression

a. Definition of English Expression

Expression is the process of making know one's thoughts or feelings. In other words, Expression is a way of expressing feelings, ideas, opinions to the other person.

b. Function of expressions

One of the reasons it is important to learn English expressions is to understand what other people are saying. Therefore we will not misunderstand what they are talking about. In addition, learning expressions can help us improve critical thinking skills.

c. Kinds of Expressions

There are many different kinds of expressions in English, as follow²⁰:

²⁰ Anastasia Koltai, “<https://www.myenglishteacher.eu/blog/how-many-types-of-expressions-there-are-in-english/>,” 2014.

1) An idiom is an established group of words, the meaning of which is not clear or understandable from the individual words.

- "Raining cats and dogs" this idiom means that it's "raining heavily".

2) Slang very informal words or phrases that are common in spoken English. These words or phrases are typically restricted to a particular context or group of people.

- "Hood" the word you can often hear in rap, means your "neighbour".

3) A phrasal verb is a verb that has a symbolic meaning, just like idioms and literal sense. A phrasal verb is always constructed with a verb and typically either an adverb or preposition.

- "Look after" can you look after my cat while I am on holiday? (phrasal verb: Look after = To take care of someone)

4) Proverbs is a short saying commonly known by the public and repeated as a piece of advice or suggestion. A proverb usually expresses the common truth.

- "Time is money" (proverbs) the longer it takes to do something, the more costly it will be.

5) Cliché is a word or phrase that has become popular. It is considered "overused". It can also be used to describe something outdated or unoriginal.

- "Brave s a lion" he is brave as a lion. (it is an overused phrase since everyone describes someone brave as a lion)
- 6) Jargon (professional slang) is words and phrases only used by particular professions or groups and are usually difficult for others to understand.
- 9 to 5 (jargon business) he has 9 to 5 job. (he has a standard working day 9 to 5 pm)
- 7) Asking and giving an opinion is used to describe how people ask other people opinions and how we give an opinion to others. Asking for opinions, ask about ideas, opinions to others. And giving an opinion is giving ideas, opinions to others²¹.
- What do you think about it?
 - In my opinion,
- 8) Expression of asking for an apology is an act of asking forgiveness performed by a speaker to the hearer for the mistake or offence that has been made, such as hurting or making someone injured, offending someone's feeling, or forgetting an appointment²².
- Please forgive me
 - I'm sorry for cancelling our meeting yesterday

²¹ Richa Kusuma Wardani et al., "An Analysis Speaking Ability of Asking and Giving Opinion at Eight Grade of SMP N 22 Merangin Academic Year 2020" 2, no. November (2020): 49–56.

²² Amatullah Nabilah and Nuraziza Aliah, "Apology Strategies Expressed by the Characters in The Proposal Movie," *NOBEL: Journal of Literature and Language Teaching* 7, no. 1 (2016): 1–14, <https://doi.org/10.15642/nobel.2016.7.1.1-14>.

9) Expression of agreement and disagreement, agreement expression is used to explain an agreement for an opinion and a fact. Meanwhile, when students do not agree about something, opinion, and fact, the students can express disagreement. It is called the Expression of disagreement²³.

- I am of the same opinion
- I am not with you

10) Expression of requesting something is when you ask someone to do something for you or ask if you can do something, it's important to sound polite. Here are some of the common ways that you can do this²⁴.

- Can you help me?
- Can I borrow your book?

11) Expression of obligation is necessary or obligatory to do something²⁵.

- I **have to** finish my work before this evening.
- I **must** see the doctor soon because I don't feel well

12) Expression of surprise is a feeling caused by something happening suddenly or unexpectedly²⁶.

- That's very surprising!
- Really?

²³ Muhammad Khairi Ikhsan, "Word Expressions of Agreement and Disagreement Used by the Students in Speaking Class," *English Education Journal* 10, no. 1 (2019): 112–27.

²⁴ Edstrom A, "Making Suggestions While Collaborating in L1 English: Common Structures and Strategies," *A Journal of English and American Studies* 51 (2015): 27–48, <http://www.misclaneajournal.net/index.php/misc>.

²⁵ Joanna Rydzewska- Siemiątkow Ska, "Explaining Synonymy Between Obligation Expressions in Finnish Legal Language – Results of a Survey," *Comperative Legilinguistics* 28, no. 4 (2016).

²⁶ Takashi Minaho and Hiroshi Ishiguro, "Motion Analysis in Vocalized Surprise Expressions and Motion Generation in Android Robots," *IEEE Robotics and Automation Letters* 2, no. 3 (2017): 1748–54, <https://doi.org/10.1109/LRA.2017.2700941>.

13) Expression of pride is an expression to show pride in pride or achievement obtained by others or ourselves²⁷.

- I'm so proud of you.
- You make me proud of you.

14) Expression of Hope is used when we indicate something that might happen or might happen in the future. You want and will do it. Wish is used to indicate something that did not happen or will not happen²⁸.

- We hope that they will come
- We wish that they could come

15) Expression of greeting is phrases used to greet people²⁹.

- Hello, Dona how is your life?
- I am very happy to meet you now

16) Expression of ability and dis ability used to express capable and incompetent³⁰.

- Yes, I can come to your
- No, I cannot move here

17) Expression of like and dislike is Expression of like means an expression or Expression that expresses liking/liking for something. Expressing like

²⁷ Gregg Bromgard, David Trafimow, and Christopher Linn, "Janteloven and the Expression of Pride in Norway and the United States," *Social Psychology* 154, no. 5 (2014): Soc. Psychol. (Gott)., <https://doi.org/10.1080/00224545.2014.914884>.

²⁸ Akylbek Kairatbekuly Meirbekov et al., "The Role of Functional and Sociopragmatic Aspects of the Speech Act of 'Wish' in the Process of Forming the Pragmatic Competence of Kazakh Students Learning English (Based on the Materials from the English and Kazakh Languages)," *Journal of Language and Literature* 6, no. 4 (2015): 327-32, <https://doi.org/10.7813/jll.2015/6-4/60>.

²⁹ Abdelaziz Bouchara, "The Role of Religion in Shaping Politeness in Moroccan Arabic: The Case of the Speech Act of Greeting and Its Place in Intercultural Understanding and Misunderstanding," *Journal of Politeness Research* 11, no. 1 (2015), <https://doi.org/https://doi.org/10.1515/pr-2015-0004>.

³⁰ Wardani et al., "An Analysis Speaking Ability of Asking and Giving Opinion at Eight Grade of SMP N 22 Merangin Academic Year 2020."

means expressing liking expression of dislike means Expression or Expression expressing dislike/hate towards something. Expressing dislike means expressing dislike³¹.

- I do love the way the teacher explain the theory
- I cannot stand with this situation

18) Expression of certainty and uncertainty. Certainty is the state of being completely confident or having no doubts about something. In contrast, uncertainty is used to express doubt about something³².

- I'm sure about it.
- I don't believe that.

19) Expression of command and forbid. A command is a sentence that contains a request to another person to do some work. While forbid is a sentence that aims to order someone not to do something³³.

- Close the door, please!
- Don't forget!

20) Expression of invitation is expressed when someone wants to ask someone else to come to a place or ask someone else to do something for him³⁴.

- You must come to my house.
- Will you go with me?

³¹ Caroline Langlet and Chloe Clavel, "Improving Social Relationships in Face-To-Face Human-Agent Interactions: When the Agent Wants to Know User's Likes and Dislikes," *Proceedings of the 53rd Annual Meeting of the Association for Computational Linguistics and the 7th International Joint Conference on Natural Language Processing*, 1 (2015): 1064–73, <https://doi.org/10.3115/v1/p15-1103>.

³² Zakary LTormala, "The Role of Certainty (and Uncertainty) in Attitudes and Persuasion," *Current Opinion in Psychology* 10 (2016): 6–77, <https://doi.org/https://doi.org/10.1016/j.copsyc.2015.10.017>.

³³ Hazik Mohammed, "Commanding Right And Forbidding Wrong: A Behavioral Investigation Using The Rowing Game," *International Journal of Islamic Economics (IJIE)* 1, no. 1 (2019): 13–19, <https://doi.org/https://doi.org/10.32332/ijie.v1i01.1576>.

³⁴ Gusprima Sari, . Ernati, and Lisa Tavriyanti, "An Analysis On the Second Grade Student's Speaking Ability in Using Expression of Invitation at SMPN 10 Padang," *FJKIP* 6, no. 2 (2016).

5. English Daily expression

English daily expressions are often issued or words spoken by people in everyday life. English day helps students of boarding school develop their competency to speak English and gives natural communication. In this daily activity, students are trained to be able to familiarize speaking English at boarding school. For examples of expressions are feelings, news, jokes, and suggestion. It will become a habit. In the Expression, it can be idioms, phrases, verbs, and slang, or even a combination of the three.

6. Vocabulary

There are some definitions of vocabulary. The first, vocabulary is one of the fields of knowledge in language, plays a big role for learners in acquiring language. Vocabulary knowledge is often seen as an important tool for second language learners because a limited vocabulary in a second language hinders successful communication³⁵.

Second, vocabulary is an important part of foreign language learning. The meaning of new words is emphasized very often, either in books or in verbal communication. Vocabulary is considered central in language teaching and very important for language learners. Vocabulary is the basis for a person to learn a foreign language³⁶.

³⁵ Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* III, no. 3 (2015): 21–34, <https://doi.org/10.20472/te.2015.3.3.002>.

³⁶ Alpino Susanto, "The Teaching of Vocabulary: A Perspective," *Jurnal KATA* 1, no. 2 (2017): 182, <https://doi.org/10.22216/jk.v1i2.2136>.

The third, vocabulary is a collection of words that a person knows³⁷. Vocabulary can be defined as the words someone should know to communicate (expressive vocabulary) and words in listening (receptive vocabulary). And vocabulary is all the words that a person knows or uses when talking about a particular subject in a particular language stated by While Hornby³⁸.

The above definitions of vocabulary are the basic unit of language that someone needs in learning a language, especially to communicate effectively with others. Moreover, based on all vocabulary definitions, the researcher concludes that vocabulary is all the words in a particular language that an individual knows or uses to communicate effectively.

There are different kinds of vocabulary according to different expert points of view. According to its classes, words are traditionally allocated to one of the following classes: noun, pronoun, article, verb, adjective, adverb, preposition, conjunction and interjection, and genitive phrase.

The classification of the words of a language in this way depends on their function in communication. The categories of words can be classified into some categories such as noun, verb, adverb, adjective, and preposition.

- 1) Noun – book, table, pen, and bag
- 2) Adverb – today, yesterday, Sunday, and house
- 3) Verb – study, draw, and eat
- 4) Adjective – big, beautiful, and smart
- 5) Preposition – in, on, and at

³⁷ Linse and T Caroline, "Practical English Language Teaching: Young Learners," *New York: McGraw-Hill Companies*, 2005, 121.

³⁸ Hornby, *Oxford Advanced Learner's Dictionary* (Oxford: Oxford University Press, 2006), 1645.

C. Instructional Design Model

Instructional Design Models In the literature, there are design models of which are often implemented in the field of research. Among them are Borg & Gall, Dick & Carrey, Gerlach & Ely, Hannafin and Peck, and 4-D design models.

1. Borg & Gall Design Model

Borg & Gall developed a procedure that contains ten steps in developing learning materials³⁹. They are (1) research and information collection, (2) Planning, (3) developing a preliminary product, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision, and (10) dissemination and implementation.

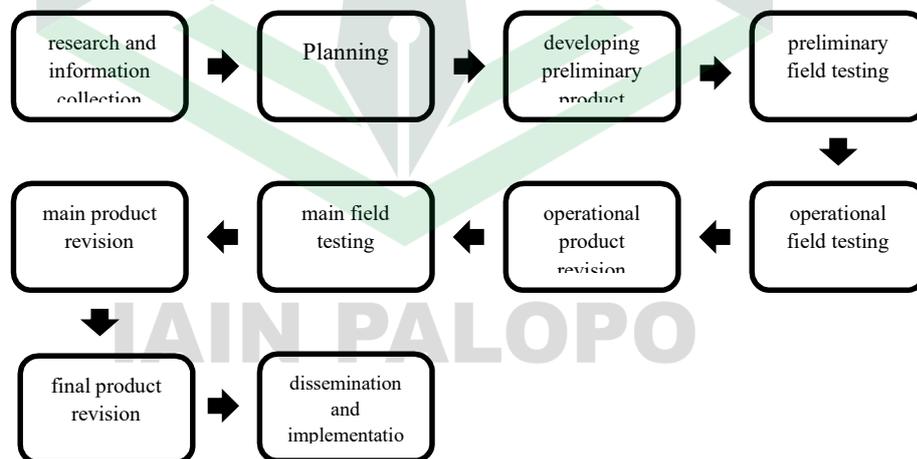


Figure 2.1 Borg & Gall Design Model

³⁹ Borg and Gall, *Educational Research* (New York: Longman, 1983), 915–36.

2. Dick & Carey Design Model

Another is Dick & Carey, who recommend Research and Development model⁴⁰. It is a simple linear process that allows a structured flow to the development of instruction. The steps are (1) assessing the need to identify the goal. This step consists of two sub-steps. They are analyzing learners and context and conducting instructional analysis; (2) writing performance objectives, (3) developing assessment instrument, (4) develop learning strategies, (5) develop and select teaching materials, (6) designing and implementing formative evaluations of instructions, (7) revise instructions, and (8) conduct and design summative evaluations.

By analyzing students and the context of the teaching and learning process, detailed scenarios can be developed. This Model does not require a formal need analysis but instead allows for the knowledge and skills of certain particular groups to be analyzed. The outcome of need analysis allows for the instructional to be developed from the participant's requirements in the learning environment. From these, the material design process can develop or modify to suit students' needs. Types and formats of teaching material were decided. Methods of delivery are based on instructional goals and objectives. The formative evaluation should be through as follows every stage. Try-out is conducted to ensure that goals and objectives are met. Modification to learning material also takes place. Summative evaluation is undertaken following the pilot and allows areas for change to be

⁴⁰ Walter Dick and Lou Carey, *The Systematic Design of Instruction* (London: Addison-Wesley Educational Publishe, 2001), 240.

highlighted before establishing the program. Dick and Carey's Model of materials development can be seen on the chart as presented below:

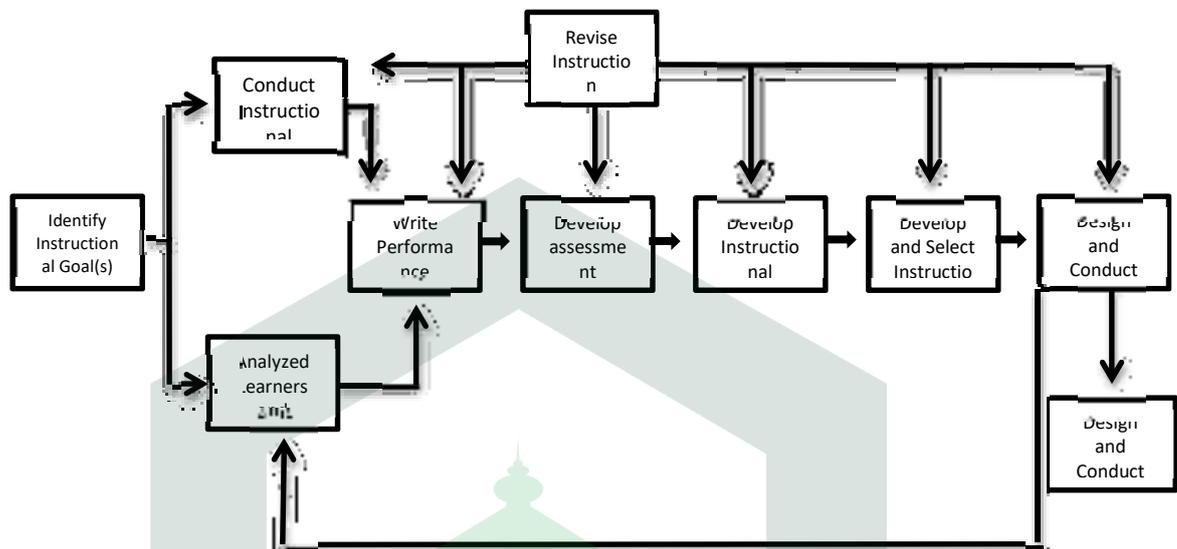


Figure 2.2 Dick & Carey Design Model

3. Gerlach and Ely Design Model

The Gerlach-Ely Design Model is a suitable prescriptive model for the primary, secondary, and higher education sectors⁴¹. The Model has included strategies for selecting and including multimedia during teaching. This is a suitable model for beginner instructional designers with subject material and expertise in a specific context area. It is prescriptive in the way that describes how the learning environment can be changed. Because it is a procedural model, it is suitable for simulation because it allows focusing on examples and practice once in a while. This may be how some tasks are used in the instructions. It is also suitable for small-scale modular type instructions, which are also an idea for the simulation environments. The design model by Gerlach and Ely are as follows:

⁴¹ V.S. Gerlach and D.P. Ely, *Teaching and Media: A Systematic Approach* (New Jersey: Prentice-Hall, 1980).

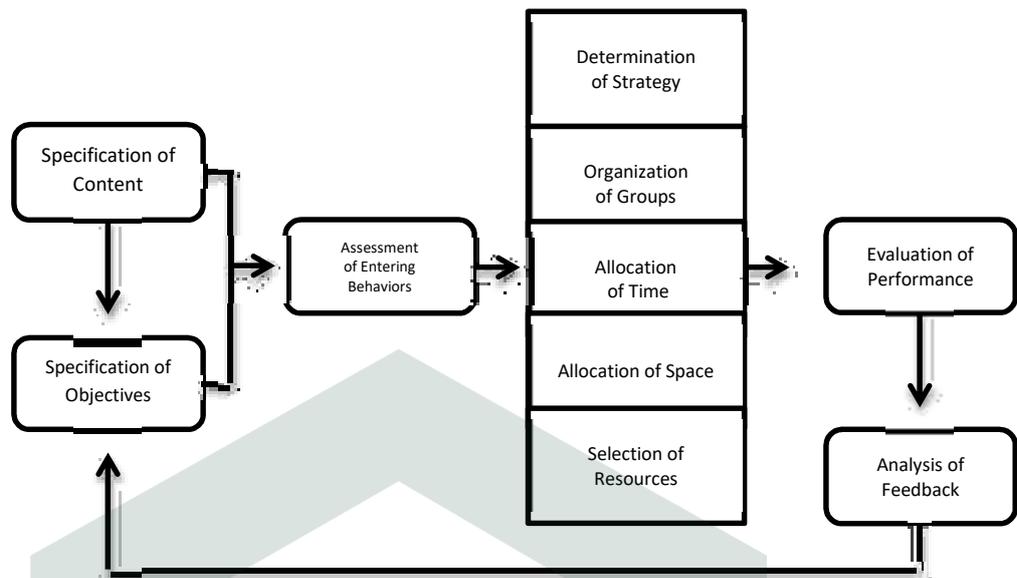


Figure 2.3 Gerlach and Ely Design Model

4. 4D Model

The Four-Door (4D) is a simple instructional design model that helps the researcher design the product divided into 4 steps: Defining, Designing, Developing, and Disseminating⁴². The definition stage there will analyze the needs of students. The next stage is designing the product that will be produced and developed based on the outcome of the analysis of the needs of students. The next stage is product development with good validity from assessing experts, lecturers, and students as users. Then the last stage is the product socialization stage that can be published through seminars, social media, journals, etc.

⁴² Supriyo, "Desain Pembelajaran Berbasis Model Gerlach and Ely?," *Prosiding TEP & PDs Transformasi Pendidikan Abad 21*, 2017, 921.

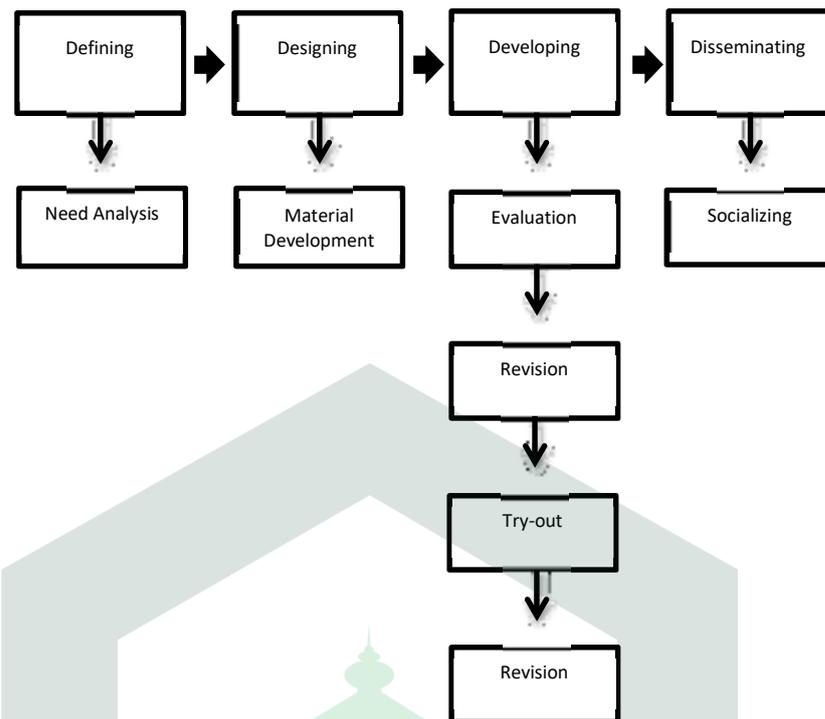


Figure 2.4 4D Model

The researcher was chosen the 4D Model to develop the pocketbook. The choice of this development model was due to the consideration of the development steps in a detailed but simple and easy 4-D model followed by the development procedure. The selection of this type of development model is based on systematic and demanding considerations based on the theory of a learning process. This development model is programmed with a systematic sequence of activities to solve learning-related problems with a learning media tailored to the needs of participants. The advantage of using 4-D development as the primary point to developing a good learning tool is not only to create a learning system⁴³.

⁴³ Trianto, *Mendesain Model Pembelajaran Inovatif Progresif* (Surabaya: Prenada Media Group, 2017), 65.

D. Conceptual Framework

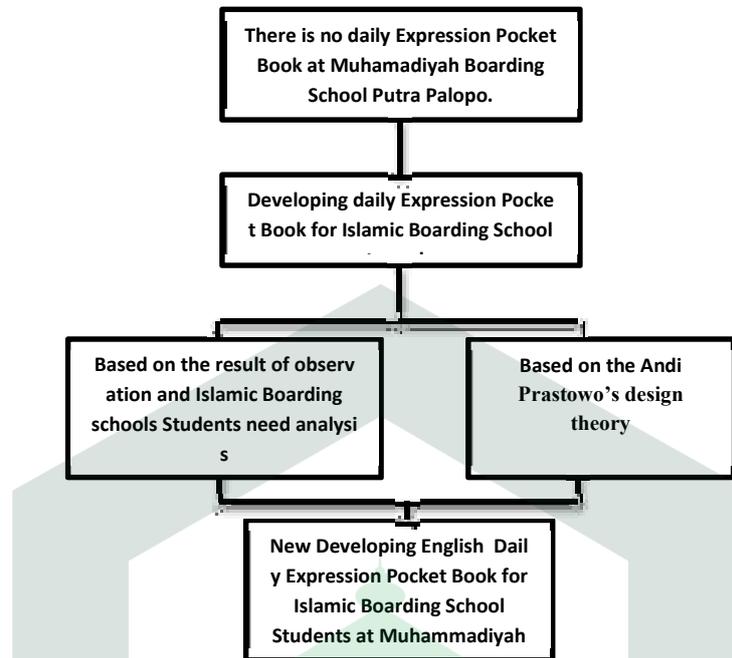


Figure 2.5: conceptual framework

The problem, the students of MBS Putra Palopo did not have an appropriate expression pocketbook for their English day program. Because of that, in this research, the research would try to offer new developing daily expression pocketbook for Islamic boarding school. By developing the pocketbook, the research expected it would be totally appropriate with the Islamic boarding school students' needs in English daily. Therefore, it will improve their motivation and comprehension in learning English expression. The pocketbook would be designed base on the result of Islamic boarding school students' need analysis, and it again refers to Prastowo's design theory. Eventually, this research would be an appropriate English daily expression pocketbook for Islamic boarding school students at Muhammadiyah Boarding School Putra Palopo.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was categorized as Research and Development (R & D) method. R&D was a research method that can be used to produce specific products and test the effectiveness of those products. The product in producing, firstly, the researcher would identify the needs (using a qualitative survey), developed a product, and then tested the product's effectiveness (using an experiment). The product can be in the form of a syllabus, a pattern, a model, a book, a procedure, a module, a package, or a program. It is also suitable to use to develop the exiting product. In this research method, the researcher would identify the learners' needs, designed a product, tried out the instructional materials' effectiveness, and disseminated the product. In this research, the researcher would be Developing Daily Expression Pocket Book by utilizing the 4-D Model developed by Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel.

B. Research Procedure

In this research, the 4-D model has four main phases, they were:

1. Defining

In this phase, the researcher collected information about the learners' needs for learning English. Using a questionnaire, the data was about target needs (needs, lacks, and wants) and learning needs (activities and setting). The researcher interviewed the students and English teachers of Islamic boarding School Putra for additional information about the learners' needs. The research used this analysis to determine the suitable Daily Expression Pocket Book for Islamic Boarding School Students at Muhammadiyah Boarding School Putra Palopo.

2. Designing

In this phase, the researcher designed products that refer to Daily Expression Pocketbook based on the data and the results of the analysis of student needs carried out previously in the form of questionnaires and interviews.

3. Developing

In this phase, the researcher developed the material. The researcher has given the product to the material experts and book development experts to validity and get suggestions for product improvement and then revised according to expert advice. The expert assessment was expected to make learning tools more precise, effective, tested, and have high technique. It purposed to get some feedback which revises the Pocket based on them. In this phase, the material was designing and developing, and it was being revised again as a final draft of the product.

4. Disseminating

The product was developed and revised based on the judgments previously disseminated in this phase. It would be given to the Muhammadiyah Boarding School Putra Palopo.

C. Location and Time of the Research

This research was conducted at the Muhammadiyah Boarding school Putra Palopo, South Sulawesi. It was May 2021.

D. Subject and Object of the Research

The population in this research was students of Muhammadiyah Boarding School Palopo. They were two classes, two classes of seven grades and one class of eighth grade. There were 83 students.

E. Technique and Data Collection Instrument

1. Data Collection Instrument for Need Analysis

a. Interview

The researcher interviewed the students and the teachers at Muhammadiyah Boarding School Putra Palopo. It collected the information related to the student's needs and goals in the application English area program. The result of the interview was analyzed by using the descriptive qualitative method.

b. Questionnaire

The questionnaire collected data Items consisted of some target needs (necessity, wants, lacks) and target needs.

2. Data Collection Instrument for the Experts' Product Evaluation

The design pocketbook was validated through validation sheets by three expert judgments (pocketbook developer, Islamic boarding school adviser, English material expert). It was revised again as a final pocketbook product.

3. Data Collection Instrument for Material Try-out

The data collection instrument for the material test was a student's perception observation sheet. It item consisted of questions about how feasible the Pocket Book for Muhammadiyah Boarding School.

F. Data Analysis Technique

1. Data Analysis of Interview

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

2. Data Analysis of Questionnaire

The questionnaire, the conduct data from the needs analysis questionnaire, distributed to the learners in the need assessment phase, was described based on the learners' answers to represent their needs. The result of his need assessment questionnaire was calculated by using the following formula:

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

X = score

$\sum X$ = the same answer given by the students

N = the total of the students

Figure 3.1

The option with the highest percentages got the most agreement from the students. The most agreement indicated the most students' choices. It was the researcher's background in developing a pocketbook.

3. Data Analysis of Expert Validation and Students' Perceptions

The research utilized *Likert scale* for calculating the result of Expert validation and students' perceptions. The researcher would analyze the data by calculating the average answers based on the scoring of each expert and student⁴⁴.

The number of answering excellent = $4.2 < X \leq 5.0$

The number of answering good = $3.4 < X \leq 4.1$

The number of answering fairly = $2.6 < X \leq 3.3$

The number of answering poor = $1.8 < X \leq 2.5$

The number of answering very poor = $1.0 < X \leq 1.7$

Total score

E = Excellent

G = Good

F = Fairly

P = Poor

VP = Very Poor

⁴⁴ Zainal Arifin, *Evaluasi Pembelajaran* (Bandung: PT. Remaja Rosda Karya, 2013), 228.

The researcher calculated the average score by using the following formula after calculating the total score

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

M : mean score
B : total score
N : total number of material topics

Figure 3.2

Furthermore, the research calculated the value by using the following formulation after calculating the mean score,

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

X : the value
M : average score
N : total number of value

Figure 3.3

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After the mean score of each material topic was calculated, the researcher defined them as an appropriate English Daily Expression Pocket Book for students in Islamic boarding school.

Table 3.1 Material Topics Qualification of Product Evaluation

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

Table 3.2 The Example of Experts' Validation Table

No	Indicators	Average Score	Qualification	Categories	Expert's Suggestion

Table 3.3 The Example of Students' Perception Table

No	Indicators	Average Score	Qualification	Categories

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CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher discussed the findings and the research process on developing Daily Expression Pocket Book for students in Muhammadiyah boarding school Putra Palopo.

A. Research Findings

1. The Result of the Interview

Two question items were used as an interview guide: (1) what do you think about English? And (2) How important is English for your education? There were several statements about these questions in response as answered by the student representative:

"I think English is very important. Because we want to continue our study abroad, we need English for study and communication."

"English is very important to lead them to get a scholarship. Because scholarships abroad is one of the things that many people want"

"English is very useful for participating in competitions such as debates, speeches, telling stories, and so on."

"Benefit of learning English is to enhance our abilities further."

"With English, they look cool."

In addition to the statement above, this is a representative statement from a tutor at Muhammadiyah boarding School Putra Palopo.

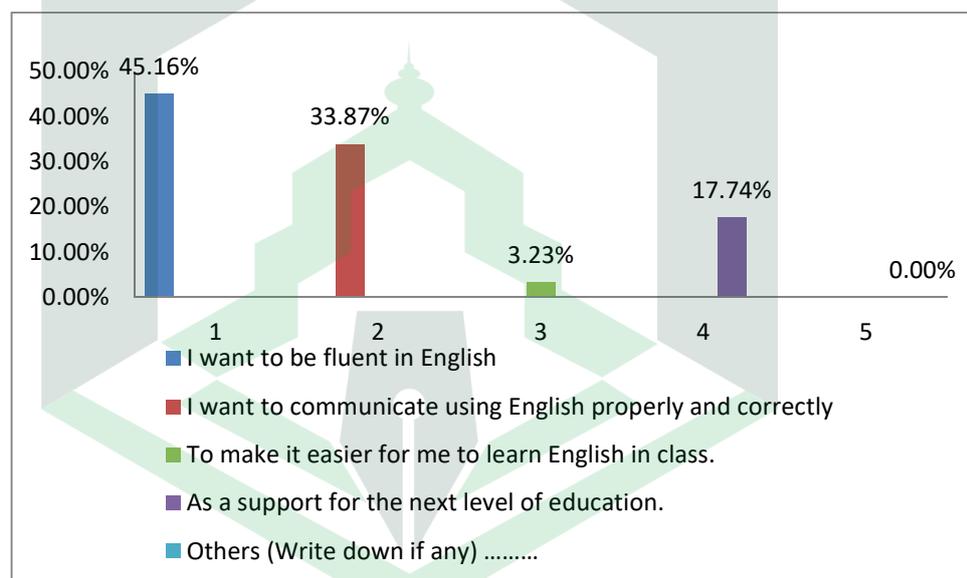
"English is very important. We use English to master the technology. This time most of the technology uses English. Although we are only tutors at boarding school, we must keep up the times so as not to be left behind."

2. The Result of Need Analysis Questionnaire

There were 16 questions in the need analysis questionnaire. It was classified into target needs (need, lack, and wants) and learning needs (activities, settings, and additional information about learning needs)

a. Target Need

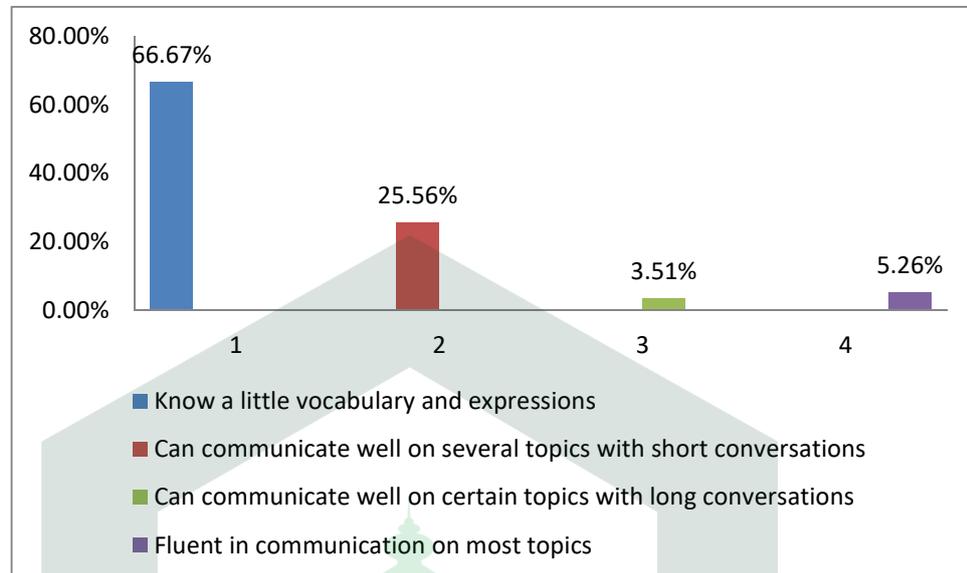
1) Needs



4.1 The Percentage of students' Need in English Day

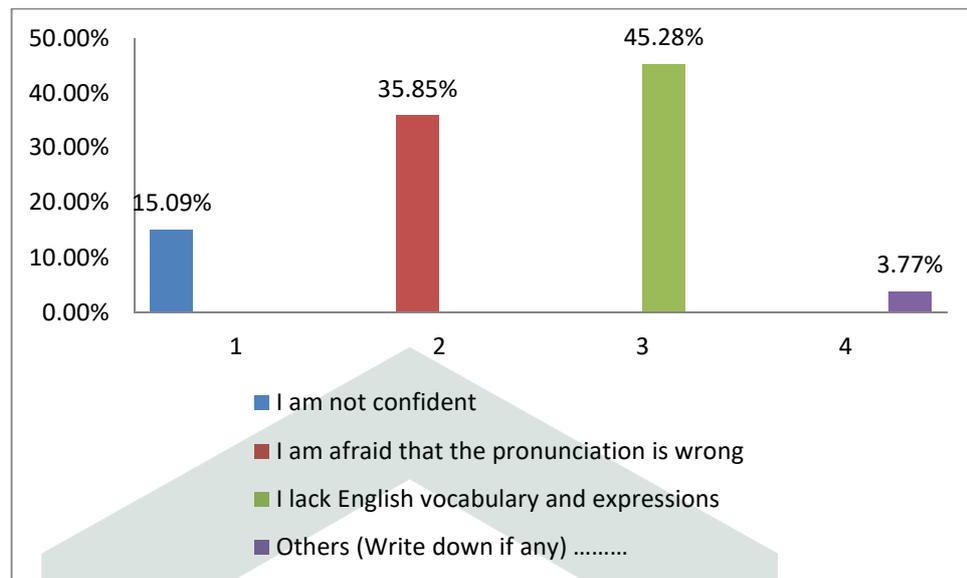
The bar chart explained the Percentage of students' needs in English day based on the analysis questionnaire. From the five options, the high Percentage of options was to help the student to be fluent in English (45.16%), and the researcher focused more on the high Percentage than the lower Percentage.

2) Lacks



4.2 The Percentage of students' ability in English

The bar chart showed the Percentage of students' ability in English. There were four points of level ability showed in the chart, which was known as a little vocabulary and Expression (basic lower), can communicate well on several topics and short conversation (basic upper), can communicate well on certain topics and long conversation (intermediate upper) and fluent in communication on most topics (advanced) and eventually mostly students still had very basic English as shown on the chart about basic (lower) is 66.67%.



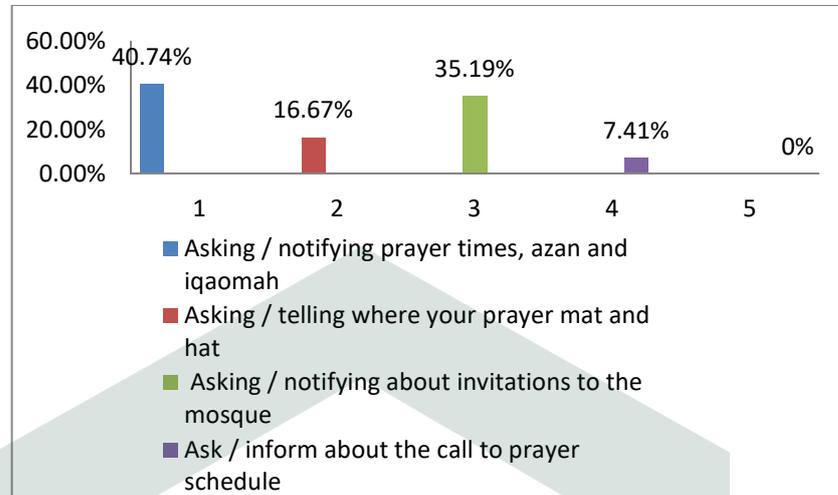
4.3 The Percentage of students' reason do not speak English

The bar chart presented the Percentage of student reason do not speak English. There were four options in the graph: the students were not confident, students were afraid that the pronunciation was wrong, and students lacked English vocabulary and expressions. Eventually, the respondents still had a lot of English basics, as shown on the chart above, which lacked English Vocabulary and expressions (45.28%).

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b. Learning Needs

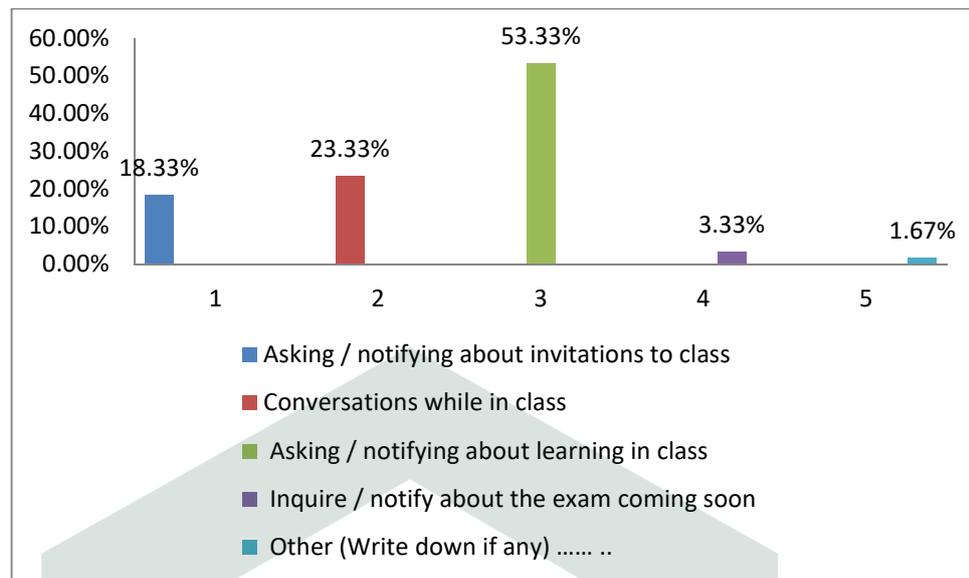
1) Learning Material



4.4 The percentage of students' learning expression at the mosque

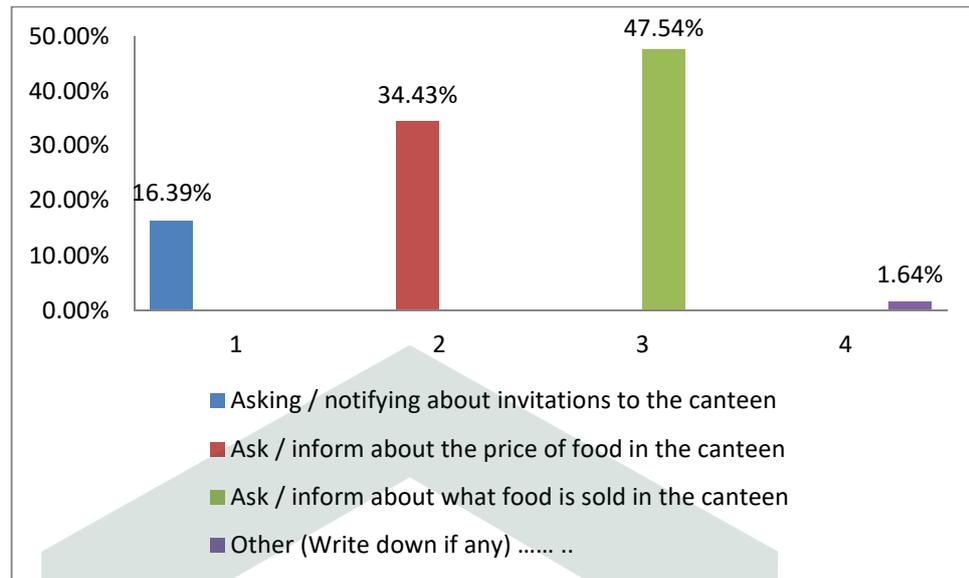
The bar chart depicted the Percentage of students' learning expressions at the mosque. There were five means of learning Expression at the mosque presented in the graph, which were Asking/notifying pray times, azan and iqamah, asking/telling where were your prayer mat and hat, asking/notifying about the invitation to the mosque, ask/inform to call prayer schedule and other option, eventually respondents more selecting option Asking/notifying pray times, azan and iqamah (40.74%).

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4.5 The percentage of students' learning expression at the classroom

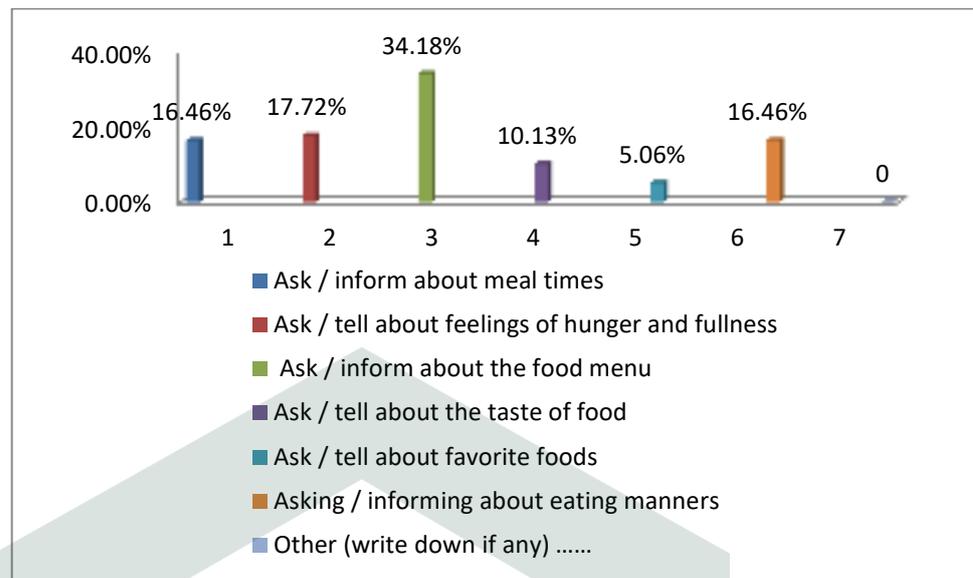
The bar chart of the Percentage of students' learning expression in the classroom, there were five means of learning Expression at the classroom presented in the graph which was asking/notifying about the invitation to the class, conversation while in the class, asking/notifying about learning in the class, inquire/notify about the exam coming soon and other option, asking/notifying about learning in the class (53.33%).



4.6 The percentage of students' learning expression at the canteen

The bar chart indicated the Percentage of students' learning expression at the canteen. There were four means of learning Expression at the canteen presented in the graph: asking/notifying about an invitation to the canteen, ask/inform about the price of food in the canteen, ask/inform about what food is sold in the canteen and other options. Eventually, respondents more selected option what food is sold in the canteen (47.54%).

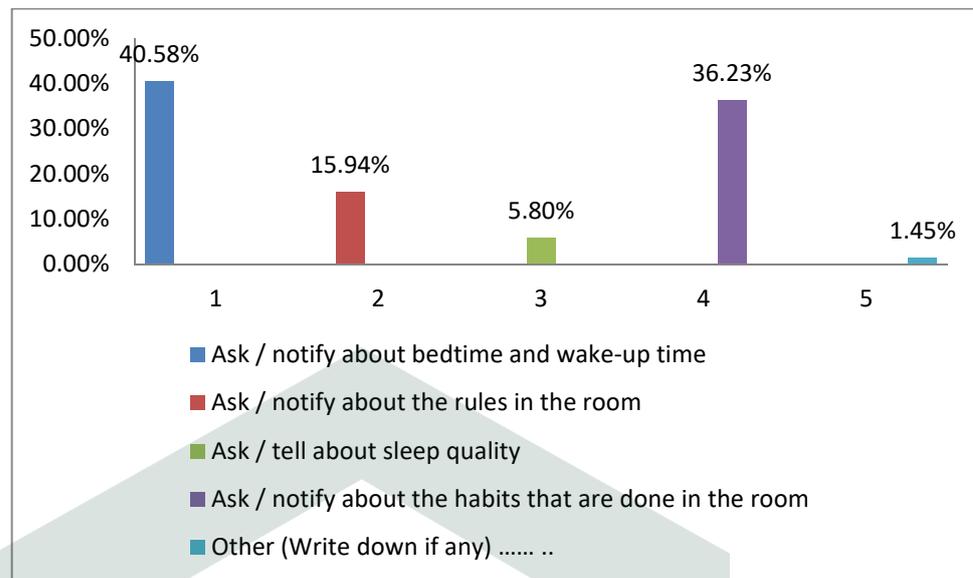
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4.7 The percentage of students' learning expression at the dining room

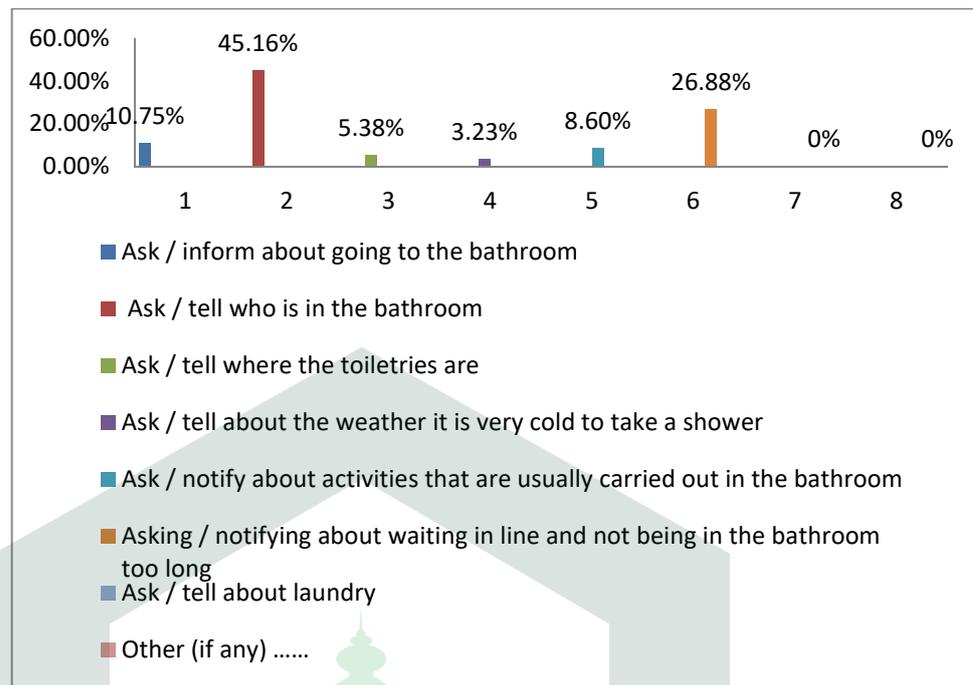
The bar chart illustrated the Percentage of students' learning expressions in the dining room. There were seven means of learning Expression at the dining room presented in the graph, which asks/inform about mealtimes, ask/tell about hungry and full, ask/inform about the food menu, ask/tell about the taste of food, ask/tell about favorite foods, asking about eating manners and other options. Finally, ask/inform about the food menu (34.18%) of all the material that flows on the chart.

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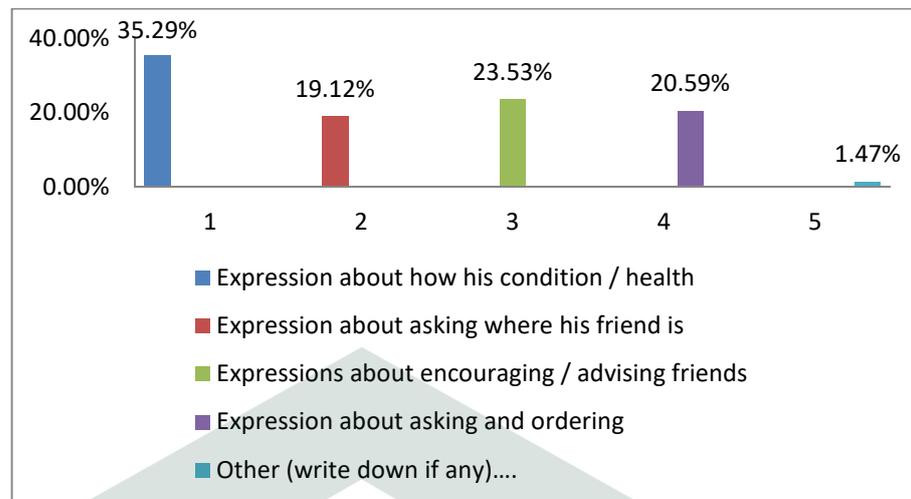
4.8 The Percentage of students' learning expression at the bedroom

The bar chart showed the Percentage of students' learning expressions in the bedroom. There were five means of learning Expression at the bedroom presented in the graph, which was asks/notify about bedtime and wake up time, ask/notify about the rules in the bedroom, ask/tell about sleep quality, ask/notify about the habits that are done in the room and other option. Eventually, respondents more selected option ask/notify about bedtime and wake up time (40.58%).



4.9 The percentage of students' learning expression at the bathroom

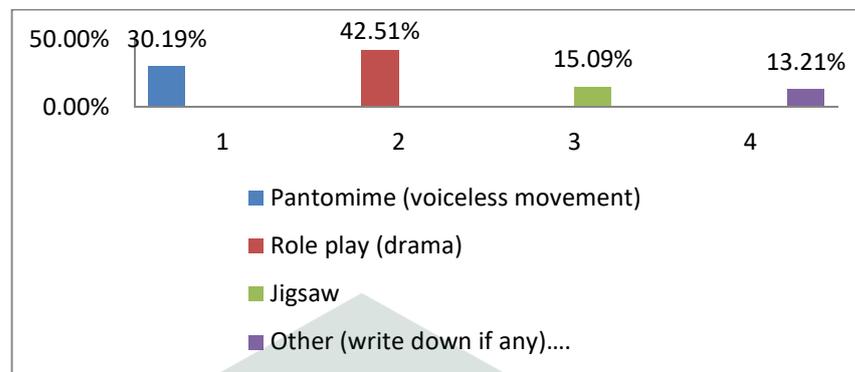
The bar chart showed the Percentage of students' learning expressions in the bathroom. There were eight means of learning Expression at the bathroom presented in the graph, which was asks/inform about going to the bathroom, ask/tell who is in the bathroom, ask/tell where the toiletries are, ask/tell about the weather is very cold to take a shower, asking/notifying about activities that are usually carried out in the bathroom, asking/notifying about waiting in line and not being in the bathroom too long, ask/tell about laundry and other option. Eventually, respondents more selected options ask/tell who is in the bathroom (45.16%).



4.10 The percentage of students' learning expression about health

The bar chart showed the Percentage of students' learning expressions about health. There were five means of learning Expression about health presented in the graph: Expression about how his condition/health, Expression about asking where his friends are, Expression about encouraging/advising friends, Expression about asking and ordering, and other options. Eventually respondents more selected option expression about how his condition/health (35.29%).

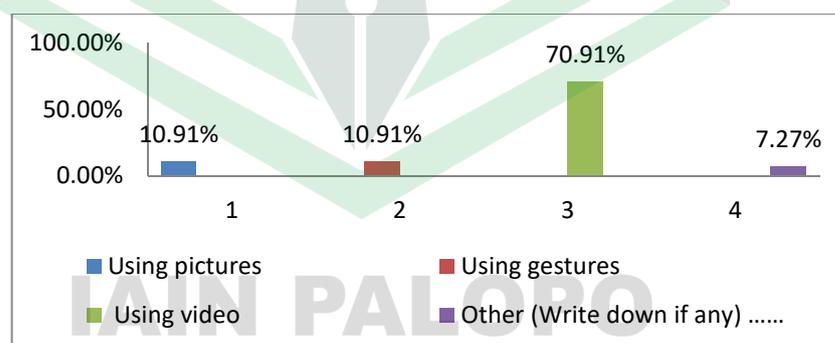
2) Activity



4.11 The Percentage of students' activity in learning expression

The bar chart illustrated the Percentage of students' activity in learning Expression. There were four means of students' activity in learning Expression presented in the graph: pantomime, jigsaw, role play, and other options, and identifying was the highest of options jigsaw (42.51%).

3) Media

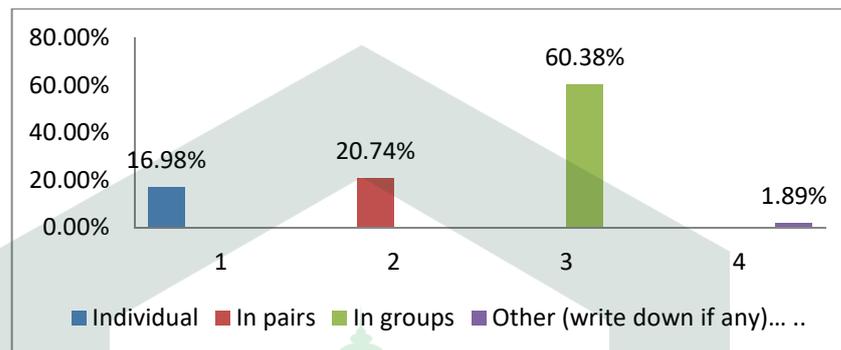


4.12 The Percentage of students' media in learning expression

The bar chart indicated the Percentage of students' media in learning Expression. There were four means of students' media in learning Expression presented in the graph: using a picture, using gestures, using video, and other

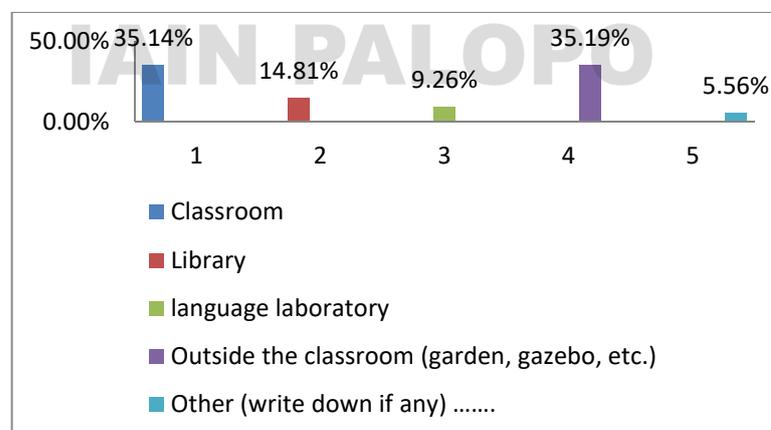
options. Eventually, the student preferred the third option like the one shown in the chart above, which showed that the third option had a high percentage was using video (70.91%).

4) Setting



4.13 The Percentage of the doing expression that the students like

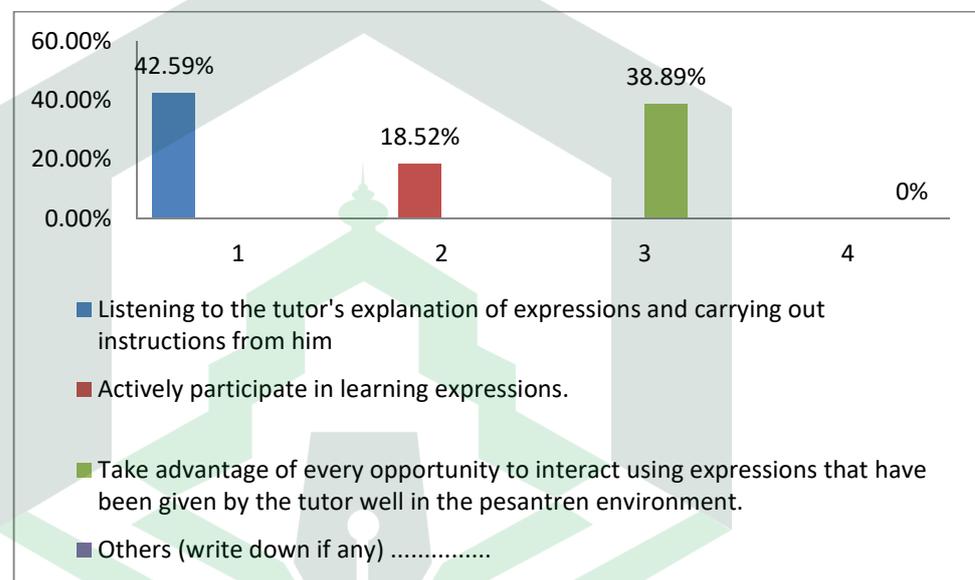
The bar chart showed the Percentage of the doing Expression that the students like. There were four means of doing Expression that the students like presented in the graph, which is individual, in pairs, in a group, and other options. Eventually, respondents more selected option group and a percentage was (60.38%).



4.14 The percentage of the places that students' like to study expression

The bar chart showed the Percentage of the places that students like to study Expression. There were five means of the places that students like to study Expression was presented in the graph chart: classroom, library, language laboratory, outside the classroom (garden, gazebo, etc), and other options. Eventually, respondents more selected options outside the classroom (35%19)

5) Student's role

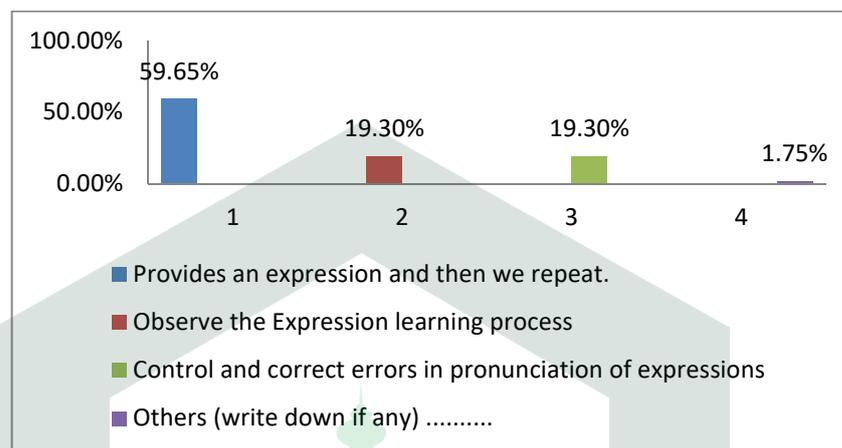


4.15 The percentage the role of students

The bar chart depicted the Percentage of the role of students. There were four means the role of students that students' like to study Expression presented in the graph which are listening to the tutor's explanation and carrying out instructions from him, actively participate in learning Expression, take advantage of every opportunity to interact using Expression that has been given by the tutor well in the boarding school environment and other option. Eventually, all the roles

of students the first option was listening to the tutor's explanation and carrying out instructions from him (42.59%).

6) Teacher's role



4.16 The percentage of the teacher's role

The bar chart above showed the percentage of the teacher's role. There were four means of the teacher's role presented in the graph which provides an expression and then we repeat, observe the expression learning process, control and correct errors in pronunciation of expressions and other options. Eventually, respondents more selected option provides an expression and then we repeat (59.65%).

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3. Material Validation

a. Expert Judgment

Five experts validated the instrument and learning material. Those experts were layout, language and material experts.

1) Expert's Judgment on Instrument

In this research, the researcher gave an instrument to a language and material expert. There are sixteen questions about the instrument. The experts were Umar Hidayat S.Pd as an English tutor of Muhammadiyah Boarding School Putra palopo and Masruddin M.Hum as a material expert.

a) Material Expert

Based on the overall evaluation of material experts, the students' worksheet obtained a total score of 48 with an average of 4 which is included in the "Good" category.

Table 4.1 Average score by material expert on every aspect

Question Number	Score	Question Number	Score
1	5	7	3
2	4	8	3
3	5	9	3
4	4	10	4
5	4	11	5
6	4	12	4
Total score			48

$$\text{Mean} = \frac{48}{12} = 4$$

b) Language Expert

Based on the overall evaluation of material experts, the students' worksheet obtained a total score of 52 with an average of 4.3 which is included in the "Very Good" category.

Table 4.2 Average score by language expert on every aspect

Question Number	Score	Question Number	Score	
1	5	7	4	
2	5	8	4	
3	5	9	4	
4	4	10	4	
5	4	11	5	
6	4	12	4	
			Total score	52
Mean= $\frac{52}{12} = 4.3$				

2) Expert's Judgment on Pocket Book

In this research, the researcher validated the pocketbook by providing a questionnaire to layout expert, material expert, and language expert. There were sixteen questions about the pocketbook. There were Masruddin, M.Hum as an English lecturer at IAIN Palopo, Fadliyah M.pd as an English lecturer at IAIN Palopo, and Umar Hidayat S.Pd as a teacher of Muhammadiyah boarding school Putra Palopo.

a) Layout Expert

Based on the experts' assessment, the overall design of the students' worksheet got a total score of 92 with an average of 4.6, which included as a "Very Good" category.

Table 4.3 Average score by layout expert on every aspect

Question Number	Score	Question Number	Score
1	5	11	4
2	5	12	4
3	4	13	5
4	4	14	5
5	4	15	5
6	5	16	4
7	5	17	5
8	5	18	5
9	5	19	5
10	4	20	4
			Total Score
			92

$$\text{Mean} = \frac{92}{20} = 4.6$$

b) Material Expert

According to the expert assessment, the overall material of a students' worksheet got a total score of 91 with an average of 4.55, which included as "Very Good" category.

Table 4.4 Average score by material expert on every aspect

Question Number	Score	Question Number	Score
1	5	11	4
2	4	12	5
3	5	13	5
4	5	14	5
5	4	15	3

6	5	16	4
7	5	17	3
8	5	18	5
9	5	19	5
10	4	20	5
		Total Score	91

$$\text{Mean} = \frac{91}{20} = 4.55$$

c) Language Expert

Based on the experts' assessment, the overall language of students' worksheets got a total score of 86 was an average of 4.3, which included the "Very Good" category.

Table 4.5 Average score by language expert on every aspect

Question Number	Score	Question Number	Score
1	5	11	5
2	4	12	5
3	4	13	4
4	4	14	4
5	4	15	4
6	4	16	4
7	4	17	5
8	4	18	5
9	4	19	5
10	4	20	4
		Total Score	92

$$\text{Mean} = \frac{86}{20} = 4.3$$

4. The results of the Materia Try-out

The try-out was carried out to all students by giving questionnaires asking about their perceptions or thoughts on the product developed by the researcher. The technique of the try-out carried out by the researcher was focused on collecting students' perceptions of the product. 50 students were asked through a paper questionnaire consisting of 16 agreement questions. The students' perception was an important part of research to prove that the material in the product has been applied appropriately to students and was suitable for their learning needs. Therefore, the results of the student perception test can be seen in the table and pie chart below.

Table 4.6 the results

No	Statements	Means	Description of Agreement
1	Expression pocket book material are suitable for beginners	4.74	Very Good
2	The overall Expression pocket book material is in accordance with the needs of students at MBS	4.62	Very Good
3	The input material for the Expression pocket book is varied	4.52	Very Good
4	The input of the Expression pocket book material as a whole helps students to communicate in English well at MBS	4.5	Very Good
5	The input material for Expression pocket book is overall interesting and easy to understand	4.46	Very Good
6	The topic of the Expression pocket book material as a whole is in accordance with the needs of students at MBS	4.5	Very Good
7	The topic of the material in the Expression pocket book is easy to learn and apply every day in the MBS area	4.54	Very Good
8	The exercises in the Expression pocket book are easy to understand	4.54	Very Good
9	The exercises in the Expression pocket book are well organized from easiest to hardest	4.5	Very Good
10	The appearance of the Expression pocket book on every page is attractive	4.46	Very Good
11	The display of the Expression pocket book material effectively provides an overview of the topic of discussion	4.5	Very Good

12	The size of the Expression pocketbook is right and practical to carry everywhere	4.54	Very Good
13	Expression pocket book font type and size display is correct	4.4	Very Good
14	The design color of the Expression pocket book is attractive	4.5	Very Good
15	Interesting Expression pocket book design	4.5	Very Good
16	The cover of the Expression pocket book is attractive	4.5	Very Good

The provided data showed that the Daily Expression Pocketbook developed by the researcher has met the requirements for use because most students strongly agree with the product. It was proven that the product suits the students and they enjoy using it. Therefore, this product belongs to the "Very Good" category, which means that it can be used as intended without revision.

B. Discussion

Familiarizing students to speak English in everyday life was not an easy thing. Muhammadiyah Boarding School (MBS) Putra Palopo was one of the Islamic Boarding Schools at Palopo which applied the English day program. English area program implemented two days a week, but the problem was students could not communicate well because there was no special learning about daily conversation and vocabulary but only studying general lessons in the classroom and there was no special book for daily conversation, the students did not have an appropriate book, the adviser only provided simply notes that were less structured, less effective, cannot be taken anywhere, and could be lost. Students must memorize all expressions of calm daily conversation. Memorizing was something that students dislike, especially memorizing foreign languages.

The English conversation guidebook helped students always speak English wherever they are. Besides, it also aimed to find out students' perceptions of the design pocketbook to support the design product's appropriateness and effectiveness. With Daily Expression Pocket Book, the students could have written guidance in the learning process; be more active, enthusiastic, and motivated in engaging their selves to complete the speaking tasks/exercises individually, in pairs, or groups; and the learning process became more enjoyable.

The daily expression pocketbook was developed by using 4D model. It consists of four types define, design, develop and disseminate⁴⁵. This model was utilized by Siti Khanifatur Rohma (2014) this research discussed *Developing Vocabulary Pocket Book for the Seventh Grade Students of MTs Darul Huda Wonodadi Blitar*⁴⁶. Furthermore, Rohma's research had two differences from this research: (1) Rohma's research only focuses on vocabulary, whereas this research focuses on daily expressions; (2) Rohma's research developed a pocketbook for seventh grade whereas this research develops a pocketbook for all of the students of junior high boarding school.

First step, the researcher took an analysis by conducting interviews with an English teacher and analyzing student needs which were presented in the form of a questionnaire containing student needs, lack, wants, and setting. The researcher adopted a theory from Hutchinson and Waters⁴⁷, a curriculum of Muhammadiyah

⁴⁵ Supriyo, "Desain Pembelajaran Berbasis Model Gerlach and Ely ?"

⁴⁶ Rohma, "Developing Pocket Book Vocabulary to the Seventh Grade Students of MTs Darul Huda Wonodadi Blitar."

⁴⁷ Hutchinson and Walters, *English for Spesific Purposes*, n.d.

Boarding School Putra Palopo⁴⁸.

The next stage was the researcher designed product which is referred to as Daily Expression Pocketbook based on the data and the results of the analysis of students' needs that have been carried out previously in the form of questionnaires and interviews.

After that, the next step was developing the product. In this step, the researcher created the daily expression pocketbook through several measurements such as English proficiency level, interesting topic, students' target, input material, activities, and setting. After constructing the product, the next stage was conducting a product validation, validation completed by three experts of design, language, and material. The purpose of validation is to see the quality of the Daily Expression Pocketbook based on validity.

A material matter expert did the validation, in this process of validation, the expert conducted an assessment on the questionnaires. Questionnaire for subject matter expert composed of four aspects that is an aspect of the pocket book' contents, the Expression used in the pocketbook, the material input in pocketbook, design, and layout in the pocketbook. After that, the researcher corrected the pocketbook according to the revision of the validator.

The next stage was the implementation and evaluation of the product, at this stage revision of the pocketbook was carried out based on expert judgments that have been tested or student perception. The researcher used the student perception method by distributing sheets containing important aspects of the

⁴⁸ Hidayat, the observation by the researcher at Muhammadiyah Boarding School Palopo.

pocketbook value. The questionnaire used consisted of 16 statements, and the student perception questionnaire used consisted of 16 statements. The purpose of students' perceptions is to see the quality of the daily expression pocketbook based on the validity aspect.

Moreover, the designed Expression pocket Book as a final product of this research has several distinctions with the previous one, those are: 1) the previous pocketbook was not designed based on students' needs, 2) the previous pocketbook was not a patent pocketbook for Muhammadiyah Boarding School Putra Palopo, 3) the previous pocketbook was too boring, it did not contain various activity and material needed by the students, 4) the previous pocketbook was not related to the education or Islamic boarding school's life, 5) the previous pocketbook was not interesting, it just contains short daily Expression without pictures or any ornaments as an aesthetic feature, and 6) the previous module did not contain the clear instructions, module overview, and module usage guidelines.

In developing pocketbook, the researcher related needs' with the valid data from activity of students at Muhammadiyah Boarding School Putra Palopo. However, in other previous researches, such as Siti Khanifatur Rohma (2014) it has similar objective of this research, it is design an English pocketbook. Nevertheless, this research objective is list of vocabulary (Noun, adverb, verb, adjective) for the Seventh Grade students then this research focused on daily expression for junior high school. Irianingrum (2016) had the some purposes with this research. It is design an English pocketbook. The difference of this research is Irianingrum's research focus on formal subject. It is English learning material for

Class 3 Students elementary. Even though, this research focused on informal subject. It is daily expression pocketbook to guide the students English area program. Nurifin Afifah (2016) designed a pocketbook similar to this research. However the difference Afifah's content research about conversation whereas the researcher of this research design a daily expression.

Furthermore, several main components of the pocketbook that was developed based on the needs analysis result and adapted several theories as explained in the literature review would be discussed as follows:

1. Learning Objectives

The purpose of learning English for Muhammadiyah Boarding School students refers to table 4.1 as the result of questions about students' purpose in joining the Muhammadiyah Boarding School English area program. The interview's result was also reflected through the learning objectives. It could be concluded that students joined the English area program to improve their English skills, especially in speaking. This goal was correlated with the curriculum of Muhammadiyah Boarding School Putra Palopo⁴⁹.

2. Learning Material

The learning materials of Muhammadiyah Boarding School English area program students refer to charts 4.4 4.5. 4.6. 4.7 4.8 4.9 4.10 and 4.11 the materials were chosen by considering the students' level. It correlated with the statement proposed by Puthut S.A about daily conversation expressions⁵⁰. Students' problem in learning speaking was shown in charts 4.2, and 4.3. Students'

⁴⁹ "Curriculum of Muhammadiyah Boarding School Putra Palopo (2018)" (Palopo, 2020).

⁵⁰ Puthut S.A, *Daily Conversation* (Kediri: Universita Briwijya Press, 2007).

speaking skill was mostly at the basic level. It correlated with the statement proposed by Pawlak Mirosław, who stated that one of the general problems faced by students in learning speaking was not fluent, fear of correction, doubtful, lack of communication between teachers and students⁵¹, where the common problem they face was lack of English vocabulary and Expression. Therefore, based on the needs analysis result regarding material, the materials in this research many daily expressions are easy to pronounce and many vocabularies that students need when they are in the school area.

3. Learning media

Refers to chart 4.12 as the result of students' preference in learning media, the appropriate learning media for Muhammadiyah Boarding School students were video⁵².

4. Learning Methodology and activity

The results of students' wants in learning methodology were shown in charts 4.13 4.14 4.15 4.16. The studying types were appropriate with students' wants based on need analysis results were listening the teacher's explanation of expression instruction than the students repeat the expressions⁵³ study in groups outside the classroom⁵⁴.

⁵¹ Mirosław Pawlak, *Error Correction in the Foreign Language Classroom: Reconsidering the Issues*, Berilustra (New York: Springer Science & Business Media, 2013).

⁵² L Mahajan-Cusack, "The Impact of Social Media on Local Government Transparency and Citizen Engagement," *Unpublished Phd Thesis, State University of New Jersey, New Jersey, USA*, 2016, 166, <https://rucore.libraries.rutgers.edu/rutgers-lib/50539/>.

⁵³ Nepria Santika, "The Effect of Professionalism Competencies on the Teacherr' Permormance," *Sustainability (Switzerland)* (2019), <http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0>

5. Tasks

The tasks in this pocketbook were adapted Task-Based Language Teaching approach. It applied three from seven principles of task-based language teaching; they were active learning, reproduction to creation, and reflection. Task cycle focused on language and feedback. Assignments on pocketbook train students in writing, reading, and speaking skills.

6. Unit of pocketbook

According to the results of observations and questionnaires that have been conducted by researchers, there were several places in Muhammadiyah boarding school as a reference for themes for expressions. There were ten themes of the daily expression pocketbook. There were Expression at the mosque, Expression at the classroom, Expression at the canteen, Expression at the canteen, Expression at the bedroom, Expression at the bathroom, Expression of getting the temperature, Expression get playing, telling time and price⁵⁵.

After being revised by the experts and tried out to the students of the Muhammadiyah Boarding School Palopo, the design of the Daily Expression Pocket Book was appropriate to the students' needs. The appropriate Daily Expression Pocket Book for the students Muhammadiyah boarding school Palopo consists of:

Ahttps://www.researchgate.net/publication/305320484_SISTEM_PEMBETUNGAN_TERPUSAT_STRATEGI_MELESTARI.

⁵⁴ Wiji Hidayati and Poetri Leharis Pakpahan, "Implementation of Total Quality Management to Improve Institution Quality School," *Jurnal Manajemen Pendidikan Islam* 6, no. 1 (2021): 61, <https://doi.org/10.1016/j.jtumed.2015.05.004>.

⁵⁵ S.A, *Daily Conversation*.

- a. The pocketbook contained basic speaking materials to guide the students' English area program in the environment of Muhammadiyah boarding school.
- b. Material daily expression pocketbook was covered in ten themes, there are Expression at the mosque, Expression at the classroom, Expression at the canteen, Expression at the bedroom, Expression at the bathroom, Expression of getting temperature, Expression get playing, telling time and price.
- c. The module covered interesting layouts and media such as pictures and how to pronounce the word.
- d. The pocketbook provided other skills such as listening, reading, and writing that were completed by vocabulary to help and facilitate the students in learning speaking.

It consisted of Prastowo's theory, which stated media development, (1) The appearance of the title and material should have a core basic competency or the main material that must be achieved by the learning community. (2) The preparation of teaching materials needs to consider the following points the display was arranged, seems attractive, the language was simple, understandable, motivate, easy to understand, and be read⁵⁶.

The pocketbook appropriateness was approved by the mean score result of students' perception that was 4.4 of Percentage which qualified "Very Good". It indicated that the pocketbook could be used without revision. This result was supported by the interview's result with the teacher and the Muhammadiyah Boarding School Putra Palopo students. The students and the Muhammadiyah

⁵⁶ Andi Prastowo, *Panduan Kreatif Membuat Bahan Ajar Inovatif* (Yogyakarta: Diva Press, 2012).

BoardingSchool Putra Palopo teacher stated that the designed pocketbook was presented in line with the students' needs. The layout design of the pocketbook was interesting and it provided clear instructions. It also contained various activities, materials, vocabulary, and pronunciation guides that facilitated the learners in learning speaking. Finally, the final draft of the Daily Expression Pocket Book was created, and it can be seen in appendices.



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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of students' need analysis through questionnaire and interview, English daily expression pocketbook was appropriate for students of Muhammadiyah Boarding School Palopo includes several components: (1) Pocketbook contained basic speaking materials to guide the students' English area program in the environment of Muhammadiyah boarding school. (2) Material daily expression pocketbook was covered in ten themes, there are expression at the mosque, expression at the classroom, expression at the canteen, expression at the bedroom, expression at the bathroom, expression of getting temperature, expression get playing, telling time and price. (3) The module covered interesting layouts and media such as pictures and how to pronounce the word. (4) The pocketbook provided other skills such as listening, reading, and writing that were completed by vocabulary to help and facilitate the students in learning speaking.

The pocketbook appropriateness was approved by the mean score result of students' perception that was 4.4 of percentage which qualified "Very Good". It indicated that the pocketbook could be used without revision. This result was supported by the interview's result with the teacher and the Muhammadiyah Boarding School Putra Palopo students. The students and the Muhammadiyah Boarding School Putra Palopo teacher stated that the designed pocketbook was

presented in line with the students' needs. The layout design of the pocketbook was interesting and it provided clear instructions. It also contained various activities, materials, vocabulary, and pronunciation guides that facilitated the learners in learning speaking.

B. Suggestions

In this section, the research would like to give some suggestions based on the conclusions above. Suggestions for English teachers, pocketbook users, and further researchers are presented below.

1. It is suggested to English teachers to use this product as a patent pocketbook in teaching Daily Expression for Muhammadiyah Boarding School Putra Palopo students. Furthermore, since this speaking pocketbook was developed by adapting speaking-based language teaching, teachers who are not yet familiar with this should be familiar with themselves and be willing to continue learning a lot and mastering how to pronounce English expressions correctly. In addition, teachers must always invite their students to speak English and create a pleasant atmosphere for the teaching and learning process to be successful.
2. The users are suggested to bring this pocketbook everywhere and anywhere, always practice the English expressions with their friends, read the instructions, and understand them carefully before answer the tasks.
3. The researcher realized that this research is still far from perfection. Therefore, future researchers who want to conduct similar research with this are suggested to improve the quality of the design pocketbook. The researcher

recommends to the further researcher to improve the layout of the pocketbook, it needs a QR code scanner how to pronounce the expressions, and involve other technologies in the learning process.



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IAIN PALOPO

NUR AISYAH

Silyng

14/1/2021

QUESTIONNAIRE

Developing Daily Expression Pocket Book for Islamic Boarding School Students at Muhammadiyah Boarding School PutraPalopo

A. Data Respondent

Nama :
 Usia :
 Jenis Kelamin :
 kelas :

B. Petunjuk Pengisian

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan yang menggambarkan keadaan Anda saat ini, serta sesuai dengan apa yang Anda butuhkan atau Anda inginkan terkait dengan program English day di area pondok pesantren Muhammadiyah Bboarding School Putra Palopo.

Criteria of The Questions	Indicator / Theory	Questions
Need	<ul style="list-style-type: none"> ❖ Hutchinson & Waters (1987) ❖ Curriculum of Muhammadiyah Boarding School Putra Palopo (2018) 	<p>1. Tujuan saya mengikuti program English Day di pesantren adalah</p> <ul style="list-style-type: none"> a. Saya ingin lancar berbahasa Inggris b. Saya ingin berkomunikasi menggunakan bahasa inggris dengan baik dan benar c. Untuk memudahkan saya dalam pembelajaran bahasa Inggris di kelas. d. Sebagai penunjang untuk ke jenjang pendidikan selanjutnya. e. Lain-lainnya (Tuliskan bila ada).....
Target Need	<ul style="list-style-type: none"> ❖ Hutchinson & Waters (1987) Beginner child was a beginner who didn't understand English or was a beginner and either he had just begun to learn or he had already practiced English without any prior knowledge of the English. Advanced: being able to communicate 	<p>2. Bagaimana tingkat penguasaan bahasa inggris Anda sekarang ini?</p> <ul style="list-style-type: none"> a. Mengetahui sedikit kosakata dan ungkapan b. Dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek c. Dapat berkomunikasi secara baik pada topik tertentu dengan percakapan panjang d. Mampu berkomunikasi dengan lancar pada sebagian besar topik e. Lain-lainnya (Tuliskan bila

	Lacks	fluently on most of the topics, experienced only minor difficulties in vocabulary, grammar, and pronunciation.	ada).....
		<ul style="list-style-type: none"> ❖ Hutchinson & Waters (1987) ❖ UR (1996) Inhibition, Nothing to say, Low or uneven participant, mother tongue use ❖ Brown (2001) not fluent, fear of correction, doubtful, lack of communication between teachers and students 	<p>3. Alasan saya tidak berbicara bahasa Inggris</p> <ul style="list-style-type: none"> a. Saya tidak percaya diri b. Saya takut salah dalam pengucapannya c. Saya kekurangan kosa kata bahasa Inggris d. Lain-lainnya (Tuliskan bila ada).....
Learning Need	Learning Material, Activity, and Media	<ul style="list-style-type: none"> ❖ Hutchinson & Waters (1987) ❖ Puthut S.A (2007) Daily conversation expressions 	<p>4. Expression yang paling sering saya gunakan saat berada di masjid adalah</p> <ul style="list-style-type: none"> a. Menanyakan/memberitahukan waktu sholat, azan dan iqomah b. Menanyakan/memberitshukan di mana sajadah dan pecimu c. Menanyakan/memberitahukan tentang ajakan ke masjid d. Menanyakan/memberitahukan tentang jadwal azan e. Lain-lainnya (Tuliskan bila ada)..... <p>5. Espression yang paling sering saya gunakan saat berada di dalam kelas adalah</p> <ul style="list-style-type: none"> a. Menanyakan/memberitahukan tentang ajakan ke kelas b. Percakapan saat berada di dalam kelas c. Menanyakan/memberitahukan tentang pembelajaran di kelas d. Menanyakan/memberitahukan tentang ujian akan segera berlangsung e. Lain-lainnya (Tuliskan bila ada)..... <p>6. Expression yang paling sering saya gunakan saat berada di kantin adalah</p>

			<ul style="list-style-type: none"> a. Menanyakan/memberitahukan tentang ajakan ke kantin b. Menanyakan/memberitahukan tentang harga makanan di kantin c. Menanyakan/memberitahukan tentang makanan apa saja yang di jual di kantin d. Lain-lainnya (Tuliskan bila ada).....
			<p>7. Expression yang paling sering saya gunakan saat berada di ruang makan adalah</p> <ul style="list-style-type: none"> a. Menanyakan/memberitahukan tentang waktu makan b. Menanyakan/memberitahukan tentang perasaan lapar dan kenyang c. Menanyakan/memberitahukan tentang menu makanan d. Menanyakan/memberitahukan tentang rasa dari makanan e. Menanyakan/memberitahukan tentang makanan kesukaan f. Menanyakan/memberitahukan tentang adab-adab makan g. Lain-lainnya (Tuliskan bila ada).....
			<p>8. Expression yang paling sering saya gunakan saat berada dikamar tidur adalah</p> <ul style="list-style-type: none"> a. Menanyakan/memberitahukan tentang waktu tidur dan waktu bangun tidur b. Menanyakan/memberitahukan tentang aturan di dalam kamar c. Menanyakan/memberitahukan tentang kualitas tidur d. Menanyakan/memberitahukan tentang kebiasaan yang di lakukan di dalam kamar e. Lain-lainnya (Tuliskan bila ada).....
			<p>9. Expression yang paling sering saya gunakan saat berada dikamar mandi adalah</p> <ul style="list-style-type: none"> a. Menanyakan/memberitahukan

			<p>tentangakan pergi ke kamar mandi</p> <p>b. Menanyakan/memberitahukan siapa yang ada di dalam kamar mandi</p> <p>c. Menanyakan/memberitahukan di mana alat mandi</p> <p>d. Menanyakan/memberitahukan tentang cuacanya sangat dingin untuk mandi</p> <p>e. Menanyakan/memberitahukan tentang aktivitas yang biasanya dilakukan di dalam kamar mandi</p> <p>f. Menanyakan/memberitahukan tentang mengantri dan jangan lama-lama di dalam kamar mandi</p> <p>g. Menanyakan/memberitahukan tentang cucian</p> <p>h. Lain-lainya (Tuliskan bila ada).....</p> <p>10. Expression yang anda butuhkan selain yang di atas adalah ...</p> <p>a. Expression tentang bagaimana keadaan/kesihatannya</p> <p>b. Expression tentang menanyakan keberadaan temannya</p> <p>c. Expression tentang menyemangati/menaschati teman</p> <p>d. Expression tentang meminta dan menyuruh</p> <p>e. Lain-lainya (Tuliskan bila ada)....</p>
		<ul style="list-style-type: none"> ❖ Hutchinson & Waters (1987) ❖ Al Gahtani (2015) pantomime ❖ Mackay(2001) roling play or game system ❖ Elliot Arosan (2008) 	<p>11. aktivitas yang saya senangi Dalam belajar expression adalah</p> <p>a. Pantomim (gerakan tanpa suara)</p> <p>b. Role play (drama)</p> <p>c. Jigsaw</p> <p>d. Lain-lainnya (Tuliskan bila ada)....</p>
		<ul style="list-style-type: none"> ❖ Hutchinson & Waters (1987) ❖ Takač & Singleton (2008) picture can help learners in remembering vocabulary better ❖ Tellier (2007) gesture ❖ Mahajan (2016) project 	<p>12. Dalam belajar expression media yang saya senangi adalah</p> <p>a. Menggunakan gambar</p> <p>b. Menggunakan gerakan</p> <p>c. Menggunakan video</p> <p>d. Lain-lainnya (Tuliskan bila ada).....</p>

		media	
Setting	<ul style="list-style-type: none"> ❖ Hutchinson & Waters (1987) ❖ According to Sriyono (2000: 106) learning patterns guide learning patterns, discussion learning patterns and other 	13. Cara belajar Expression yang saya senangi adalah <ol style="list-style-type: none"> a. Individual b. Berpasangan c. Berkelompok d. Lain-lain (tuliskan bila ada)..... 	
	<ul style="list-style-type: none"> ❖ Hutchinson & Waters (1987) ❖ According to Wina Sanjaya, learning facilities are classroom, library, and laboratory 	14. Tempat belajar expression yang saya senangi adalah <ol style="list-style-type: none"> a. Ruang kelas b. Perpustakaan c. Lab bahasa d. Luar kelas (taman, gazebo, dsb) e. Lain-lainnya (tuliskan bila ada)..... 	
Students' Role	<ul style="list-style-type: none"> ❖ Hutchinson & Waters (1987) ❖ Gibbs (1995) draws on similar concepts when he describes student centered courses those that emphasizes learner activity rather than passivity, students' experience on the course, process and competence, rather than content, where the key decisions about learning are made by the student through negotiation with the teacher. 	15. Peran saya dalam mempelajari expression adalah <ol style="list-style-type: none"> a. Mendengarkan penjelasan expression dari tutor dan melaksanakan instruksi darinya. b. Aktif mengikuti pembelajaran expression. c. Memanfaatkan setiap kesempatan untuk berinteraksi menggunakan expression yang telah diberikan oleh tutor dengan baik di lingkungan pesantren. d. Lain-lainnya (tuliskan bila ada)..... 	
	<ul style="list-style-type: none"> ❖ Hutchinson & Waters (1987) ❖ Abin Syamsuddin by 	16. Dalam pemberian expression saya lebih suka jika tutor <ol style="list-style-type: none"> a. Memberikan expression lalu 	

Teacher's Role	quoting the idea of Gage and Barliner, suggest the role of the teacher in the learning process of students, which includes : a) The teacher as a planner b) The teacher as on. organizer. c) The teacher as an evaluator.	kami mengulangi. b. Mengamati proses pembelajaran Expression c. Mengontrol dan mengoreksi kesalahan dalam pelafalan expression d. Lain-lainnya (tuliskan bila ada).....
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IAIN PALOPO

LEMBAR VALIDASI INSTRUMENT EVALUASI UNTUK AHLI MATERI

Developing Daily Expression Pocket Book for Islamic Boarding School Students at
Muhammadiyah Boarding School PutraPalopo

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 kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.				✓	
	d. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi 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

- ~ Sejalan dgn latar demografi sekolah. as additional part of Pocket Expression!
- ~ Cultural background of students there.
social ✓

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

disesuaikan dgn saran

Palopo, 25 Januari 2021

Penilai Kelayakan

[Handwritten Signature]

IAIN PALOPO

LEMBAR VALIDASI INSTRUMENT EVALUASI UNTUK AHLI MATERI

Developing Daily Expression Pocket Book for Islamic Boarding School Students at
Muhammadiyah Boarding School PutraPalopo

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					✓

4:3

	memadai					
	b. Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi baik dan benar.					✓
	c. Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.					✓
	d. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi 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

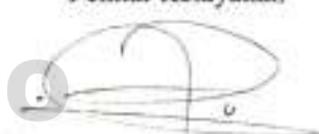
E. Kesimpulan

Instrument kuesioner ini (lingkari salah satu pilihan)

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

Palopo, 3 Maret 2021

Penilai Kelayakan


Umar Hidayat

IAIN PALOPO

QUESTIONNAIRE

Developing Daily Expression Pocket Book for Islamic Boarding School Students at Muhammadiyah Boarding School Putra Palopo

A. Data Respondent

Nama : MAULANA RAFAICA RAMLI
 Usia : 12
 JenisKelamin : Laki-Laki
 kelas : ~~VII~~ VI A

B. Petunjuk Pengisian

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan yang menggambarkan keadaan Anda saat ini, serta sesuai dengan apa yang Anda butuhkan atau Anda inginkan terkait dengan program English Day di area pondok pesantren Muhammadiyah Bboarding School Putra Palopo.

1. Tujuan saya mengikuti program English Day di pesantren adalah
 - a. Saya ingin lancar berbahasa Inggris
 - b. Saya ingin berkomunikasi menggunakan bahasa Inggris dengan baik dan benar
 - c. Untuk memudahkan saya dalam pembelajaran bahasa Inggris di kelas.
 - d. Sebagai penunjang untuk kejenjang pendidikan selanjutnya.
 - e. Lain-lainnya (Tuliskan bila ada).....
2. Bagaimana tingkat penguasaan bahasa Inggris Anda sekarang ini?
 - a. Mengetahui sedikit kosa kata dan ungkapan
 - b. Dapat berkomunikasi secara baik pada beberapa topic dengan percakapan pendek
 - c. Dapat berkomunikasi secara baik pada topic tertentu dengan percakapan panjang
 - d. Mampu berkomunikasi dengan lancar pada sebagian besar topik
 - e. Lain-lainnya (Tuliskan bila ada).....
3. Alasan saya tidak berbicara bahasa Inggris
 - a. Saya tidak percaya diri
 - b. Saya takut salah dalam pengucapannya
 - c. Saya kekurangan kosa kata bahasa Inggris
 - d. Lain-lainnya (Tuliskan bila ada).....
4. Expression yang paling sering saya gunakan saat berada di masjid adalah
 - a. Menanyakan/memberitahukan waktu sholat, azan dan iqomah
 - b. Menanyakan/memberitahukan di mana sajadah dan peci mu
 - c. Menanyakan/memberitahukan tentang ajakan ke masjid
 - d. Menanyakan/memberitahukan tentang jadwal azan
 - e. Lain-lainnya (Tuliskan bila ada).....
5. Expression yang paling sering saya gunakan saat berada di dalam kelas adalah
 - a. Menanyakan/memberitahukan tentang ajakan ke kelas
 - b. Percakapan saat berada di dalam kelas

- c. Menanyakan/memberitahukan tentang pembelajaran di kelas
d. Menanyakan/memberitahukan tentang ujian akan segera berlangsung
e. Lain-lainnya (Tuliskan bila ada).....
6. Expression yang paling sering saya gunakan saat berada di kantin adalah
 a. Menanyakan/memberitahukan tentang ajakan ke kantin
b. Menanyakan/memberitahukan tentang harga makanan di kantin
c. Menanyakan/memberitahukan tentang makanan apa saja yang dijual di kantin
d. Lain-lainnya (Tuliskan bila ada).....
7. Expression yang paling sering saya gunakan saat berada di ruang makan adalah
 a. Menanyakan/memberitahukan tentang waktu makan
b. Menanyakan/memberitahukan tentang perasaan lapar dan kenyang
c. Menanyakan/memberitahukan tentang menu makanan
d. Menanyakan/memberitahukan tentang rasa dari makanan
e. Menanyakan/memberitahukan tentang makanan kesukaan
f. Menanyakan/memberitahukan tentang adab makan
g. Lain-lainnya (Tuliskan bila ada).....
8. Expression yang paling sering saya gunakan saat berada di kamar tidur adalah
 a. Menanyakan/memberitahukan tentang waktu tidur dan waktu bangun tidur
b. Menanyakan/memberitahukan tentang gaturan di dalam kamar
c. Menanyakan/memberitahukan tentang kualitas tidur
d. Menanyakan/memberitahukan tentang kebiasaan yang dilakukan di dalam kamar
e. Lain-lainnya (Tuliskan bila ada).....
9. Expression yang paling sering saya gunakan saat berada di kamar mandi adalah
a. Menanyakan/memberitahukan tentang akan pergi ke kamar mandi
 b. Menanyakan/memberitahukan siapa yang ada di dalam kamar mandi
c. Menanyakan/memberitahukan di mana alat mandi
d. Menanyakan/memberitahukan tentang cuaca yang sangat dingin untuk mandi
e. Menanyakan/memberitahukan tentang aktivitas yang biasanya dilakukan di dalam kamar mandi
f. Menanyakan/memberitahukan tentang mengantrian jangan lama-lama di dalam kamar mandi
g. Menanyakan/memberitahukan tentang cucian
h. Lain-lainnya (Tuliskan bila ada).....
10. Expression yang anda butuhkan selain yang di atas adalah ...
 a. Expression tentang bagaimana keadaan yang kesehatannya
b. Expression tentang menanyakan keberadaan temannya
c. Expression tentang menyemangati/menaschati teman
d. Expression tentang meminta dan menyuruh
e. Lain-lainnya (Tuliskan bila ada)....

11. Aktivitas yang saya senangi Dalam belajar expression adalah
- Pantomim (gerakan tanpa suara)
 - Role play (drama)
 - Jigsaw
 - Lain-lainnya (Tuliskan bila ada)....
12. Dalam belajar expression media yang saya senangi adalah
- Menggunakan gambar
 - Menggunakan gerakan
 - Menggunakan video
 - Lain-lainnya (Tuliskan bila ada).....
13. Cara belajar Expression yang saya senangi adalah
- Individual
 - Berpasangan
 - Berkelompok
 - Lain-lain (tuliskan bila ada).....
14. Tempat belajar expression yang saya senangi adalah
- Ruang kelas
 - Perpustakaan
 - Lab bahasa
 - Luar kelas (taman, gazebo, dsb)
 - Lain-lainnya (tuliskan bila ada).....
15. Peran saya dalam mempelajari expression adalah
- Mendengarkan penjelasan expression dari tutor dan melaksanakan instruksi darinya.
 - Aktif mengikuti pembelajaran expression.
 - Memanfaatkan setiap kesempatan untuk berinteraksi menggunakan expression yang telah diberikan oleh tutor dengan baik di lingkungan pesantren.
 - Lain-lainnya (tuliskan bila ada).....
16. Dalam pemberian expression saya lebih suka jika tutor
- Memberikan expression lalu kami mengulangi.
 - Mengamati proses pembelajaran Expression
 - Mengontrol dan mengoreksi kesalahan dalam pefafalan expression
 - Lain-lainnya (tuliskan bila ada).....

QUESTIONNAIRE

Developing Daily Expression Pocket Book for Islamic Boarding School Students at Muhammadiyah Boarding School Putra Palopo

A. Data Respondent

Nama : M. A. Fauzan A.
 Usia : 12 Tahun
 Jenis Kelamin : Laki-Laki
 kelas : VII A (tjps)

B. Petunjuk Pengisian

Herilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan yang menggambarkan keadaan Anda saat ini, serta sesuai dengan apa yang Anda butuhkan atau Anda inginkan terkait dengan program English Day di area pondok pesantren Muhammadiyah Bboarding School Putra Palopo.

1. Tujuan saya mengikuti program English Day di pesantren adalah
 - a. Saya ingin lancar berbahasa Inggris
 - b. Saya ingin berkomunikasi menggunakan bahasa Inggris dengan baik dan benar
 - c. Untuk memudahkan saya dalam pembelajaran bahasa Inggris di kelas.
 - d. Sebagai penunjang untuk kejenjang pendidikan selanjutnya.
 - e. Lain-lainnya (Tuliskan bila ada).....
2. Bagaimana tingkat penguasaan bahasa Inggris Anda sekarang ini?
 - a. Mengetahui sedikit kosa kata dan ungkapan
 - b. Dapat berkomunikasi secara baik pada beberapa topic dengan percakapan pendek
 - c. Dapat berkomunikasi secara baik pada topic tertentu dengan percakapan panjang
 - d. Mampu berkomunikasi dengan lancar pada sebagian besar topik
 - e. Lain-lainnya (Tuliskan bila ada).....
3. Alasan saya tidak berbicara bahasa Inggris
 - a. Saya tidak percaya diri
 - b. Saya takut salah dalam pengucapannya
 - c. Saya kekurangan kosa kata bahasa Inggris
 - d. Lain-lainnya (Tuliskan bila ada).....
4. Expression yang paling sering saya gunakan saat berada di masjid adalah
 - a. Menanyakan/memberitahukan waktu sholat, azan dan iqomah
 - b. Menanyakan/memberitahukan di mana sajadah dan peciwa
 - c. Menanyakan/memberitahukan tentang ajakan ke masjid
 - d. Menanyakan/memberitahukan tentang jadwal azan
 - e. Lain-lainnya (Tuliskan bila ada).....
5. Expression yang paling sering saya gunakan saat berada di dalam kelas adalah
 - a. Menanyakan/memberitahukan tentang ajakan ke kelas
 - b. Percakapan saat berada di dalam kelas

- c. Menanyakan/memberitahukan tentang pembelajaran di kelas
 d. Menanyakan/memberitahukan tentang ujian akan segera berlangsung
 e. Lain-lainnya (Tuliskan bila ada).....
6. Expression yang paling sering saya gunakan saat berada di kantin adalah
 a. Menanyakan/memberitahukan tentang ajakan ke kantin
 b. Menanyakan/memberitahukan tentang harga makanan di kantin
 c. Menanyakan/memberitahukan tentang makanan apa saja yang dijual di kantin
 d. Lain-lainnya (Tuliskan bila ada).....
7. Expression yang paling sering saya gunakan saat berada di ruang makan adalah
 a. Menanyakan/memberitahukan tentang waktu makan
 b. Menanyakan/memberitahukan tentang perasaan lapar dan kenyang
 c. Menanyakan/memberitahukan tentang menu makanan
 d. Menanyakan/memberitahukan tentang rasa dari makanan
 e. Menanyakan/memberitahukan tentang makanan kesukaan
 f. Menanyakan/memberitahukan tentang adab-adab makan
 g. Lain-lainnya (Tuliskan bila ada).....
8. Expression yang paling sering saya gunakan saat berada di kamar tidur adalah
 a. Menanyakan/memberitahukan tentang waktu tidur dan waktu bangun tidur
 b. Menanyakan/memberitahukan tentang gaturan di dalam kamar
 c. Menanyakan/memberitahukan tentang kenyamanan tidur
 d. Menanyakan/memberitahukan tentang kebiasaan yang dilakukan di dalam kamar
 e. Lain-lainnya (Tuliskan bila ada).....
9. Expression yang paling sering saya gunakan saat berada di kamar mandi adalah
 a. Menanyakan/memberitahukan tentang akan pergi ke kamar mandi
 b. Menanyakan/memberitahukan siapa yang ada di dalam kamar mandi
 c. Menanyakan/memberitahukan di mana alat mandi
 d. Menanyakan/memberitahukan tentang cuaca yang sangat dingin untuk mandi
 e. Menanyakan/memberitahukan tentang aktivitas yang biasanya dilakukan di dalam kamar mandi
 f. Menanyakan/memberitahukan tentang mengantri jangan lama-lama di dalam kamar mandi
 g. Menanyakan/memberitahukan tentang cucian
 h. Lain-lainnya (Tuliskan bila ada).....
10. Expression yang anda butuhkan selain yang di atas adalah ...
 a. Expression tentang bagaimana keadaan yang kesehatannya
 b. Expression tentang menanyakan keberadaan temannya
 c. Expression tentang menyemangati/menasehati teman
 d. Expression tentang meminta dan menyuruh
 e. Lain-lainnya (Tuliskan bila ada)....

11. Aktivitas yang saya senangi Dalam belajar expression adalah
- a. Pantomim (gerakan tanpa suara)
 - b. Role play (drama)
 - c. Jigsaw
 - d. Lain-lainnya (Tuliskan bila ada).....
12. Dalam belajar expression media yang saya senangi adalah
- a. Menggunakan gambar
 - b. Menggunakan gerakan
 - c. Menggunakan video
 - d. Lain-lainnya (Tuliskan bila ada).....
13. Cara belajar Expression yang saya senangi adalah
- a. Individual
 - b. Berpasangan
 - c. Berkelompok
 - d. Lain-lain (tuliskan bila ada).....
14. Tempat belajar expression yang saya senangi adalah
- a. Ruang kelas
 - b. Perpustakaan
 - c. Lab bahasa
 - d. Luar kelas (taman, gazebo, dsb)
 - e. Lain-lainnya (tuliskan bila ada).....
15. Peran saya dalam mempelajari expression adalah
- a. Mendengarkan penjelasan expression dari tutor dan melaksanakan instruksi darinya.
 - b. Aktif mengikuti pembelajaran expression.
 - c. Memanfaatkan setiap kesempatan untuk berinteraksi menggunakan expression yang telah diberikan oleh tutor dengan baik di lingkungan pesantren.
 - d. Lain-lainnya (tuliskan bila ada).....
16. Dalam pemberian expression saya lebih suka jika tutor
- a. Memberikan expression lalu kami mengulangi.
 - b. Mengamati proses pembelajaran Expression
 - c. Mengontrol dan mengoreksi kesalahan dalam pelafalan expression
 - d. Lain-lainnya (tuliskan bila ada).....

QUESTIONNAIRE

Developing Daily Expression Pocket Book for Islamic Boarding School Students at Muhammadiyah Boarding School Putra Palopo

A. Data Respondent

Nama : Muh. Hild. Hisyam
 Usia : 13
 Jenis Kelamin : Laki-Laki
 kelas : VIIA

B. Petunjuk Pengisian

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan yang menggambarkan keadaan Anda saat ini, serta sesuai dengan apa yang Anda butuhkan atau Anda inginkan terkait dengan program English day di area pondok pesantren Muhammadiyah Bboarding School Putra Palopo.

1. Tujuan saya mengikuti program English Day di pesantren adalah
 - a. Saya ingin lancar berbahasa Inggris
 - b. Saya ingin berkomunikasi menggunakan bahasa Inggris dengan baik dan benar
 - c. Untuk memudahkan saya dalam pembelajaran bahasa Inggris di kelas.
 - d. Sebagai penunjang untuk kejenjang pendidikan selanjutnya.
 - e. Lain-lainnya (Tuliskan bila ada).....
2. Bagaimana tingkat penguasaan bahasa Inggris Anda sekarang ini?
 - a. Mengetahui sedikit kosa kata dan ungkapan
 - b. Dapat berkomunikasi secara baik pada beberapa topic dengan percakapan pendek
 - c. Dapat berkomunikasi secara baik pada topic tertentu dengan percakapan panjang
 - d. Mampu berkomunikasi dengan lancar pada sebagian besar topik
 - e. Lain-lainnya (Tuliskan bila ada).....
3. Alasan saya tidak berbicara bahasa Inggris
 - a. Saya tidak percaya diri
 - b. Saya takut salah dalam pengucapannya
 - c. Saya kekurangan kosa kata bahasa Inggris
 - d. Lain-lainnya (Tuliskan bila ada).....
4. Expression yang paling sering saya gunakan saat berada di masjid adalah
 - a. Menanyakan/memberitahukan waktu sholat, azan dan iqomah
 - b. Menanyakan/memberitahukan di mana sajadah dan pecimu
 - c. Menanyakan/memberitahukan tentang ajakan ke masjid
 - d. Menanyakan/memberitahukan tentang jadwal azan
 - e. Lain-lainnya (Tuliskan bila ada).....
5. Expression yang paling sering saya gunakan saat berada di dalam kelas adalah
 - a. Menanyakan/memberitahukan tentang ajakan ke kelas
 - b. Percakapan saat berada di dalam kelas

- c. Menanyakan/memberitahukan tentang pembelajaran di kelas
 (d) Menanyakan/memberitahukan tentang ujian akan segera berlangsung
 e. Lain-lainnya (Tuliskan bila ada).....
6. Expression yang paling sering saya gunakan saat berada di kantin adalah
 (a) Menanyakan/memberitahukan tentang ajakan ke kantin
 b. Menanyakan/memberitahukan tentang harga makanan di kantin
 c. Menanyakan/memberitahukan tentang makanan apa saja yang di jual di kantin
 d. Lain-lainnya (Tuliskan bila ada).....
7. Expression yang paling sering saya gunakan saat berada di ruang makan adalah
 a. Menanyakan/memberitahukan tentang waktu makan
 (b) Menanyakan/memberitahukan tentang perasaan lapar dan kenyang
 c. Menanyakan/memberitahukan tentang menu makanan
 (d) Menanyakan/memberitahukan tentang rasa dari makanan
 e. Menanyakan/memberitahukan tentang makanan kesukaan
 f. Menanyakan/memberitahukan tentang adab-adab makan
 g. Lain-lainnya (Tuliskan bila ada).....
8. Expression yang paling sering saya gunakan saat berada di kamar tidur adalah
 a. Menanyakan/memberitahukan tentang waktu tidur dan waktu bangun tidur
 (b) Menanyakan/memberitahukan tentang gaturan di dalam kamar
 c. Menanyakan/memberitahukan tentang kualitas tidur
 (d) Menanyakan/memberitahukan tentang kebiasaan yang di lakukan di dalam kamar
 e. Lain-lainnya (Tuliskan bila ada).....
9. Expression yang paling sering saya gunakan saat berada di kamar mandi adalah
 a. Menanyakan/memberitahukan tentang akan pergi ke kamar mandi
 b. Menanyakan/memberitahukan siapa yang ada di dalam kamar mandi
 (c) Menanyakan/memberitahukan di mana alat mandi
 d. Menanyakan/memberitahukan tentang cuaca yang sangat dingin untuk mandi
 e. Menanyakan/memberitahukan tentang aktivitas yang biasanya dilakukan di dalam kamar mandi
 (f) Menanyakan/memberitahukan tentang mengantrian jangan lama-lama di dalam kamar mandi
 g. Menanyakan/memberitahukan tentang cucian
 h. Lain-lainnya (Tuliskan bila ada).....
10. Expression yang anda butuhkan selain yang di atas adalah ...
 a. Expression tentang bagaimana keadaan yang kesehatannya
 (b) Expression tentang menanyakan keberadaan temannya
 c. Expression tentang menyemangati/menaschati teman
 (d) Expression tentang meminta dan menyuuruh
 e. Lain-lainnya (Tuliskan bila ada)....

11. Aktivitas yang saya senangi Dalam belajar expression adalah
- Pantomim (gerakan tanpa suara)
 - Role play (drama)
 - Jigsaw
 - Lain-lainnya (Tuliskan bila ada)....
12. Dalam belajar expression media yang saya senangi adalah
- Menggunakan gambar
 - Menggunakan gerakan
 - Menggunakan video
 - Lain-lainnya (Tuliskan bila ada).....
13. Cara belajar Expression yang saya senangi adalah
- Individual
 - Berpasangan
 - Berkelompok
 - Lain-lain (tuliskan bila ada)....
14. Tempat belajar expression yang saya senangi adalah
- Ruang kelas
 - Perpustakaan
 - Lab bahasa
 - Luar kelas (taman, gazebo, dsb)
 - Lain-lainnya (tuliskan bila ada).....
15. Peran saya dalam mempelajari expression adalah
- Mendengarkan penjelasan expression dari tutor dan melaksanakan instruksi darinya.
 - Aktif mengikuti pembelajaran expression.
 - Memanfaatkan setiap kesempatan untuk berinteraksi menggunakan expression yang telah diberikan oleh tutor dengan baik di lingkungan pesantren.
 - Lain-lainnya (tuliskan bila ada).....
16. Dalam pemberian expression saya lebih suka jika tutor
- Memberikan expression lalu kami mengulangi.
 - Mengamati proses pembelajaran Expression
 - Mengontrol dan mengoreksi kesalahan dalam peafafian expression
 - Lain-lainnya (tuliskan bila ada).....

KUESIONER EVALUASI UNTUK AHLI MATERI

A. Data Responden

Nama : DR. MASRUDDIN, S.S., M.HUM
 Umur :
 Jenis kelamin :
 Pendidikan : S1 S2 S3 Professor
 Pengalaman mengajar : 0-2 un 2-4 un 4-6 un ≥ 6

B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberikan tanda centang (✓) pada kolom yang telah tersedia

Keterangan:

SS : Sangat Setuju
 S : Setuju
 R : Ragu-ragu
 TS : Tidak Setuju
 STS : Sangat Tidak Setuju

No	Pernyataan	5	4	3	2	1
		SS	S	R	TS	STS
A. Isi						
1.	Cakupan expression dalam pocket book sesuai dengan kebutuhan siswa di MBS Putra Palopo	✓				
2.	Kedalaman expression dalam pocket book untuk siswa di MBS Putra Palopo memadai.		✓			
3.	Keaslian expression dalam Pocket book untuk siswa MBS Putra Palopo memadai.	✓				

	untuk siswa MBS Putra Palopo memadai.	✓				
Rangkumankualitatif:						
B. Bahasa						
1.	Expression yang digunakan dalam pocket book sesuai dengan tata bahasa yang benar.	✓				
2.	Expression yang disajikan komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa.		✓			
3.	Expression yang disajikan dalam pocket book mudah dipahami.	✓				
4.	Keseluruhan expression sesuai dengan kemampuan berbahasa siswa	✓				
Rangkumankualitatif:						
C. Input						
1.	Input expression dalam pocket book membantu siswa dalam pelaksanaan English day	✓				
2.	Input expression dalam pocket book sesuai dengan kemampuan siswa.	✓				
3.	Input expression dalam pocket book menarik.		✓			

4.	Input expression dalam pocket book sesuai dengan kemampuan berbahasa siswa.		✓			
5.	Input expression dalam pocket book mencakup struktur bahasa yang benar.	✓				
6.	Pilihan expression sesuai dengan karakteristik siswa	✓				
7.	Input expression dalam pocket book dapat menambah wawasan siswa.	✓				
Rangkumankualitatif:						
D. Desain dan Layout						
1.	Tampilan isi pocket book jelas.		✓			
2.	Penggunaan tanda baca benar.		✓			
3.	Susunan materi/expression dalam pocket book sistematis		✓			
4.	Sumber dalam pocket book jelas	✓				
5.	Jarak spasi sesuai.	✓				
Rangkumankualitatif:						

$$\frac{51}{20} = 4.55 \text{ Very good } \text{😊}$$

Kesimpulan:

Secara umum, pendapat Bapak/Ibu terhadap Expression pocket book yang dikembangkan:

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



Palopo, 18 Februari 2021

Penilai Kelayakan

A handwritten signature in black ink, written over a dotted line. The signature is cursive and appears to be the name of the assessor.

IAIN PALOPO

Validasi ke 2
kat fadhel

KUESIONER EVALUASI UNTUK AHLI PENGEMBANGAN BUKU

A. Data Responden

Nama : FADHLIYAH R. MUIN
Umur :
Jenis kelamin :
Pendidikan : S1 S2 S3 Professor
Pengalaman mengajar : 0-2 tahun 2-4 tahun 4-6 tahun ≥6 thn

B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberikan tanda centang (✓) pada kolom yang telah tersedia

Keterangan:

SS : Sangat Setuju
S : Setuju
R : Ragu-ragu
TS : Tidak Setuju
STS : Sangat Tidak Setuju

No	Pernyataan	SS	S	R	TS	STS
A. Isi						
1.	Cakupan expression dalam pocket book sesuai dengan kebutuhan siswa di MBS Putra Palopo	✓				
2.	Kedalaman expression dalam pocket book untuk siswa di MBS Putra Palopo memadai.		✓			

26/20 (43)

3.	Keaslian expression dalam Pocket book untuk siswa MBS Putra Palopo memadai.		✓			
Rangkuman kualitatif: MENAMBAHKAN BEBERAPA MATERI TERKAIT TEMA & PENJELASAN TEMA SEBAGAI INFORMASI PENUNJANG						
B. Bahasa						
1.	Expression yang digunakan dalam pocket book sesuai dengan tata bahasa yang benar.		✓			
2.	Expression yang disajikan komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa.		✓			
3.	Expression yang disajikan dalam pocket book mudah dipahami.		✓			
4.	Keseluruhan expression sesuai dengan kemampuan berbahasa siswa		✓			
Rangkuman kualitatif:						
IAIN PALOPO						
C. Input						
1.	Input expression dalam pocket book membantu siswa dalam pelaksanaan English day		✓			
2.	Input expression dalam pocket book sesuai dengan kemampuan siswa.		✓			
3.	Input expression dalam pocket book		✓			

	menarik.					
4.	Input expression dalam pocket book sesuai dengan kemampuan berbahasa siswa.	✓				
5.	Input expression dalam pocket book mencakup struktur bahasa yang benar.	✓				
6.	Pilihan expression sesuai dengan karakteristik siswa		✓			
7.	Input expression dalam pocket book dapat menambah wawasan siswa.		✓			

Rangkuman kualitatif:

- TAMBAH LAIN LIST VOCABULARIES

D. Desain dan Layout

1.	Tampilan isi pocket book jelas.			✓		
2.	Jenis font penulisan pocket book sudah bagus			✓		
3.	Penggunaan tanda baca benar.		✓			
4.	Susunan materi/expression dalam pocket book sistematis		✓			
5.	Sumber dalam pocket book jelas		✓			
6.	Jarak spasi sesuai.				✓	

Rangkuman kualitatif:

- UKURAN FONT & JENIS FONT DISESUAIKAN

Kesimpulan:

Secara umum, pendapat Bapak/Ibu terhadap Eexpression pocket book yang dikembangkan:

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

Palopo, Februari 2021

Penilai Kelayakan

FADLIYAH R. MUN

IAIN PALOPO

KUESIONER EVALUASI UNTUK AHLI MATERI

A. Data Responden

Nama : Umar Hidayat
 Umur : 24
 Jenis kelamin : Laki-Laki
 Pendidikan : S1 S2 S3 Professor
 Pengalaman mengajar : 0-2 un 2-4 un 4-6 un ≥ 6

B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberikan tanda centang (✓) pada kolom yang telah tersedia

Keterangan:

SS : Sangat Setuju
 S : Setuju
 R : Ragu-ragu
 TS : Tidak Setuju
 STS : Sangat Tidak Setuju

No	Pernyataan	S	S	R	T	ST
		S	S	R	S	S
A. Isi						
	Cakupan expression dalam pocket book sesuai dengan kebutuhan siswa di MBS Putra Palopo	✓				
	Kedalaman expression dalam pocket book untuk siswa di MBS Putra Palopo memadai.	✓				
	Keaslian expression dalam Pocket book untuk siswa MBS Putra Palopo memadai.		✓			
Rangkumankualitatif:						

B. Bahasa						
Expression yang digunakan dalam pocket book sesuai dengan tata bahasa yang benar.			✓			
Expression yang disajikan komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa.			✓			
Expression yang disajikan dalam pocket book mudah dipahami.			✓			
Keseluruhan expression sesuai dengan kemampuan berbahasa siswa			✓			
Rangkumankualitatif:						
C. Input						
Input expression dalam pocket book membantu siswa dalam pelaksanaan English day			✓			
Input expression dalam pocket book sesuai dengan kemampuan siswa.			✓			
Input expression dalam pocket book menarik.			✓			
Input expression dalam pocket book sesuai dengan kemampuan berbahasa siswa.			✓			
Input expression dalam pocket book mencakup struktur bahasa yang benar.			✓			
Pilihan expression sesuai dengan karakteristik siswa			✓			
Input expression dalam pocket book dapat menambah wawasan siswa.			✓			

Rangkumankualitatif:								
D. Desain dan Layout								
	Tampilan isi pocket book jelas.	✓						
	Penggunaan tanda baca benar.	✓	✓					
	Susunan materi/expressi dalam pocket book sistematis	✓	✓					
	Sumber dalam pocket book jelas	✓	✓					
	Jarak spasi sesuai.	✓	✓					
Rangkumankualitatif:								

IAIN PALOPO

Kesimpulan:

Secara umum, pendapat Bapak/Ibu terhadap Eexpression pocket book yang dikembangkan:

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

Palopo, Februari 2021

Penilai Kelayakan



Umar Hidayat, s.Pd.



IAIN PALOPO

**KUESIONER EVALUASI UNTUK PENGGUNA BUKU DAILY EXPRESSION POCKET BOOK
(SANTRI MUHAMMADIYAH BOARDING SCHOOL PALOPO)**

A. DATA RESPONDEN

Nama : Muh. Affan

Kelas : VII B

B. PETUNJUK

Berikut ini beberapa pernyataan terkait dengan buku yang telah di berikan sebelumnya.

Berikan tanda (√) pada salah satu pilihan saja

Keterangan :

SS : sangat setuju

TS : tidak setuju

S : setuju

STS : sangat tidak setuju

R : ragu-ragu

No	Pernyataan	SS	S	R	TS	STS
1	Materi buku <i>Daily Expression pocket book</i> sesuai dengan pemula	✓				
2	Materi buku <i>Daily Expression pocket book</i> secara keseluruhan sesuai dengan kebutuhan santri di MBS	✓				
3	Input materi buku <i>Daily Expression pocket book</i> secara keseluruhan beragam	✓				
4	Input materi buku <i>Daily Expression pocket book</i> secara keseluruhan membantu santri untuk berkomunikasi dalam bahasa Inggris dengan baik		✓			
5	Input materi buku <i>Daily Expression pocket book</i> secara keseluruhan menarik dan mudah dipahami		✓			
6	Topic materi buku <i>Daily Expression pocket book</i> secara keseluruhan sesuai dengan kebutuhan siswa di MBS	✓				
7	Topic materi didalam buku <i>Daily Daily Expression pocket book</i> mudah dipelajari dan diaplikasikan setiap hari di area MBS	✓				
8	Latihan-latihan dalam buku <i>Daily Expression pocket book</i> mudah dipahami	✓				
9	Latihan-latihan dalam buku <i>Daily Expression pocket book</i> tersusun dengan baik dari yang termudah hingga yang tersulit	✓				
10	Tampilan buku <i>Daily Expression pocket book</i> pada setiap halaman menarik	✓				
11	Tampilan materi buku <i>Daily Expression pocket book</i> efektif memberikan gambaran tentang topic pembahasan	✓				
12	Ukuran buku <i>Daily Expression pocket book</i> sudah tepat dan praktis di bawa kemana-mana	✓				
13	Tampilan jenis dan ukuran huruf pada buku <i>Daily Expression pocket book</i> sudah tepat	✓				
14	Warna design buku buku <i>Daily Expression pocket book</i> menarik	✓				
15	Design buku <i>Daily Expression pocket book</i> menarik		✓			
16	Sampul buku <i>Daily Expression pocket book</i> menarik		✓			

**KUESIONER EVALUASI UNTUK PENGGUNA BUKU DAILY EXPRESSION POCKET BOOK
(SANTRI MUHAMMADIYAH BOARDING SCHOOL PALOPO)**

A. DATA RESPONDEN

Nama : MUHAMMAD UZMULIKRAN
Kelas : VII B

B. PETUNJUK.

Berikut ini beberapa pernyataan terkait dengan buku yang telah di berikan sebelumnya.

Berikan tanda (√) pada salah satu pilihan saja

Keterangan :

SS : sangat setuju

TS : tidak setuju

S : setuju

STS : sangat tidak setuju

R : ragu-ragu

No	Pernyataan	SS	S	R	TS	STS
1	Materi buku <i>Daily Expression pocket book</i> sesuai dengan pemula	✓				
2	Materi buku <i>Daily Expression pocket book</i> secara keseluruhan sesuai dengan kebutuhan santri di MBS	✓				
3	Input materi buku <i>Daily Expression pocket book</i> secara keseluruhan beragam		✓			
4	Input materi buku <i>Daily Expression pocket book</i> secara keseluruhan membantu santri untuk berkomunikasi dalam bahasa Inggris dengan baik		✓			
5	Input materi buku <i>Daily Expression pocket book</i> secara keseluruhan menarik dan mudah dipahami	✓				
6	Topic materi buku <i>Daily Expression pocket book</i> secara keseluruhan sesuai dengan kebutuhan siswa di MBS		✓			
7	Topic materi didalam buku <i>Daily Daily Expression pocket book</i> mudah dipelajari dan diaplikasikan setiap hari di area MBS		✓			
8	Latihan-latihan dalam buku <i>Daily Expression pocket book</i> mudah dipahami	✓				
9	Latihan-latihan dalam buku <i>Daily Expression pocket book</i> tersusun dengan baik dari yang termudah hingga yang tersulit		✓			
10	Tampilan buku <i>Daily Expression pocket book</i> pada setiap halaman menarik		✓			
11	Tampilan materi buku <i>Daily Expression pocket book</i> efektif memberikan gambaran tentang topic pembahasan	✓				
12	Ukuran buku <i>Daily Expression pocket book</i> sudah tepat dan praktis di bawa kemana-mana	✓				
13	Tampilan jenis dan ukuran huruf pada buku <i>Daily Expression pocket book</i> sudah tepat		✓			
14	Warna design buku buku <i>Daily Expression pocket book</i> menarik		✓			
15	Design buku <i>Daily Expression pocket book</i> menarik		✓			
16	Sampul buku <i>Daily Expression pocket book</i> menarik		✓			

**KUESIONER EVALUASI UNTUK PENGGUNA BUKU DAILY EXPRESSION POCKET BOOK
(SANTRI MUHAMMADIYAH BOARDING SCHOOL PALOPO)**

A. DATA RESPONDEN

Nama : MUHAMMAD RULLAN

Kelas : VIII A

B. PETUNJUK.

Berikut ini beberapa pernyataan terkait dengan buku yang telah di berikan sebelumnya.

Berikan tanda (√) pada salah satu pilihan saja

Keterangan :

SS : sangat setuju

TS : tidak setuju

S : setuju

STS : sangat tidak setuju

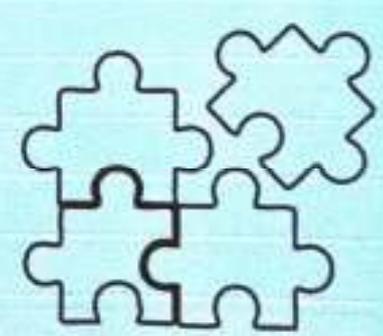
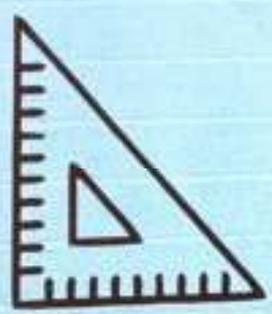
R : ragu-ragu

No	Pernyataan	SS	S	R	TS	STS
1	Materi buku <i>Daily Expression pocket book</i> sesuai dengan pemula	✓				
2	Materi buku <i>Daily Expression pocket book</i> secara keseluruhan sesuai dengan kebutuhan santri di MBS		✓			
3	Input materi buku <i>Daily Expression pocket book</i> secara keseluruhan beragam		✓			
4	Input materi buku <i>Daily Expression pocket book</i> secara keseluruhan membantu santri untuk berkomunikasi dalam bahasa Inggris dengan baik		✓			
5	Input materi buku <i>Daily Expression pocket book</i> secara keseluruhan menarik dan mudah dipahami	✓				
6	Topic materi buku <i>Daily Expression pocket book</i> secara keseluruhan sesuai dengan kebutuhan siswa di MBS					
7	Topic materi didalam buku <i>Daily Daily Expression pocket book</i> mudah dipelajari dan diaplikasikan setiap hari di area MBS		✓			
8	Latihan-latihan dalam buku <i>Daily Expression pocket book</i> mudah dipahami		✓			
9	Latihan-latihan dalam buku <i>Daily Expression pocket book</i> tersusun dengan baik dari yang termudah hingga yang tersulit	✓				
10	Tampilan buku <i>Daily Expression pocket book</i> pada setiap halaman menarik		✓			
11	Tampilan materi buku <i>Daily Expression pocket book</i> efektif memberikan gambaran tentang topic pembahasan		✓			
12	Ukuran buku <i>Daily Expression pocket book</i> sudah tepat dan praktis di bawa kemana-mana		✓			
13	Tampilan jenis dan ukuran huruf pada buku <i>Daily Expression pocket book</i> sudah tepat		✓			
14	Warna design buku buku <i>Daily Expression pocket book</i> menarik		✓			
15	Design buku <i>Daily Expression pocket book</i> menarik		✓			
16	Sampul buku <i>Daily Expression pocket book</i> menarik			✓		

Hand Book

EXPRESSIONS FOR MBS PALOPO

NUR AISYAH



Keep Practicing

Keep Practicing

Pocket Book
Daily Expressions

Nur Aisyah

Kata pengantar

Kesulitan utama bagi para pembelajar bahasa Inggris ketika ingin berkomunikasi adalah masalah vocabulary (kosa kata) atau expression (ungkapan), kesulitan untuk memilih kata, merangkal kata dan mengungkapkan ide adalah hal klasik yang sering di lontarkan mereka yang sedang belajar berkomunikasi dalam Bahasa Inggris.

Buku ini disusun secara sistematis dengan kalimat yang telah di kategorikan agar dapat lebih mudah di pelajari, lebih mudah dihafalkan dan tentunya sangat membantu dalam mengaplikasikan percakapan Bahasa Inggris sehari-hari.

Keep Practicing

Keep Practicing

Semoga buku ini dapat memberikan manfaat bagi semua pecinta Bahasa Inggris, pelajar Bahasa Inggris, siswa atau guru atau siapapun yang ingin memperdalam kemampuan Bahasa Inggrisnya.

Daftar Isi

1. In the Mosque
2. In the Class Room.....
3. In the Canteen
4. In the Bathroom.....
5. In the Kitchen
6. In the bedroom.....
7. Get Temperature
8. Get Playing

Penyusun

Nur Aisyah

IAIN PALOPO

Keep Practicing



It's time for dawn pray/subuh pray.
Waktunya sholat subuh.

It's time for midday pray/duhur pray.
Waktunya sholat duhur.

It's time for afternoon pray/ ashar pray.
Waktunya sholat ashar.

It's time for evening pray/magrib pray.
Waktunya sholat magrib.

Keep Practicing

Is the call to prayer finished?
Apakah adzan sudah selesai ?

Not yet.
Belum.

Now it's your turn to call to prayer.
Sekarang adalah giliranmu untuk azan.

Make it fast, the call to prayer will stop soon.
Cepat, iqomah akan segerah selesai.

Have you taken ablution ?
apakah kamu sudah wudhu ?

Where is your pray mat ?
di mana sajadahmu ?

Keep Practicing

It's time for isya pray.
Waktunya sholat isya.

Where are you going?
Kamu mau kemana ?

We are going to the mosque.
Kami mau pergi ke masjid.

Is it already prayer time?
Apakah ini sudah masuk waktu sholat ?

Let's go, and offer our pray first.
Ayo, pergi sholat lebih utama.

Why don't you wear a cap ?
Kenapa kamu tidak menggunakan peci ?

Don't forget to bring the Holy Quran!
Jangan lupa membawa Al-quranmu!

Keep Practicing

I forgot to take it.
Saya lupa mengabilnya.

We can use one prayer mat together.
Kita bisa menggunakan sajah ini bersama.

If you pray don't mess around.
Jika sedang sholat jangan main-main.

You have to focus on pray.
Kamu harus fokus saat sholat.

Keep Practicing



It's a typically Monday morning.
Ini adalah senin pagi yg seperti senin pagi lainnya, ngga ada istimewanya.

I'm gonna star may first day in pronunciation class.
Ini adalah hari pertamaku di kelas pronunciation.

Wait, I'll go with you.
Tunggu aku akan berangkat denganmu.

Keep Practicing

You forgot to tighten up your button.
Kancing bajumu ada yang terbuka.

You gotta class ?
Kamu ada kelas ?

How was school ?
Bagaimana pelajaran di sekolah ?

How was class ?
Bagaimana pelajaran dikelas tadi ?

You have to read the theory and the method and the rest.
Kamu harus membaca teori metodenya dan lain-lain.

I really enjoy Mrs. Kim's class.
Aku benar-benar menikmati kelas Mrs.kim

Keep Practicing

Wait for me, I'm dressing up.
Tunggu aku, aku masih sap-siap.

Don't walk to fast, I can't keep up with you.
Jagan berjalan terlalu cepat, aku ngga bisa menyusul kamu

I forgot my book.
Bukuku ketinggalan.

Anybody knows where is my book ?
Ada yang tahu dimana bukuku ?

Hey, you can't sit there, that my desk.
Hey, Jangan duduk di situ, itu tempat dudukku.

I'll get you a seat.
Akan ku ambilkan kursi untukmu.

Keep Practicing

Mr. kevin's class is so boring
Kelasnya pak kevin sangat membosankan.

I don't like the way he teaches us.
Aku ngga suka caranya mengajar kita.

There's a lot to learn.
Banyak sekali yang harus dipelajari.

You've been quiet all along.
Kamu diem dari tadi, kenapa ngga bilang dari tadi.

God, this subject is difficult to understand.
Ya Tuhan, pelajarannya susah sekali dimengerti.

It's just a matter of time.
Ini masalah waktu saja.

Keep Practicing

It's just a matter of habit.
Ini Cuma masalah kebiasaan.

Never forget what you have learned.
Jangan pernah lupakan apa yang pernah kamu pelajari.

Never think you're not gonna be able to do it.
Jangan pernah berfikir kamu nggak bisa melakukannya.

Something it can only work when you force yourself.
Kadang kamu bisa saat kamu memaksakan dirimu.

I gotta push myself hard.
Aku harus benar-benar memaksakan diri.

Keep Practicing

Every time the teacher talks to me, I get tongue tied.
Setiap kali guru ngomong sama aku, lidahku jadi kaku.

I get antsy when I talk in public.
Aku gugup saat berbicara di depan orang banyak.

English is not my thing.
Bahasa Inggris bukanlah keahlianku.

Don't just stare at your teacher.
Jangan melototin guru mu saja.

I heard he's good at writing.
Kudengar dia pintar dalam pelajaran menulis.

Keep Practicing

He's fluent speaker of English.
Dia lancar berbahasa Inggris.

He speaks English in excellent fluency.
Dia berbicara dengan sangat fasih.

He's full of talent of English.
Dia sangat berbakat dalam bahasa Inggris.

He's the best student in the class.
Dia adalah yang terbaik di kelas.

He always yells out the answer.
Dia selalu meneriakkan jawaban.

He's the head and shoulder in this class.
Dia adalah nomor satu di kelas.

It's no wonder he got "A".
Nggak heran kalau dia dapat nilai "A".

Keep Practicing

He's the teacher's pet.
Dia adalah murid kesayangan guru.

What a smarty pants!
Dasar tukang pamer!

He's just using his charm to the teacher.
Dia hanya menggunakan pesonanya kepada guru.

He keeps asking question to the teacher.
Dia selalu betanya pada guru.

The way he sucks up to the teacher makes me sick!
Caranya mencari muka pada guru membuat ku muak!

How could stupid boy like him get "A"?
Kok bisa cowo kayak dia bisa dapat "A"?

Keep Practicing

He always plays favourite.
Dia selalu pilih kasih.

The examination is around the corner.
Ujiannya sudah dekat.

I have to prepare myself for the exam.
Aku harus mempersiapkan diriku untuk menghadapi ujian.

I gotta brush up this morning lesson.
Aku harus mengulang lagi pelajaran tadi pagi.

The last part wasn't clear enough for me.
Bagian yang terakhir ngga terlalu jelas buatku.

Keep Practicing

Could you explain the last part again ?
Bukah anda jelaskan lagi bagian yang terakhir ?

I just have to bone up for the exam.
Aku harus belajar ngebut untuk menghadapi ujian.

I can't concentrate on my lesson!
Aku ngga bisa konsentrasi pada pelajaranku.

Quite please, you're breaking my concentration.
Tolong jangan rebut. Kamu mengganggu konsentrasiku.

Don't be noisy back there!
Yang dibelakang jangan ribut!

Keep Practicing

Let up for a minute, you can't study all day.
Istirahatlah sebentar. Jangan belajar terus.

You can't cheat in the exam.
Kamu ngga boleh nyontek saat ujian.

If they found you cheating, you're dead meat!
Kalau kamu ketahuan nyontek, matilah kau!

Do you think that will work ?
Apakah menurutmu cara itu akan berhasil ?

I'm sure it's not that hard when we try it.
Aku yakin tidaklah sesulit yang kita bayangkan saat kita mencobanya.

Keep Practicing

The more you learn it, the better it's gonna be.
Semakin kamu belajar, akan semakin bagus.

I studied over night for the test.
Aku belajar semalam untuk menghadapi ujian ini.

How was the exam ?
Bagaimana ujiannya ?

Are you sure of your answer ?
Apakah kamu yakin dengan jawabanmu ?

I am not sure of my answer.
Aku ngga yakin akan jawabanku.

Keep Practicing

I couldn't answer most questions.
Aku ngga bisa jawab sebagian besar pertanyaanya.

Did you pass the exam?
Apakah kamu lulus ujian?

I failed the exam.
Aku gagal dalam ujian.

Why were you absent?
Kenapa kamu ngga masuk?

I think I'll be in class today.
Kurasa aku akan bolos hari ini.

Don't you have a class?
Kenapa kamu ngga masuk kelas? bukannya kamu ada kelas?

Keep Practicing

You don't go to the class?
Kamu bolos?

What your excuse for being late?
Apa alasanmu datang terlambat?

That's not excuse.
Itu bukan alasan yang tepat.

I can't be late again!
Aku ngga boleh terlambat lagi!

You did your homework?
Apakah kamu sudah mengerjakan PR mu?

Math sucks!
Matematika adalah pelajaran yang memuakkan!

Keep Practicing



Will you eat in the canteen?
Apakah kamu mau makan di kantin?

Have you lunch?
Apakah kamu belum makan siang?

No, I haven't and I am hungry now.
belum dan aku lapar sekarang.

So, let's go to canteen.
Jadi, mari kita pergi ke kantin bersama sama.

Keep Practicing

Come on!
Ayo!

What would you like to eat?
Anda mau makan apa?

What is the special menu?
Apakah menu special hari ini?

Can we please look at the menu?
Bisakah kami melihat menunya?

Do you sell any snacks?
Apakah anda menjual makanan ringan?

Do you want something to drink?
Apakah kamu mau minuman?

I really need something sweet.
Saya ingin yang manis.

Keep Practicing

It's a deal.
Aku setuju.

How much do you want ?
Berapa banyak yang mau kamu beli ?

I will take two.
Aku ingin mengambil dua.

I wanna eat soto now.
Aku ingin makan soto.

Fried noodle please
Mie gorengnya donk

Okay, It's ready now.
Baik, ini Sudah siap sekarang.

How much is it ?
Berapa harganya ?

Keep Practicing

Thank you so much.
Terimakasih banyak.

It's okay.
Sama sama.

Keep Practicing

How much them all ?
Berapa total harganya ?

Can I make an offer ?
Boleh saya tawar ?

I don't bring money.
Aku tidak membawa uang.

I think it's no problem .
Aku pikir ini tidak apa-apa.

I have some money.
Aku memiliki beberapa uang

so, will you lend me?
Jadi, maukah kamu meminjamkan aku?

Sure!
tentu saja!

Keep Practicing

Excuse me, I need to wash my hands.
Permisi, saya mau ke kamar mandi

I gotta take a bath.
Aku harus mandi

Go clean up your self!
Mandi sana !

Man, you smell like a pig.
Kamu bau sekali.

You're taking a bath like a girl, It's too long.
Kamu mandi seperti perempuan saja,terlalu lama.

IAIN PALOPO

Keep Practicing

I don't usually take a bath this early.
Aku ngga bisa mandi sepagi ini.

It's too cold for me to take a bath.
Terlalu dingin buatku untuk mandi.

I want to shampoo my hair.
Aku mau keramas.

I need an anti dandruff shampoo.
Aku butuh sampo anti ketombe.

I need to take a leak.
Aku mau buang air kecil.

I need to take a dumb.
Aku mau buang air besar.

Where's my towel?
Di mana handukku?

Keep Practicing

Hey, get back in the line!
Hey, jangan memotong antrian, Kembali ke antrianmu!

Whose turn is it?
Giliran siapa nih?

Can you make it faster? We got many people standing in the line!
Bias cepetan? Banyak orang ngantri di sini!

What are you doing?
Apa yang sedang kamu lakukan?

Make it fast!
Cepetan donk!

Don't take too long.
Jangan lama-lama.

Keep Practicing

Where did I put my towel?
Di mana kuletakkan handukku?

I forgot where I put it.
Aku lupa di mana meletakkannya.

Anyone there?
Ada orang di dalam?

Who's inside?
Siapa di dalam?

Do you know who's inside?
Kamu tahu siapa yang ada di dalam?

Make a line please!
Antri donk!

Keep Practicing

I'm in a hurry.
Aku terburu-buru.

Can you make it a little faster?
Gak bisakah kamu cepetan dikit?

How much longer do you need?
Masih lama ga?

It's a bad time!
Lagi nanggung nih!

Have you taken a bath?
Apakah kamu sudah mandi?

I just got in.
Aku baru saja masuk.

I'm just washing my face.
Aku hanya cuci muka, kok.

IAIN PALOPO

Keep Practicing

Don't rush me!
Jangan membuatku terburu-buru!

I'll be done in a minute.
Aku akan segera selesai.

I don't have much time.
Aku ngga punya banyak waktu.

Your breath is stink.
Nafasmu bau.

My tooth brush is worn out.
Sikat gigi ku rusak.

I need a new tooth brush.
Aku butuh sikat gigi baru.

It's a fresh mint flavour toothpaste.
Ini adalah pasta gigi dengan rasa mint segar.

Keep Practicing

I scratched my gum when I brushed my teeth.
Gusiku tergores/terluka ketika aku gosok gigi.

Just plug it in!
Colokin aja kabelnya!

Leave the pump on.
Biarin pompa airnya nyala.

The water is overflowing!
Bak mandinya sudah penuh, Airnya meluap.

Pull the plug!
Cabut kabelnya!

Don't forget to turn off the water pump.
Jangan lupa matikan pompa airnya.

Keep Practicing

We've got trouble with the pump.
Ada masalah dengan pompa airnya.

It's time to drain the bath up.
Waktunya menguras bak mandi.

Where's the dipper?
Di mana gayungnya?

Can you get me the dipper, please?
Bisa ambilin gayungnya?

Can you scoop me some water?
Bisa ambilin aku segayung air?

I have a few things to wash out.
Aku punya cucian nih.

My soap is used up.
Sabunku sudah habis.

Keep Practicing

You got some detergent?
Kamu punya sabun cuci?

There's a lot of laundry you got there.
Banyak banget cucianmu.

Keep the bathroom clean, okay?
Jaga kebersihan kamar mandinya, oke?

Don't litter in the bathroom.
Jangan buang sampah di kamar mandi.

Why is this bathroom so stink?
Kenapa kamar mandinya bau?

Do you think we need to put some air freshener here?
Apakah menurutmu kita butuh penyegar ruangan disini?

Keep Practicing

Where's my razor ?
Di mana alat pencukurku ?

Wash your face before you shave.
Basuh dufu wajahmu sebelum herecur.
aku.

I'm just gonna let my beard grow longer.
Aku akan memanjangkan jenggotku.

I shave my beard every other day.
Aku mencukur jenggotku tiap dua hari
sekali.

It doesn't feel good without a deodorant
or perfume after shower.
Ngga enak rasanya tanpa deodorant atau
parfum setelah mandi.

Watch with the floor, it's slippery.
Hati-hati dengan lantainya, itu licin.

Keep Practicing

My stomach is growling.
Perutku keroncongan.

Let's get some breakfast!
Sarapan yuk!

What' for breakfast ?
Menu sarapannya apa ?

Let's get something to eat.
Cari makan yuk.

I'll be pass out if I don't eat right away.
Aku akan pingsan jika tidak makan
secepatnya.

I gotta stuff myself with something.
Aku harus mengganjal perutku dengan
sesuatu.

Keep Practicing



Have a Breakfast
Sarapan

Have a lunch
Makan siang

Have a dinner
Makan malam

I'm hungry.
Aku lapar.

I'm starving.
Aku kelaparan.

Keep Practicing

I've get the munchies.
Aku sedang berselera untuk ngemil.

This meal won't feel you up.
Makana ini tidak akan membuatmu
kenyang.

I don't have time to cook.
Aku ngga ada waktu untuk masak.

Let me boll the water.
Biar aku yang masak air.

Should I boll it or steam it ?
Aku harus merebusnya atau mengukusnya ?

Who's cooking ?
Siapa yang sedang masak ?

IAIN PALOPO

Keep Practicing

I smell something burning.
Aku mencium ada bau gosong.

It's a little over cooked.
Ini sedikit gosong.

I'm a bad cook, you know.
Aku ngga bisa masak loh.

Is this edible?
Ini bisa di makan?

Who cooked it?
Siapa yang memasak makanan ini?

You call it food?
Kamu sebut in makanan?

Wanna have a bite?
Mau coba?

Keep Practicing

Want some more?
Mau nambah?

Have some more!
Silahkan nambah!

What a porker.
Wah rakus sekali.

You better sit down when you eat.
Sebaiknya duduk saat makan.

Don't forget pray before eat.
Jangan lupa baca doa sebelum makan.

You have to use the right hand when you eat.
Gunakan tangan kanan saat makan.

Keep Practicing

Have some!
Cobain deh!

Let me taste it.
Biar aku cicipin.

It's delicious.
Ini lezat.

Where do you learn to cook?
Di mana kamu belajar memasak?

We need to put a little more spice.
Kurang bumbu.

It's too salty.
Ini terlalu asin.

Add some water to this soup.
Tambahkan sedikit air ke supnya.

Keep Practicing

Don't smack your lips when you're eating.
Kalau sedang makan mulutnya jangan kecap-kecap.

It's a bad taste.
Itu ngga sopan.

I'm full,
Aku kenyang.

I've had enough.
Perutku udah ngga muat lagi.

What's your favorite food?
Apa makanan kesukaanmu.

I like spicy food.
Aku suka makanan pedas.

IAIN PALORO

Keep Practicing

I don't like hot food.
Aku ngga suka makanan pedas.

I'm sick of vegetables.
Aku bosan makan sayur.

Can you get me some more?
Nitip dong!

Help yourself!
Silahkan ambil sendiri.

Save some more, OK!
Sisain buat aku!

Anything left for me?
Masih ada ngga buat aku?

The smell makes me water my mouth.
Baunya membuatku ngiler.

Keep Practicing

I can't wait to dig it.
Aku ngga sabar untuk menyantapnya.

How's the taste?
Bagaimana rasanya?

Yuck! Taste terrible.
Rasanya ngga enak.

You have to eat them all.
Kamu harus menghabiskannya.

Don't let the food go to waste.
Jangan buang-buang makanan.

I don't want my egg overcooked.
Aku ngga pengen telurnya terlalu matang.

I don't like the yolk.
Aku ngga suka kuning telur.

Keep Practicing

I prefer sunny side up to scrambled egg.
Aku lebih suka telur mata sapi dari pada telur orak-arik.

What's this food stuff?
Apa bahan makan ini?

It's a secret recipe from my mom.
Ini adalah resep rahasia dari ibuku.

I lose my appetite now.
Aku ngga selera makan sekarang.

I don't have stomach eggplant.
Aku ngga selera makan terong.

You've got something on your teeth.
Ada makanan yang nyangkut di gigimu.

Keep Practicing

Don't pick up your teeth in public.
Janagn kutak-katik gigimu didepan orang banyak.

Hey, you can't burp like that in front of people.
Jangan bersendawa seperti itu didepan banyak orang.

It's in a bad taste to burp loudly.
Ngga sopan bersendawa keras.

I choked on my food.
Aku tersedar karena makanan.

Dinner is served.
Makan malam sudah siap.

Anyone up for a pizza?

IAIN PALOPO

Keep Practicing

Ada yang mau pizza ?
 We've got plates of dirty dishes.
 Ada banyak piring kotor yang bertumpuk-tumpuk.

Let me do the dishes.
 Biar aku yang nyuci piring.

The sink's clogged up.
 Wastafelnya tersumbat.

Keep Practicing



What time you want me to wake up you ?
 Kamu mau di bangunin jam berapa ?

Wake me up at 04:30 OK!
 Bangunkan aku jam 4:30 oke!

I just got out of the bed.
 Aku baru saja bangun.

It's too early for me.
 Ini masih terlalu pagibuatku.

Let me go back to sleep.
 Biarkan aku tidur kembali.

Keep Practicing

I can hardly open my eyes.
 Aku hampir ngga bisa membuka mata.

He's not out of bed yet.
 Dia masih di tempat tidur, dia blm bangun.

I forgot to set up the alarm.
 Aku lupa menyetel alarm.

The alarm clock is not working.
 Jam alaramnya rusak.

Why do you have to always stay up every night ?
 Kenapa kamu harus begadang tiap malam ?

Keep Practicing

You didn't event work on anything. It's completely useless.
 Kamu bahkan ngga melakukan apa-apa, benar-benar ngga berguna.

I told you not to stay up.
 Kan ku bilang jangan begadang.
 You stayed up for nothing.
 Kamu begadang tanpa ada tujuan.

My God. You sleep like a baby.
 Ya Tuhan. Tidurmu nyeyak sekali.

It's really difficult to wake you up.
 Susah sekali bangunin kamu.

I only sleep a little last night.
 Aku hanya tidur sebentar semalam.

IAIN PALOPO

Keep Practicing

I didn't sleep a wink last night.
Aku ngga tidur sama sekali semalam.

I think I'm already late.
Ku rasa aku sudah terlambat.

Why didn't you wake me up?
Kenapa kamu ngga bangunin aku?

Why do I have to wake you up?
Kenapa aku harus bangunin kamu?

Why is there nobody wakes you up?
Kenapa ngga ada yang bangunin aku?

I need no excuse.
Aku ngga butuh alasan.

You should know the rules.
Kamu harus tahu aturannya.

Keep Practicing

Indeed, it is always hard to kick of a new habit.
Memang, berat rasanya untuk memulai kebiasaan baru.

It is always hard in the beginning.
Selalu terasa berat diawalnya.

I need something to warm up my body.
Aku butuh sesuatu untuk menghangatkan badan.

How about a cup of tea?
Bagaimana kalau kita minum teh?

How about a cup of coffee?
Bagaimana kalau kita minum kopi?

You can't eat your meal in the bed.
Jangan makan ditempat tidur.

Keep Practicing

Why is it so difficult for you to wake up in the morning?
Kenapa susah sekali bagimu untuk bangun pagi?

Don't you understand that rules are rules?
Apakah kamu ngga ngerti bahwa aturan dibuat untuk dilanggar?

From now on, you have to wake up early.
Mulai sekarang, kamu harus bangun pagi.

Have you ever heard the saying goes "the early bird gets the worm".
Pernahkah kamu dengar pepatah yang mengatakan "siapa cepat dia dapat".

Keep Practicing

AIN PALOPO

Keep Practicing



You look terrible.
Kamu kelihatan acak-acakkan.

You've got bags under your eyes.
Kamu terlihat lelah sekali. Ada kantong matamu.

How are you feeling?
Bagaimana keadaanmu?

I've problem with my sleep.
Aku bermasalah dengan tidurku.

I can't sleep at night.
Aku ngga bisa tidur malam.

Keep Practicing

My neck is tensed up.
Leherku kaku.

The weather is too cool for me.
Cuacanya terlalu dingin buatku.

I think I catch a cold.
Kurasa aku kenna flu.

My nose won't stop running.
Hidungku meler terus, ngga berhenti berair.

I hate it when I got stuffy nose.
Aku benci kalau hidungku mepet.

My head is pounding.
Kepalaku pusing sekali.

I'm feeling like wanna throw up.

Keep Practicing

I've got temperature.
Badanku panas.
I've got terrible headache.
Kepalaku pusing sekali.

I've got a spruce.
Aku kenna sariawan.

My tongue tastes bitter.
Lidahku terasa pahit.

I cut my finger.
Jariku teriris.

My sight is getting blurry.
Pandanganku kabur.

I'm sneezing all the time.
Aku bersin terus menerus.

Keep Practicing

Aku merasa mau muntah.
It's aching all over.
Badaku sakit semua.

I've got frecky on my face.
Ada bintik-bintik di wajahku.

I've got an upset belly.
Perutku kembung.

I'm just a little bit dizzy, nothing serious.
Aku hanya sedikit pusing, ngga ada yang serius.

I've got a toothache.
Aku sakit gigi.

My teeth are killing me.
Gigiku sakit sekali.

Keep Practicing

You have to go to a dentist.
Kamu harus pergi ke dokter gigi.

We better take you to the hospital.
Sebaiknya kita pergi ke rumah sakit.

You have to see a doctor before it gets worse.
Kamu harus pergi ke dokter sebelum tambah parah.

The doctor checked my temperature and my pulse too.
Dokter memeriksa suhu tubuh dan denyut nadiku.

The doctor checked my heart with his stethoscope.
Dokter memeriksa jantungku dengan stethoscope.

Keep Practicing

It's time to take your medicine.
Waktunya minum obat.

Would you give me some medicine for headache?
Maukah kamu memberiku obat sakit kepala?

Anybody got an aspirin?
Ada yang punya aspirin?
(aspirin sejenis obat sakit kepala)

You can get the medicine in the drug store.
Kamu bisa beli obat di apotek.

The headache will go away after you get some sleep.
Sakit kepalanya akan hilang setelah kamu tidur.

Keep Practicing

The doctor was about to give me an injection, but I refused it.
Dokter mau menyuntikku, tapi aku menolaknya.

The doctor said I shouldn't drink anymore coffee.
Dokter bilang bahwa aku tak boleh minum kopi lagi.

Caffeine speeds up the heart rate.
Kopi bisa mempercepat denyut jantung.

Doctor said I'm just fine, no need to worry.
Dokter bilang aku baik-baik saja, tidak usah khawatir.

The doctor gave me the prescription.
Dokter memberiku resep.

Keep Practicing

It's not good to eat late, you'll get a gastric.
Nggak baik telat makan, kamu bisa kena maag.

It's just a flesh wound.
Ini Cuma luka ringan.

You're just too tired.
Kamu Cuma terlalu capek.

All you gotta do is take a little rest.
Yang harus kamu lakukan adalah istirahat.

This fever keeps me lying down for couple of days.
Demam ini memaksaku harus beristirahat beberapa hari.

This new drug works wonder.
Obat baru ini sangat manjur.

Keep Practicing

It will take a long time to recover.
Akan butuh waktu lama untuk sembuh.

Get well soon, OK!
Cepat sembuhya!

The wound has healed.
Lukanya sudah sembuh.

My headache has gone.
Sakit kepala sudah hilang.

Keep Practicing



Well, How about join us playing football?
Kalau begitu, bagaimana kalau ikut kami bermain bola?

Sounds good!
Kedengarannya bagus!

Let's go!
Ayo pergi!

Cool! Sounds like a great plan.
Keren! Kedengarannya seperti rencana yang bagus.

Keep Practicing

I'm lazy
Saya malas

I've something to do.
Saya ada kerjaan

It's okay.
Tidak apa-apa.

Maybe next time.
Mungkin lain kali.

I hope so
Aku harap begitu.

Keep Practicing

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Keep Practicing

Notes:



Keep Practicing

Notes: **IAIN PALOPO**



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