DESIGNING THEMATIC VOCABULARY POCKETBOOK FOR THE FIRST GRADERS OF SMP NEGERI 1 PALOPO

A Thesis

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

COMPOSED BY:

MUH. RIDZKY ANDI PASO
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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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2022

THESIS APPROVAL

This thesis entitles **"Designing Thematic Vocabulary Pocketbook For The First Graders Of SMPN 1 Palopo"**, which is written by **Muh. Ridzky Andi Paso**, Reg. Num 18 0202 0167, English Language Education Study Program of Palopo and has been examined and defended in **Munaqasyah** session which is carried out on, October 18th 2022. Coincided with Rabiul Awal 22th 1444 H, it is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program.

Palopo, July 19th 2022

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In the name of Allah, the Most Gracious and the Most Merciful!

Alhamdulillahi rabbil alamin, all praise to Allah SWT for the blessing, mercy and guidance to finish this research. Also glory and blessing to the Prophet Muhammad SAW, who has been guide us from the darkness era to the brightest era.

This thesis entitled “Designing Thematic Vocabulary Pocketbook for The First Grader of SMPN 1 Palopo” is submitted as the requirements to finish the Bachelor’s degree of English Education Department of Faculty of Tarbiyah and Teacher Training of Sate Islamic Institute of Palopo (IAIN Palopo).

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4. Prof. Dr. Sahraini, M. Hum. As the first consultant and Andi Tenrisanna Syam, S.Pd, M.Pd. as the second consultant who always gave the researcher guidance, advice, suggestion and explanation so the researcher can finish this thesis.
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The researcher realizes that this research is still far from the perfection. Critics, suggestions and advices are really needed for this thesis's improvement. Finally, the researcher hopes that this thesis will be useful for the readers and the next researchers.

Palopo, September 20th, 2021
The Researcher

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TABLE OF CONTENT

COVER PAGE i

THESIS APPROVAL iii

STATEMENT OF AUTHENTICITY iv

CONSULTANT APPROVAL v

NOTA DINAS PEMBIMBING vi

ACKNOWLEDGEMENT viii

TABLE OF CONTENTES x

LIST OF TABLES xii

LIST OF FIGURES xiii

LIST OF CHARTS xiv

LIST OF PICTURES xv

LIST OF APPENDICES xvi

ABSTRACT xvii

CHAPTER I INTRODUCTION

A. Background 1
B. Identification of the Problem 5
C. Delimitation of the Research 5
D. Research Question 5
E. The Objective of the Research 6
F. Benefit of Research 6
   1. For Students 6
   2. For the Teacher 6
   3. For Other Writer 6
G. Product Specification Developed 6
H. Assumptions and Delimitation of The Research 7
   1. Assumption 7
   2. Delimitation 7

CHAPTER II REVIEW OF RELATED LITERATURE

A. Previous Related Research 8
B. Literature Reviews 10
   1. Thematic Vocabulary 10
   2. Pocketbook 10
   3. Designing Pocketbook 11

4. Need Analysis 13
a.) Target Needs 13
b.) Learning Method 13
5. Kinds of Research and Development 14
a.) ADDIE 14
b.) Borg and Gall 14
c.) 4-D Model 15
C. Theoretical Framework 16

CHAPTER III RESEARCH METHOD

A. Research Design 17
B. Participants 17
C. Location and Time of The Research 17
D. Research Procedure 18
1. Analysis 18
2. Design 18
3. Development 18
4. Implementation 19
5. Evaluation 19
E. Technique for Data Collection 19
1. Questionnaire 19
2. Interview 19
F. Data Analysis Technique 20
1. Analyze The Result of The Questionnaire 20
2. Data Analysis of Expert Judgement and Students' Perception . 20

CHAPTER IV FINDINGS AND DISCUSSION

A. Findings 23
1. Questionnaire Validation 23
2. The Result of Need Analysis 25
B. Discussion 45
1. Learning Aim 49
2. Learning Material 49
3. Learning Methodology 51
4. Learning Media 51

CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusions 52
B. Suggestions 52

BIBLIOGRAPHY 54

APPENDIX 56

LIST OF TABLES

Table 3.1 Material Topics Qualification of Product Evaluation 22

Table 4.1 Instrument's Validation by The Material Expert 24

Table 4.2 T Instrument's Validation by The Language Expert 24

Table 4.3 Learning Objectives 32

Table 4.4 The result of Expert's Validation.....34

Table 4.5 The Revision Draft of Thematic Vocabulary Pocketbook.....39

Table 4.6 The Result of The Question Sheet Students' Perception 340

Table 4.7 The Students' Interview Result.....42

Table 4.8 The Result of Teacher's Perception Questionnaire.....43

LIST OF FIGURES

Figures 2.1 Theoretical Framework 16

LIST OF CHARTS

Chart 4.1 The Students' Aim in Learning English..... 25

Chart 4.2 The Students' Level Abilities in English 26

Chart 4.3 Students' Vocabulary Learning Method 26

Chart 4.4 Students' Vocabulary Learning Media 27

Chart 4.5 Animal's Theme..... 27

Chart 4.6 Occupation's Theme 28

Chart 4.7 Greetings and Farewell's Theme..... 29

Chart 4.8 Classroom's Theme..... 29

Chart 4.9 Public Place's Theme..... 30

Chart 4.10 Sport's Theme 30

Chart 4.11 Students' Suggestion..... 31

LIST OF PICTURES

Picture 4.1 Cover Page 46

Picture 4.2 Chapter Cover 47

Picture 4.3 Content 47

LIST OF APPENDICES

Appendix 1 Sheet Questionnaire 57

Appendix 2 Interview Question 60

Appendix 3 Questionnaire Transcript 61

Appendix 4 Interview Transcript 157

Appendix 5 Surat Izin Meneliti 163

Appendix 6 Expert's Validation 165

Appendix 7 Documentation 181

Appendix 8 Surat Keterangan Plagiasi 183

ABSTRACT

Muh. Ridzky Andi Paso, 2022, "Designing Thematic Vocabulary Pocketbook for The First Grader of SMPN 1 Palopo". Thesis of English Education Study Program. Consultant (1) Sahraini and (2) Andi Tenrisanna Syam.

The aim of this research is to design a thematic vocabulary pocketbook. This research design uses a research and development approach. It was conducted at the SMPN 1 Palopo (VII G), consisting of 24 students. The instruments used in this research were questionnaires and interviews. The researcher collected the data through a questionnaire and interview. The finding of this research showed students' positive perception of the thematic vocabulary pocketbook. It can be seen in the students' perception result with a mean score of 3,38 with 84,5% of the percentage, which is qualified as "Good."Also, the interview result shows that the students find the Pocketbook very interesting, easy to carry, and can improve students' skills. It can be suggested that a thematic vocabulary pocketbook can be applied in the learning process because it is helpful for students.

Keywords: Students' Perception, Thematic Vocabulary, Pocketbook

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is one of the most important things to learn in English. Significantly as a foreign speaker, vocabulary will help us to string the words we want to say so that we can have a good conversation with other people. In every English aspect, like speaking, writing, or listening, vocabulary plays an important role, but in non-speaking English countries like Indonesia, we are challenged to improve our vocabulary skills. The problem here is that a lot of people in Indonesia want to master English, but they have problems with their English vocabulary[1]. Learning the vocabulary means that we learn the foundation of English.

Thematic Vocabulary Pocketbook is a book that contains vocabulary with various themes inside. The theme will ease the students to understand the topic. Thematic learning is a form that will create integrated learning that will push the student's involvement in the learning process.[2]. Besides that, a thematic vocabulary pocketbook will also encourage the students to study more diligently and give more interest in students.

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[1] Richard Devara Candra Kumara, "The Use of Anagrams To Improve the Students' Vocabulary Learning Strategy in Xi Ipa 1 Class,Sma Pangudi Luhur Sedayu A," *Sanata Dharma University Yogyakarta* 136 (2016): 1–136.
[2] M.Mukhlis, "Pembelajaran Tematik PEMBELAJARAN TEMATIK Mohamad Muklis STAIN Samarinda," *Fenomena* IV, no. 14 (2012): 66.

In the writer's last observation in SMPN 1 Palopo, he found that first-grade students in SMPN 1 Palopo struggle to memorize the vocabulary, and the teacher doesn't have any media basic on vocabulary to improve their vocabulary skills. Fatmawati Sumang B., S.Pd, the English teacher of SMPN 1 Palopo, also said that her students would be so interested if they had media to be used.

Thematic Vocabulary is a good to help the students to understand the material effectively because thematic vocabulary gives specific themes that the students will learn in class. The using of pocket book will also help the students to learn the vocabulary more efficiently because of the small size that will make it easier to carry everywhere, plus an interesting design will improve their motivation.

There are several researches that are similar to the researcher's product. The first one is from Khanna Soliha (2020), in her thesis shows that the Islamic vocabulary pocketbook that she made the students in Madrasah Tsanawiyah 32 Lamasi consider the product as "Good" where they strongly agree in 4.46 points and 4.12 points for agreeing and that means the average is 4.18 which categorized as "Good"[3]. The similarity between Soliha's research and this research is the product, Soliha also designed a vocabulary pocket book but the differences is the topic of the vocabulary pocket book. The topic in Soliha's research is Islamic Vocabulary while this research focused on Thematic Vocabulary.

[3] Khanna Soliha, "Developing Pocket Book of Islamic Vocabulary for The First-Grade of Madrasah Tsanawiyah 32 Lamasi," *IAIN Palopo* (State Islamic Institute of Palopo, 2020), http://www.akrabjuara.com/index.php/akrabjuara/article/view/919.

The second one is from Enhana Tarbiatunnisa (2021), which showed a mean score of 3,72 on students' perception, which qualified as "Excellent ."The teacher and students in Datok Sulaiman English club also stated that the product is in line with students' needs[4]. The similarity between Tarbiatunnisa's research and this research is the target of product. Tarbiatunnisa also made a product for basic students' skill. The differences between two of these researches is that this research design a new pocket book, while Tarbiatunnisa's research is developing a module that already made.

Next is the daily expression pocketbook by Nur Aisyah (2021). The product has a 4.4 percent on student's perception and qualified as "Very Good." This indicated that the product could be used without any revision. Teachers and students of Muhammadiyah Boarding School Putra Palopo also agree that this Pocketbook is presented in line with the student's needs.[5]. The similarity between Aisyah's research and this research is the product, but Aisyah's pocket book is focused on daily expression.

Next is the accounting pocketbook product by Fenny Ane Yanete (2016) was categorized as "Very Suitable" by the expert with a 4.65 score; the accounting pocketbook increased the student's learning motivation by 9.24% from 76.95% to

[4] Enhana Tarbiatunnisa, "Developing Basic English Speaking Module for the English Club Program At Senior High School of Modern Islamic Boarding School Datok Sulaiman Putri Palopo," *Thesis* (2021).
[5] N U R Aisyah, "Developing Daily Expression Pocketbook for Islamic Boarding School Students At Muhammadiyah English Education Study Program Tarbiyah and Teachers Training Faculty State Islamic Institute of Palopo 2021 Developing Daily Expression Pocket Book for Islamic B" (2021).

86.19%[6]. The similarity between Yanete's research and this research is the product, Yanete also designed a vocabulary pocket book but the differences is the topic of the vocabulary pocket book. The topic in Yanete's research is accounting Vocabulary while this research focused on Thematic Vocabulary.

Liena Sofiana and Suci Musvita Ayu (2017) showed that Pocketbook is proven to be effective in improving the knowledge and attitude toward Soil-Transmitted infection in students in SD Negeri Moyudan Sleman Yogyakarta. Still, it is not effective in improving the behavior of preventing Soil-Transmitted Helminth.[7]. The similarity between Sofiana's research and this research is the product, both of our research product is pocket book, but the difference is the topic in our product and the target of the product. The topic in Sofiana's research is Soil-Transmitted infection for the elementary students, while this research focused on Thematic Vocabulary for first grade students of junior high school.

Based on that problem, the writer is interested in designing a vocabulary pocketbook as a learning media to help the students improve their vocabulary mastery, and motivation. Pocket book media will also help teachers deliver their material to the students effectively, the media will contain English vocabulary based on their thematic book, so it will help them to understand the materials well.

[6] Fenny Ane Yanete, "Developing the Accounting Pocket Book As a Learning Media To Improve the Grade X Accounting Students ' Motivation" (2016).
[7] Liena Sofiana and Suci Musvita Ayu, "Pocket Book to Enhance Knowledge and Attitude Regarding Prevention of Soil-Transmitted Helmint," *International Journal of Evaluation and Research in Education (IJERE)* 6, no. 3 (2017): 252, https://doi.org/10.11591/ijere.v6i3.9065.

B. Identification of the Problem

Based on the background of the problem, several problems can be identified as follows:

1. Lack of vocabulary skill in SMPN 1 Palopo

The students in the first grade of SMP Negeri 1 Palopo have problems with their vocabulary skills, and many of them feel strange in English.

2. Lack of students' motivation in learning English

Students' reason in SMP Negeri 1 Palopo is quite relatively, as we know English is not their primary language. In this country, English is considered a foreign language rather than a second language.

3. Lack of learning media in SMPN 1 Palopo

Lack of learning media is also a problem in the first grade of SMP Negeri 1 Palopo and indirectly decreases students' motivation.

C. Delimitation of the problem

Based on the identification of the issues above, the writer solved the problem and focused on designing a thematic vocabulary pocketbook to use as a learning media at SMPN 1 Palopo.

D. Research Question

Based on the background, the writer formulates the problem statement as follows:

“What is the appropriate product for the first graders of SMP Negeri 1 Palopo?”

E. The Objective of the Research

Based on the formulation of the problem, it can be stated that this research aims to develop a valid thematic vocabulary pocketbook for the first graders of SMP Negeri 1 Palopo.

F. Benefit of Research

The research development of a thematic vocabulary pocketbook is expected to provide the following benefits:

1. For Students
   a. As a medium to improve student's motivation
   b. To help students improve their vocabulary mastery
2. For the Teacher

   As a supporting medium that teachers in English class can use.
3. For Writer

   The benefit of research designing a thematic vocabulary pocketbook for the writer is to add insight, knowledge, and skills in making a learning media.

G. Product Specification Developed

1. Thematic vocabulary pocketbook media is in the form of the printed book
2. Thematic vocabulary pocketbook contains English vocabulary according to the themes in the learning book that the students used in school, including some other themes that might be useful for them.
3. The students use a designed vocabulary pocketbook by reading the vocabulary and memorizing it.

4. Thematic vocabulary pocketbook is intended for the first-grade students of SMPN 1 Palopo

H. Assumptions and Delimitation of the Research

1. Assumption

   a. Thematic vocabulary pocketbook media contains English vocabulary.

   b. Thematic vocabulary pocketbook media can be a useful learning media for the first grader of SMPN 1 Palopo.

2. Delimitation

   Thematic vocabulary pocketbook is only intended for the first-grade students of SMPN 1 Palopo.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research

In writing this thesis, the writer found some research related to this research as follows:

Soliha (2020) found that the first-grade students at Madrasah Tsanawiyah 32 Lamasi have a lack of interest in learning English and also a lack of vocabulary. The writer develops a pocketbook of Islamic vocabulary for the first-grade students at Madrasah Tsanawiyah 32 Lamasi. There are 60 students from grades one a and b, but the writer only took 30 students from class 1 a. This thesis uses the Research and Development type of research and the Addie model for its research method. From the student's perception and expert judgment, this Pocketbook categorized as "Good" makes it valid and can be used as an English Learning tool.[8] The similarity between Soliha's research and this research is the product, Soliha also designed a vocabulary pocket book but the differences is the topic of the vocabulary pocket book. The topic in Soliha's research is Islamic Vocabulary while this research focused on Thematic Vocabulary.

[8] Soliha, "Developing Pocket Book of Islamic Vocabulary for The First-Grade of Madrasah Tsanawiyah 32 Lamasi."

Masuqi et al. (2021), in their journal found that English vocabulary skill at Mts Nahdlatul Ummah Ketapang Lor is poor, so they made a pocketbook to improve

English Vocabulary quality in that school. The subject in this research consists of 18 people, which is the students and formal educator at Mts Nahdlatul Ummah Ketapang Lor. The result after training shows that with the pocketbook media, the English teaching quality held by the teacher is improving the student's skills, and the students are more interested in studying English.[9] The similarity between Masuqi's research and this research is the product of the research. Both of the research focused on developing a vocabulary pocketbook.

In their journal, Lestari & Wangin (2019) stated that Vocabulary skill in sport is so important, that's why they made a Soccer Term Glossary to improve sports vocabulary skill, especially for sports practitioners. This research was done by identifying foreign terms in soccer through literature study references on the internet. The result of this research found 462 words which are shown in the table with three columns consisting of terms and descriptions in English and Indonesia.[10]. The similarity between Wangin's research and this research is the aim of the research to improve vocabulary skill, the difference is the content of product in Wangin's research is focused on Soccer Theme, while this research focused on Thematic Vocabulary.

[9] Ibrahim Masuqi et al., "Meningkatkan Kualitas Kosa Kata Bahasa Inggris Di Madrasah Tsanawiyah Nahdlatul Ummah Ketapang Lor Dengan Menggunakan Media Pocket Book" 3 (2021): 826–36, http://journal.umg.ac.id/index.php/dedikasimu/article/view/2669.

[10] Sutami Dwi Lestari and Wulan Wangi, "Perancangan Buku Istilah Berbahasa Inggris Di Cabang Olahraga Sepakbola (Soccer Term Glossary)," *Altius: Jurnal Ilmu Olahraga Dan Kesehatan* 8, no. 2 (2019): 21–24, https://doi.org/10.36706/altius.v8i2.8700.

According to the research above, most of them agree that Pocketbook is an appropriate media to fulfill students' needs in learning English.

B. Literature Reviews

1. Thematic Vocabulary

A thematic vocabulary is a group of speech that belongs to a specific schema.[11]. Thematic vocabulary is supposed to enrich students' English vocabulary skill with focusing students on certain themes so the students knows what they about to learn. The vocabulary could be helpful for students speaking, writing, and reading skills in an easier way. Tinkham (1997) states that thematic vocabulary can lead to better retention of lexical items in the teaching of L2[12]. Examples of thematic vocabulary such as car, train, plane, ship, and bike belong to the transportation theme.

2. Pocket Book

A pocketbook is a small book that can be stored in a pocket and is easy to carry anywhere. Karmin and Wahyuningsih (2013) stated that pocketbooks could be deciphered as small books that are lightweight and easy to carry anywhere, plus they can be read at any time.[13].

The Pocketbook is a media that can be used for teaching and learning practice. The Pocketbook is easy to learn whenever and anywhere because of its

[11] Javad Gholami and Sima Khezrlou, "Semantic and Thematic List Learning of Second Language Vocabulary," *The CATESOL Journal* 25, no. 1 (2013): 151–62.
[12] Thomas Tinkham, "The Effects of Semantic and Thematic Clustering on the Learning of Second Language Vocabulary:" *Http://Dx.Doi.Org/10.1191/026765897672376469* 13, no. 2 (August 24, 2016): 138–63, https://doi.org/10.1191/026765897672376469.
[13] Marsi Bani and Masruddin Masruddin, "Development of an Android-Based Harmonic Oscillation Pocket Book For Senior High School Students," *Journal of Technology and Science Education* 11, no. 1 (2021): 93–103, https://doi.org/10.3926/jotse.1051.

small and practical shape. The material is also brief and precise. The use of a pocketbook is also so simple that the teacher doesn't have to use other media, such as electrical components.

The Pocketbook also has some weaknesses. The disadvantage of the Pocketbook is that the publishing process sometimes takes a long time because it has to go through the printing process, and the material of printed media is also easily damaged if the paper's quality isn't good.[14]. Despite that, we can decrease the possible damage to the Pocketbook by taking good care of them. For example, we can put our books in a dry place and clean them from the dust periodically.

3. Designing Pocket Book

Design is an act of creating, executing, or constructing something according to a plan. There are many kinds of design; one of them is product design. Product design aims to generate and prioritize functionality that could potentially deliver value to users.[15].

In designing a pocketbook, we have to follow the instruction to make a good product. Here are some essential things to recognize before making a pocketbook:

The first is pocketbook design. Before we make a pocketbook, we have to make a design for it. It includes the framework and concept of the Pocketbook. A good design will lead us to a good product.

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

[15] Mark Hendrickson, "Three Types of Design | by Mark Hendrickson | Medium," accessed March 15, 2022, https://medium.com/@markymark/three-types-of-design-3623c3243aa6.

Then pocketbook size, we have to calculate the size of the Pocketbook before we create the Pocketbook. The Pocketbook must be small but still can be read and understood.

The third is the presentation of the Pocketbook, presentation of the Pocketbook is essential to hook the students' motivation to read the Pocketbook; a good presentation will also make the audience trust our product.

Next, the material of the Pocketbook, the material of Pocketbook has to contain thematic vocabulary. In general, the pocketbook format (Ministry of national Education:2012) explained the following introduction, containing the Title (title, author, institution, and others), table of contents, and preface. Then, the content contains an illustration of the material, and the closing contains a bibliography.[16].

According to Fahtria Yuliani and Lina Herlina (2015) research, the development of pocketbooks is made with 13 cm x 10 cm size to make them more efficient, practice and easier to use[17].

The Pocketbook also has to be interesting and attract the reader Especially the pocketbook design. The design of cover in pocket book is very important, because the cover of a book can tell us about what we are going to read, the book cover also can make the buyer decide to bought it or not[18]. The language used in English and Indonesian has to be easy to understand, and the structure has to be in order.

[16] Soliha, "Developing Pocket Book of Islamic Vocabulary for The First-Grade of Madrasah Tsanawiyah 32 Lamasi."
[17] Fahtria Yuliani, Lina Herlina, and Jurusan Biologi, "Pengembangan Buku Saku Materi Pemanasan Global Untuk Smp," *Unnes Journal of Biology Education* 4, no. 1 (2015): 50229, http://journal.unnes.ac.id/sju/index.php/ujbe.
[18] Adina-Lorena Smarandache, "Aesthetic and Functional Features of Book Cover Design" 5, no. 1 (2020): 92–100.

If we can attract the reader, the book will increase the reader's motivation to learn the content inside.

4. Need Analysis

Need analysis is a step to collect the information from the subject that we want to observe. According to Soriano (1995), cited in Edi Wahyono and Dewi Puspita Sari's journal stated that needs analysis gathers and analyzes data to decide what the subject "wants" and "needs" in their learning progress. Meanwhile, Richard (2001) stated that the aim of need analysis is to fulfill the "gap" of the language program "lacks."[19].

a) Target Needs

According to the theories from Soriano and Richard, we can conclude that to do the need analysis, we need to focus on these three terms, there are 1) Want, this term focus on what the student really wants in learning English 2) Need, this term is focus in what is the student really have to do in order to achieve the learning goals and 3) Lacks, this term is focus in the gap in students' knowledge in learning English.

b) Learning Method

Learning method is an activity or methodology that can help the students to achieve the learning goals. In gathering the need analysis of students, we also have to know what is the best learning methodology for the students.

[19] Edi Wahyono and Dewi Puspitasari, "Students ' Need Analysis of English Reading Skills for Academic Purposes," *Prosiding Ictte* 1, no. 1 (2016): 1007–14.

Learning method itself is an activity or methodology that can help the students to achieve the learning goals.

5. Kinds of Research and Development

When we discuss kinds of research and development, there are several instructional design models that are often applied in research. They are the ADDIE model, Borg and Gall, and 4-D models.

a. ADDIE

ADDIE model was created by the Center for Educational Technology of Florida State University back in 1975. Then this model was developed by Dick and Carey in 1978 and then revised by Russel Watson 3 years later in 1981. There are five steps in this model, namely Analysis, Design. Development, Implementation, and Evaluation

b. Borg and Gall

The second model is Borg and Gall. This instructional model was created by Meredith D. Gall, Joyce P. Gall, and Walter R. Borg in 1983. There are ten steps in this model. The first is research and Information Collecting. This step includes a literature study that is related to the problem. Then planning, in this step, the skill has to be formulated and expertise related to the problem, determine the objectives that will be achieved at each step. Next is developing a preliminary form of the product. In this step, we need to prepare a supporting component, prepare a guidebook and evaluate the appropriateness of the supporting tools.

Then the third is preliminary field testing. The test involves 6-13 subjects and collecting and analyzing data can be done with an interview, observation, or questionnaire. Next is the primary product revision. The revision is possible to do more than one time, according to the result shown in the limited test, so it can get the primary product draft ready to get the more comprehensive test.

After that is main product testing. In this step, the main product is ready to be tested in a broader sample. Then operational product revision, after we get the leading product testing result, we can develop the product until it is ready to validate.

The seventh step is operational field testing. After the revision, we can test the validation of the product. After that is the final product revision, the last revision after operational field testing to get the product steady to be implemented. And last is dissemination and implementation. After the final revision, we can finally disseminate and implement the product.

c. 4-D Model

The last is the 4-D Model. This model is a quite simple design that only consists of 4 stages, namely defining, designing, developing, and dissemination.

From several instructional design models above, the writer chose the ADDIE model to apply in this research. The reason the writer chose this model is that the ADDIE model is more straightforward than the other model.

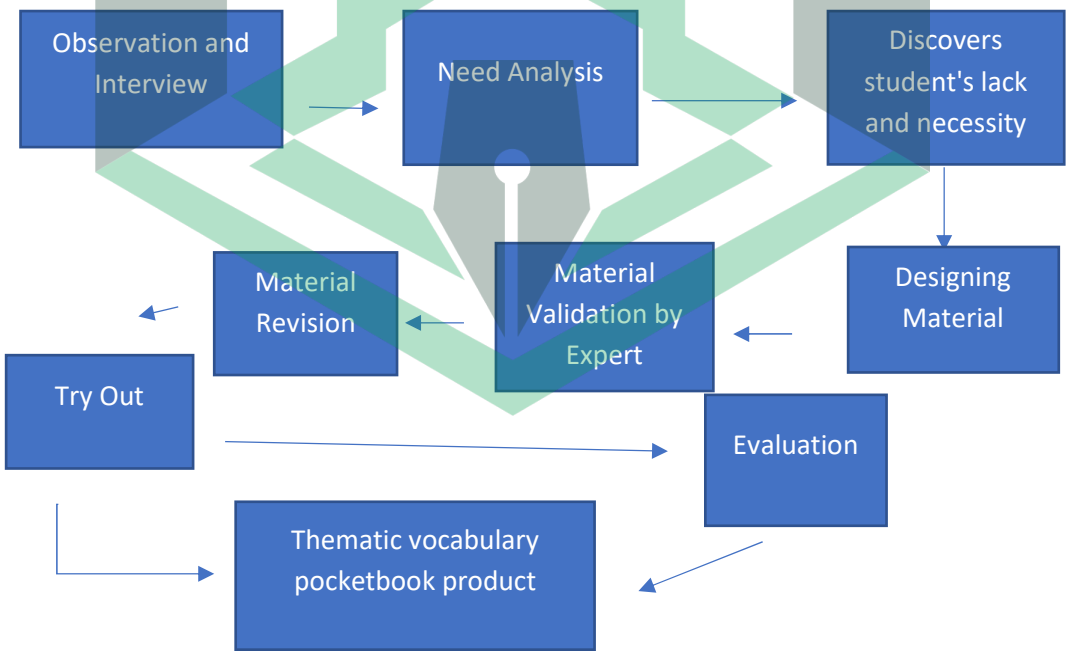
It seems similar to Borg and Gall but more slightly, and it's pretty dynamic and practical to do.

C. Theoretical Framework

In designing a thematic vocabulary pocketbook, the writer uses the ADDIE instructional design models.

The goal of this Pocket book is to improve students' motivation and vocabulary and also to help the teacher in teaching English easier. To achieve those goals, the teacher should use fun media in teaching English in class. This Pocketbook is expected to be a proper medium to help the teacher and students to achieve it. Thematic vocabulary pocketbook is designed and arranged in this way.

Figure 2.1 Theoretical Framework



CHAPTER III

RESEARCH METHOD

A. Research Design

This research is categorized into Research and Development (R & D) method. The research and development method are a method applied to develop and produce suitable learning media to measure effectiveness. In composing the study, the writer started by observing the students at SMP Negeri 1 Palopo through the questionnaire survey, designing, developing, implementing, and evaluating the product. The product consisted of thematic vocabulary according to their printed book and also an example of how to use the vocabulary. Moreover, in this research, the writer increased the essential Thematic Vocabulary Pocket Book for SMP Negeri 1 Palopo by applying ADDIE Model (Analysis, Design, Development, Implementation, and Evaluation).

B. Participants

The subject of this research is the first-grade students of SMPN 1 Palopo, specifically in the 7G class. There are 32 students in the academic year 2022/2023. The participants in this research have filled out the need analysis questionnaire and student perception questionnaire, and the product have been validated by a teacher.

C. Location and Time of The Research

This research was conducted at SMP Negeri 1 Palopo, located at Jl. A. Pangerang No. 2 Palopo. The research was held from June 2022 until August 2022.

D. Research Procedure

The development model applied to design a thematic vocabulary pocketbook for the first-grade students at SMP Negeri 1 Palopo is the ADDIE design model, which includes five phases: Analysis, Design, Development, Implementation, and Evaluation.

1. Analysis

The writer needed to recognize the students' needs, lack, and necessities. In this phase, the writer analyzed the appropriate product. Moreover, when executed this phase, the writer used a questionnaire that has been given to the English teacher to know what exactly the students' need is.

2. Design

In this phase, the writer conducted the output based on the need analysis. Through this stage, the writer will use a thematic vocabulary pocketbook as the learning media of the product. To use this product, the writer outlines the instructional steps and the aim. The course was made based on the result of the analysis and curriculum stage. The content of the material consists of vocabulary and examples of how to use it.

3. Development

In this phase, the writer focused on learning material development. The writer also built the learning material according to the data analysis. The process of

developing this Pocketbook started with gathering the material, compiled the material, set up the material and validated the material by an expert.

4. Implementation

In this phase, the thematic vocabulary pocketbook as learning media has been validated and have been implemented for the students. The purpose of this step is to understand the appropriateness of the Pocketbook as a supporting media for the first grade in SMP Negeri 1 Palopo.

5. Evaluation

In this phase, the product have been evaluated, which has been validated by the questionnaire.

E. Technique for Data Collection

The instruments that were applied to accumulate the data are as follows:

1. Questionnaire

The questionnaire aims to find out the students' needs (5 items) and students' and teachers' perceptions with five questions. It was also used for the experts' judgment to evaluate the product. There are three items on the questionnaire for language and material experts' judgments and 17 items for the media expert's judgment.

2. Interview

The researcher interviewed the students' and the teacher's perceptions after implementing the Pocketbook. It collected information related to improving the Pocketbook.

F. Data Analysis Technique

In the data analysis technique, the writer uses two kinds of data techniques as follows:

1. Analyze the Result of the Questionnaire

Examine the questionnaire's result. The questionnaire data analysis applied in this study is quantitative descriptive method that can be formulated as follows:

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

X = Value

$\sum X$ = Total Answer

N = Total Students

2. Data Analysis of Expert Judgement and Students' Perception

The data was examined with the Likert Scale as the metric. In the Likert scale, the students were not just asked to choose positive questions but also negative questions.[20]. Suharto proposed that the conversions score be constructed by dividing the range of the score by the objection class intervals.

[20] Zainal Arifin, *Menganalisis Kualitas Tes*, *Evaluasi Pembelajaran*, 2012.

The four-point scale goes like this (1) Strongly disagrees, (2) Disagrees, (3) Agrees, and (4) Firmly Agrees. Here is how to use the formula;

The answer *excellent* = E × 4 = …

The answers *good* = G × 3 = …

The answer *fairly* = F × 2 = …

The answer *poor* = P × 1 = …

Total score = …

After calculating the total score, the writer would calculate the average by using the following formulation:

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

M : mean score

B : total score

N : total number of material topics

The result of the average score would be continued by calculating the value using the following formula:

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

X : the value

M : average score

N : total number of value

After each material's average score is calculated, the writer will define them as an appropriate product to use.

Table 3.1 Material Topics Qualification of Product Evaluation

Score	Percentage	Qualification	Categories
3,6 - 4	90 – 100%	Excellent	It can be utilized without revision
2,6 – 3,5	65- 89%	Good	It can be utilized with a little bit of revision
1,6 – 2,5	40 – 64%	Fairly	It can be utilized for many revisions
0 – 1,5	0 – 39%	Poor	Cannot be utilized

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher will explain the findings and discussion of this research. This chapter will consist of two parts. The first part is the results of the process of designing a thematic vocabulary pocket book for the first graders of SMPN 1 Palopo. The discussion is explained after.

A. Findings

In this stage, the researcher shows the detailed processes of designing a thematic vocabulary pocketbook at the SMP Negeri 1 Palopo. Based on the explanation in chapter three, the researcher applied the ADDIE models of research and development in designing the instructional materials. The details of each step are explained as follows.

1. Questionnaire Validation

There are 11 questions in the questionnaire. It was spread out to find students' needs and wants. Before it was distributed to the subject, the questionnaire was validated by two validators. They are Fatmawati Sumang B, S.Pd as the material expert, and Dr. Magfirah Thayyib, S.S, M. Pd as the language expert. The result of instrument validation is shown below.

Table 4.1 The result of the Instrument's Validation by the Material Expert

Aspects	**Score**
Contents	5
Scope of the contents	4.8
Language	4.5
Average Score	**4.76**

Based on Table 4.1, we can see that the contents aspect got 5 scores which qualified as "Excellent," then the scope of contents got 4.8 which qualified as "Excellent," and the language aspects got a 4.5 score which qualified as "Good ."Furthermore, the average score of the instrument's validation got 4,76 which qualified as "Excellent," and the instrument can be used without any revision.

Table 4.2 The result of the Instrument's Validation by the Language Expert

Aspects	**Score**
Contents	3,6
Scope of the contents	5
Language	5
Average Score	**4,53**

Based on Table 4.1, we can see that the contents aspect got a 3,6 score which qualified as "Good," then the scope of contents got 5 which qualified as "Excellent," and the language aspects got a five score, which qualified as "Excellent." Furthermore, the average score of the instrument's validation got 4,53

which qualified as “Good," and the instrument can be used with a little bit of revision.

2. The Results of Need Analysis

After validating the instrument, the researcher continued by distributing the questionnaires through a google form. The respondents of the questionnaire were 24 first-grade students of SMPN 1 Palopo. The result of the questionnaire helps the researcher to produce a pocketbook.

The first question in this questionnaire is purposed to find the students’ needs in learning English. There are four choices, and the highest score is on option A (To be able to speak English fluently) with 33,3%. It means most of the students have a high interest in learning English.

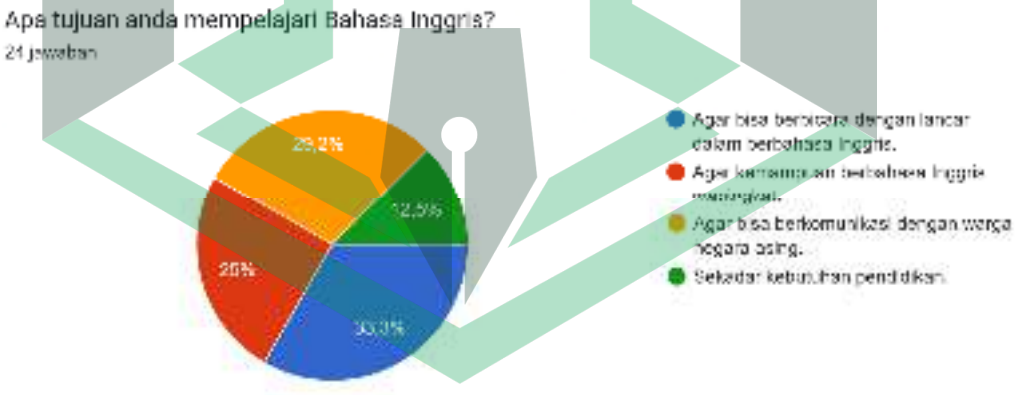


Chart 4.1 The Students’ Aim in Learning English

Based on chart 4.1 above, we can see that 29.2% of students learn English to communicate with foreigners. 25% of students aimed to develop their English abilities. 33.3% of students aimed to speak English fluently. 12.5% of students aimed to fulfill their education necessities

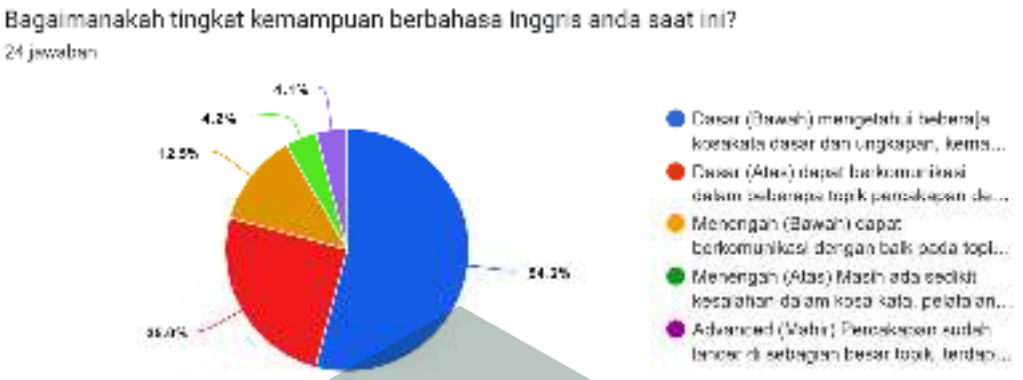


Chart 4.2 The Students' Level Abilities in English

The second question was purposed to find the students' needs in learning English. The highest percentage is option B (Lower Basic) with 54,2%, which mean most of the student needs more practice and learn English.

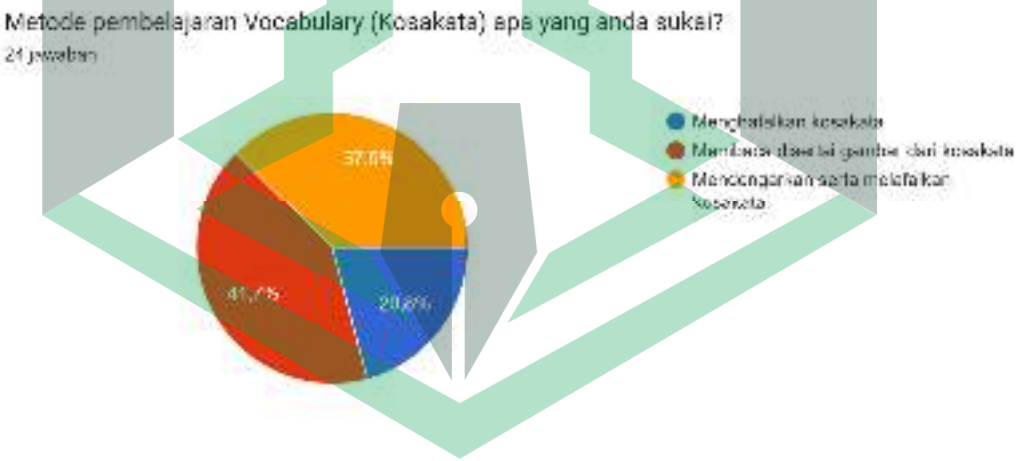


Chart 4.3 Students' Vocabulary Learning Methods

The third question purposed to find the students' wants. There are three options in this question, with option B (Reading with a picture of the vocabulary) being the highest with 41,7%. It means the students mostly like to read to learn new vocabulary.

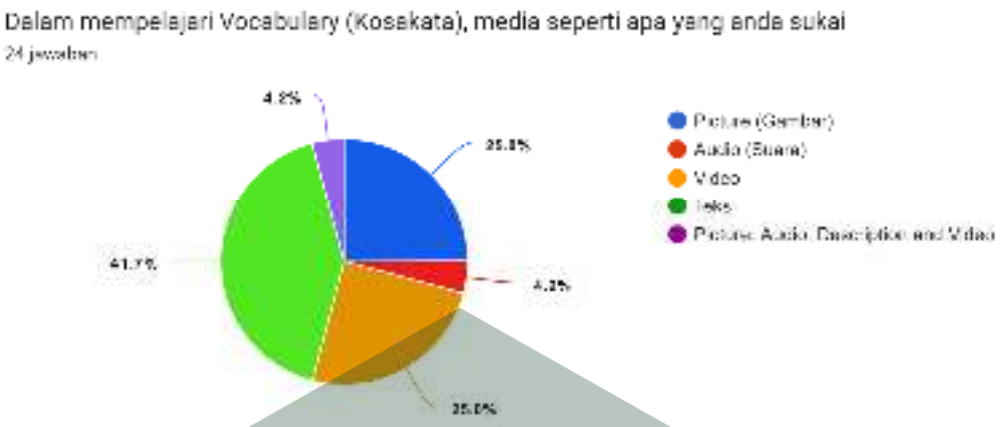


Chart 4.4 Students' Vocabulary Learning Media

The fourth question purposed to find the students' wants in learning with specific media. The highest score among the five options is option D (Text), with 41,7%, which means most of the students are more likely to learn new vocabulary through textual media.

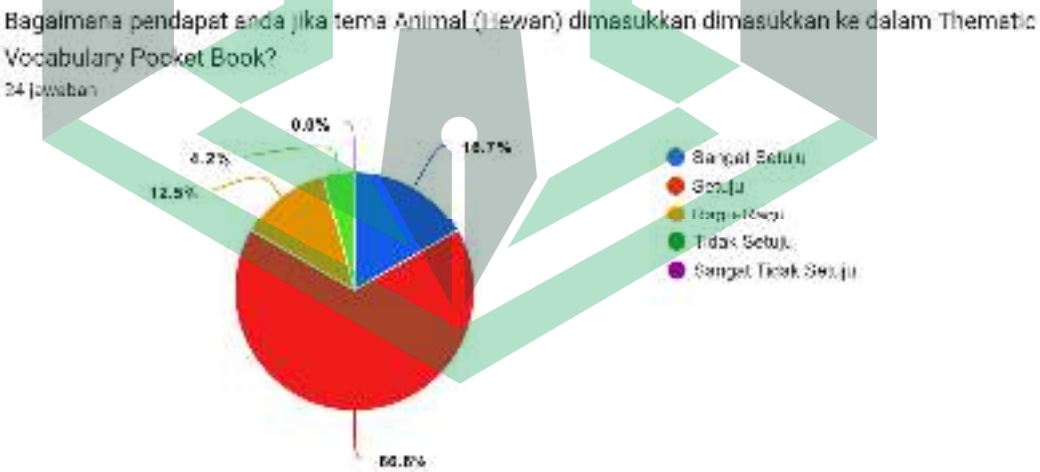


Chart 4.5 Animal's Theme

The fifth question purposed to find the students' wants in animal theme material. The highest score is option B (Agree) which means most of the students agree and are interested in the Animal theme.

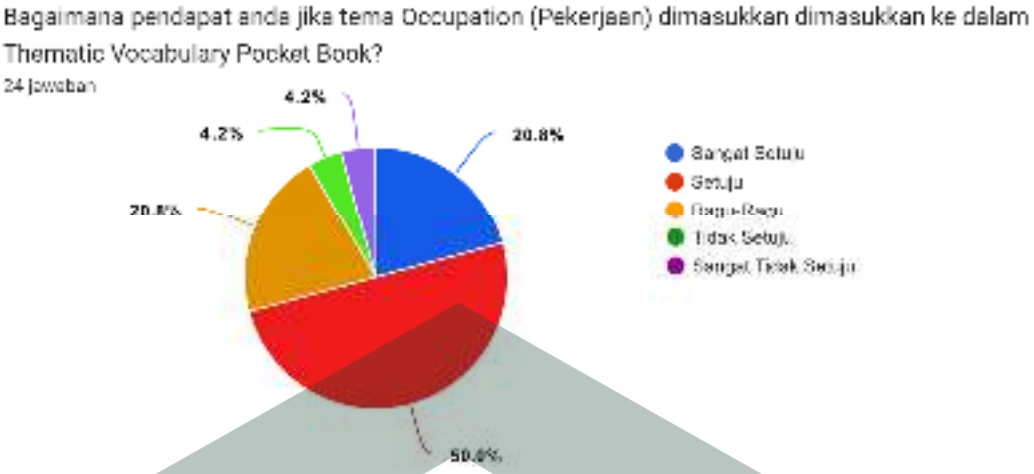


Chart 4.6 Occupation's Theme

The sixth question purposed to find the students' wants in the occupation's theme material. The higher score is option B (Agree), with a 50% score. It means that the students want to learn vocabulary about the occupation.

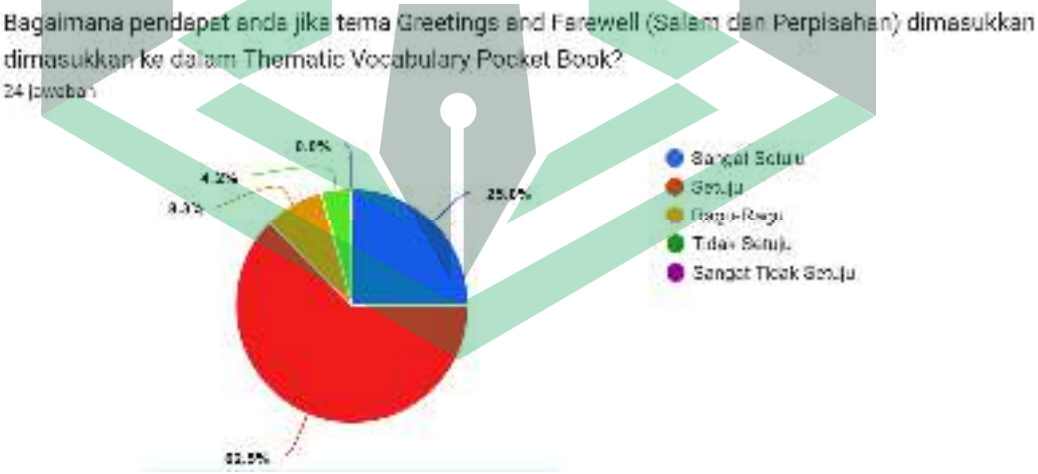


Chart 4.7 Greetings and Farewell's Theme

The seventh question purposed to find the students' wants on greetings and farewell theme material. The highest score is option B (Agree), with a

62,5% score. This means the students mostly agree with greetings and farewells.

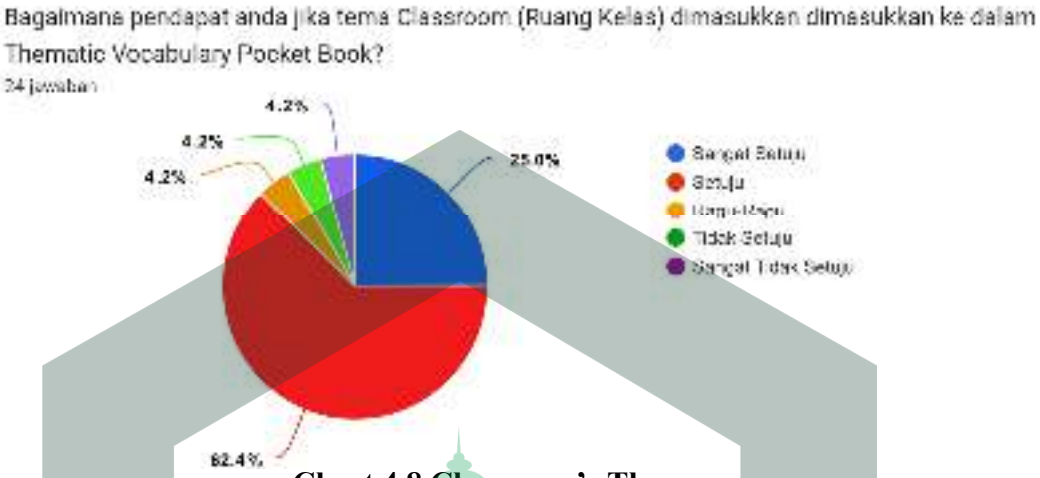


Chart 4.8 Classroom's Theme

The eight questions in this questionnaire are purposed to find the students' needs on the classroom's theme material. The highest score is option B (Agree), with a 62,5% score. This means that most of the students are interested in this theme.

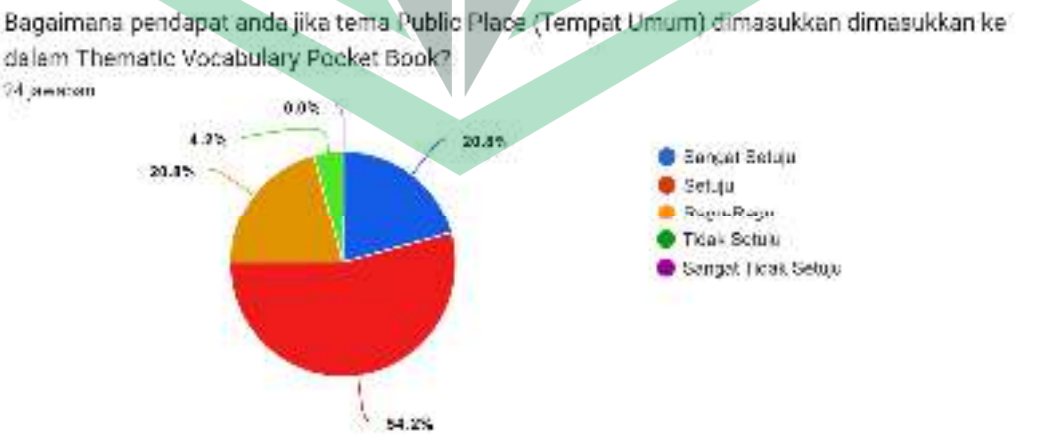


Chart 4.9 Public Place's Theme

The ninth question purposed to find students' wants on public places' theme material. The highest score is option B (Agree), with a 54,2% score. This means that most students are interested in this theme.

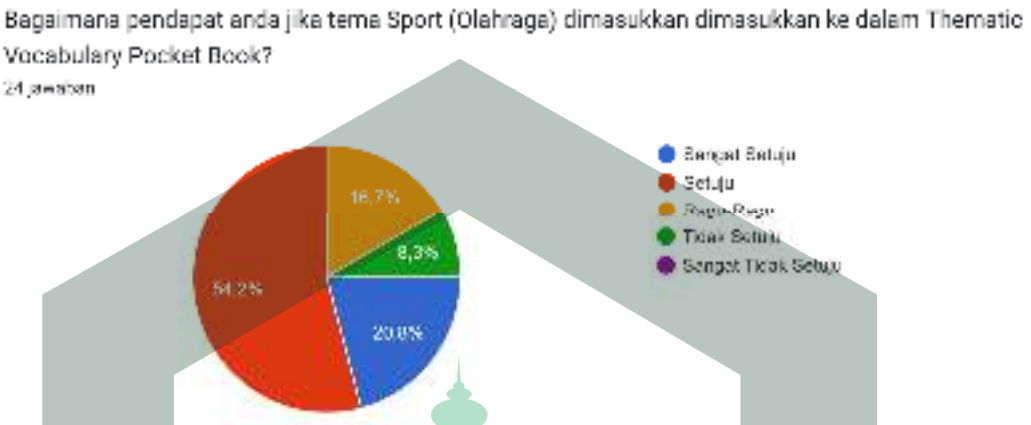


Chart 4.10 Sport's Theme

The tenth question purposed to find students' wants on sport's theme material. The highest score is option B (Agree), with a 54,2% score. This means that most of the students are interested in this theme.

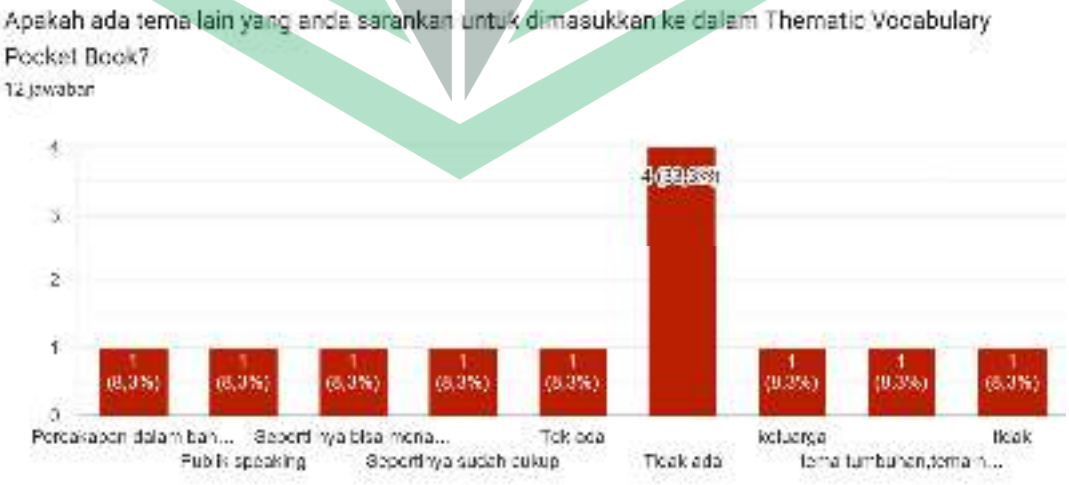


Chart 4.11 Students' Suggestions

The eleventh question purposed to find students' wants on other theme material. The highest score is "*Tidak Ada*" (Nothing), with a 33,3% score. This means that most of the students do not have any suggestions for other themes.

1. The Process of Designing

a.) The Material Goals

Thematic vocabulary pocketbook is designed for the first-grade students in SMPN 1 Palopo. Based on the analysis of the student's need analysis, the researcher formulated the goals as follows:

"*After designing the materials, the students are expected to improve their vocabulary skill and more interested in learning English*."

b.) The Learning Objectives

After deciding the goals, the researcher arranged the topics for the thematic vocabulary pocketbook based on the need analysis result. The topics were animals, occupation, public space, greetings and farewells, classroom, and sports. Then, the researcher formulated the learning objectives for each unit. The learning objectives can be shown in table 4.3 below.

Table 4.3 Learning Objectives

No.	Topics	Learning Objectives
1.	Animal	Students' vocabulary skills on

		Animal's theme will improve.
2.	Occupation	Students' vocabulary skills on Occupation's theme will improve.
3.	Public Place	Students' vocabulary skills on The public place's theme will improve.
4.	Sports	Students' vocabulary skills on Sport's theme will improve.
5.	Classroom	Students' vocabulary skills on The classroom's theme will improve.
6.	Greetings and Farewell	Students' vocabulary skills on Greeting and Farewell's theme will improve.

c.) Designing Materials

In this stage, the researcher selected several themes for each unit. Based on the need analysis result and the research limitation. The Pocketbook will contain six units. They are animal, occupation, public place, greetings and farewell, classroom, and sport.

2. Developing

a.) The First Draft of Thematic Vocabulary Pocketbook

The contents of the Pocketbook are arranged based on the student's need analysis. The Pocketbook consists of six chapters, the first draft of the Thematic Vocabulary Pocketbook is presented below:

Part 1 : Animal

Part 2 : Occupation

Part 3 : Public Places

Part 4 : Classroom

Part 5 : Sport

Part 6 : Greetings & Farewell

b.) The Result of the Experts' Validation

Three experts validated the thematic vocabulary pocketbook; those are Fatmawati Sumang B., S.Pd as the material expert, Dr. Masruddin, S.S., M.Hum as the language expert and Fadhliyah Rahmah Muin, S.Pd.I., M.Pd as the design and layout expert. The result of experts' validation would be recapitulated as follows;

Table 4.4 The Result of Expert's Validation

No.	Criteria	Mean Score	Description	Follow Up
A.	Content			
1.	The scope of material in the Thematic Vocabulary Pocketbook is suitable for first-grade students' needs in SMP Negeri 1 Palopo.	4	Excellent	It can be utilized without revision
2.	The material in Thematic Vocabulary Pocketbook is various.	4	Excellent	It can be utilized without revision

3.	The themes are interesting and easy to understand.	4	Excellent	It can be utilized without revision
B.	Language			
4.	The language used in Thematic Vocabulary Pocketbook suitable for first-grade students' ability	4	Excellent	It can be utilized without revision
5.	Expression, Idiom, and Phrase in Thematic Vocabulary Pocketbook correspond to the correct grammar	2	Fairly	It can be utilized for a few revisions
6.	The Language in every theme corresponds to the correct grammar.	4	Excellent	It can be utilized without revision
C.	Design			
7.	The Pocketbook corresponds with the aim of learning.	3	Good	It can be utilized with a little bit of revision
8.	The Pocketbook corresponds with students' needs in SMP Negeri 1 Palopo	3	Good	It can be utilized with a little bit of revision
9.	Using consistent vocabularies	3	Good	It can be utilized with a little bit of

				revision
10.	Using a consistent font and size	3	Good	It can be utilized with a little bit of revision
11.	Using a consistent typing and layout	3	Good	It can be utilized with a little bit of revision
12.	The material taught students about a corresponding vocabulary with the curriculum.	2	Fairly	It can be utilized for a few revisions
13.	The maerial in Pocketbook can help the student to understand the subject easily.	3	Good	It can be utilized with a little bit of revision
14.	The Pocketbook (content) is made according to the curriculum and customized to the student's needs and other sources.	3	Good	It can be utilized with a little bit of revision
15.	Page format (vertical and horizontal) is easy to use by the reader.	3	Good	It can be utilized with a little bit of revision

16.	The column on the page is comparable with the paper size	3	Good	It can be utilized with a little bit of revision
17.	Layout and typing are easy to follow by the readers	3	Good	It can be utilized with a little bit of revision
18.	The Pocketbook contains thematic material, so it can help in vocabulary mastery better	3	Good	It can be utilized with a little bit of revision
19.	Pocketbook design (cover and content) is made with attention to good color combination.	3	Good	It can be utilized with a little bit of revision
20.	The content is easy to read and eye-comfort.	3	Good	It can be utilized with a little bit of revision
21.	The material/vocabulary presentation in Pocketbook that has been made gave the students easiness in vocabulary mastery.	3	Good	It can be utilized with a little bit of revision

22.	The vocabulary can increase students' vocabulary so the students can communicate better.	3	Good	It can be utilized with a little bit of revision
23.	The material/vocabulary presentation can increase students' skills both in school or outside the school because Pocketbook's characteristic that portable	3	Good	It can be utilized with a little bit of revision
	Total Score	77		

The mean score of the experts' validation results was calculated below:

$$M = \frac{B}{N} = \frac{77}{23} = 3{,}34$$

The percentages of the experts' validation results were calculated below:

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

$$X = \frac{3{,}34}{4} \text{ x } 100\% = 83{,}5\%$$

The result of experts' validation got a mean score of 3,34 with 83,5% of percentages which qualified as "Good." The result of experts' validation indicates that the module can be used with a little bit of revision.

a. Design

Fadhliyah Muin, S.Pd., M.Pd, the cover design, a combination of colors, page layout, visuals, and font are judged to be good, but it needs more revisions to make it more interesting.

b. Content or Material

Fathmawati Sumang, S.Pd, the contents in the Pocketbook correspond to the curriculum, but another material can be added to improve the student's skill and motivation.

c. Language

Dr. Masruddin, S.S., M.Hum., the vocabulary in this Pocketbook is generally correct. The translation and phonetics in this Pocketbook are also correct, and the use of British English vocabulary is a good decision.

c.) The Revisions Draft of Thematic Vocabulary Pocketbook

After validating the Pocketbook, the researcher obtained several revisions given by the experts. It was aimed to improve the first draft of the thematic vocabulary pocketbook before it would be tried out to the first-grade students in SMP Negeri 1 Palopo.

Table 4.5 The Revisions Draft of Thematic Vocabulary Pocketbook

Aspects	Part	Section	Suggestion	Revision Result

Material	All	All	Add another material besides the main theme	Added bonus part that contains idioms, Phrases, and Expressions.
Language	All	All	There are no Phrases, Idiom, and Expression.	Added Idioms, Phrases, and Expressions.
Design	Cover	All	Make a more interesting cover	Changed the cover design
	Layout	All	Make a tidier sub-chapter	Revised the sub-chapter layout
	Picture	All	Add more illustration	Added illustrations in every chapter.

3. Implementation

After revising the product, the researcher implemented the product for the first grader students of SMP Negeri 1 Palopo. The implementation was held on August 23rd, 2022, with 24 students. In this meeting, the researcher gave every student the Pocketbook to observe. After several minutes, the researcher explained the parts of the Pocketbook, such as the phonetic guide and parts, then the researcher asked directly to the students about their opinion about the Pocketbook.

After that, the researcher gave the students questionnaire and interviewed them to collect information about their perceptions. The details of the questionnaire and interview are explained below;

a.) The Result of The Question Sheet Students' Perception

Table 4.6 The Results of The Question Sheet Students' Perception

No.	Items	Mean Score	Description	Follow-Up
1.	The material in the Pocketbook corresponds to a basic level.	3,2	Good	It can be utilized with a little bit of revision
2.	The material corresponds to the first-grade students' needs at SMP Negeri 1 Palopo	3,6	Excellent	It can be utilized without revision
3.	The material can increase first-grade students' vocabulary at SMP Negeri 1 Palopo	3,5	Good	It can be utilized with a little bit of revision
4.	The material input is generally a variety	3,0	Good	It can be utilized with a little bit of revision
5.	The material input is interesting and easy to understand,	3,6	Excellent	It can be utilized without revision
	Total Score		16,9	

The mean score of the students' perception results was calculated below:

$$M = \frac{B}{N} = \frac{16,9}{5} = 3,38$$

The percentages of the students' perception results were calculated below:

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

$$X = \frac{3,38}{4} \text{ x } 100\% = 84,5\%$$

The result of students' perception got a mean score of 3,38 with 84,5% of the percentage, which is qualified as "Good" it indicates that the book can be used with a little bit of revision.

b.) The Students' Interview Result

Table 4.7 Students' Interview Result

Students	Perception
A	This student argued that the Pocketbook is interesting and easy to carry. The Pocketbook needs to add conversation material and also a regular and irregular verb.

B	This student argued that the Pocketbook could improve his skill because the content is interesting, but he wants the Pocketbook to be smaller.
C	This student argued that the Pocketbook is easy to understand, but it would be more interesting if there was a fruit theme.
D	This student argued that the content in this Pocketbook is so interesting because the content is varied. He also argued that the color is bright less.

After seeing some of the opinions expressed by the students about the Pocketbook, the researcher assumes that the Pocketbook can be used with some revision.

c.) The Result of Teacher's Perception Questionnaire

Furthermore, the researcher distributed a questionnaire to the English teacher of SMP Negeri 1 Palopo, Fatmawati Sumang B, S.Pd. The result of the teacher's perception is shown below.

Table 4.8 Teacher's Perception Questionnaire Result

No.	Criteria	Mean Score	Description	Follow-Up
1.	The materials in Pocketbook are	4	Excellent	It can be

	suitable for basic level			utilized without revision
2.	The materials correspond with the first-grade students' needs in SMP Negeri 1 Palopo	4	Excellent	It can be utilized without revision
3.	The materials can improve first-grade students' language skills in SMP Negeri 1 Palopo	3	Excellent	It can be utilized without revision
4.	The themes are varied	4	Excellent	It can be utilized without revision
5.	The themes are interesting and easy to understand.	4	Excellent	It can be utilized without revision

The mean score of the teacher's perception result is calculated below:

$$M = \frac{B}{N} = \frac{19}{5} = 3.8$$

The percentages of the teacher's perception result are calculated below:

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

$$X = \frac{3.8}{4} \text{ x } 100\% = 95\%$$

The result of the teacher's perception got a mean score of 3,8 with 95% of percentages which qualified as “Excellent." It indicates that the Pocketbook can be utilized without any revision.

Furthermore, the researcher interviewed the teacher of SMP Negeri 1 Palopo to collect more information to improve pocketbook quality. Based on the interview’s result, there are several suggestions and comments given by the teacher, as shown below:

“The Pocketbook is very helpful to increase students’ skill, the design is interesting and easy to carry so the students can study anywhere. The Pocketbook also can help teacher in class, because the students must bring dictionary in class so the Pocketbook can be used by students. The material is corresponded to the curriculum, but the size of Pocketbook will be more efficient if it’s smaller.”

4. Evaluation

Based on student and teacher perceptions, interviews, and expert comments above, the Pocketbook has been appropriate for the needs of first-grade students of SMP Negeri 1 Palopo. Furthermore, the final design

of the thematic vocabulary pocketbook consisted of 8 chapters. The name of each chapter is presented below:

Part 1: Animal

Part 2: Occupation

Part 3: Public Place

Part 4: Classroom

Part 5: Sport

Part 6: Fruit and Vegetables

Part 7: Greetings and Farewell

Bonus Part

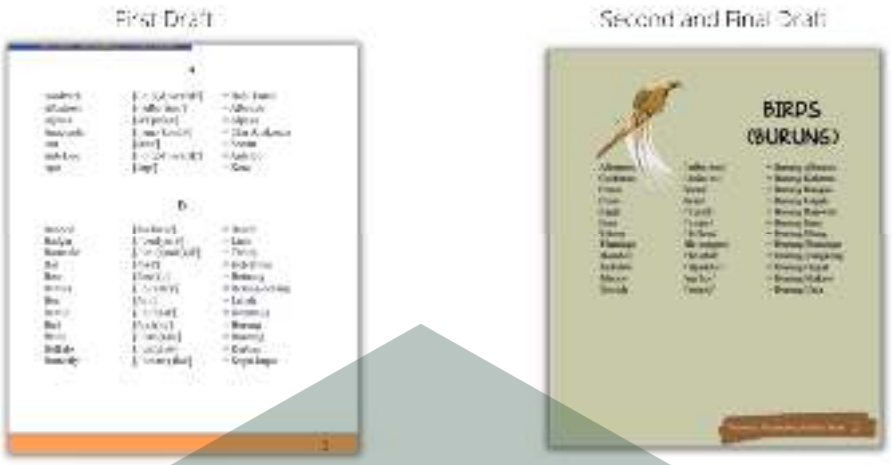
B. Discussion

The first grader students at SMP Negeri 1 Palopo have several problems in learning English, such as lack of vocabulary, lack of learning media, and lack of student motivation. This research aimed to design an appropriate Thematic Vocabulary Pocketbook for The First Grade Students at SMPN 1 Palopo. With Thematic Vocabulary Pocketbook, students' motivation and vocabulary skills will improve, and it is also will help the teacher in teaching English in class.

Thematic Vocabulary Pocketbook is a pocketbook that contains various themes inside. The Pocketbook is designed to help the students to learn English vocabulary in an interesting way. The pocketbook design has several aspects. There are cover pages, chapters cover, and contents. Here are some of the designs from the first draft until the final draft:

Picture 4.1 Front Cover Page

Picture 4.2 Back Cover Page



Picture 4.3 Content

As a supporting media, Thematic Vocabulary Pocketbook is very helpful for students in learning English, especially in increasing their vocabulary. According to the teacher's interview, she explained that students are supposed to bring a dictionary to class, but the size of the dictionary is too big, and the design is unattractive. This problem can decrease students' motivation to learn English. The Thematic Vocabulary Pocketbook can increase students' motivation with its small size and interesting content that correspond with students' needs.

The Thematic Vocabulary Pocketbook was designed by using ADDIE Models. It consists of five steps, analysis, design, development, implementation, and evaluation. This model was developed by Dick and Carey back in 1978 and revised by Russel Watson in 1981. The ADDIE Model is also utilized by Enhana Tarbiatunnisa (2021) in her research titled *"Developing Basic English Speaking Module for The English Program at Senior Highschool of Modern Islamic Boarding School Datok Sulaiman Putri Palopo"* Moreover, there are several

differences between this research and Enhanna Tarbiatunnisa's research: The first one is, Enhana's research is developing a module, while this research is designing a new pocketbook. The second one is that Enhana's research product is a module, and the subject is high school students, while this research product is a pocketbook for first-grade of junior high school students.

The first step of this research is analysis. The researcher took an analysis by giving the students a need analysis questionnaire. After collecting the data, the researcher then moves to the next step, design. The researcher started designing the Pocketbook according to the need analysis results. After that, the researcher asked for suggestions from the validator and started developing the product. Furthermore, the researcher implemented the product for the students and then asked for their opinion and suggestion. Finally, after collecting the data researcher evaluates the product. In the process of this research, the researcher found some difficulties, such as the time given by the teacher being concise. To receive the data faster, the researcher has to give the students questionnaire via a google form. The second problem is that not every one of them has access to the internet or does not have devices to use the internet, so the researcher helps the students by lending them devices at school.

Moreover, there are several main components of the Thematic Vocabulary Pocketbook that was designed based on the need analysis, students' perception, and interview. There are:

1. **Learning Aim**

Based on chart 4.1, the students' aim in learning English is mostly to speak English fluently. Therefore, the researcher added phonetic transcription and sound to the Pocketbook. This method corresponds to Bambang and Ahsan's (2020) journal. They stated that phonetic transcription was helpful in improving the students' English pronunciation.[21].

2. Learning Material

The learning material contains in Thematic Vocabulary Pocketbook is refers to chart 4.2. The result stated that most of the students have lower basic skills. Based on the result, the researcher compiles the themes based on their printed book. The themes in the vocabulary pocketbook have been attached in charts 4.5 until 4.10. There are:

1.) Animal

This chapter contains animal vocabulary, such as birds, livestock and poultry, aquatic, insects, predators, reptiles and amphibians, primates and mammals, and endemic animals.

2.) Occupation

This chapter contains occupations in several sectors such as education, government, airport, health, law, creative, culinary, and service.

3.) Public Place

[21] Bambang Irawan and Muhammad Ahsan Tampubolon, "Using Phonetic Transcription To Improve Students' Pronunciation Skills," *Edulingua: Jurnal Linguistiks Terapan Dan Pendidikan Bahasa Inggris* 7, no. 2 (2020): 1–12, https://doi.org/10.34001/edulingua.v7i2.1325.

This chapter contains public places vocabulary in several categories, such as entertainment and sports facilities, transportation and needs facilities, and education and religious facilities.

4.) Classroom

In this chapter, the researcher served two categories they are things in the classroom and subjects in the classroom.

5.) Sport

This chapter contains the sport's vocabulary. There is one category in this chapter, types of sport.

6.) Fruit and Vegetables

This chapter contains fruit and vegetable vocabulary. This theme was added based on the student's request for an interview.

7.) Greetings and Farewell

This chapter contains greetings and farewell vocabulary.

8.) Bonus Part

This part contains some themes outside the syllabus but is very useful for students. There are phrases, idioms, expressions, and irregular and regular verbs.

3. Learning Methodology

Based on chart 4.3, the result of students' need analysis is 41,7% on reading with a picture from the vocabulary. Based on the result, the researcher put an illustration on every chapter in Thematic Vocabulary Pocketbook.

4. Learning Media

The first-grade students of SMP Negeri 1 Palopo refers to chart 4.4 are more like to learn with textual media. Based on that, the researcher focusing the thematic vocabulary pocketbook text rather than the picture and audio.

The Pocketbook has result of students' perception got a mean score of 3,38 with 84,5% of the percentage which is qualified as "Good" it indicates that the book can be used with a little bit of revision.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of students' need analysis through questionnaires and interviews, the Thematic Vocabulary Pocketbook was appropriate for the first grader at SMP Negeri 1 Palopo. The students' perception results showed 84,5% of the percentages qualified as "Good." Meanwhile, the teacher's perception reaches 95% of percentages which qualified as "Excellent.

After evaluation, the Thematic Vocabulary Pocketbook has eight chapters for its final design. There are Animal, Occupation, Public Place, Classroom, Sport, Fruit and Vegetables, Greetings and Farewell, and Bonus Part. The first-grade students of SMP Negeri 1 Palopo are so excited about the Pocketbook and ask for more material outside their primary material in the syllabus.

This research is expected to inspire other researchers to make a more proper learning media for students. Learning media is essential for the student's skill and motivation. Thematic Vocabulary Pocketbook is also expected to be a helpful learning media that can improve students' vocabulary and help them maintain their motivation in learning English.

B. Suggestions

In this section, the researcher would like to give some suggestions based on the conclusion above. These suggestions are for English Teachers, Thematic Vocabulary Pocketbook readers, and the next researcher.

1.) The researcher suggested this Pocketbook be used in class to help students learn English.

2.) The researcher suggested students use the Pocketbook both in school and outside the school.

3.) The researcher suggests the next researcher improve the pocketbook target to the whole grade of junior high school students, digitalize the pocketbook, and made more variative themes with more cultural aspect.

4.) The next researcher also suggested to add more material according to the recent curriculum.

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APPENDIX

Appendix 1

Sheet Questionnaire

A. Data Responden

Nama :

Kelas :

Usia :

B. Petunjuk Pengisian

Berilah tanda silang (x) pada pilihan yang sesuai pernyataan yang mendeskripsikan keadaan Anda saat ini, serta sesuai dengan kebutuhan yang Anda inginkan terkait dengan media belajar Buku saku kosakata tematik (*Thematic vocabulary pocket book*)

d. Apa tujuan anda mempelajari Bahasa Inggris?

a. Agar bisa berbicara dengan lancar dalam berbahasa Inggris
b. Agar kemampuan berbahasa Inggris meningkat
c. Agar bisa berkomunikasi dengan warga asing
d. Sekedar kebutuhan Pendidikan
e. Lainnya (Sebutkan)

e. Bagaimanakah tingkat kemampuan berbahasa Inggris anda saat ini?

a. Dasar (Bawah) mengetahui bebera[a kosakata dasar dan ungkapan, kemampuan pelafalan masih sangat terbatas.
b. Dasar (Atas) dapat berkomunikasi dalam beberapa topik percakapan dengan baik namun masih terdapat kesulitan pada grammar, kosa kata dan juga pelafalan.
c. Menengah (Bawah) dapat berkomunikasi dengan baik pada topik-topik tertentu namun masih terdapat kesalahan pada pelafalan, kosa kata dan grammar.
d. Menengah (Atas) Masih ada sedikit kesalahan dalam kosa kata, pelafalan serta grammar namun percakapan sudah lancar dan jelas.
e. Advanced (Mahir) Percakapan sudah lancer di sebagian besar topik, terdapat sedikit sekali kesalahan dalam kosa kata, pelafalan maupun grammar.

f. Metode pembelajaran *Vocabulary* (Kosakata) apa yang anda sukai?
   a. Menghafalkan kosakata
   b. Membaca disertai gambar dari kosakata
   c. Mendengarkan serta melafalkan kosakata
   d. Membaca dan menulis kosakata
   e. …..

g. Dalam mempelajari *Vocabulary* (Kosakata), media seperti apa yang anda sukai?
   a. Picture (Gambar)
   b. Audio (Suara)
   c. Video
   d. Teks
   e. Lainnya (Sebutkan)

h. Diantara tema-tema dibawah ini, berilah peringkat prioritas anda dengan menambahkan tanda check (✓) pada kolom STS (Sangat Tidak Setuju) dengan nilai !, TS (Tidak Setuju) dengan nilai 2, RG (Ragu-Ragu) dengan nilai 3, S (Setuju) dengan nilai 4 , dan SS (Sangat Setuju) dengan nilai 5.

No.	Pertanyaan	STS 1	TS 2	RG 3	S 4	SS 5
1.	Tema Animal (Hewan)					
2.	Tema Occupation (Pekerjaan)					
3.	Tema Greetings and Farewell (Salam dan Perpisahan)					
4.	Tema Classroom (Ruang Kelas)					
5.	Tema Public Place (Tempat Umum)					
6.	Tema Sport (Olahraga)					

7.	Lainnya …….					

QUESTIONNAIRE FOR STUDENT'S PERCEPTION
THEMATIC VOCABULARY POCKETBOOK

A. Data Responden

Nama :

Kelas :

Usia :

B. Tabel Evaluasi

Berilah tanda centang (✔) pada pilihan yang sesuai pernyataan dibawah ini.

Keterangan:

SS : Sangat Setuju

S : Setuju

KS : Kurang Setuju

TS : Tidak Setuju

No	Pertanyaan	TS	KS	S	SS
1	Materi yang disajikan dalam *Pocketbook* sesuai untuk level basic.				
2	Materi sesuai dengan kebutuhan siswa tingkat pertama SMPN 1 Palopo.				
3	Materi yang disajikan mampu meningkatkan kosa-kata siswa tingkat pertama SMPN 1 Palopo.				
4	Input materi secara keseluruhan beragam.				
5	Input materi menarik dan mudah dipahami.				

Appendix 2

Interview Question

Interview Guidelines for Students' Perception

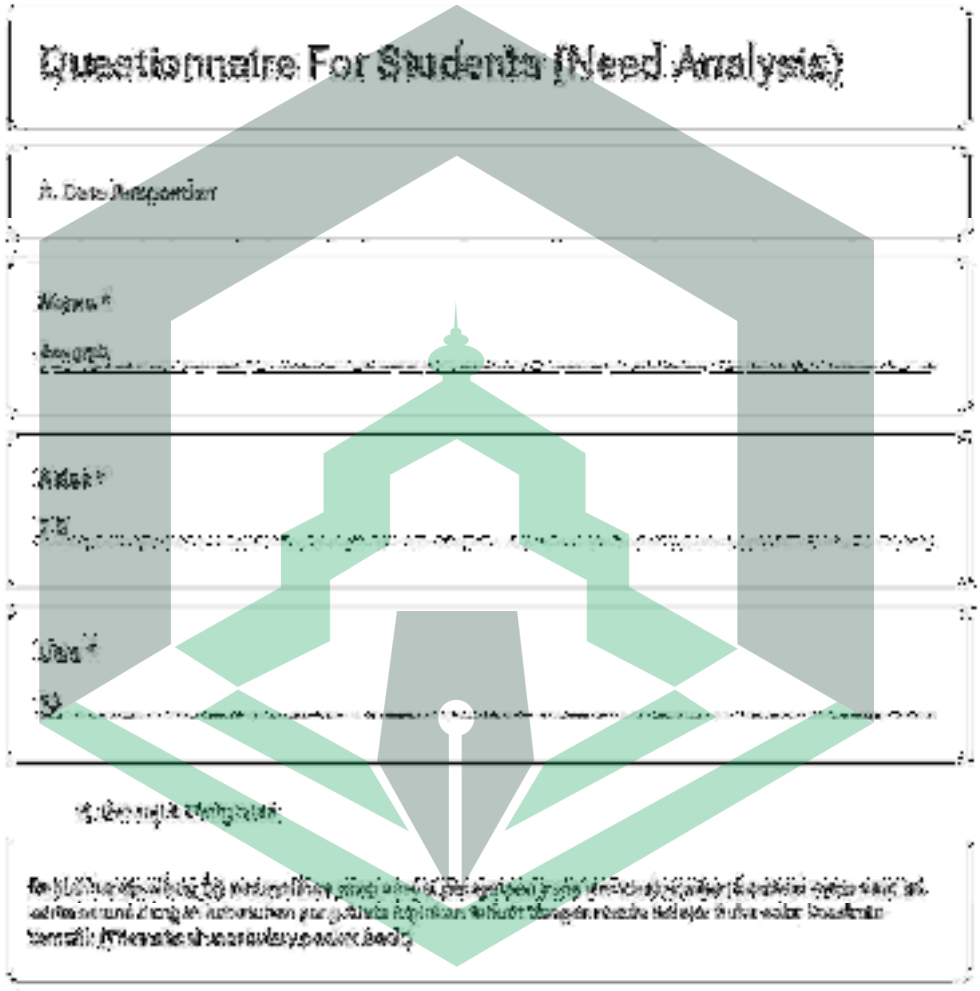
1. Apakah *Thematic Vocabulary Pocketbook* dapat meningkatkan kemampuan anda dalam berbahasa Inggris?
2. Apa kelebihan dan kekurangan dari *Thematic Vocabulary Pocketbook?*
3. Apa saja yang anda inginkan terkait materi pada *Thematic Vocabulary Pocketbook* nantinya?
4. Apa saja yang anda inginkan terkait desain pada *Thematic Vocabulary Pocketbook* nantinya?
5. Perlukah memasukkan regular dan irregular verb ke dalam *Thematic Vocabulary Pocketbook?*

Interview Guidelines for Teacher's Perception

1. Apakah *Thematic Vocabulary Pocketbook* dapat membantu siswa dalam meningkatkan kemampuan berbahasa Inggris?
2. Apakah *Thematic Vocabulary Pocketbook* dapat membantu siswa dalam pembelajaran bahasa Inggris?
3. Apakah *Thematic Vocabulary Pocketbook* dapat membantu guru dalam melakukan pengajaran Bahasa Inggris.
4. Apakah desain dan tampilan *Thematic Vocabulary Pocketbook* dapat menarik minat siswa untuk mempelajarinya?
5. Apa kelebihan dan kekurangan dari *Thematic Vocabulary Pocketbook*?

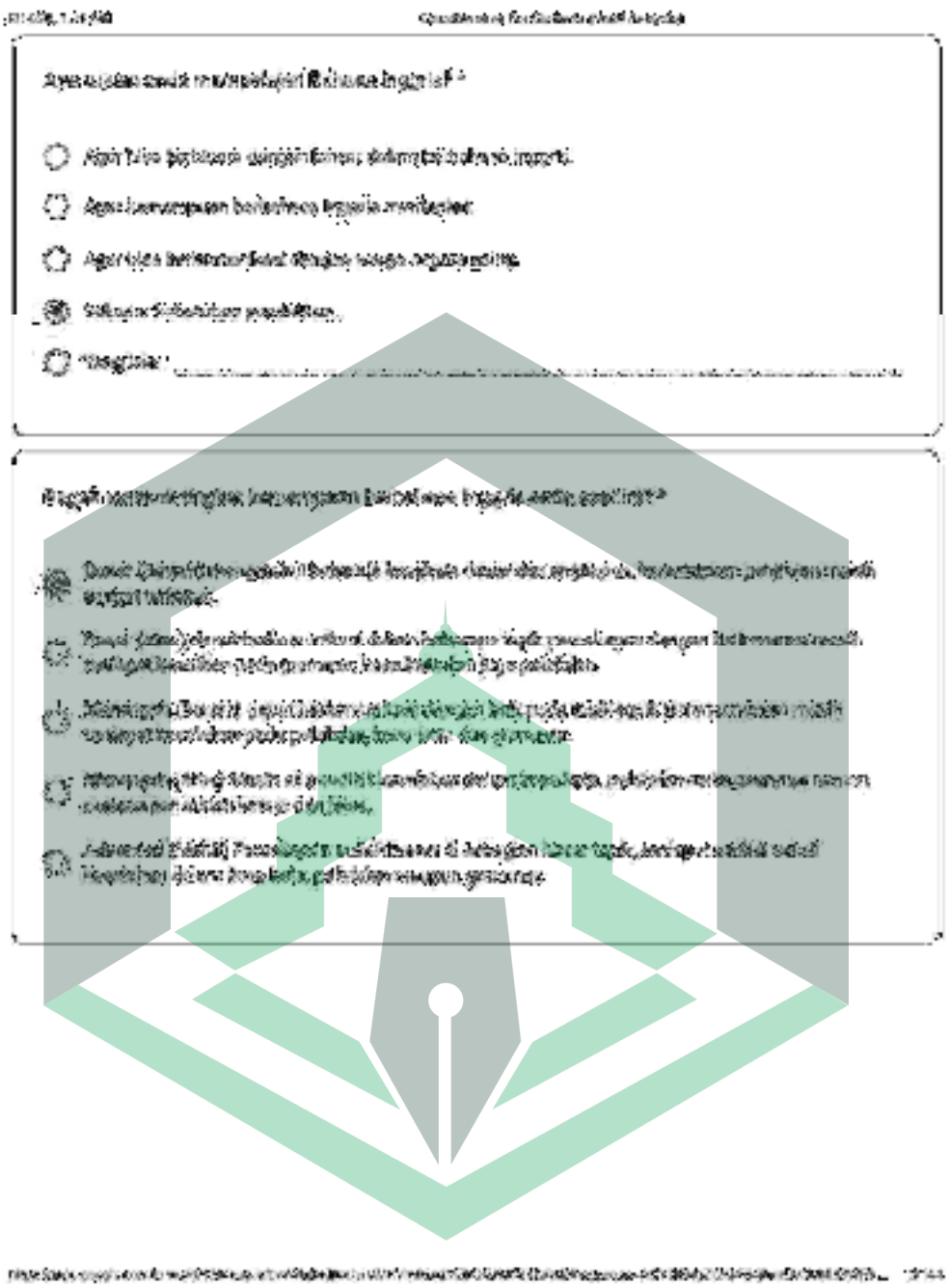
Appendix 3

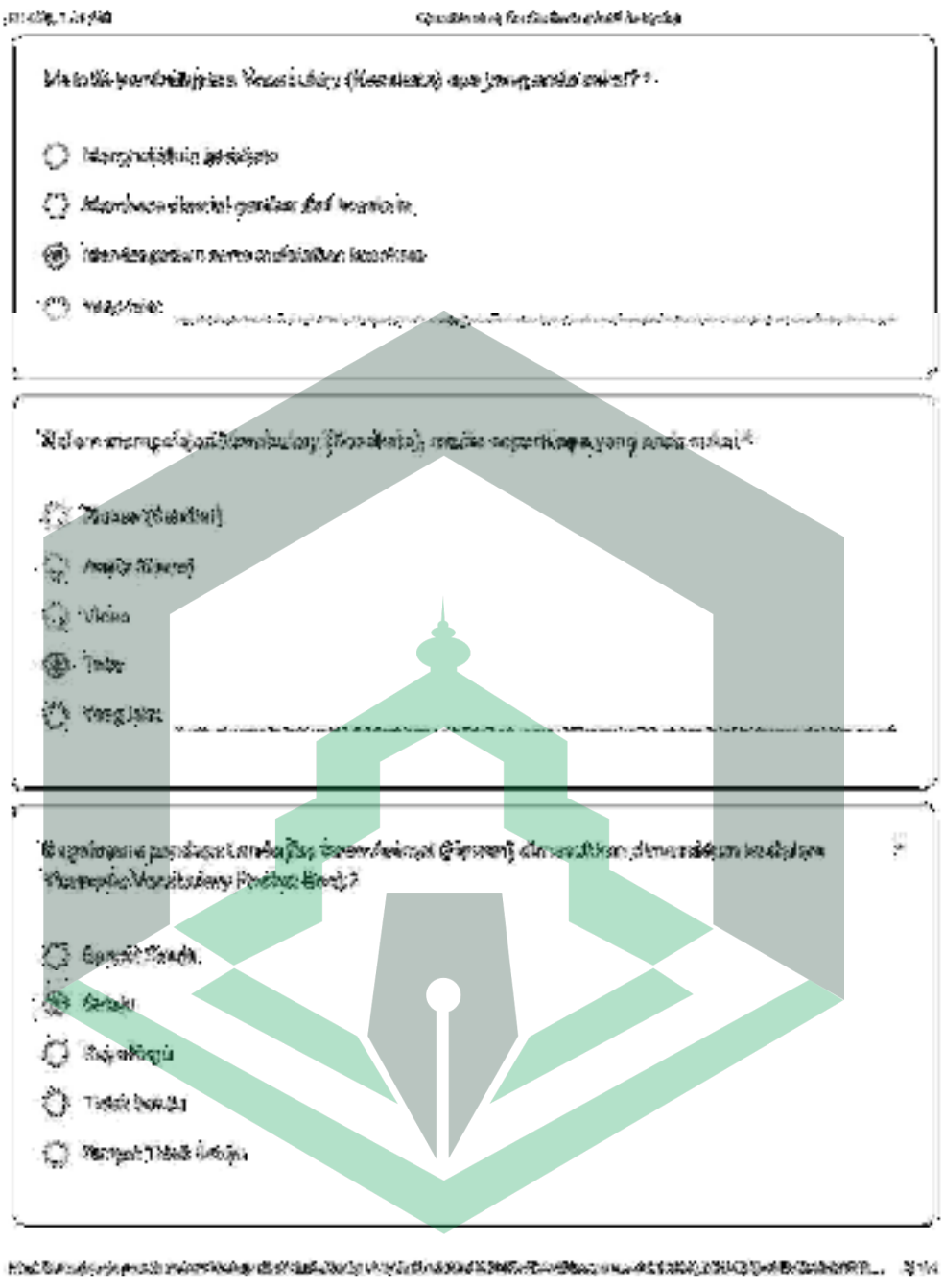
Questionnaire Transcript



Questionnaire For Students (Need Analysis)

A. Data Responden





Questionnaire For Students (Need Analysis)

A. Data Respondent

Name *

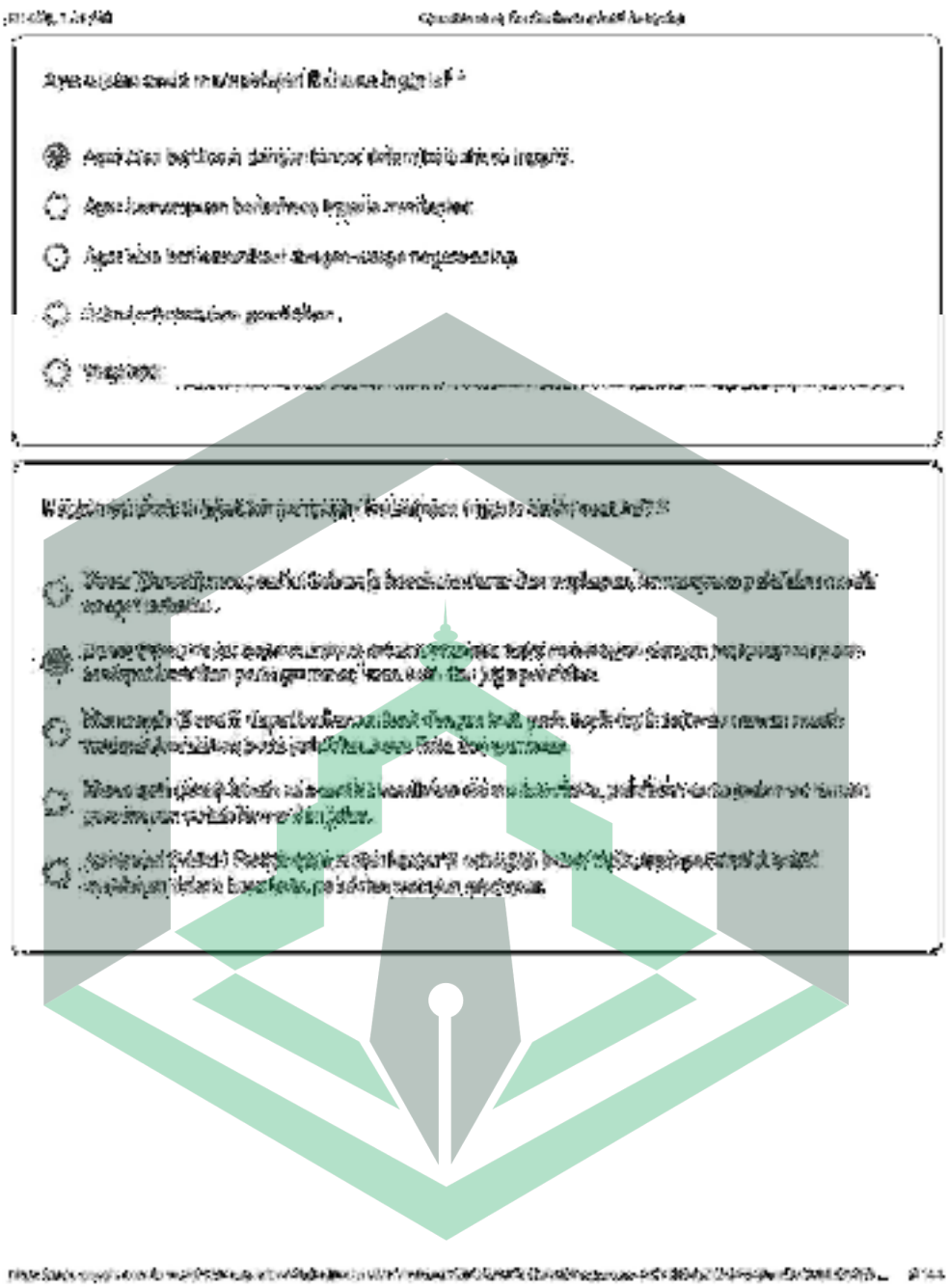
Sex *

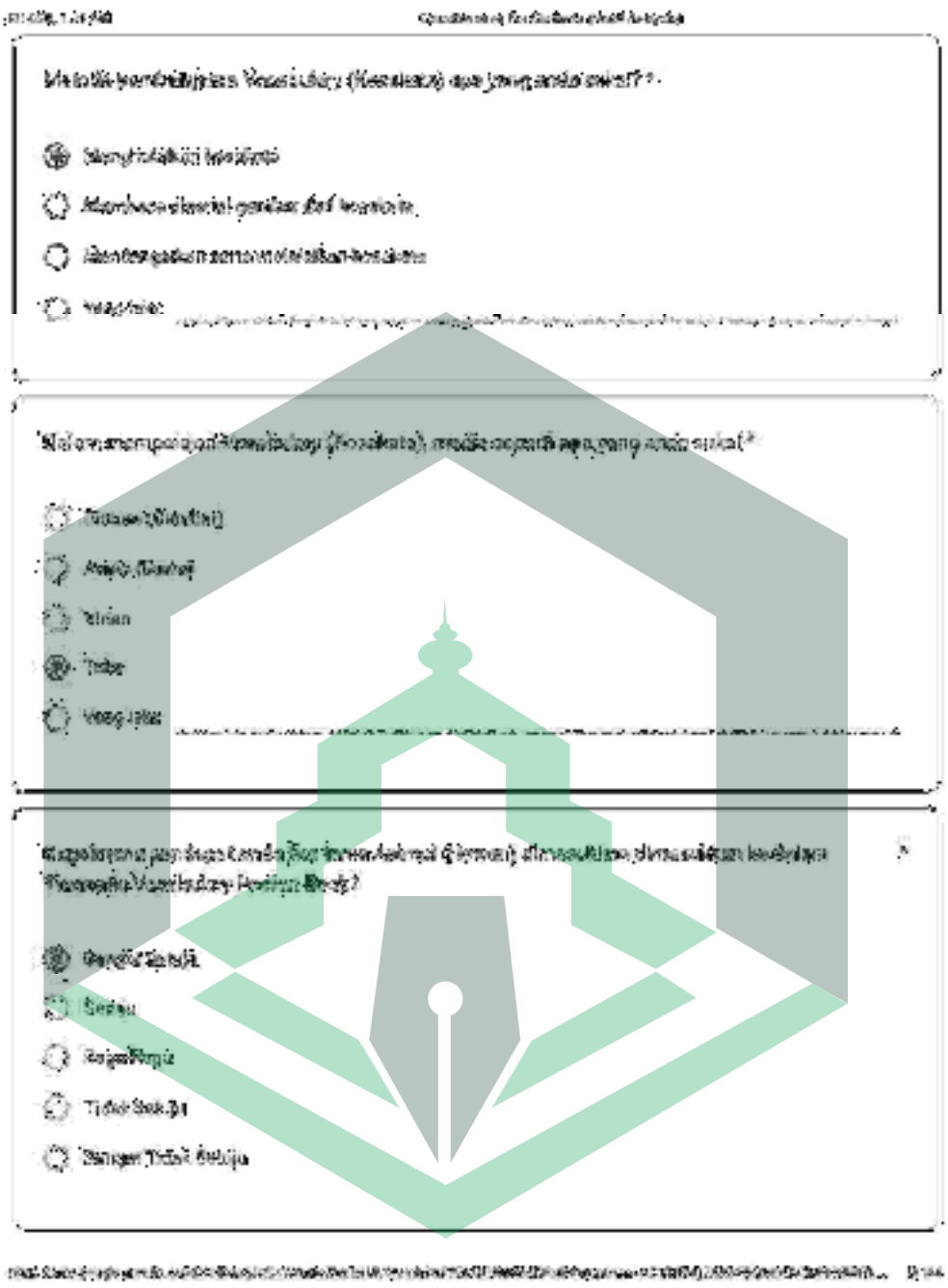
Age *

Class *

Yes

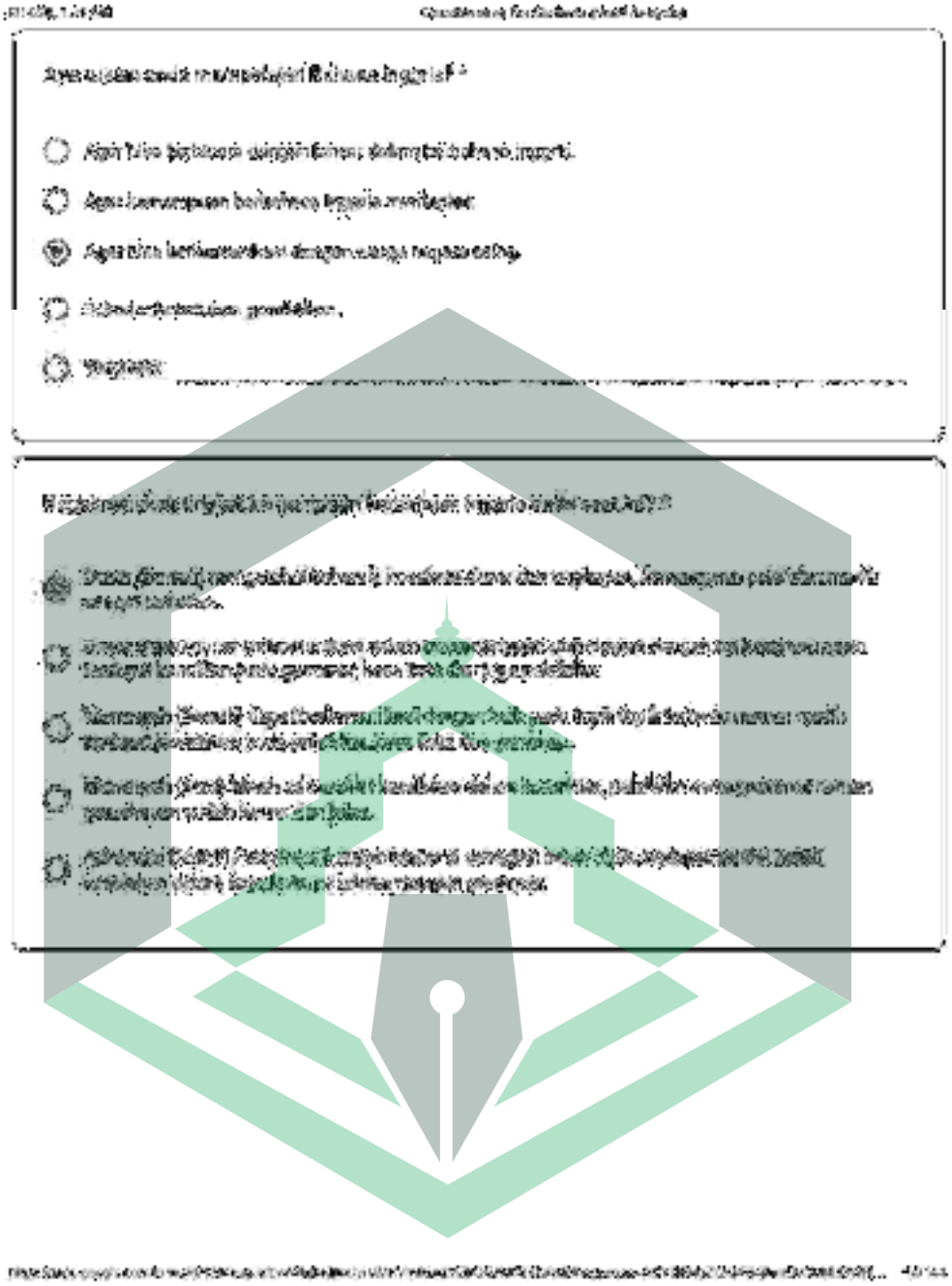
B. Perspective Questions

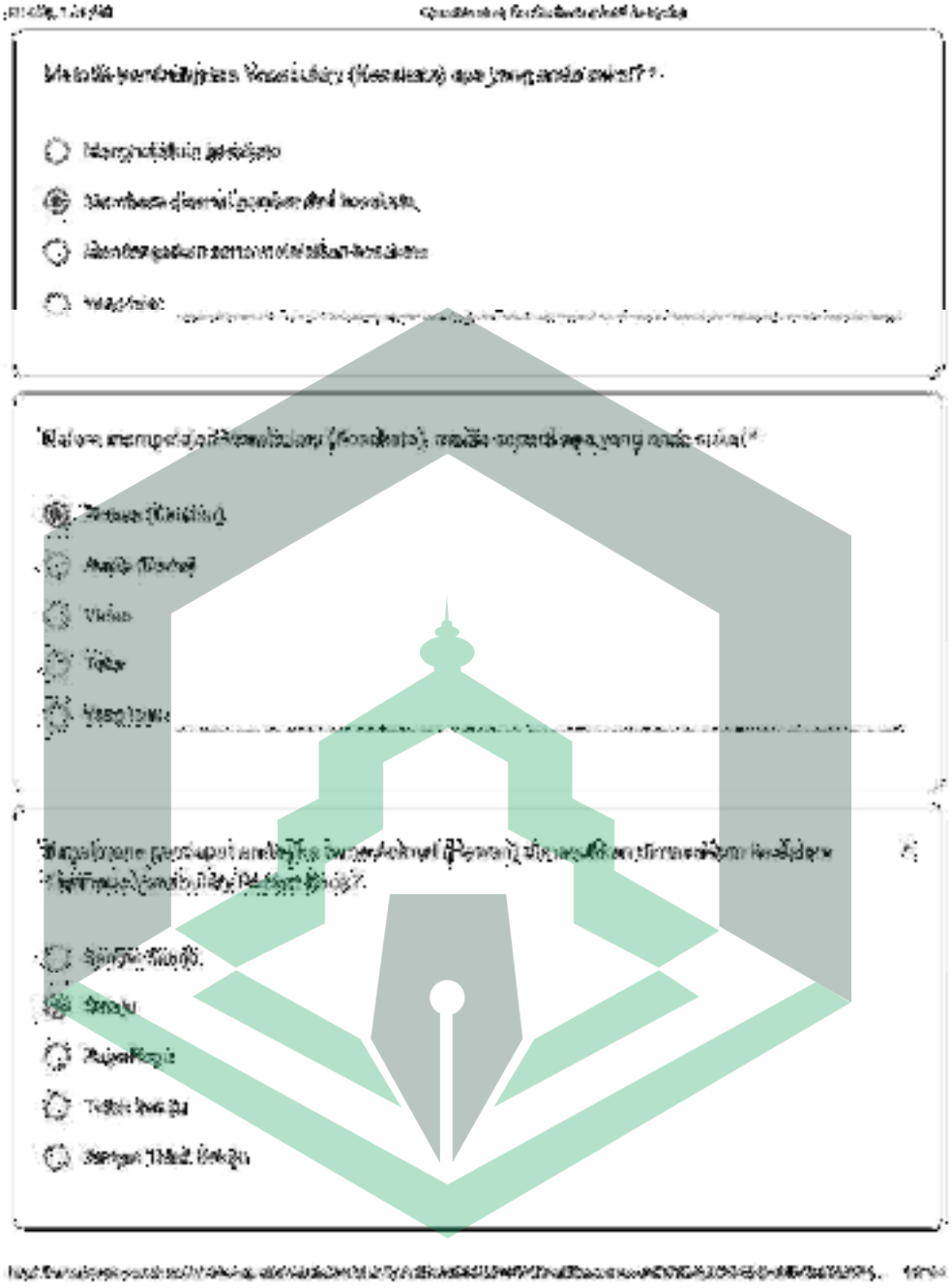




Questionnaire For Students (Need Analysis)

A. Data Responden





Questionnaire For Students (Need Analysis)

A. Data Respondent

Name *

Unit Pesantren

Mates *

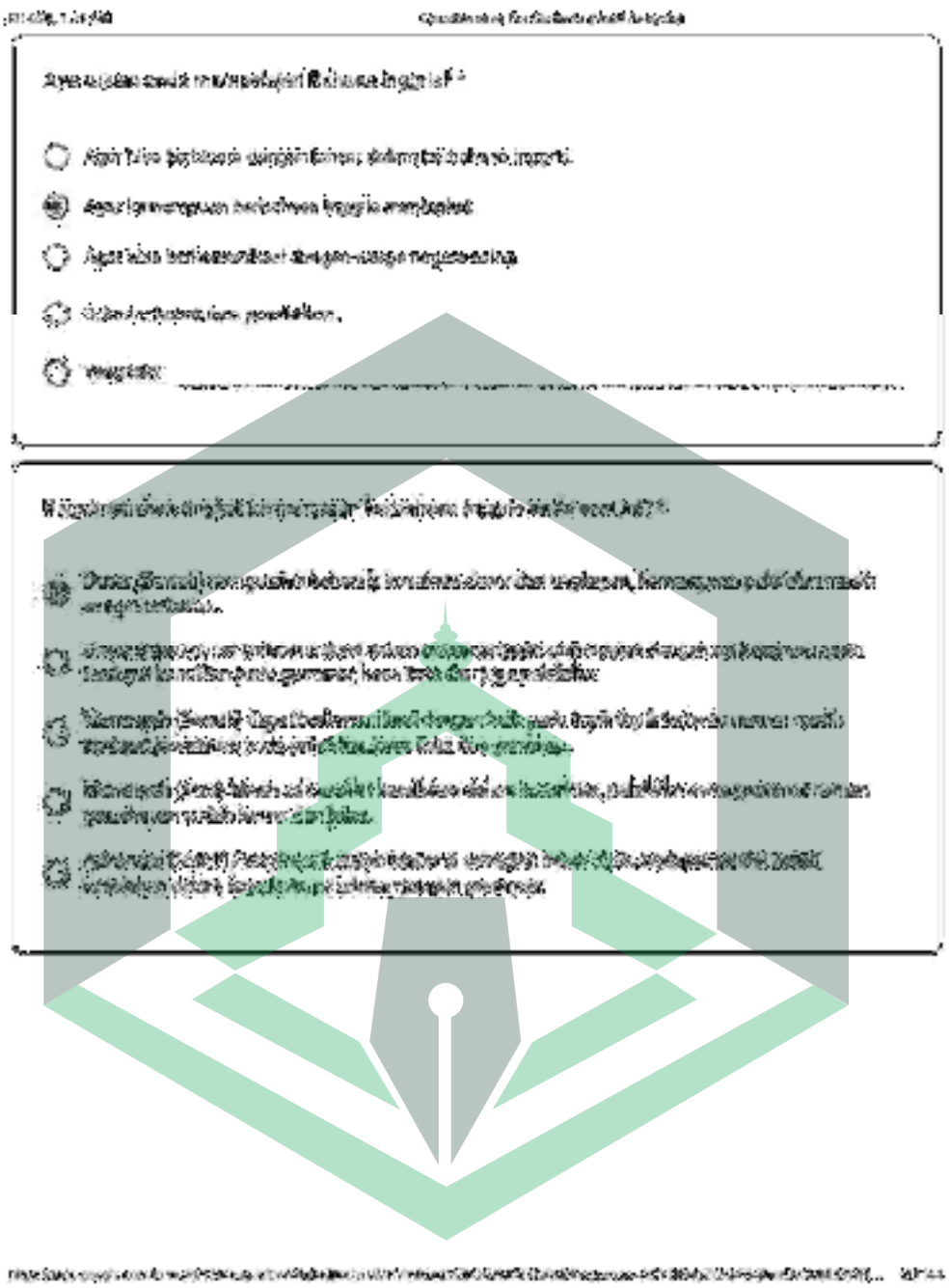
Yes

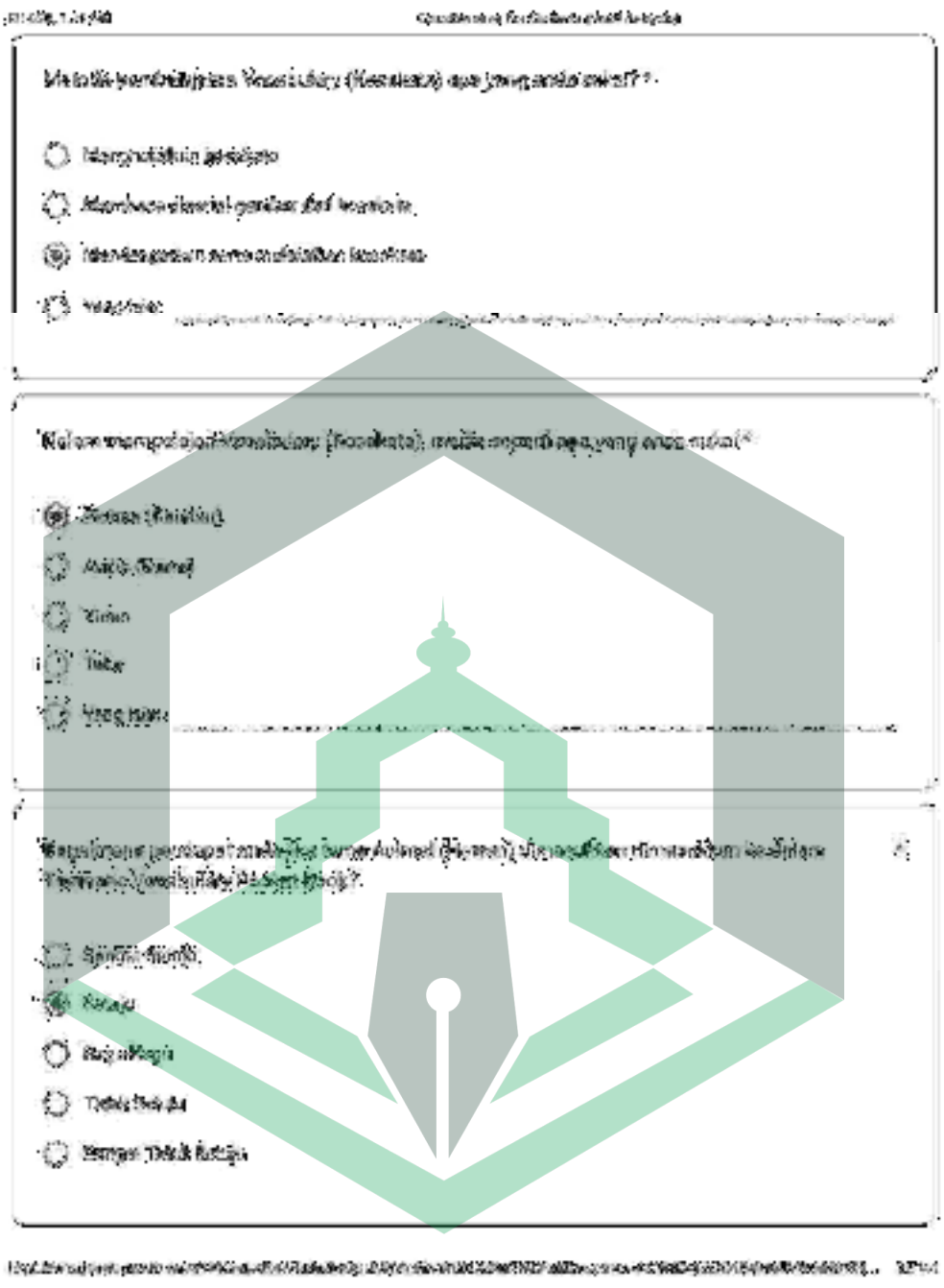
Data *

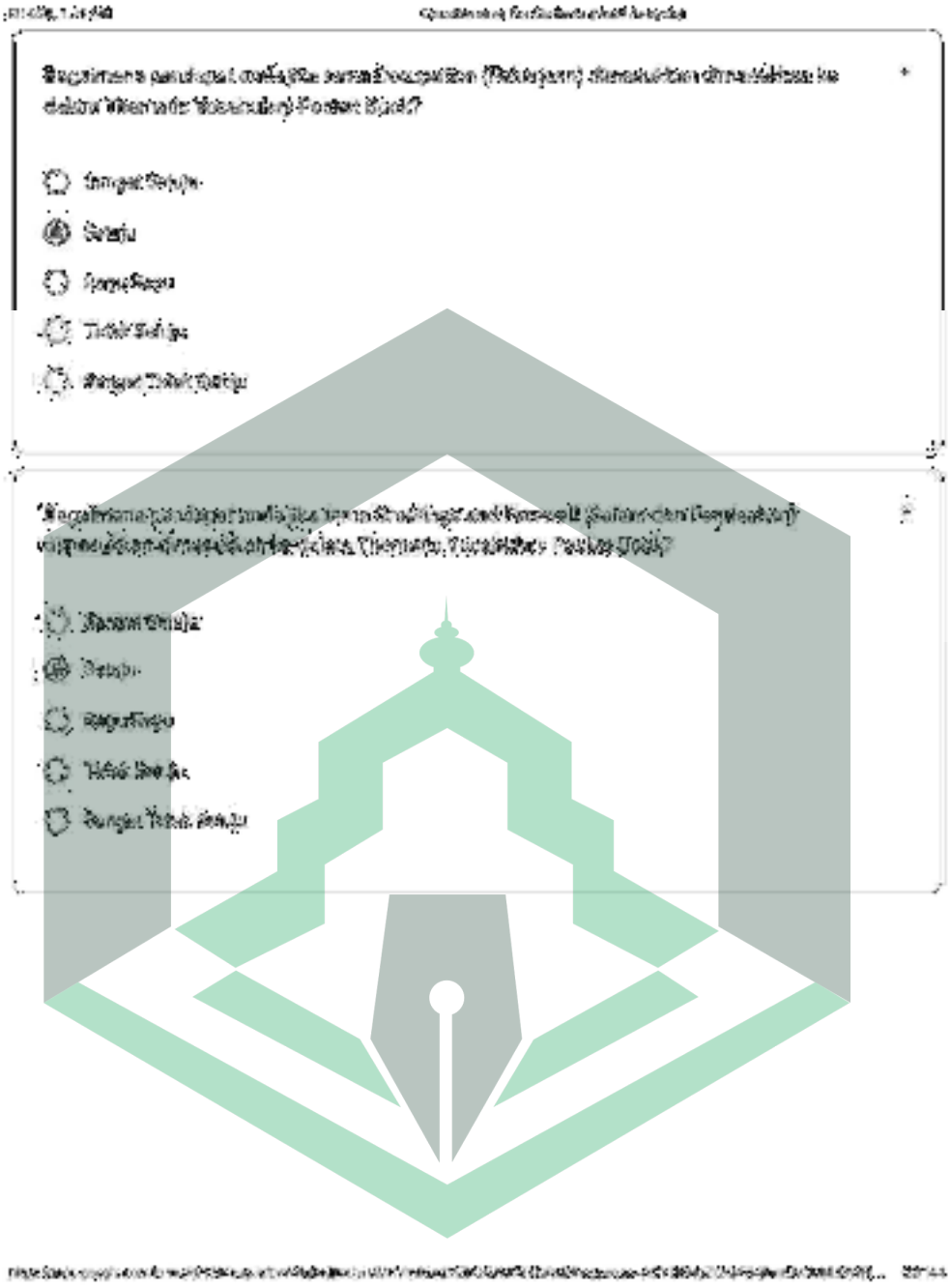
Pesantren

B. Pengetahuan Pesantren

[illegible]

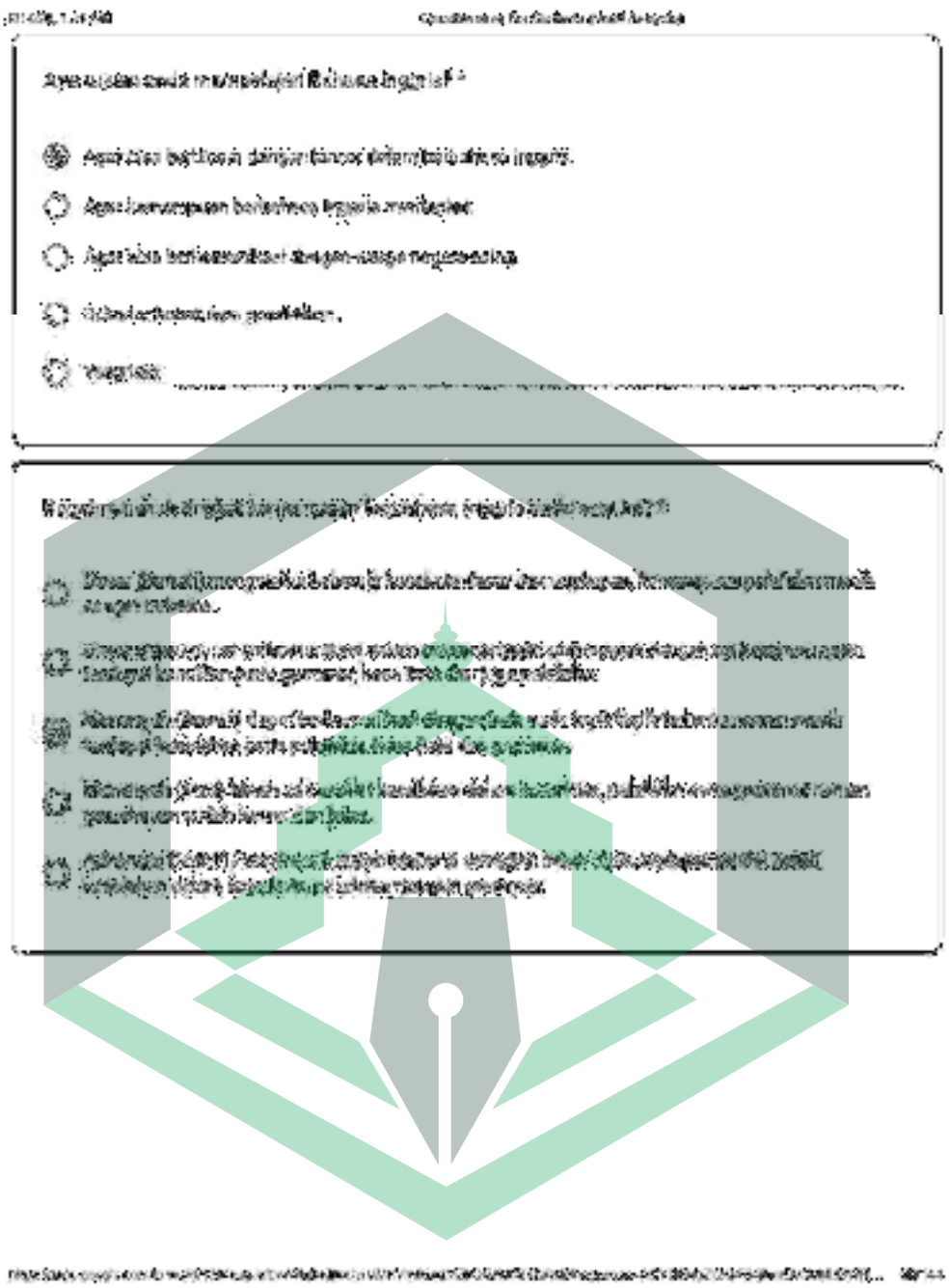


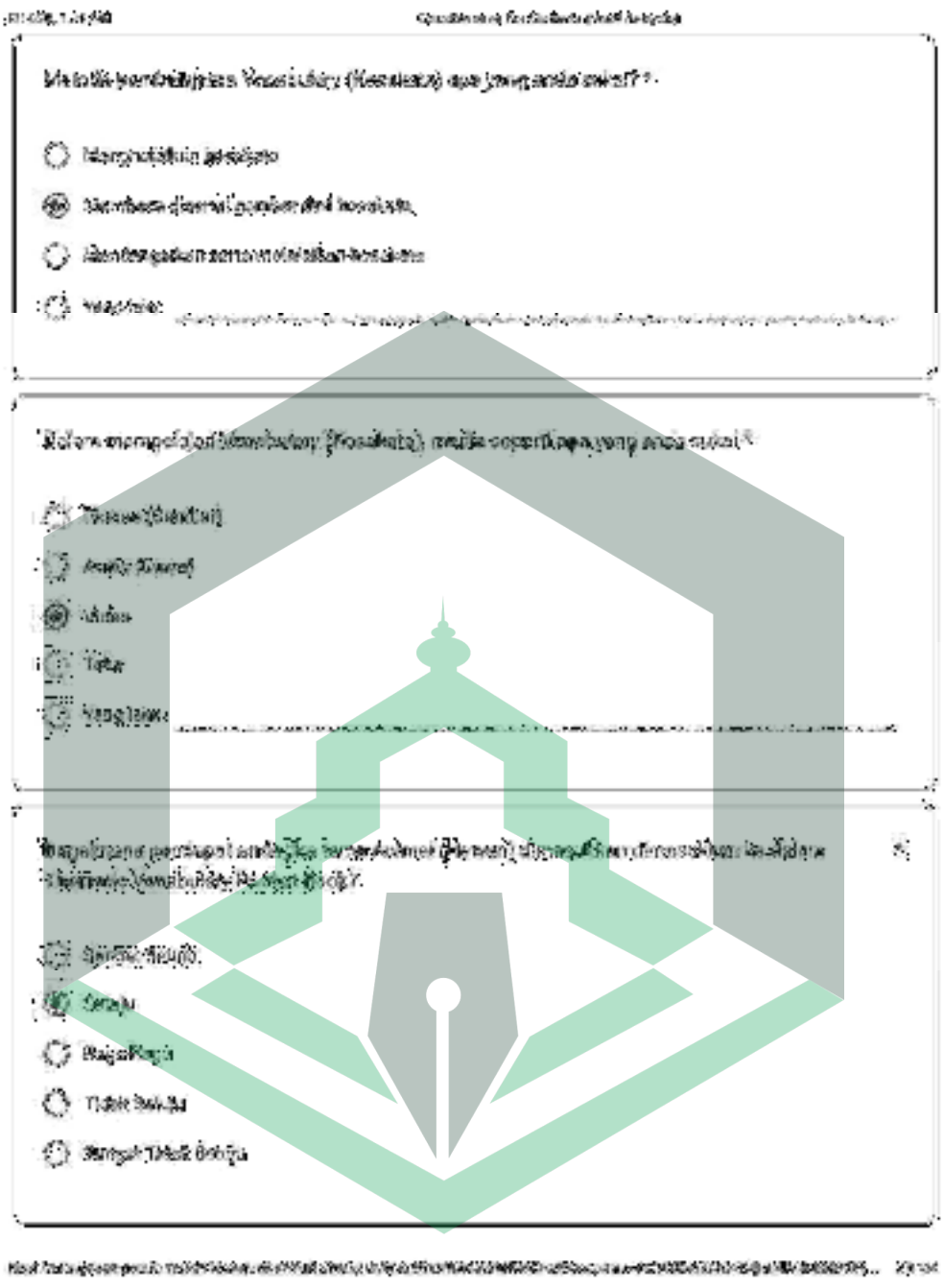




Questionnaire For Students (Need Analysis)

A. Data Responden





Questionnaire For Students (Need Analysis)

A. Data Respondent

Name *

Name Of Respondent

Class *

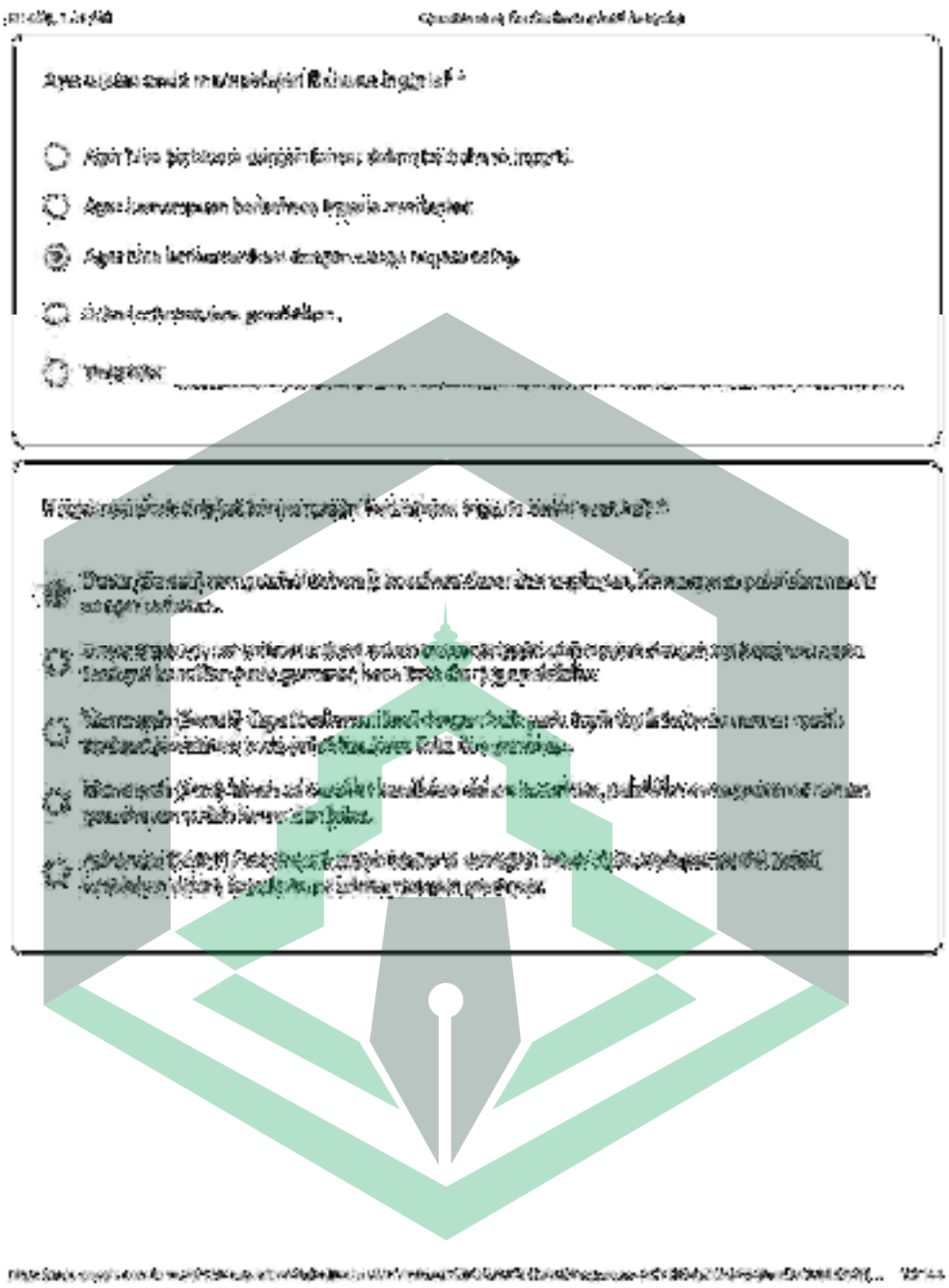
Class

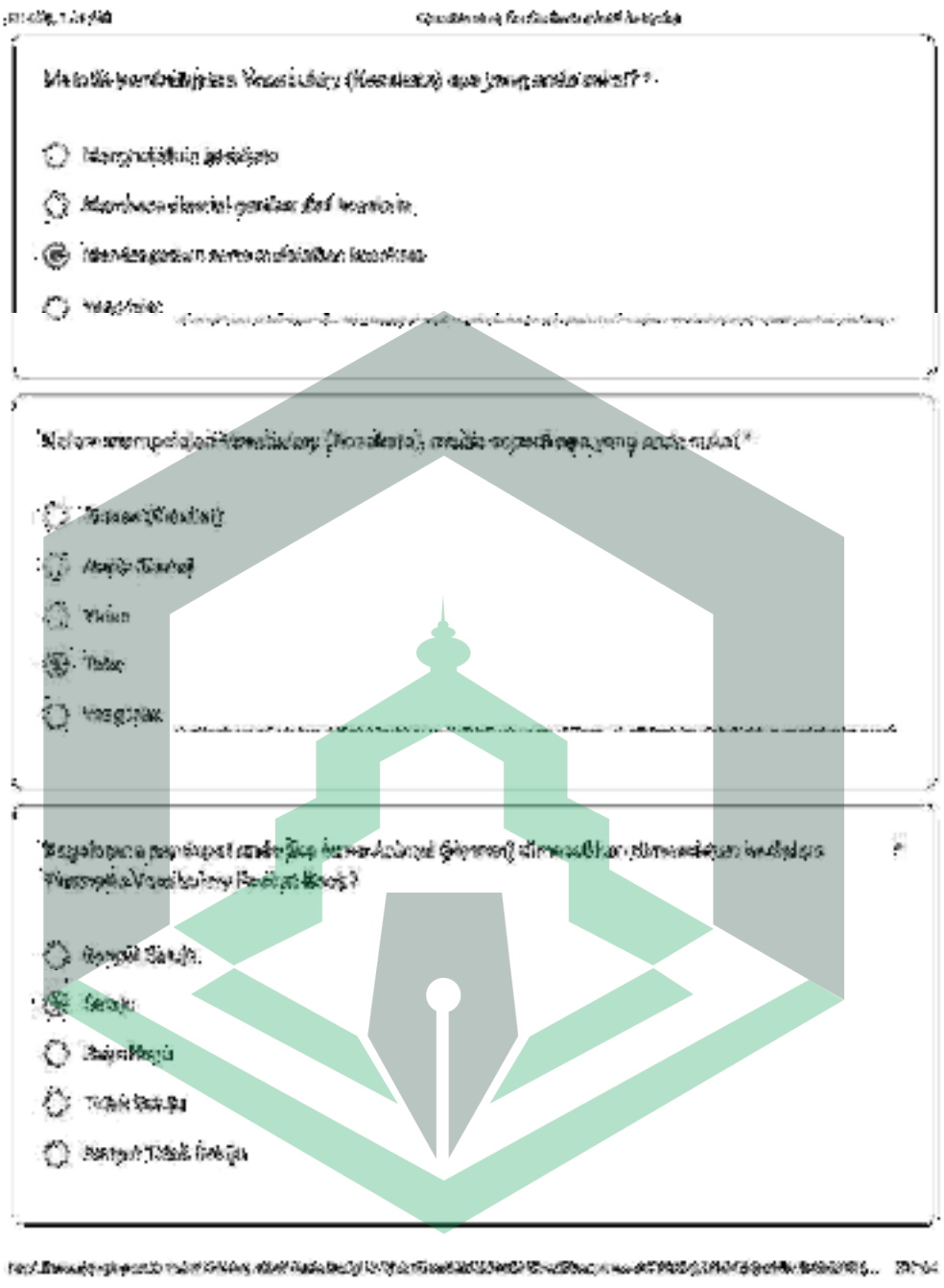
Date *

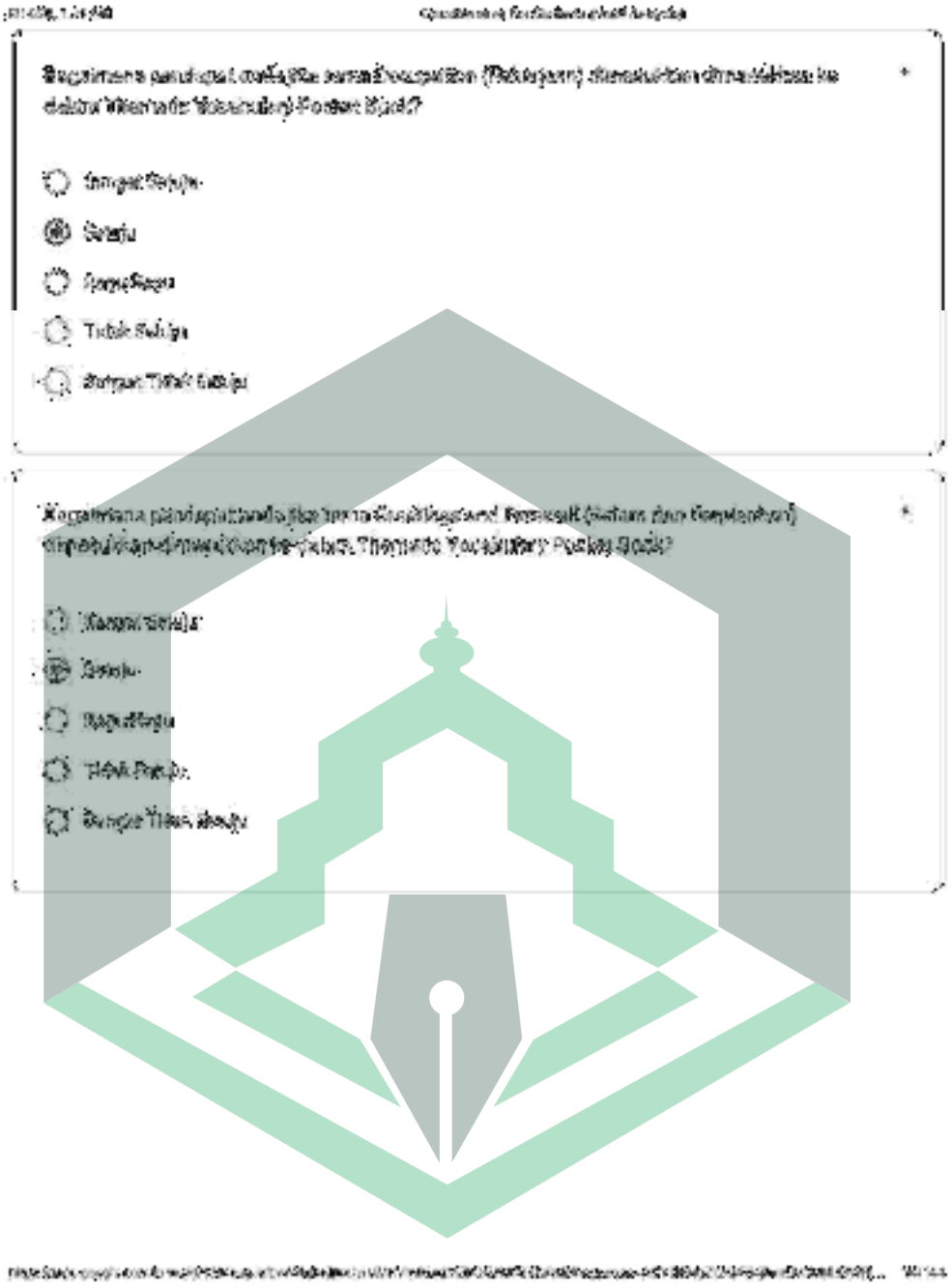
Date

B. Personal Description

[illegible]







Questionnaire For Students (Need Analysis)

A. Data Respondent

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Class Number

Class *

Age

Date *

Gender

B. Personal Description

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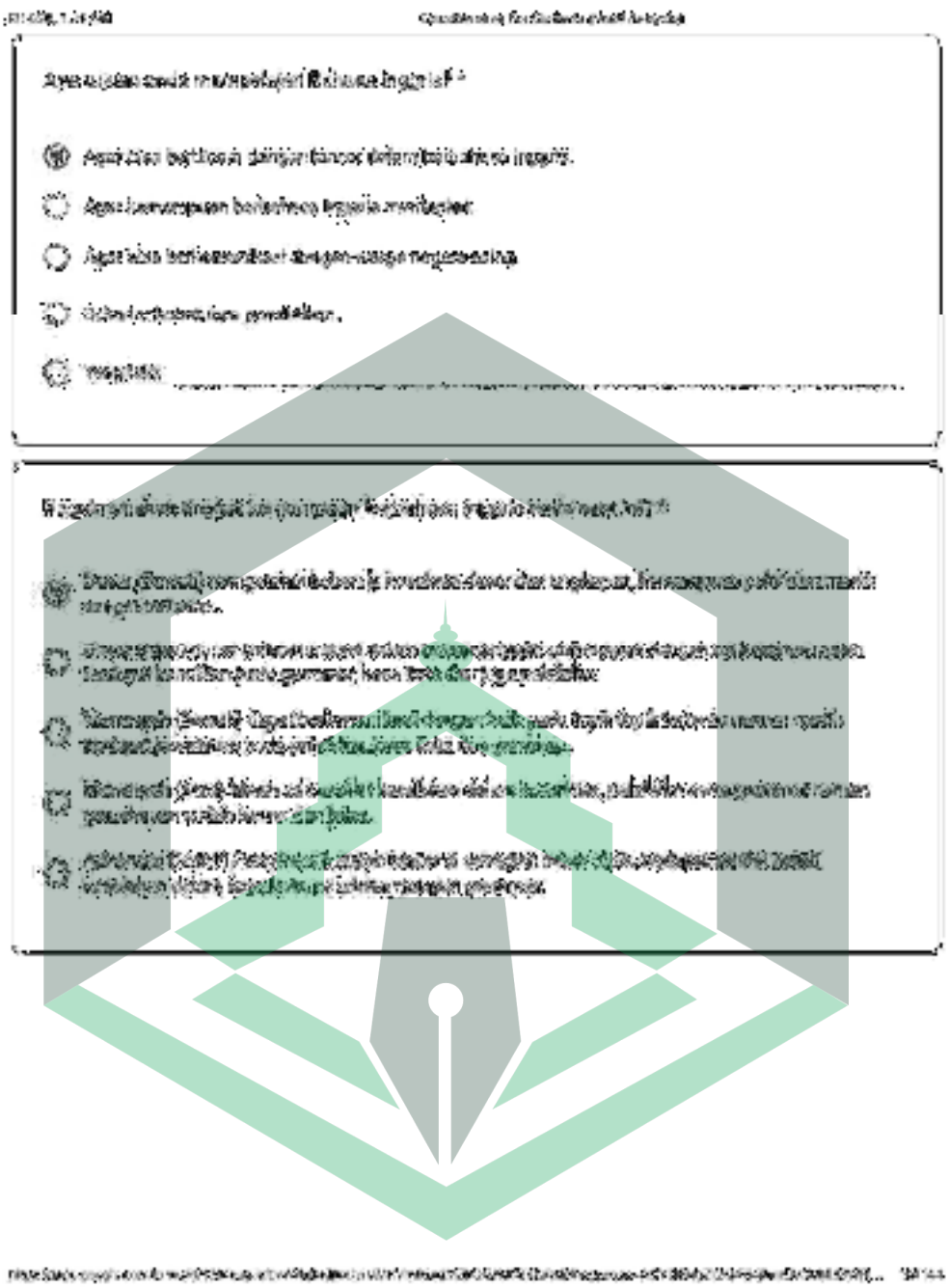

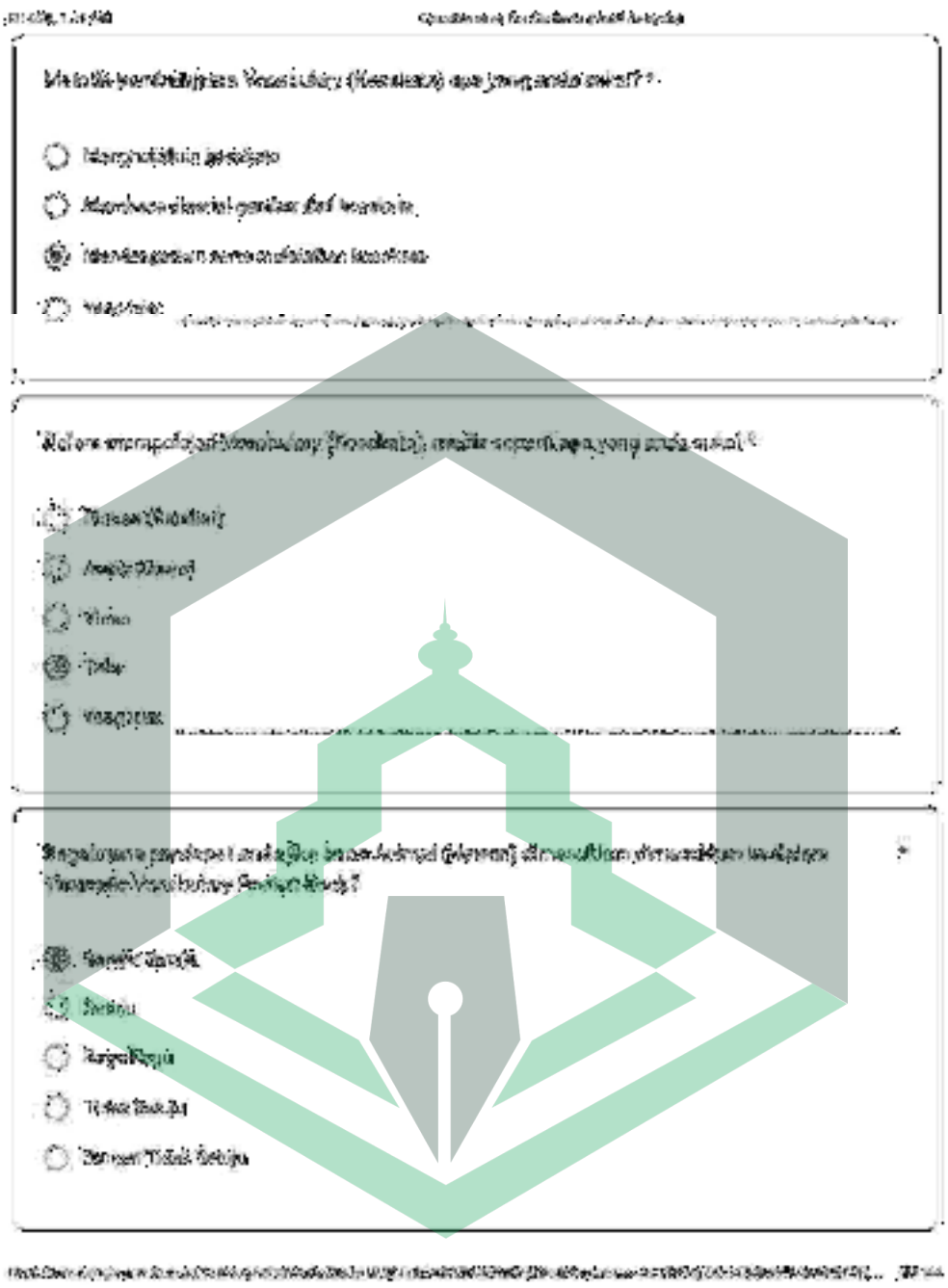

Questionnaire For Students (Need Analysis)

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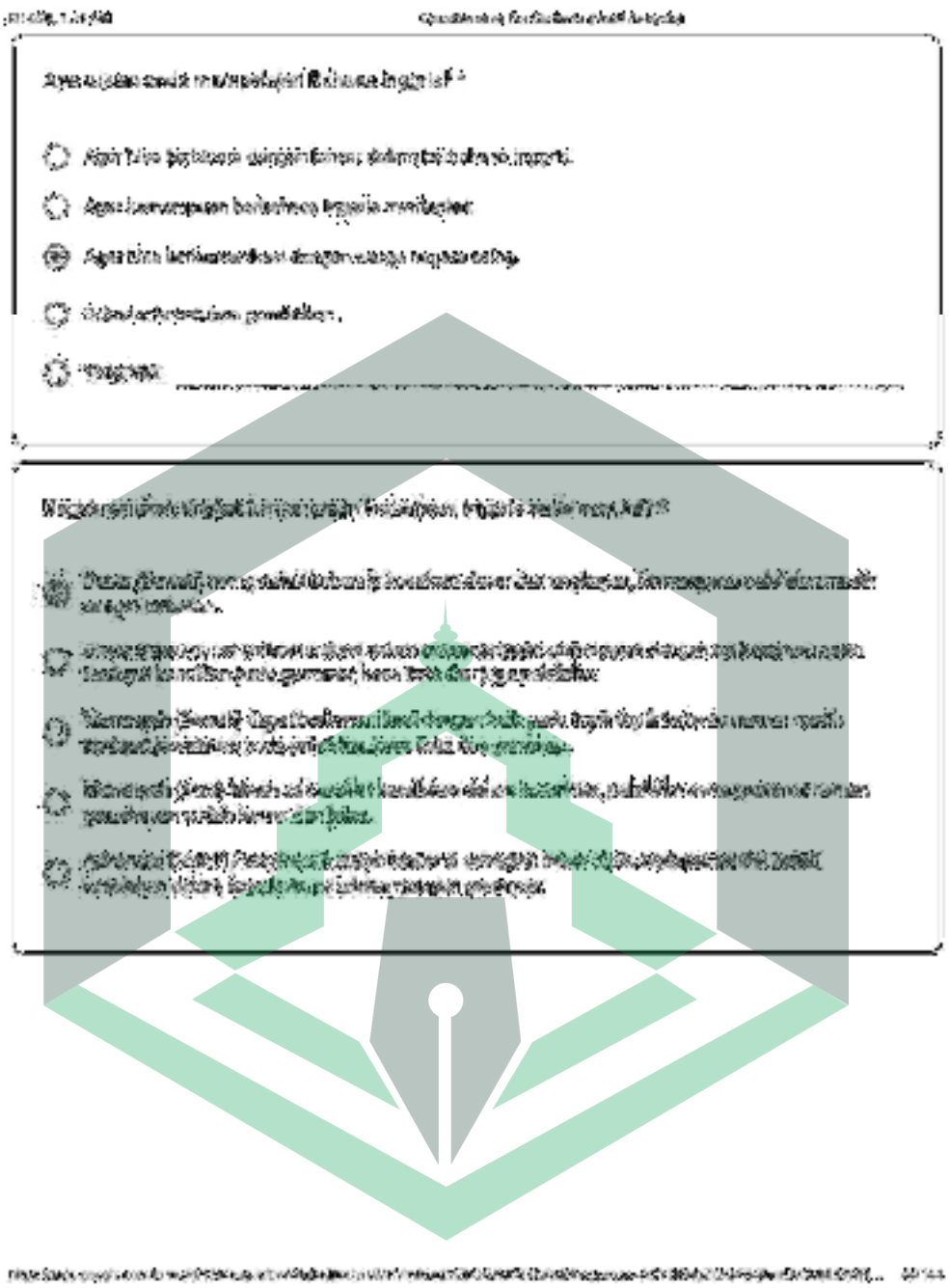
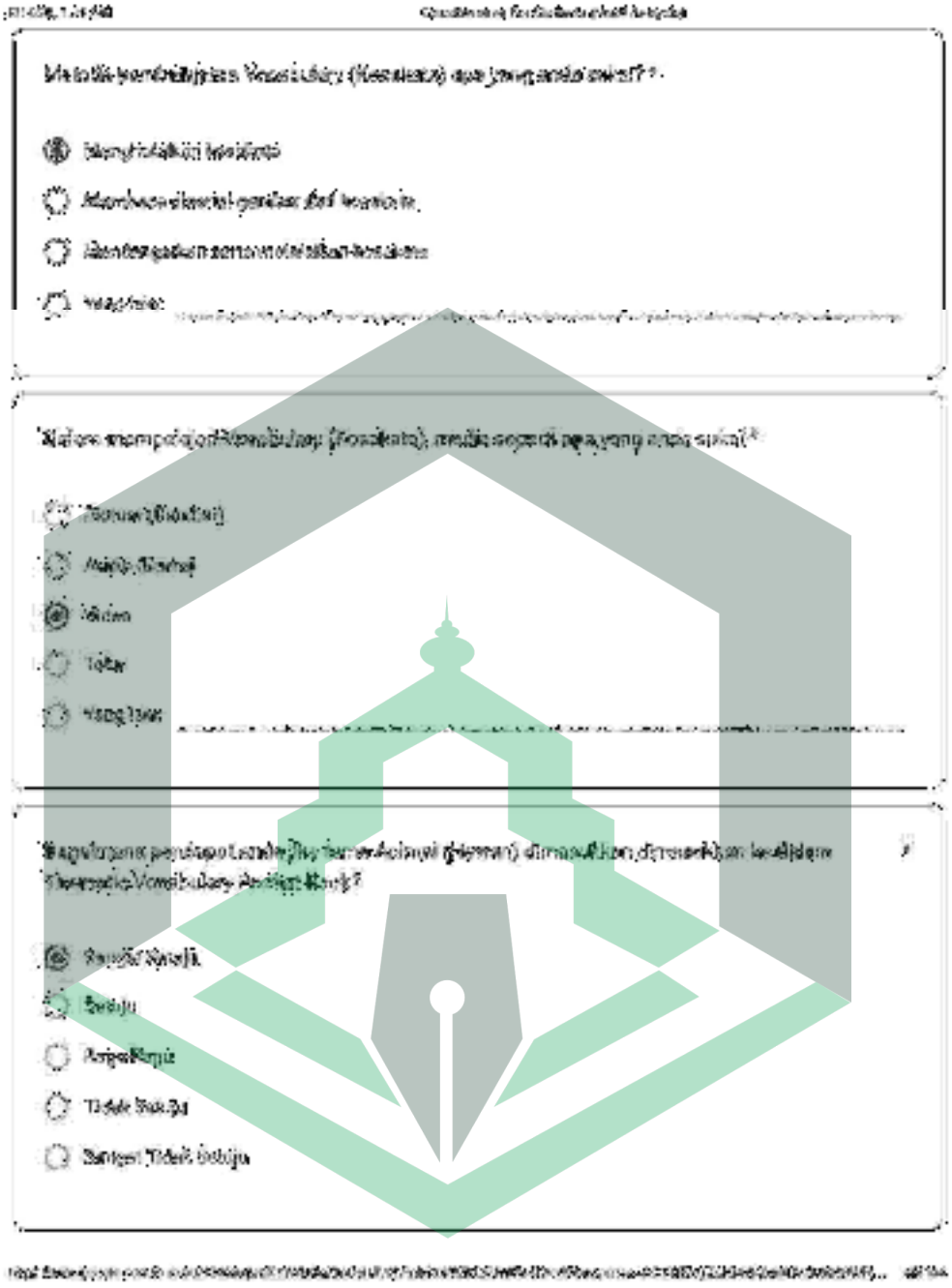
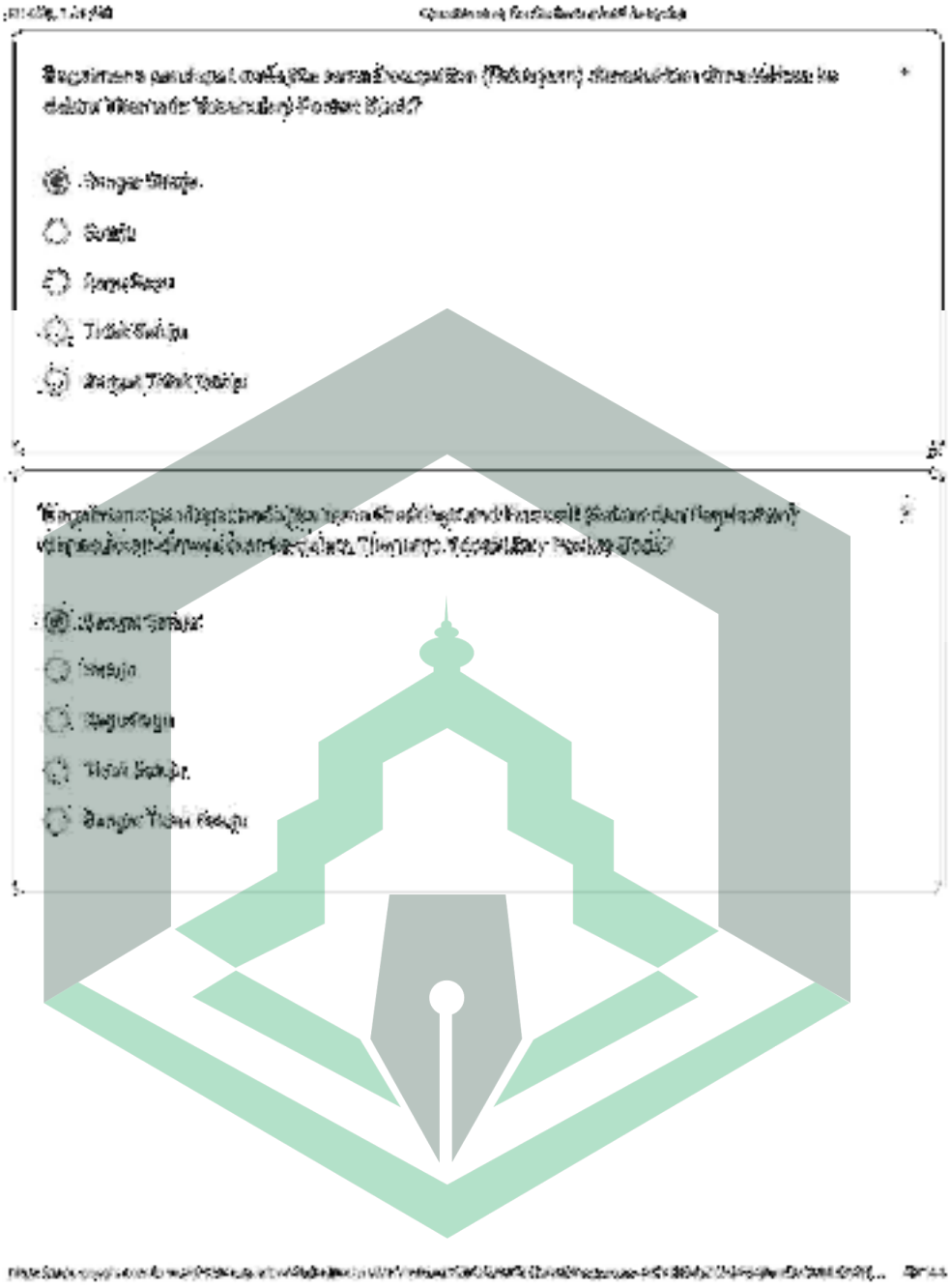
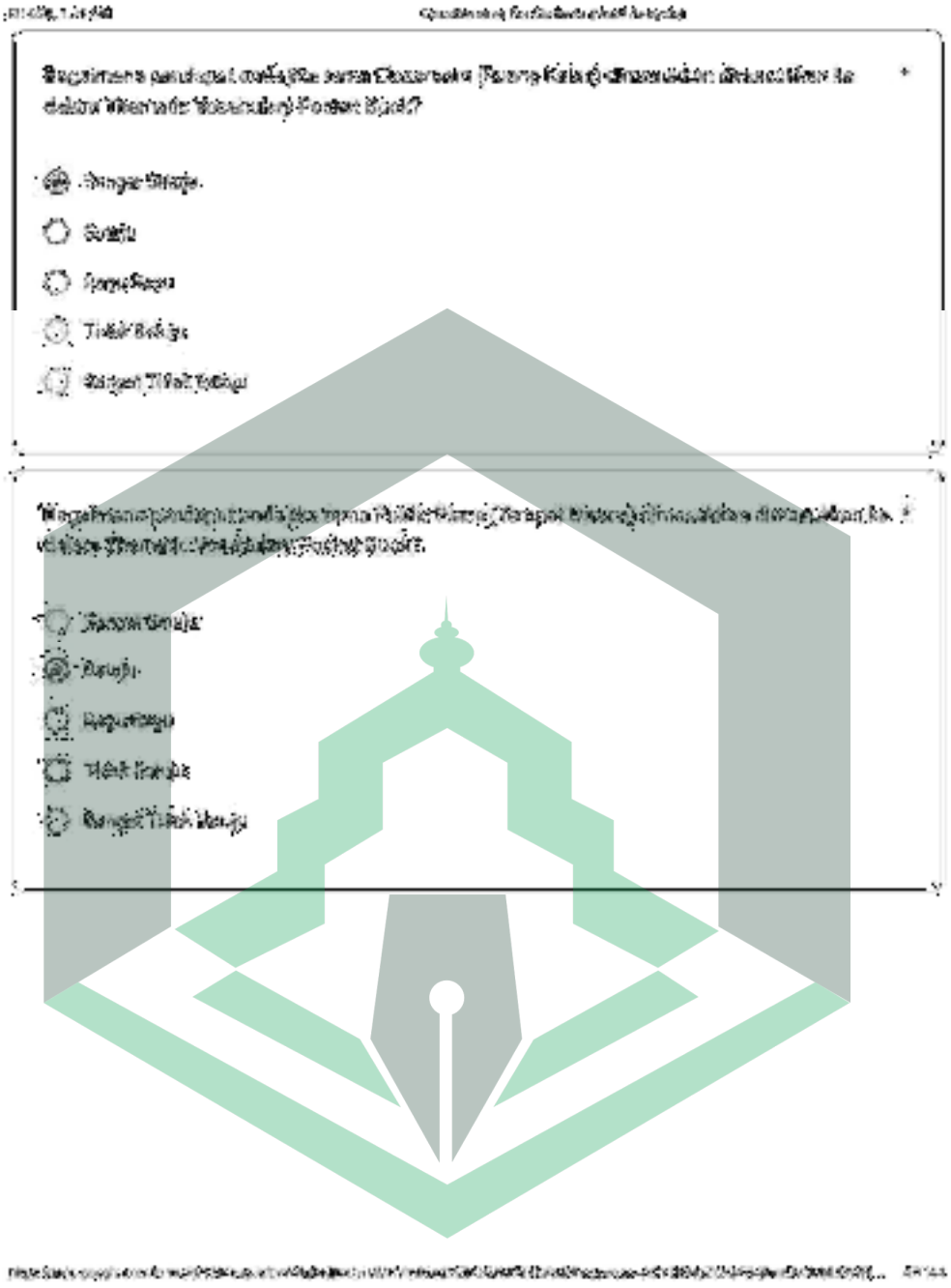


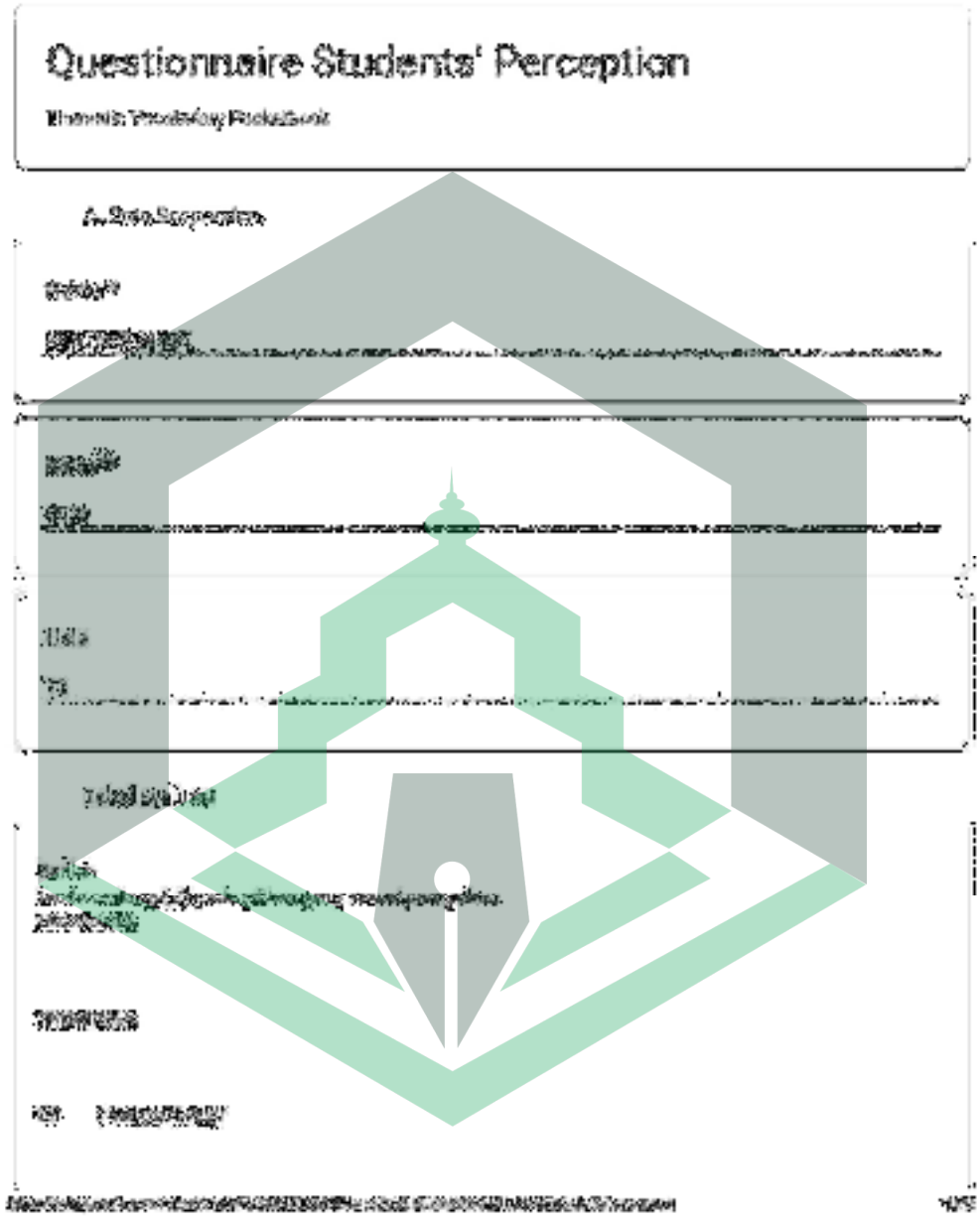


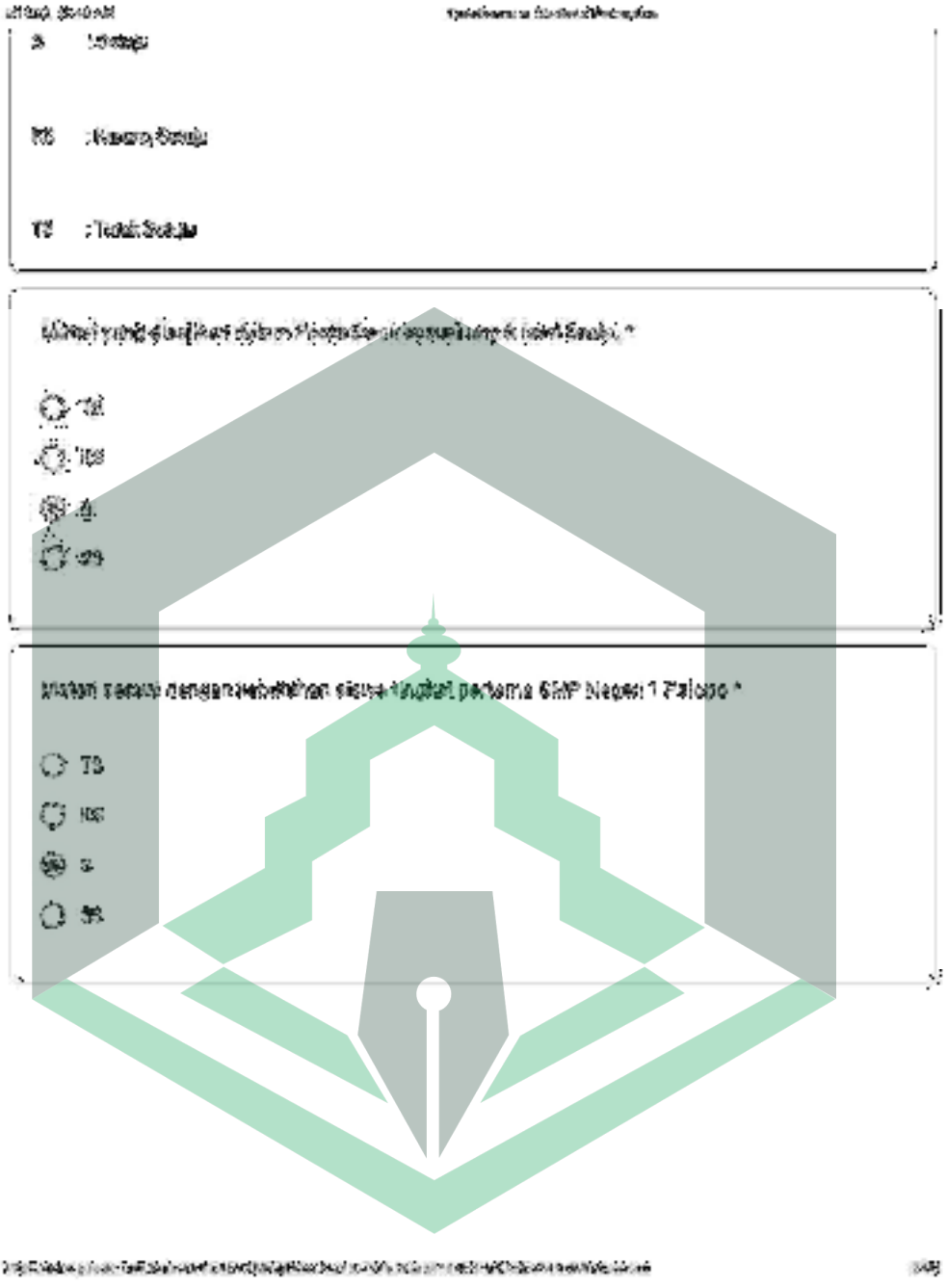


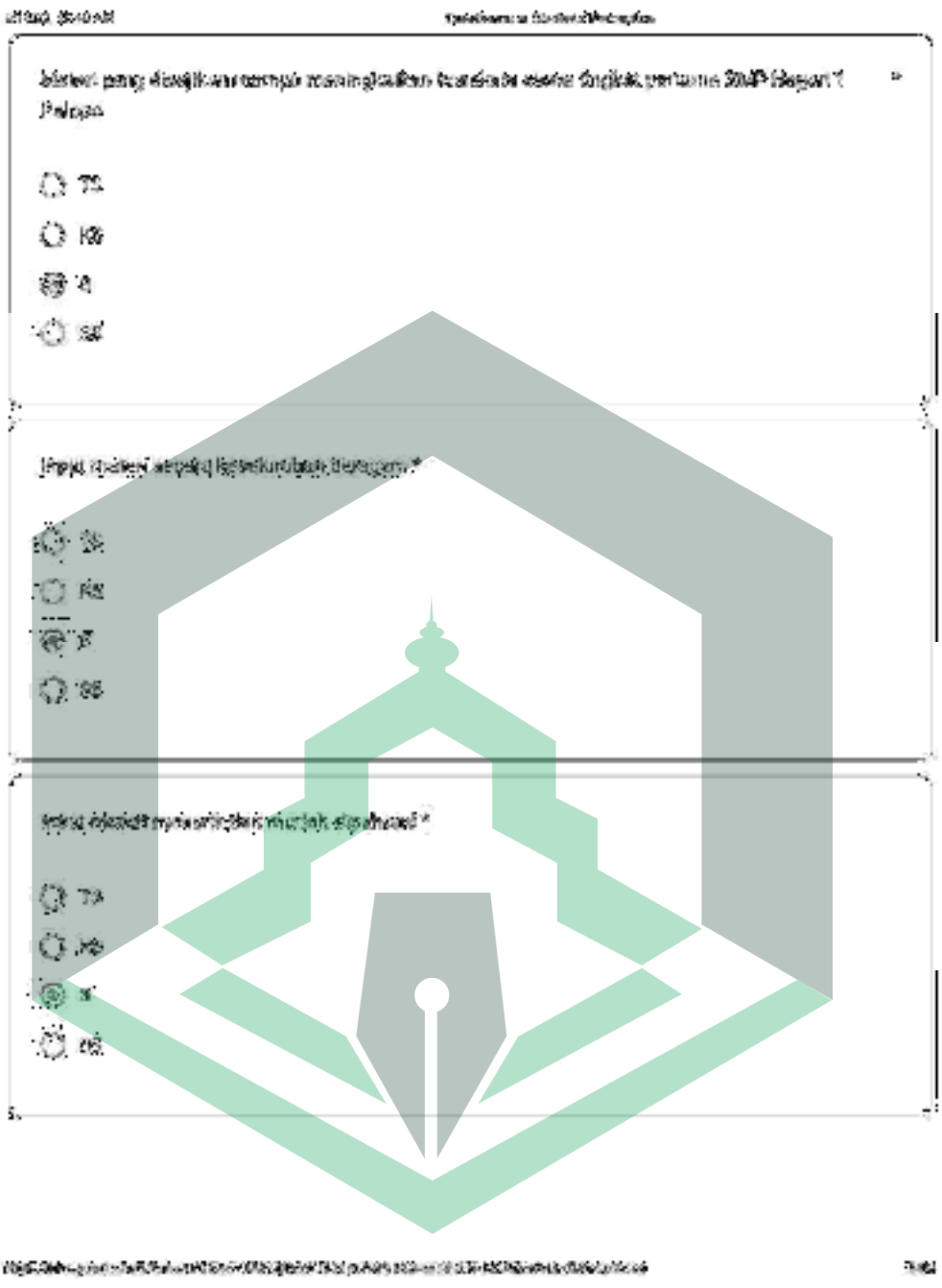


Google Formulir

Students' Perception







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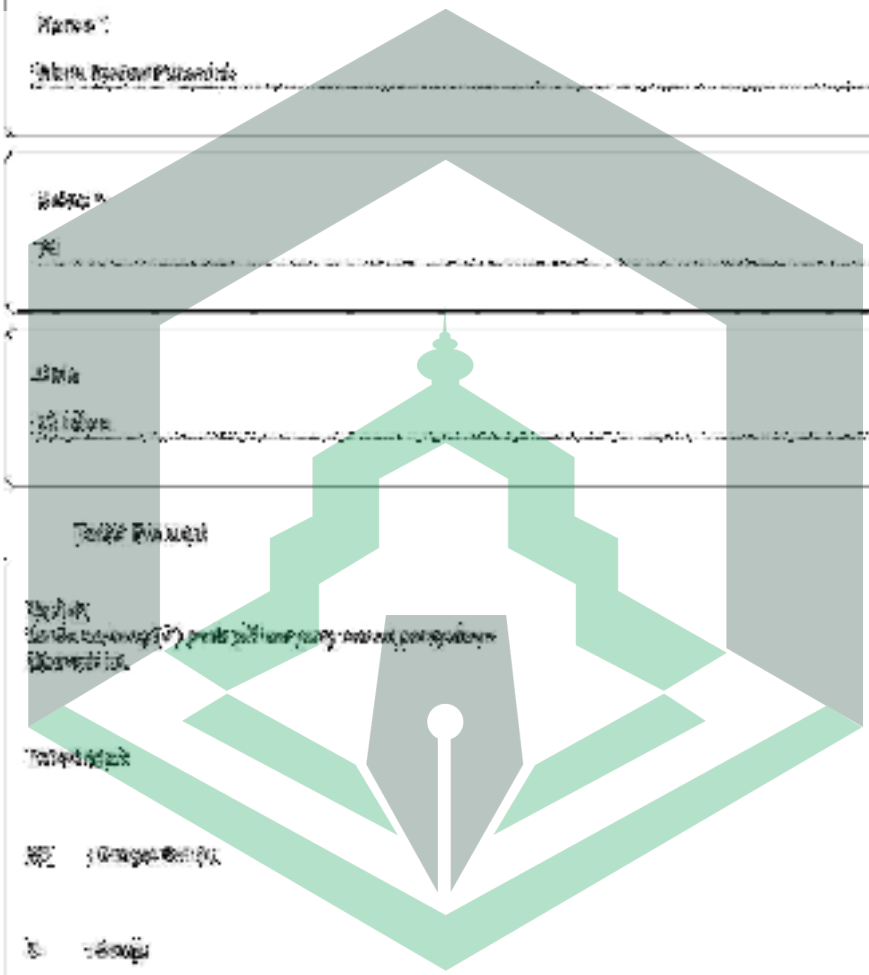
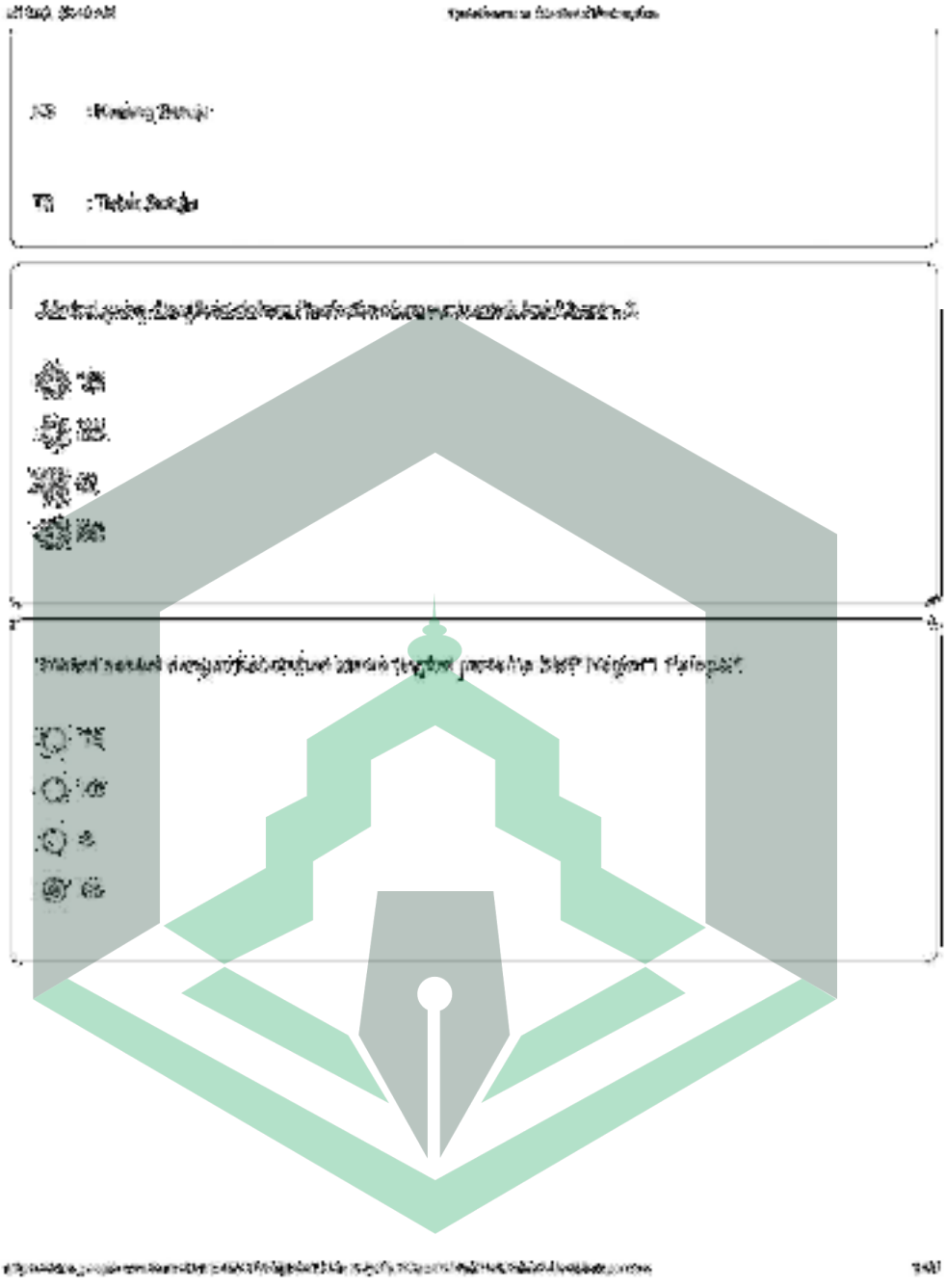
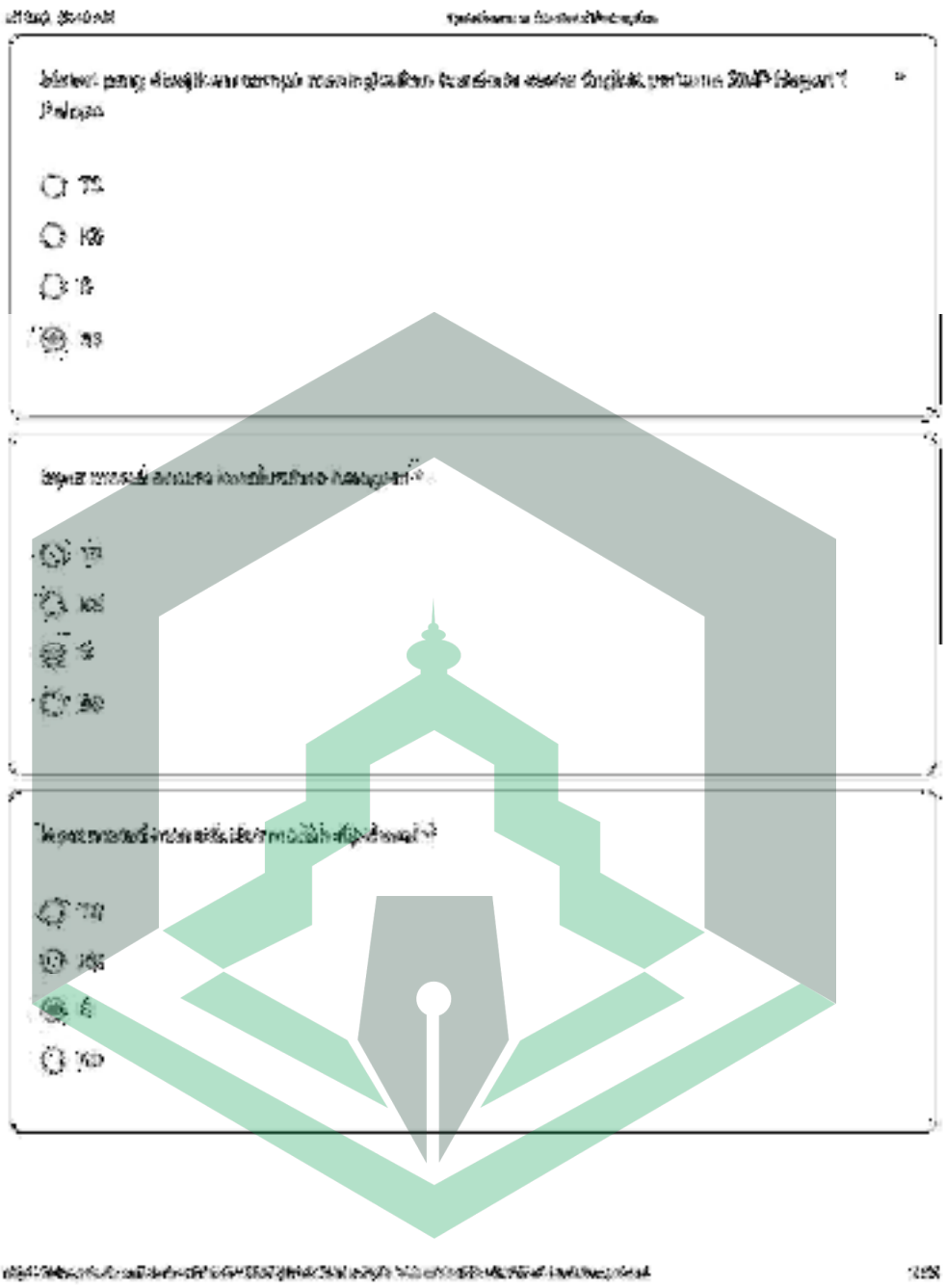
Google Formulir

Questionnaire Students' Perception







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mungkin untuk warnanya di lebih menarikan lagi mungkin seperti warna putih,biru,orage,hitam,dan warna-warna yang menarik

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Google Formulir

Questionnaire Students' Perception

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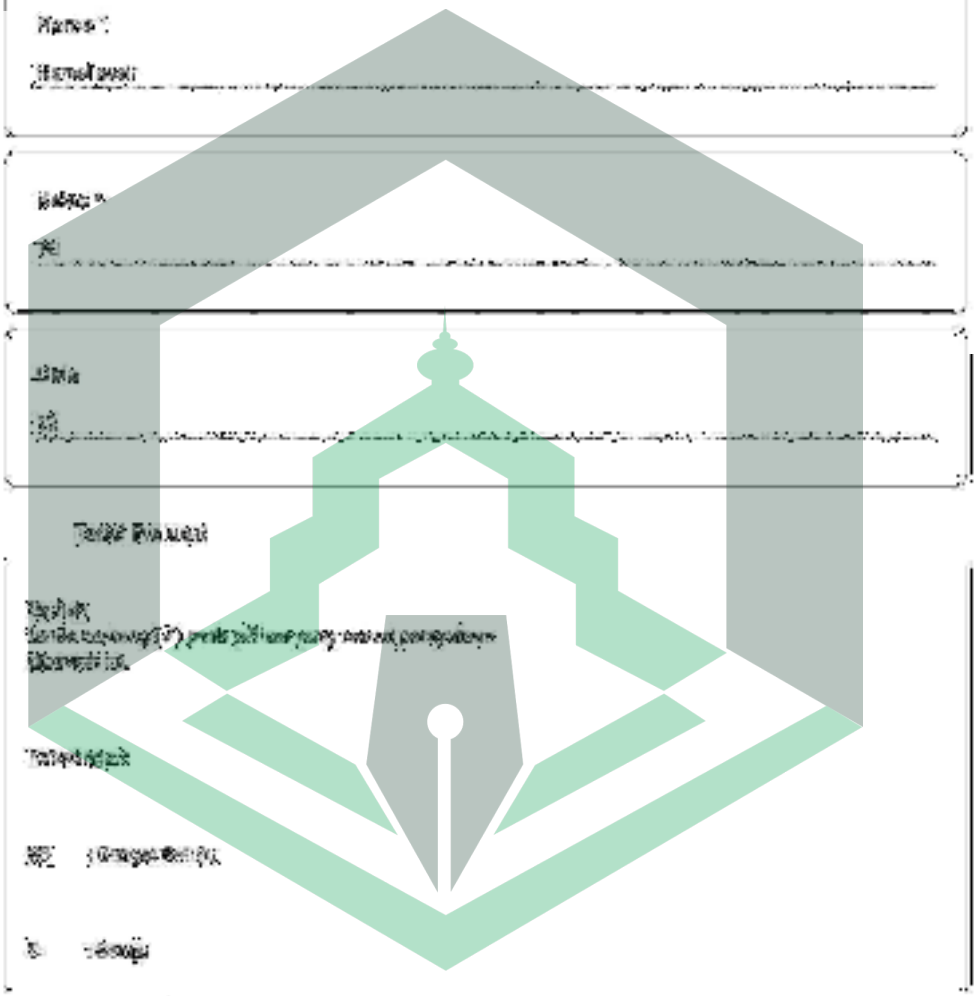

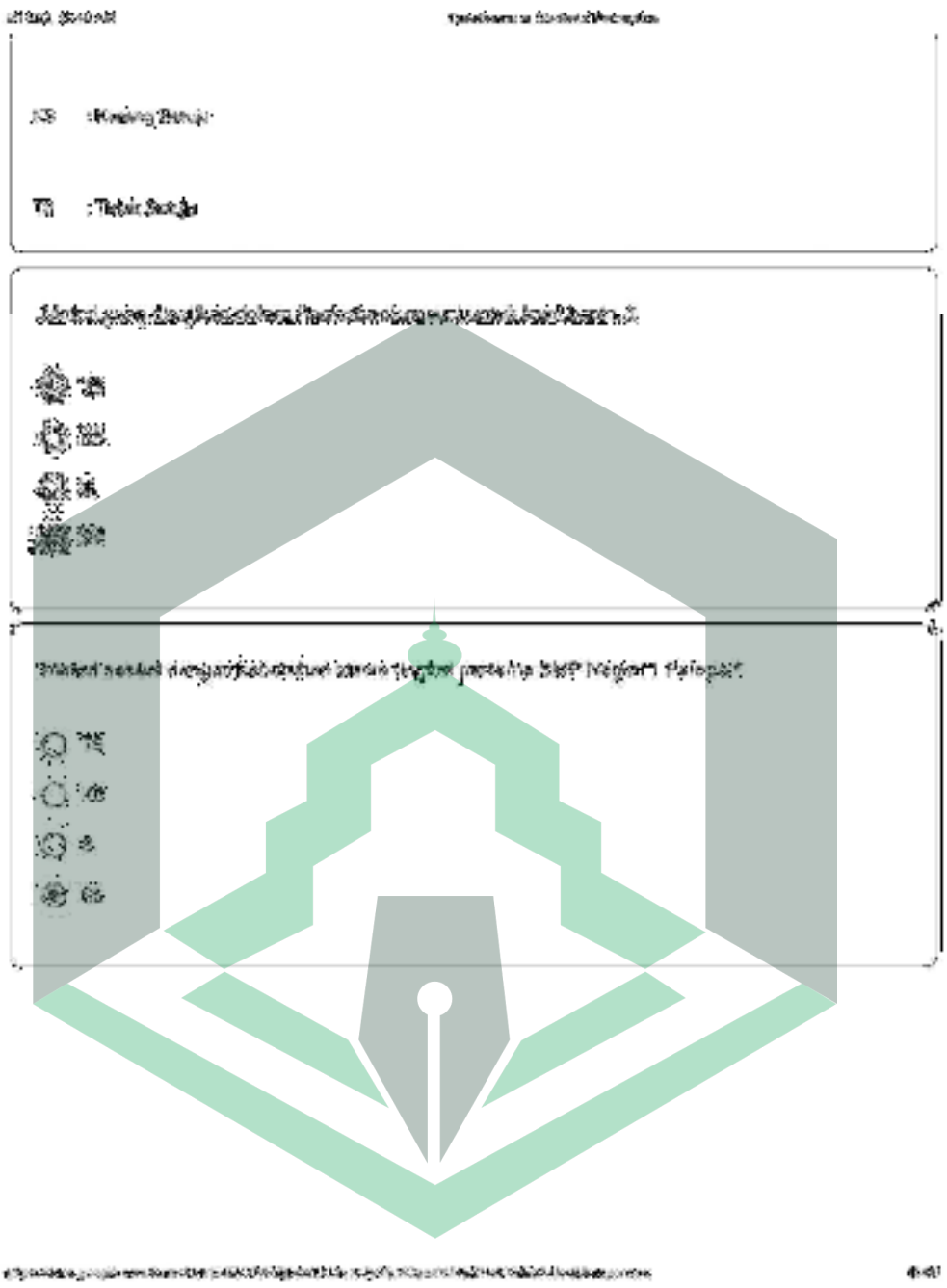

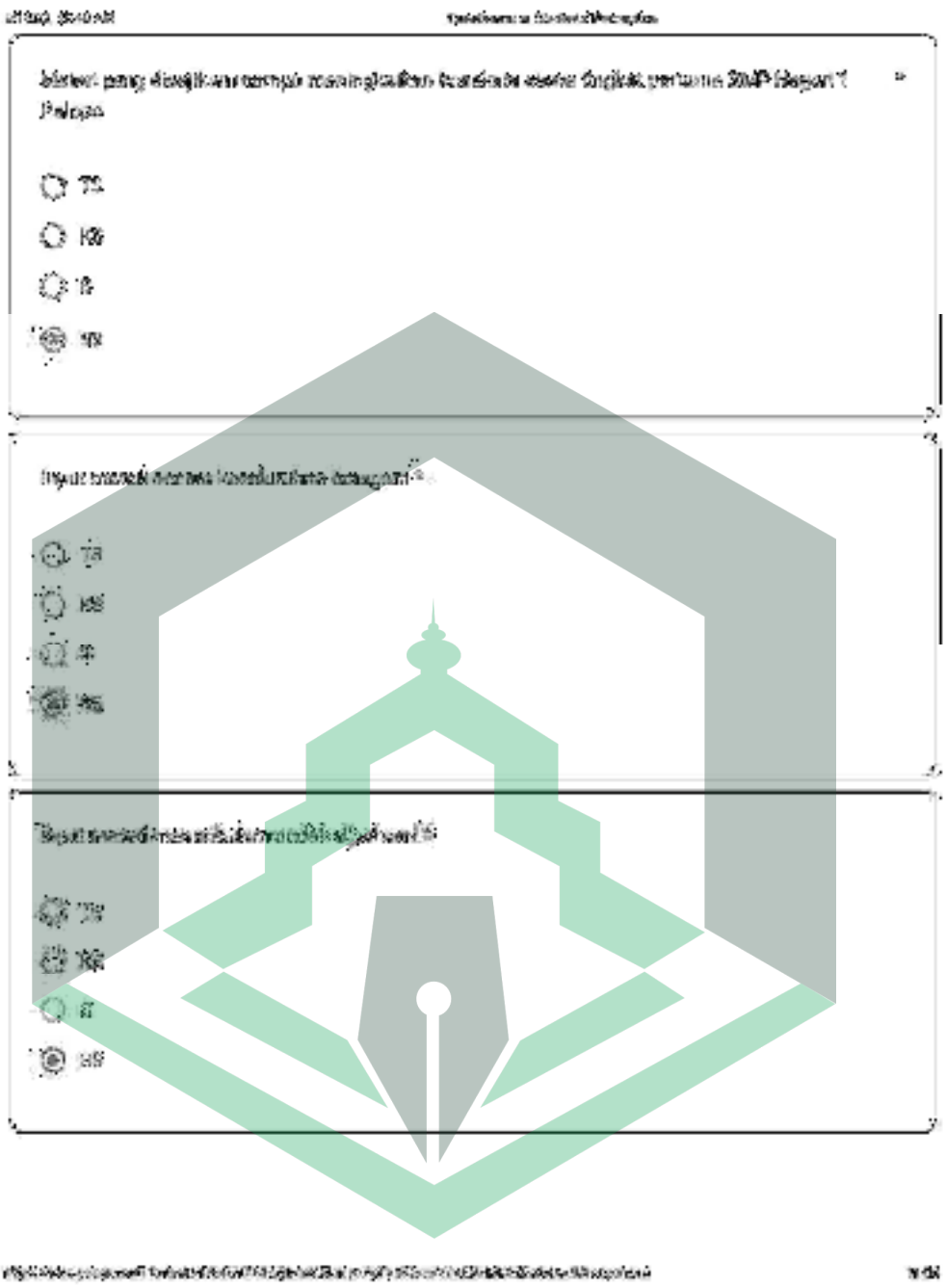

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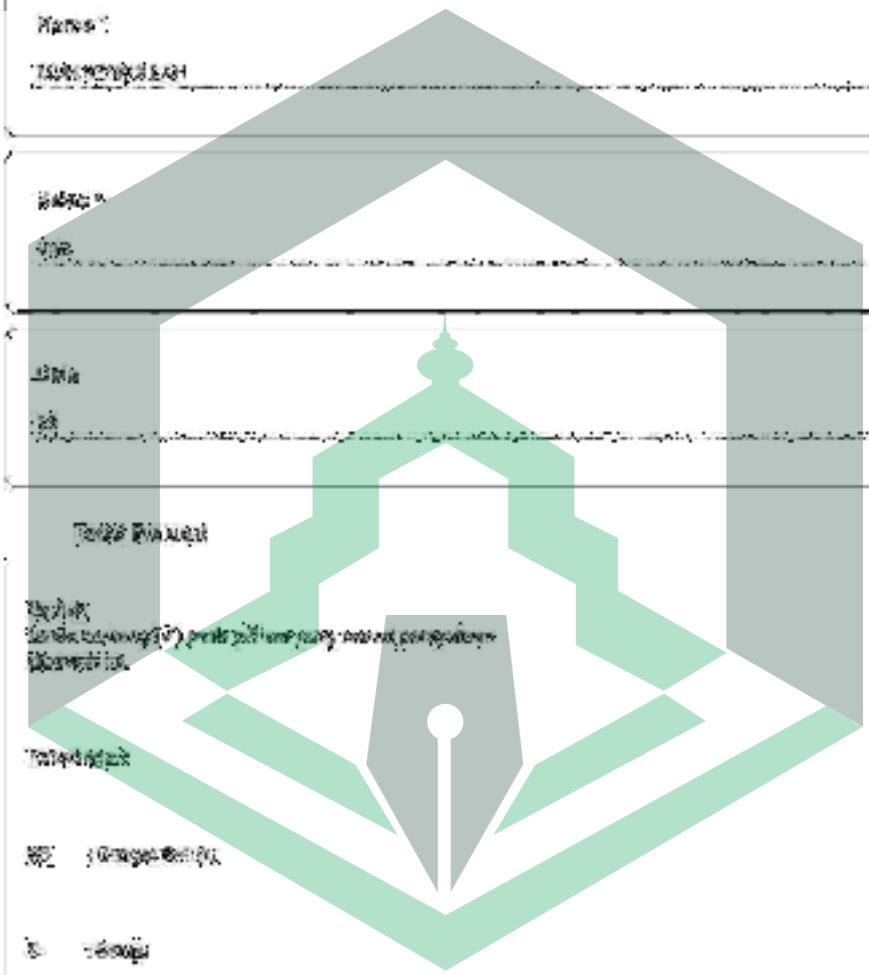
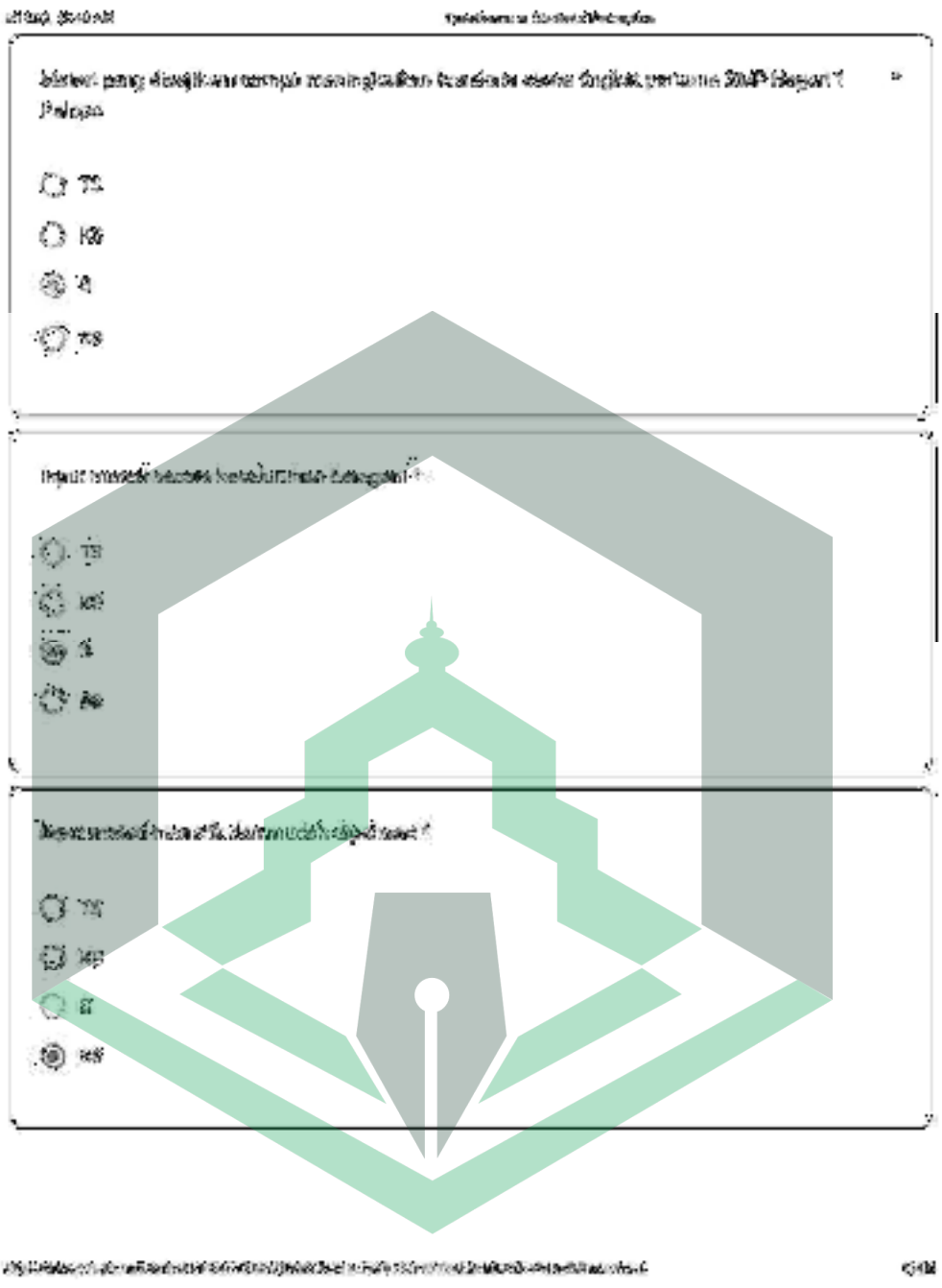
Questionnaire Students' Perception





Masukan Lain...

OK INI BAGUS PENJELASAN JA

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Questionnaire Students' Perception

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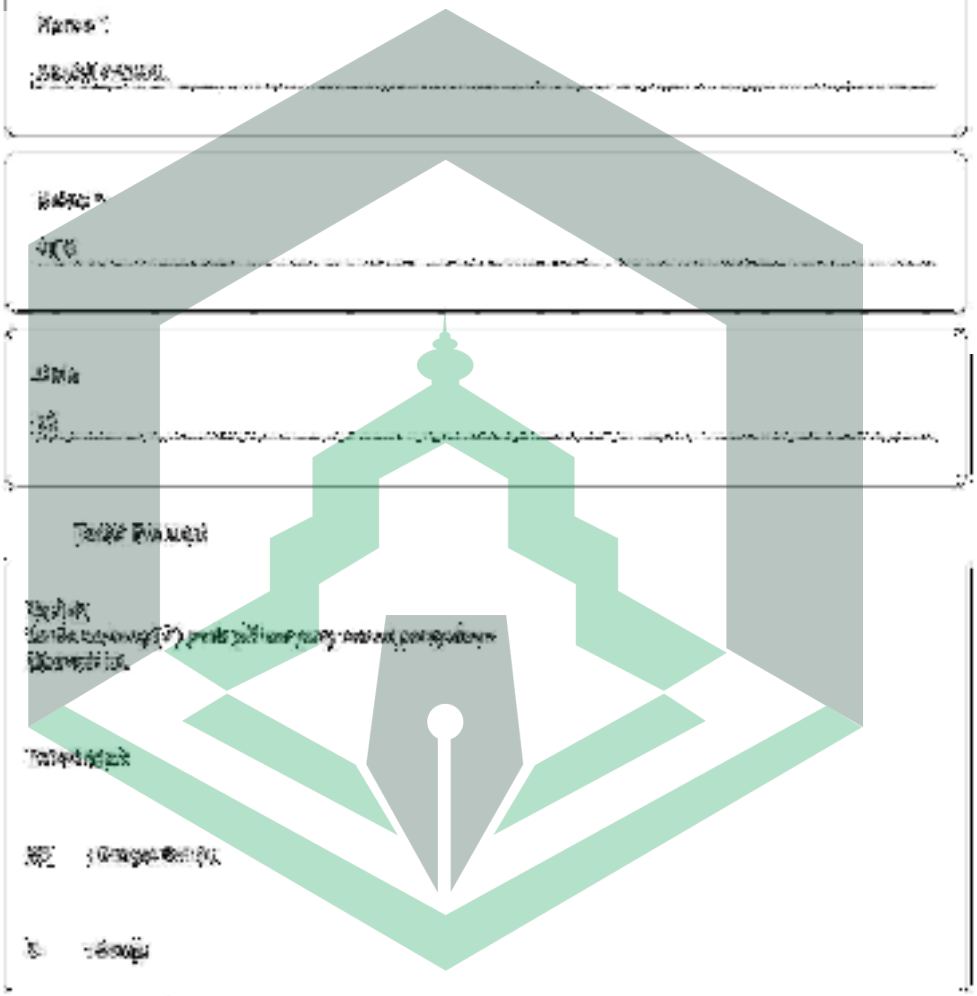

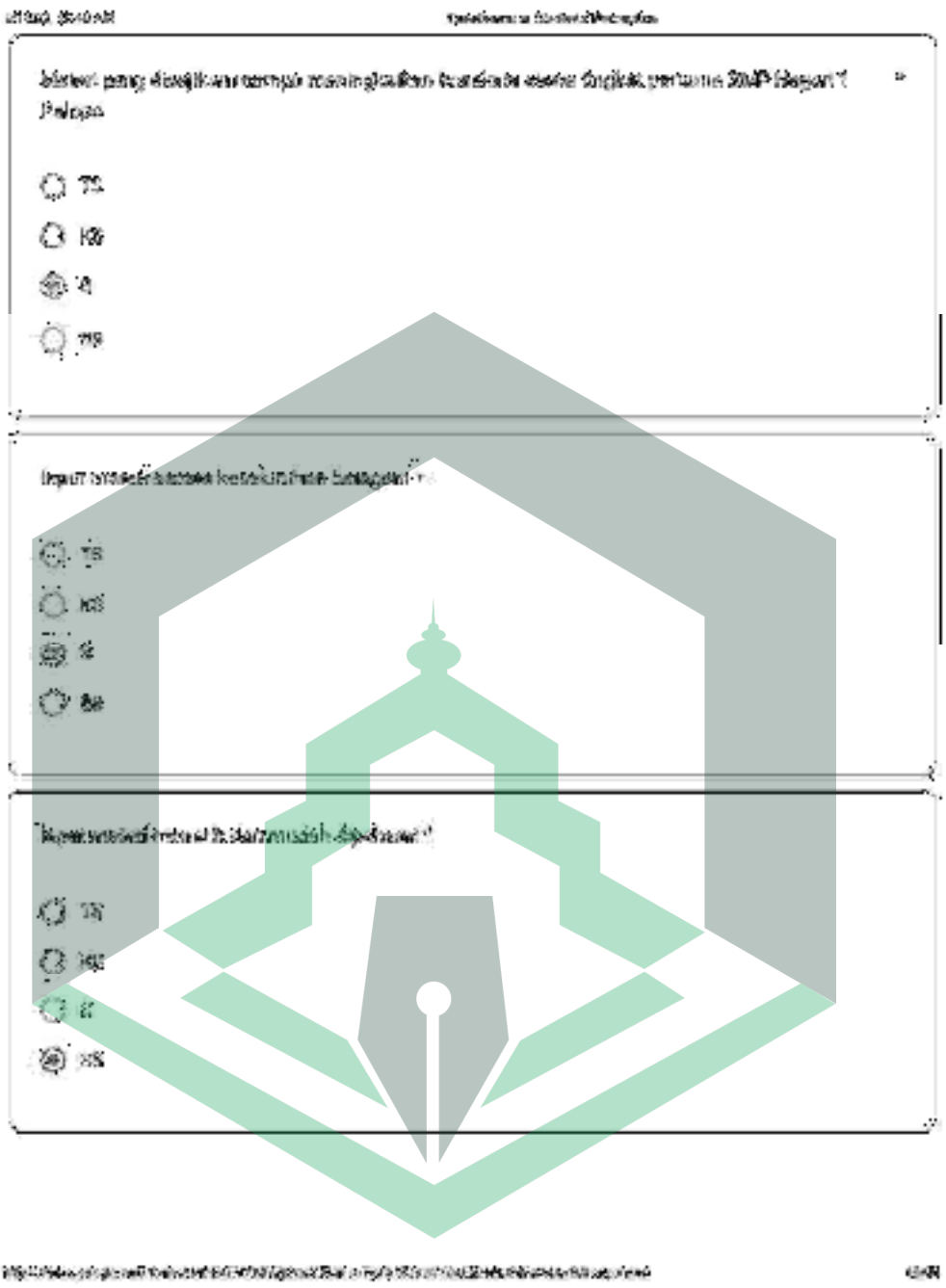

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iya

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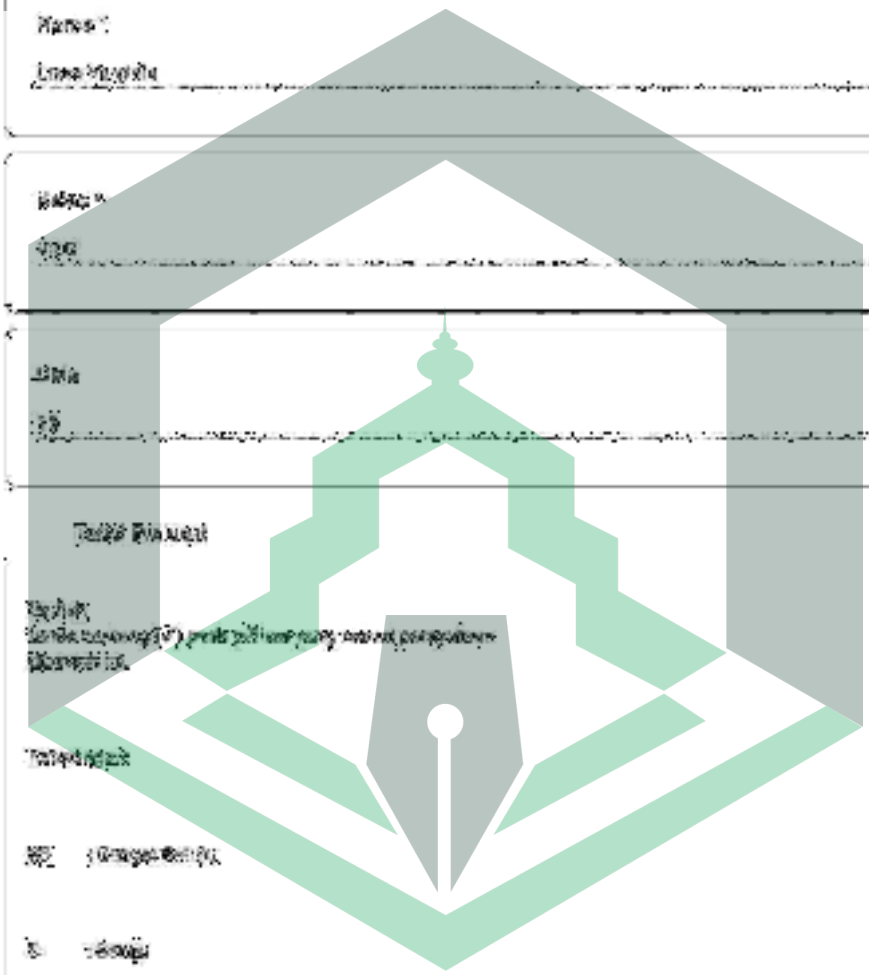
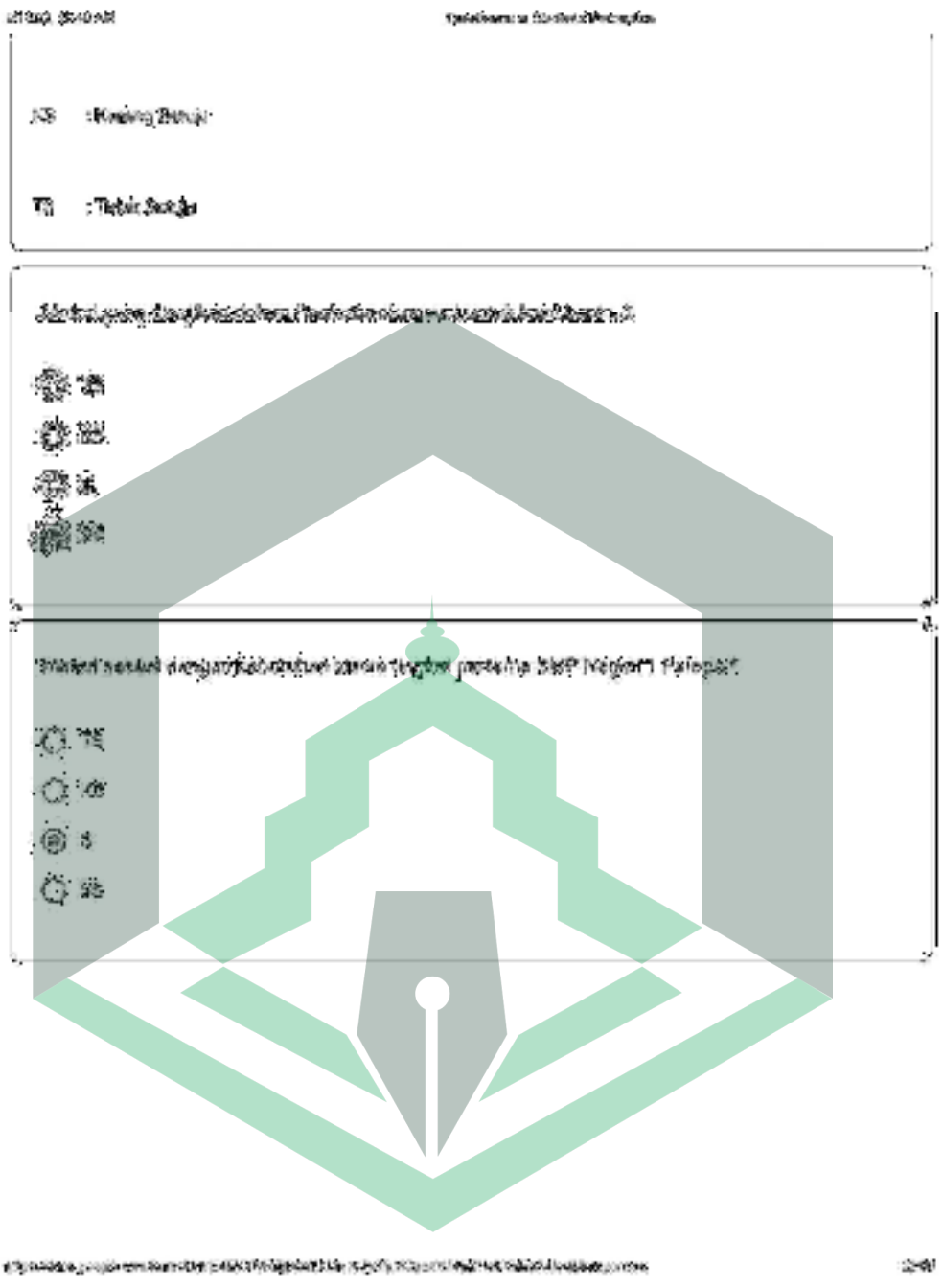
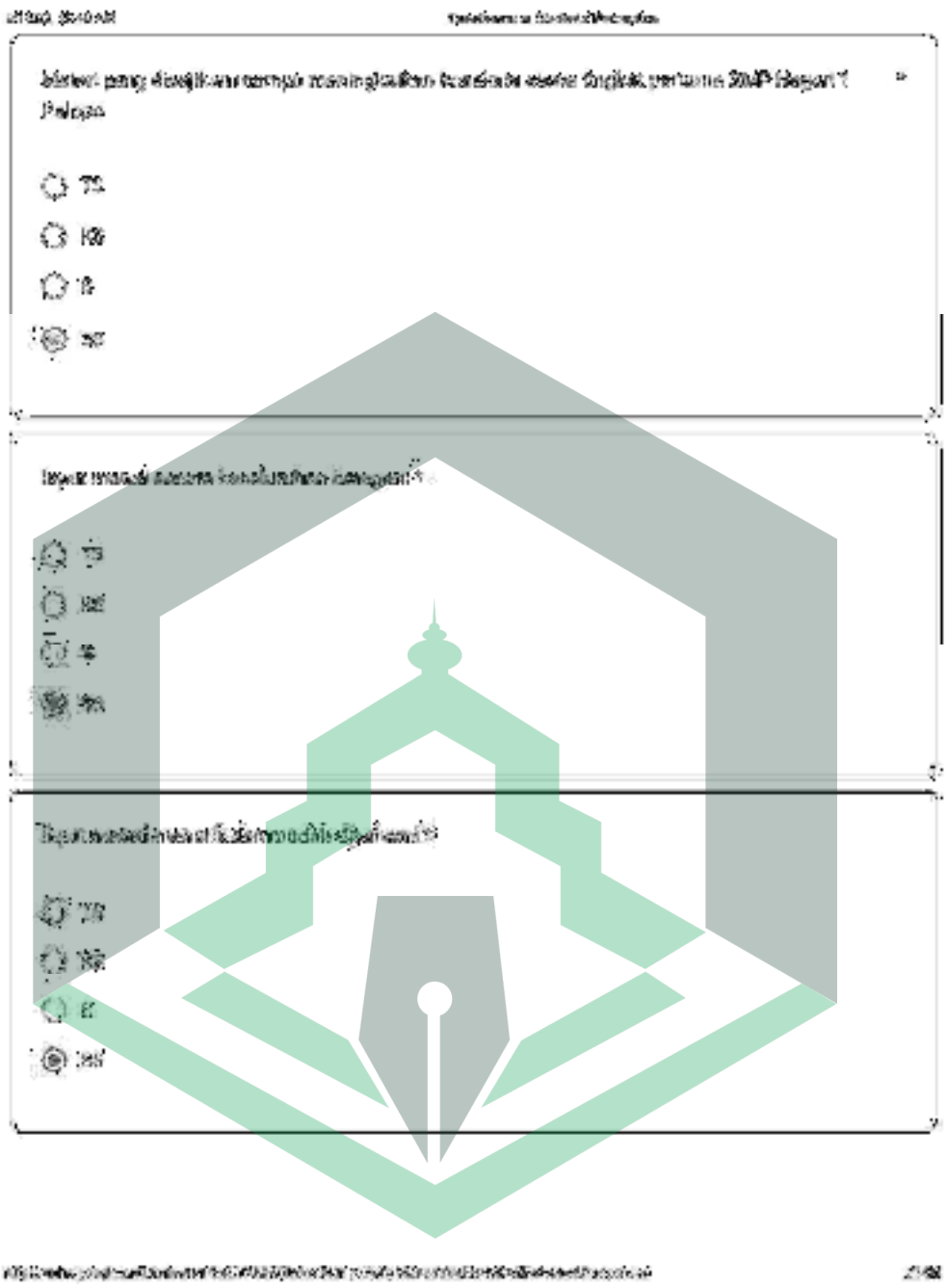
Questionnaire Students' Perception







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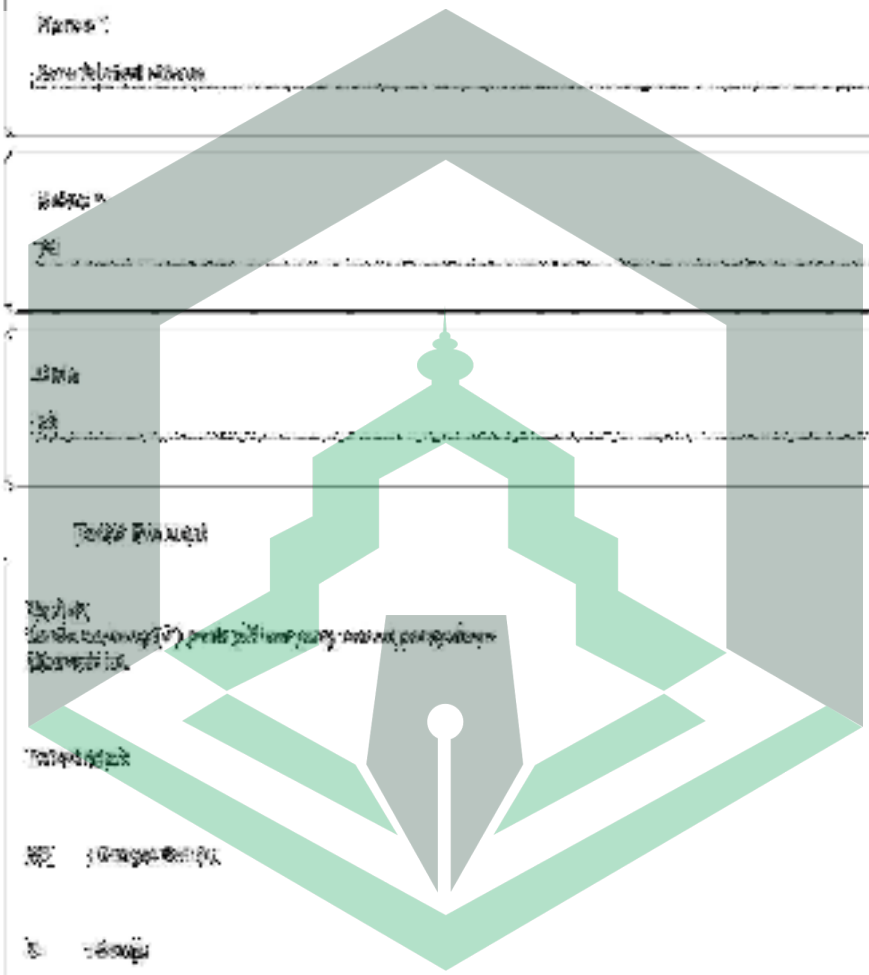
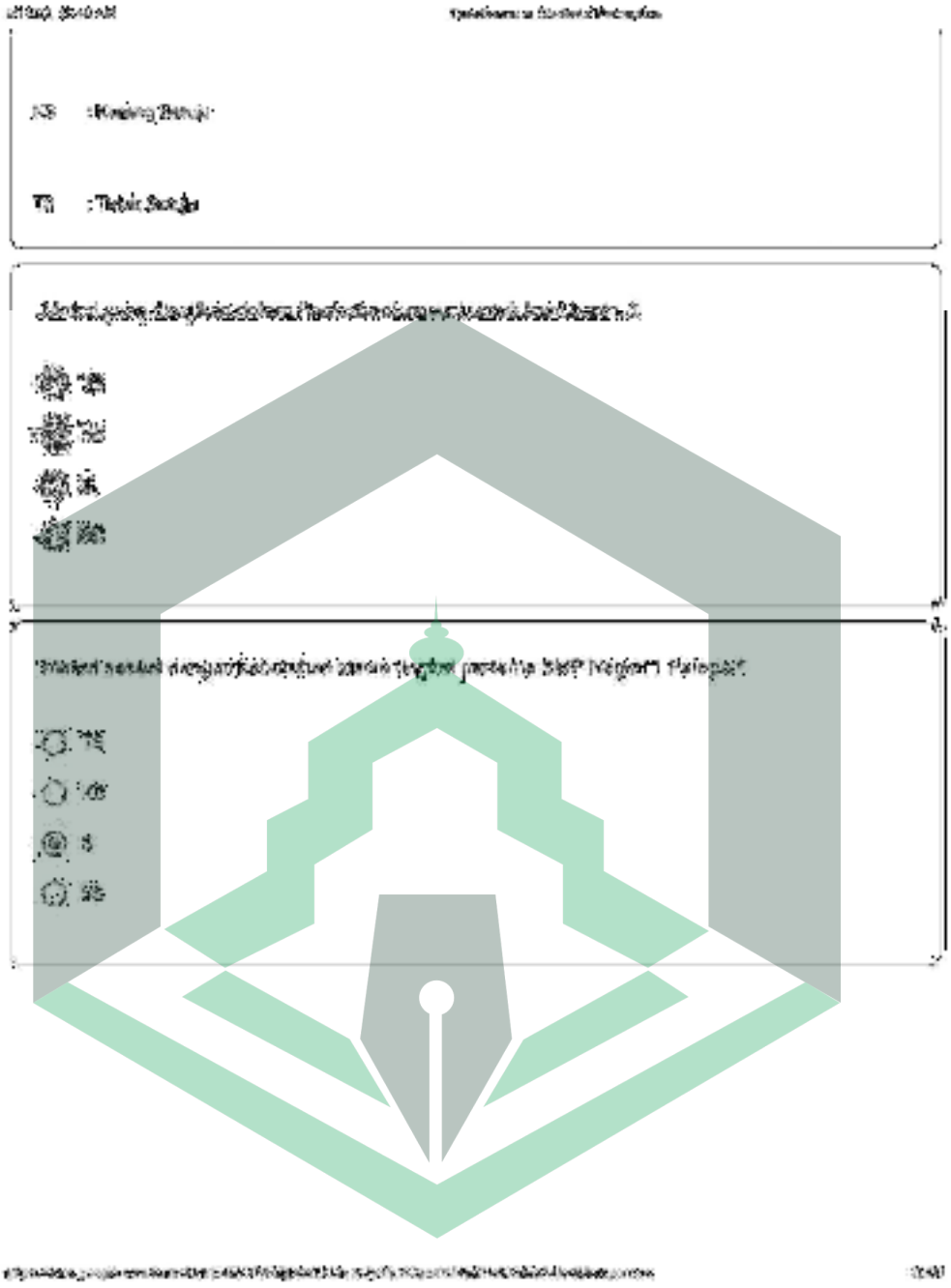
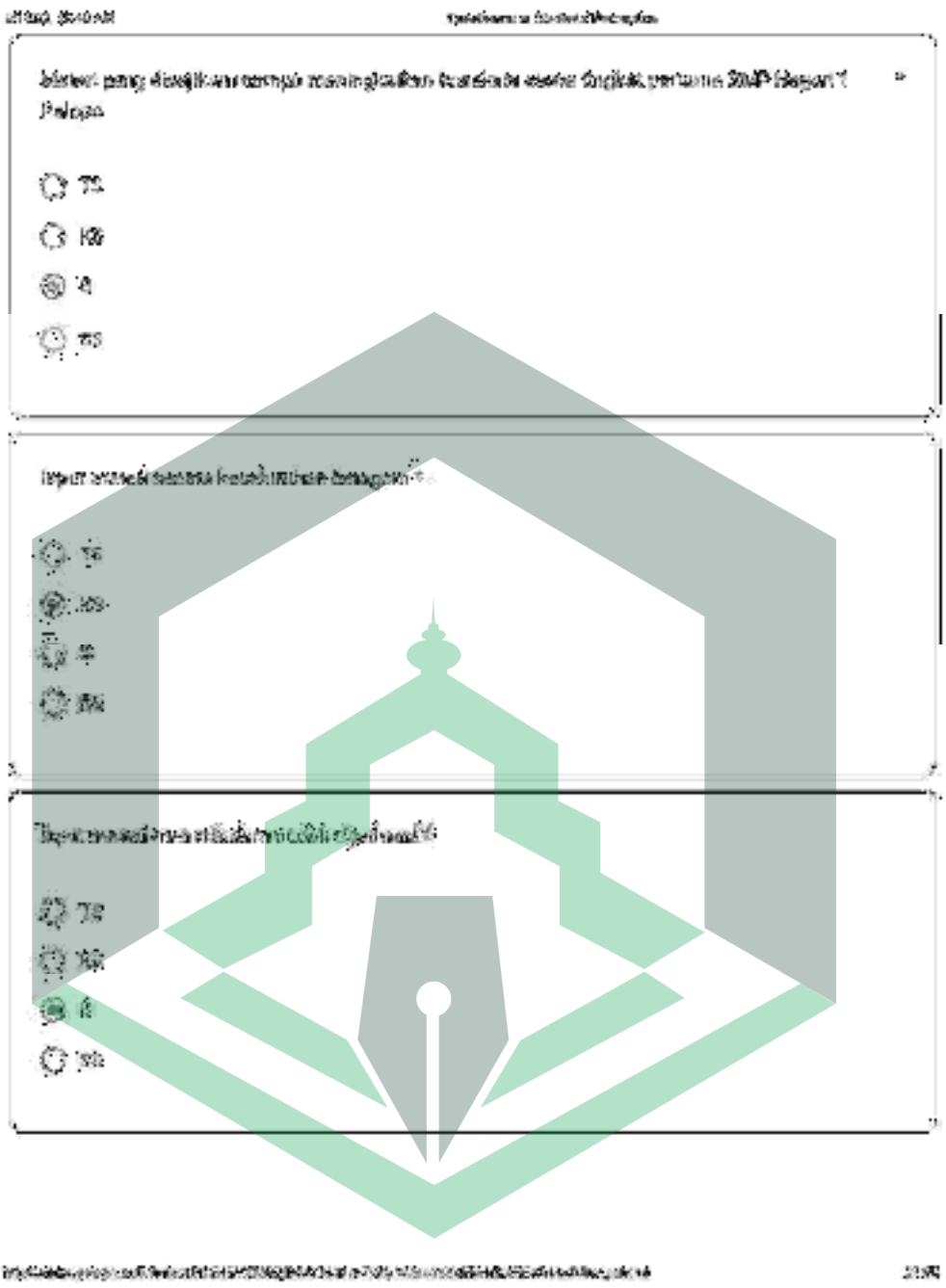
Questionnaire Students' Perception







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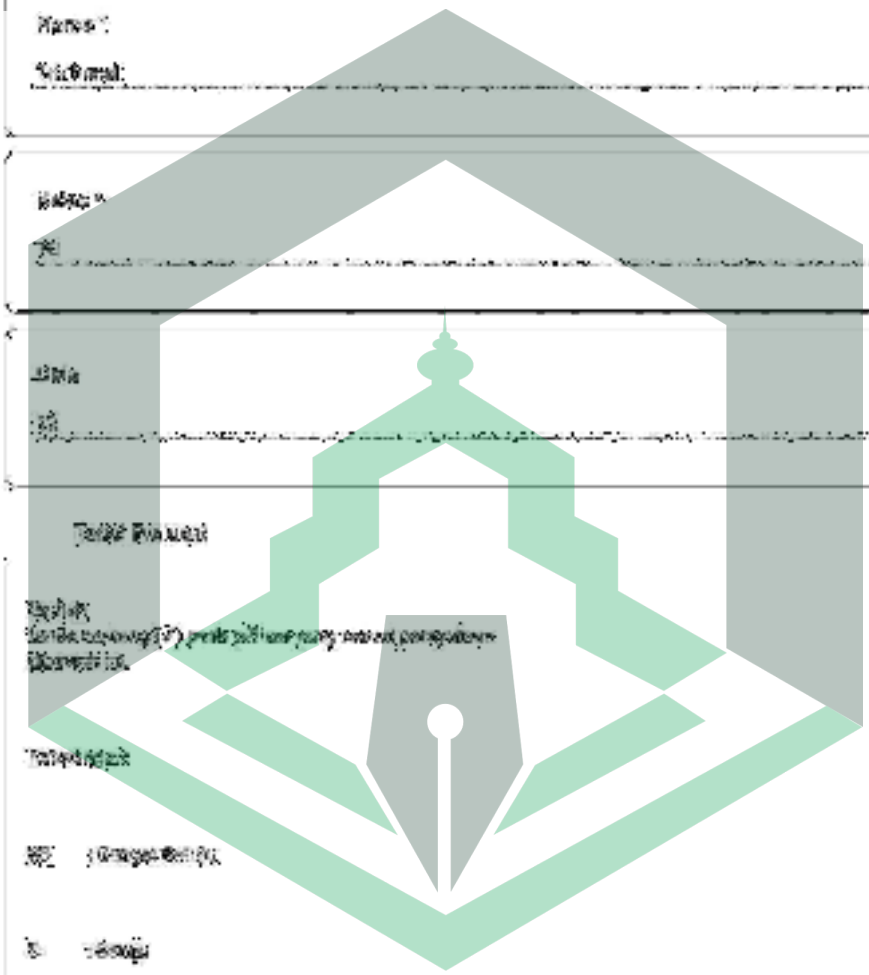
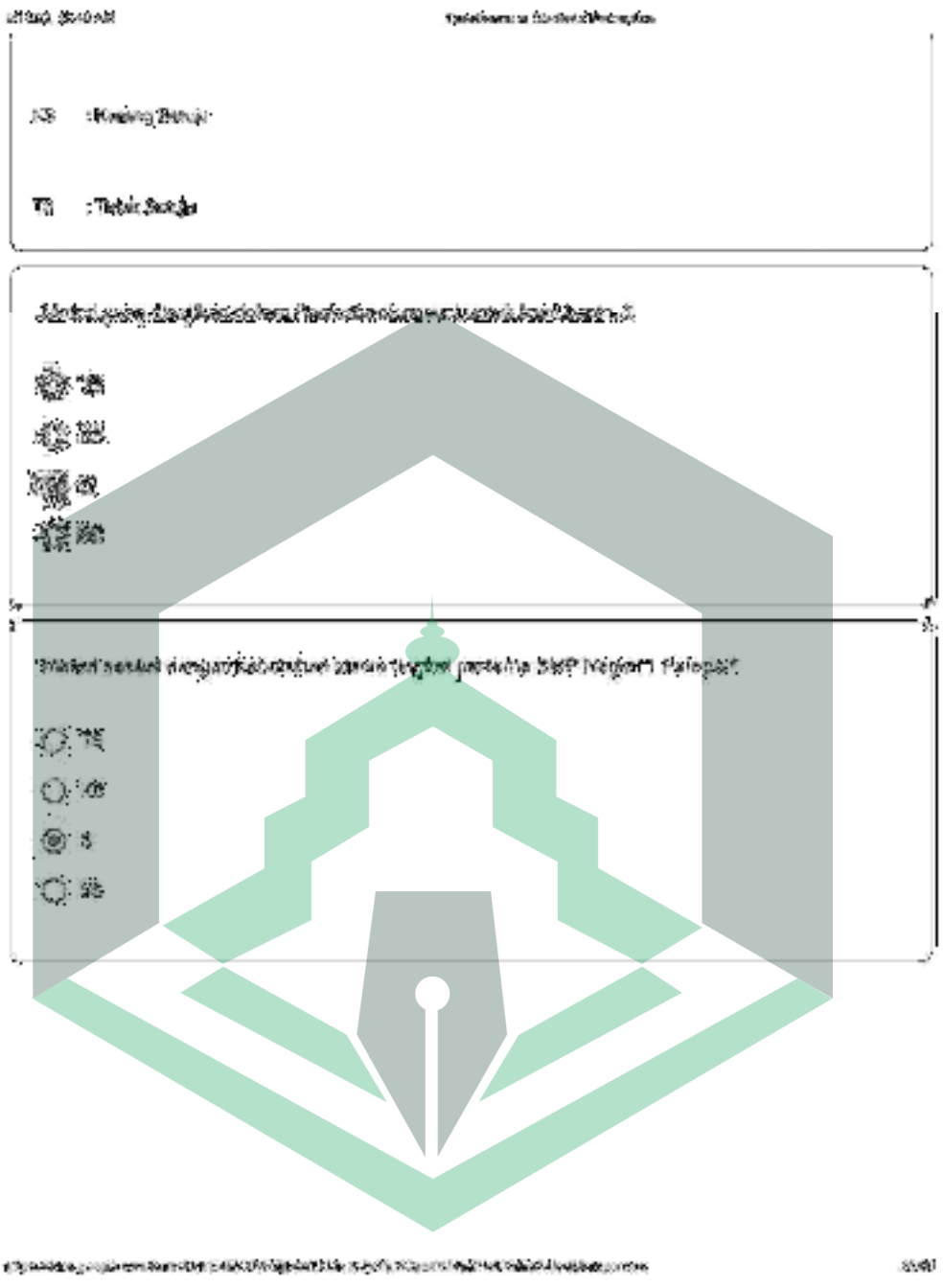
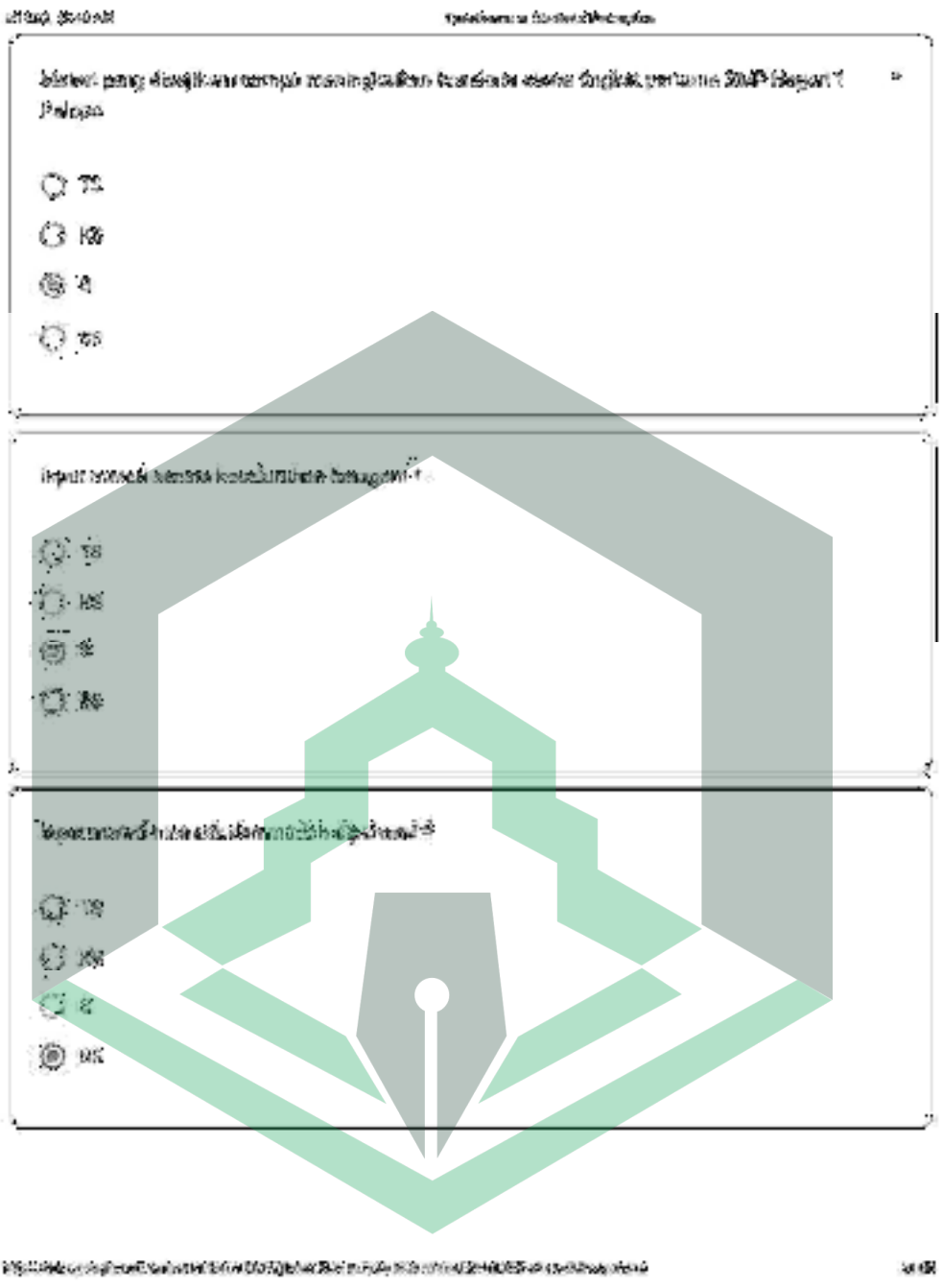
Questionnaire Students' Perception







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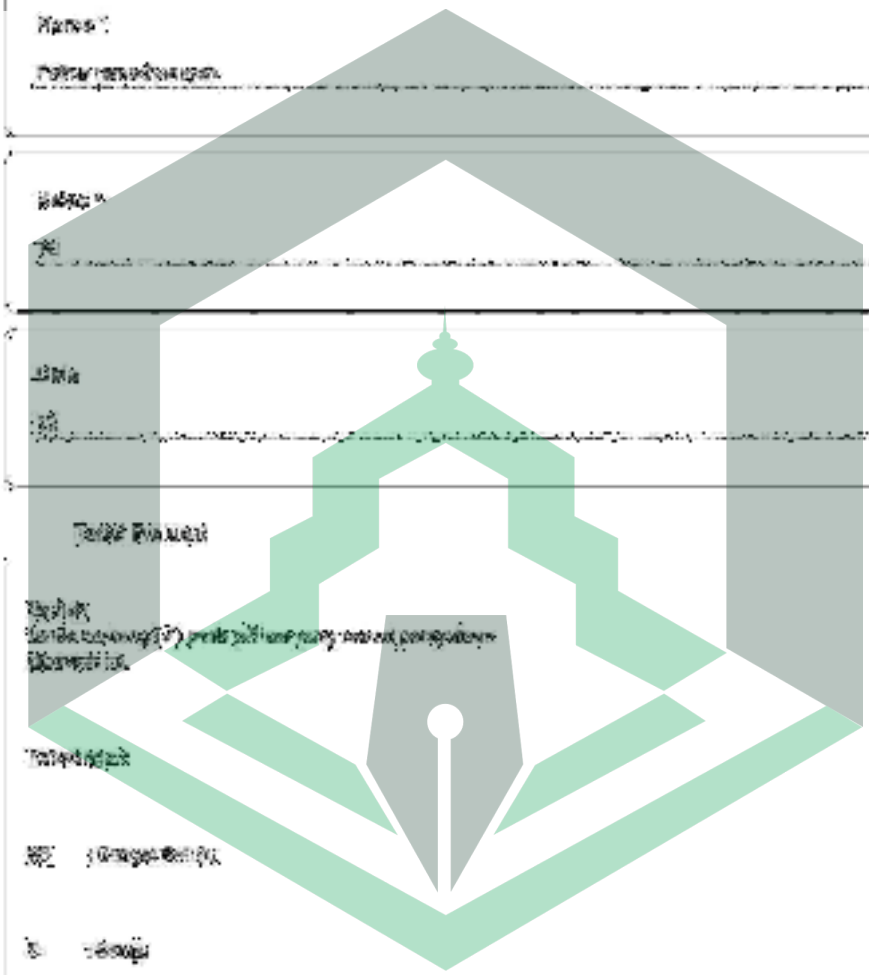
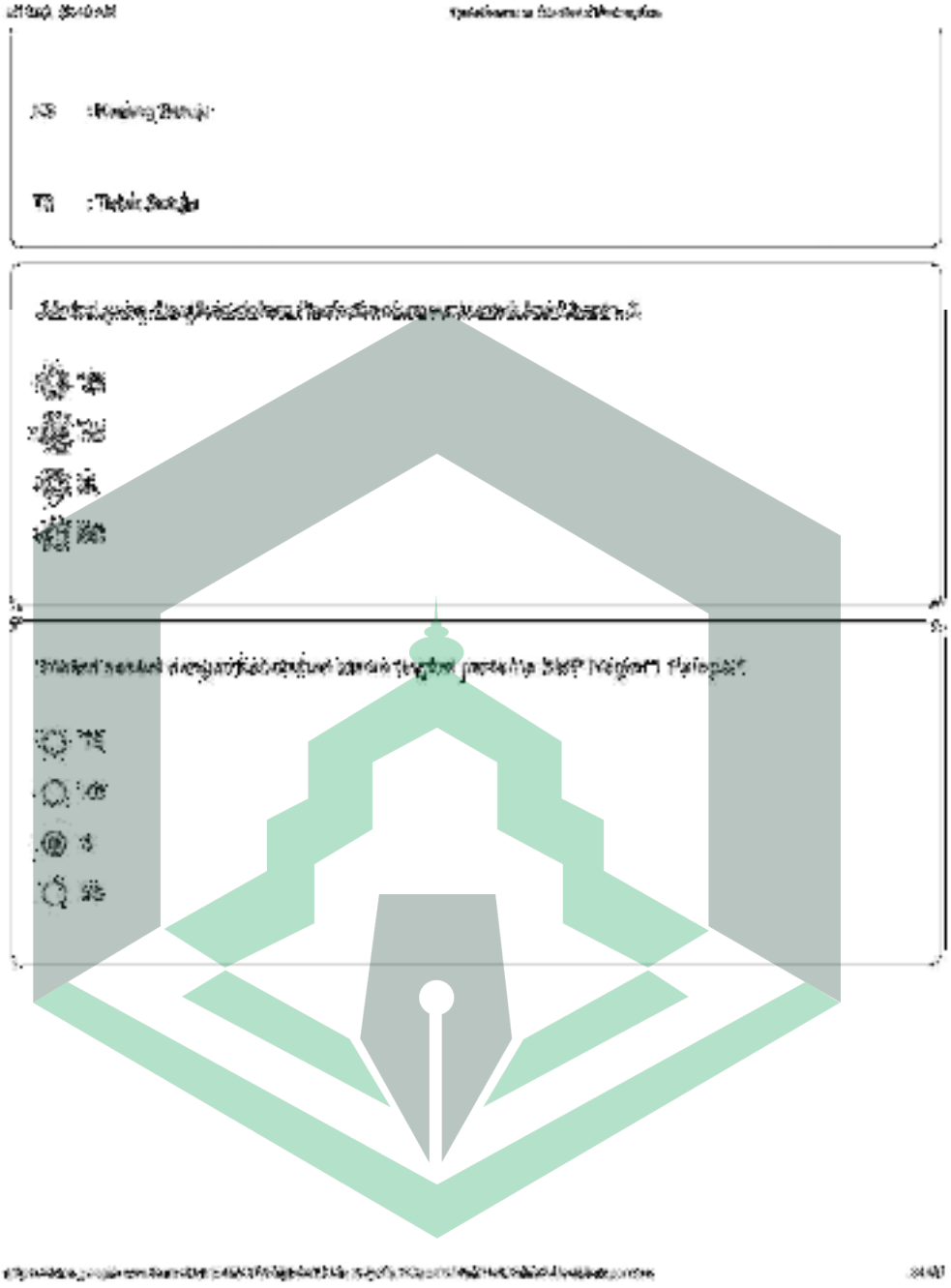
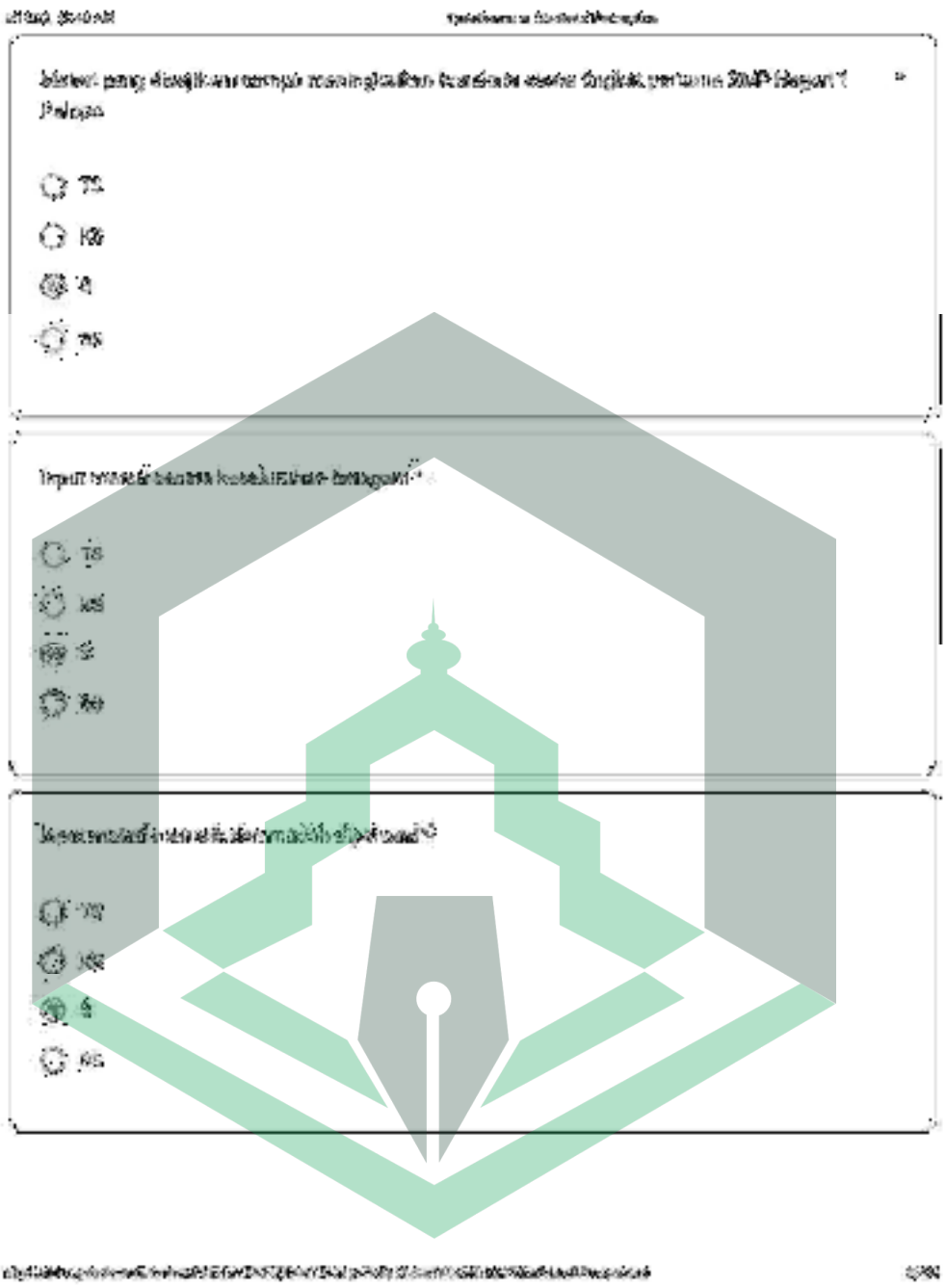
Questionnaire Students' Perception







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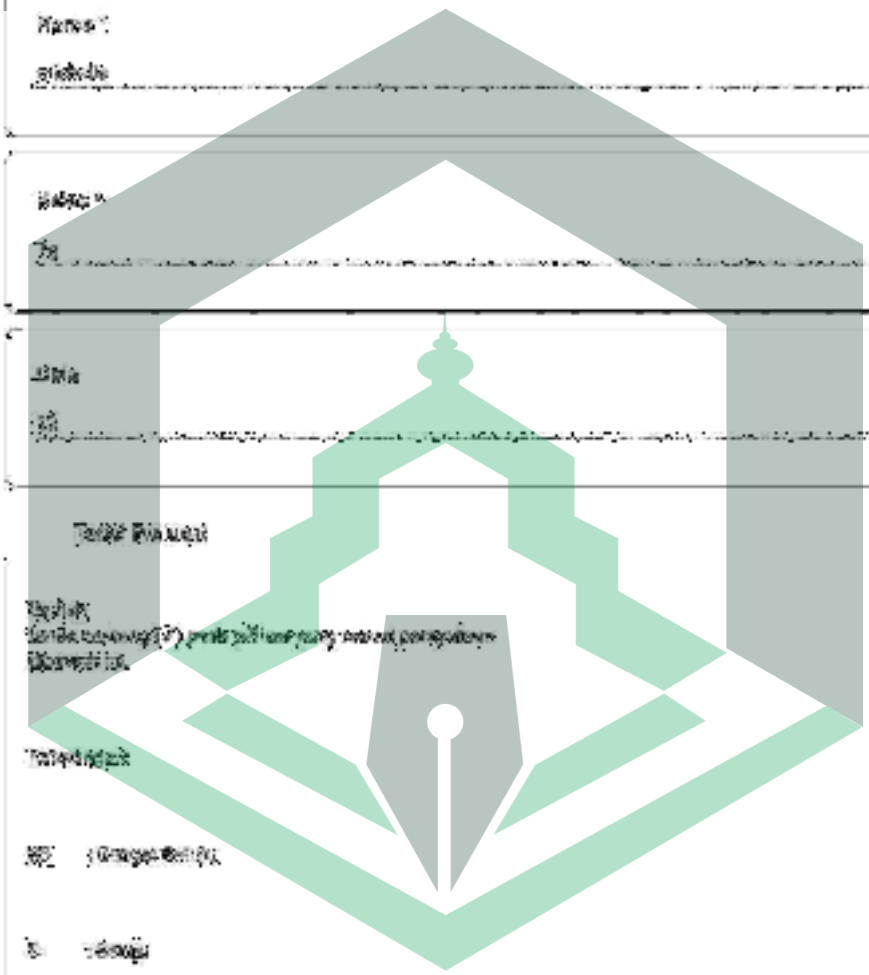
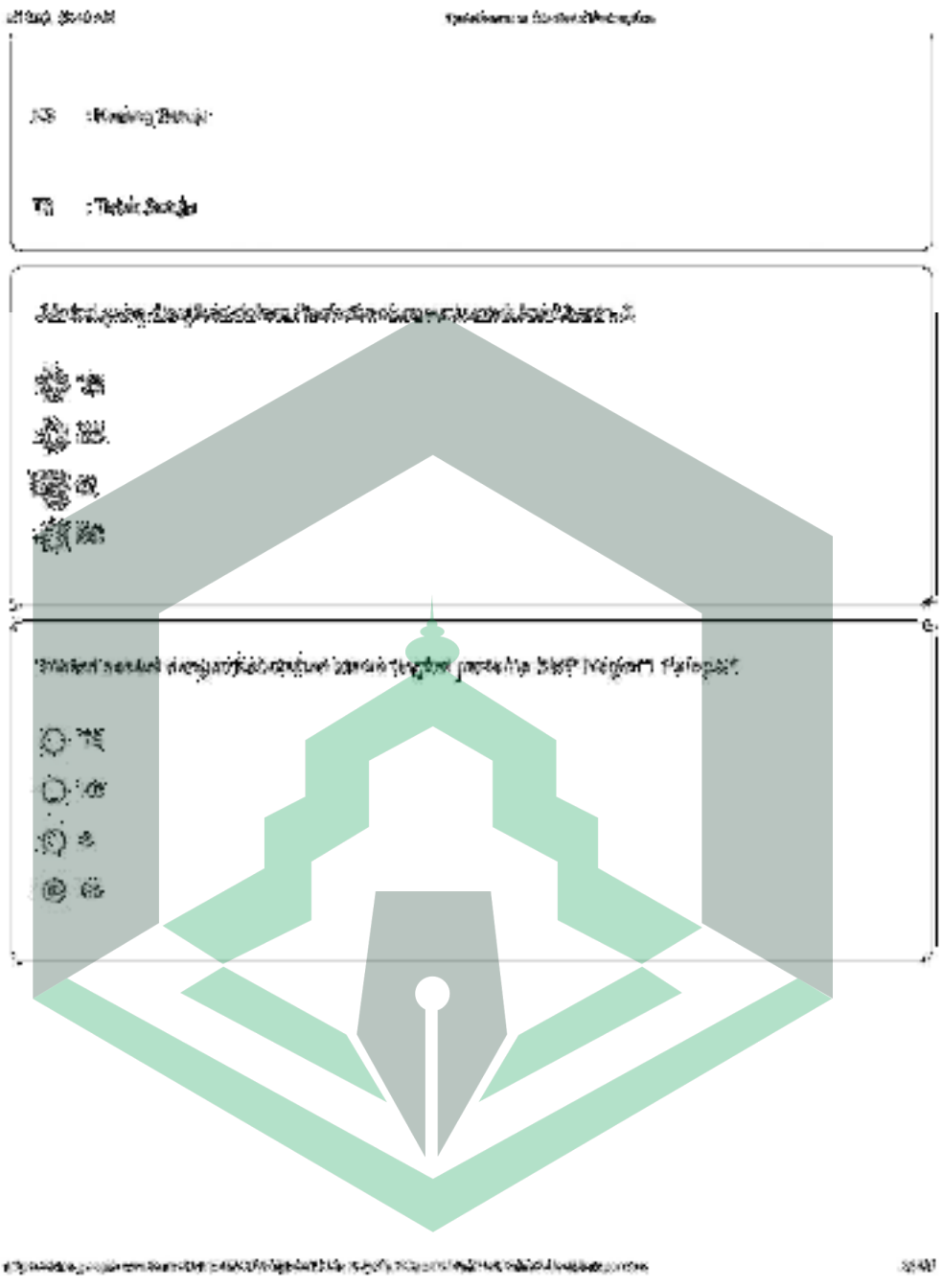
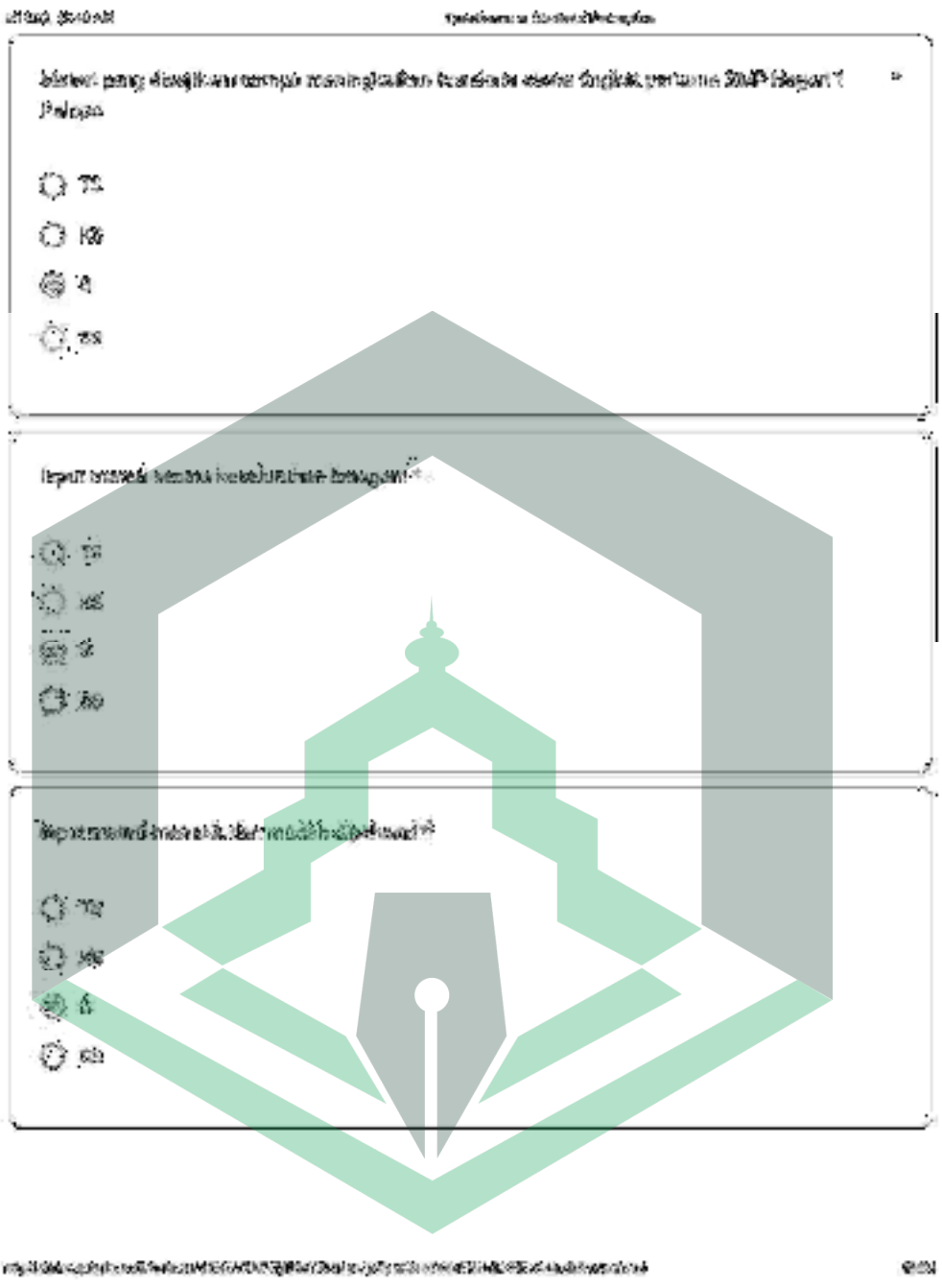
Questionnaire Students' Perception







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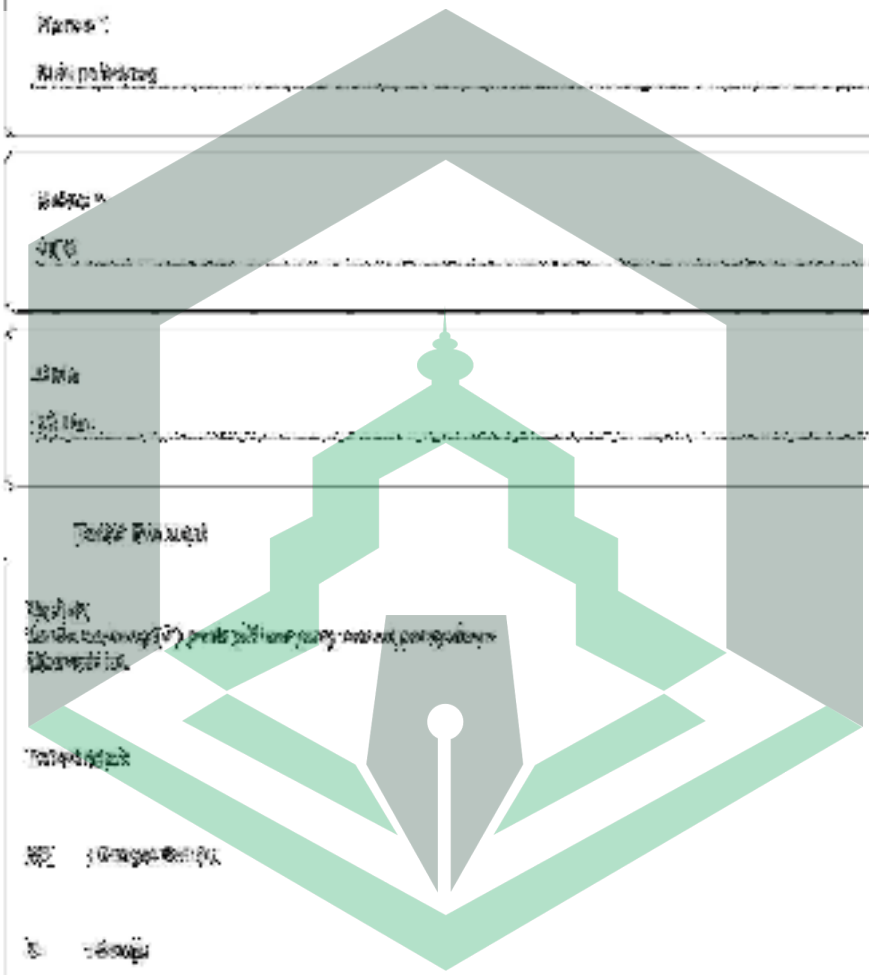
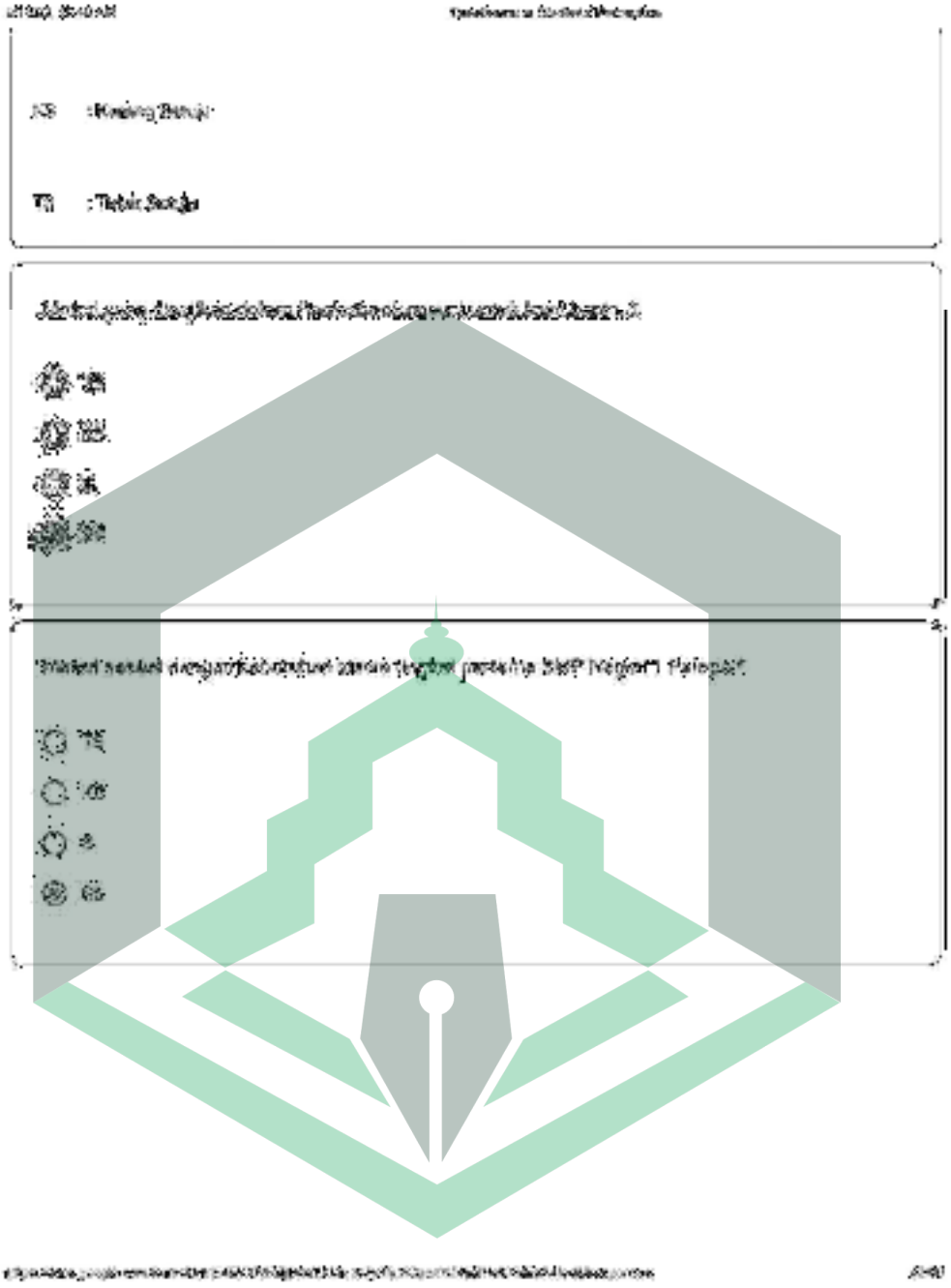
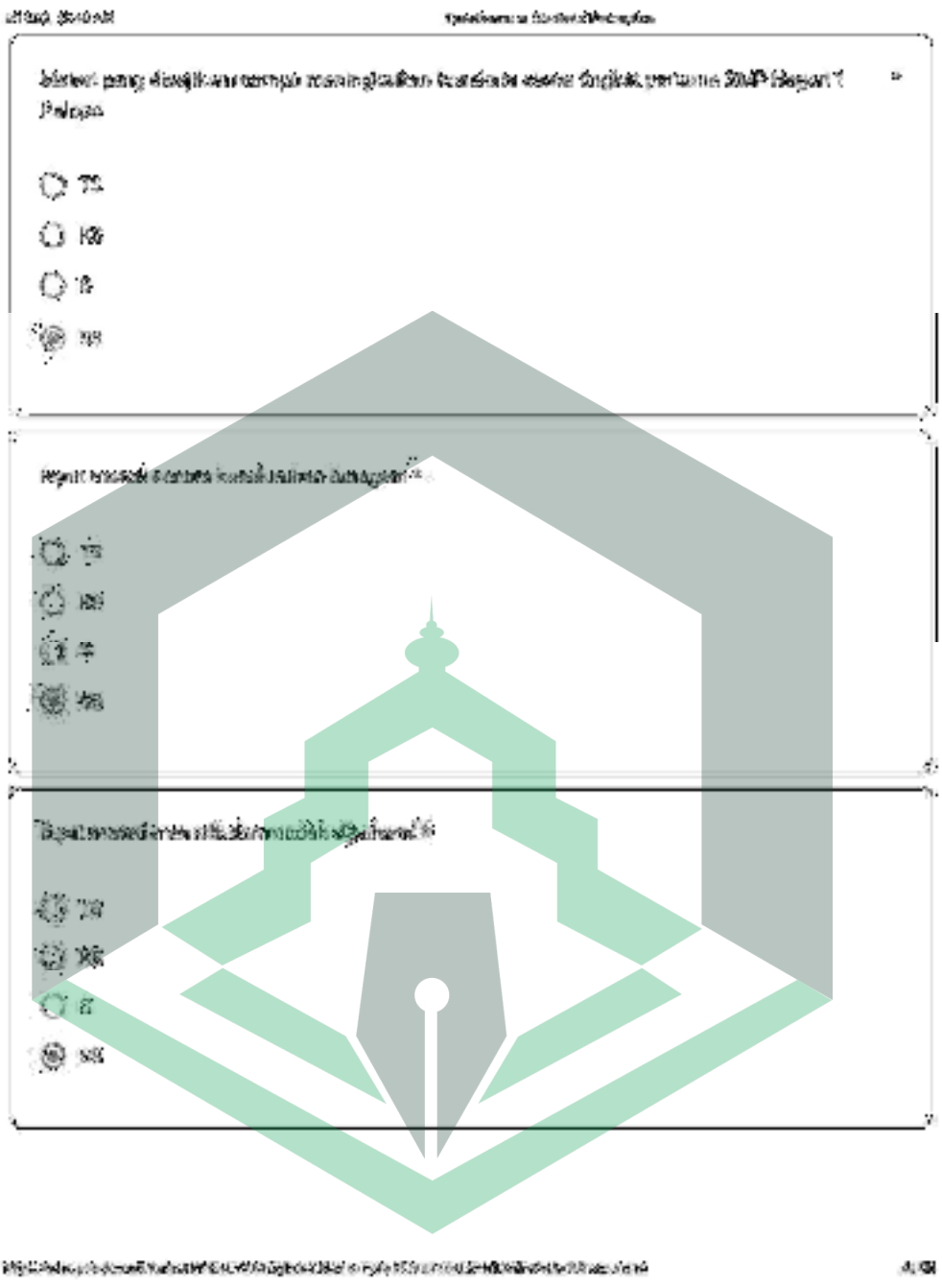
Google Formulir

Questionnaire Students' Perception







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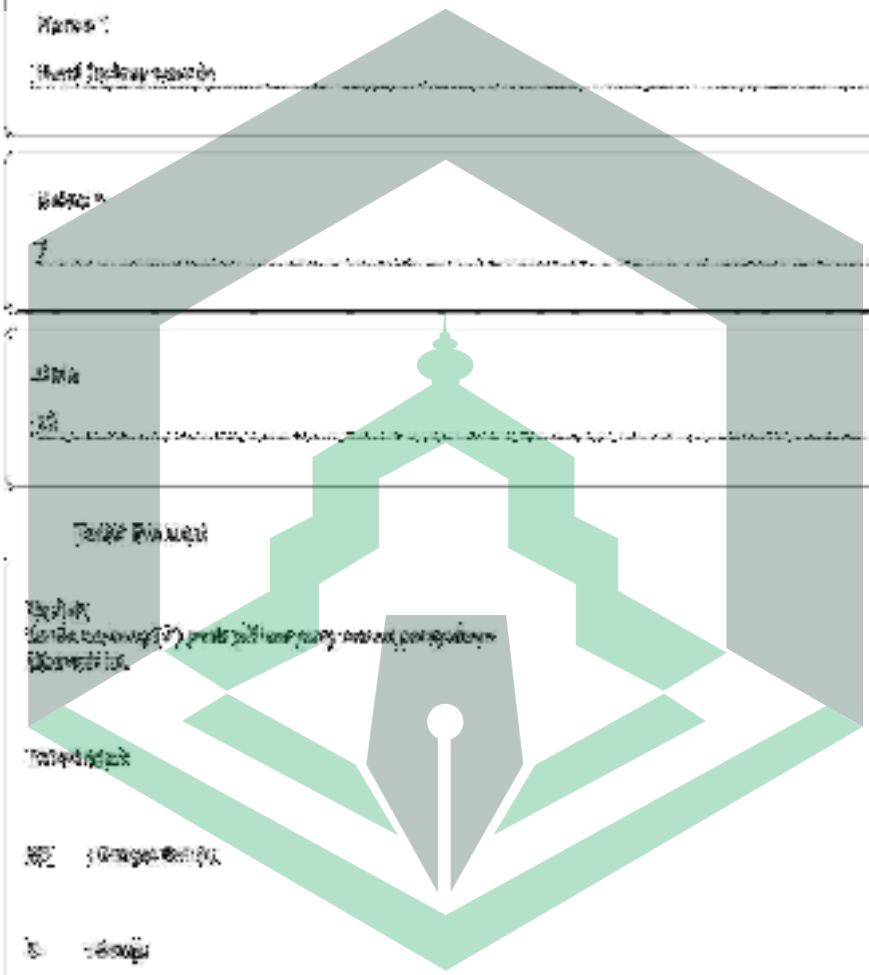
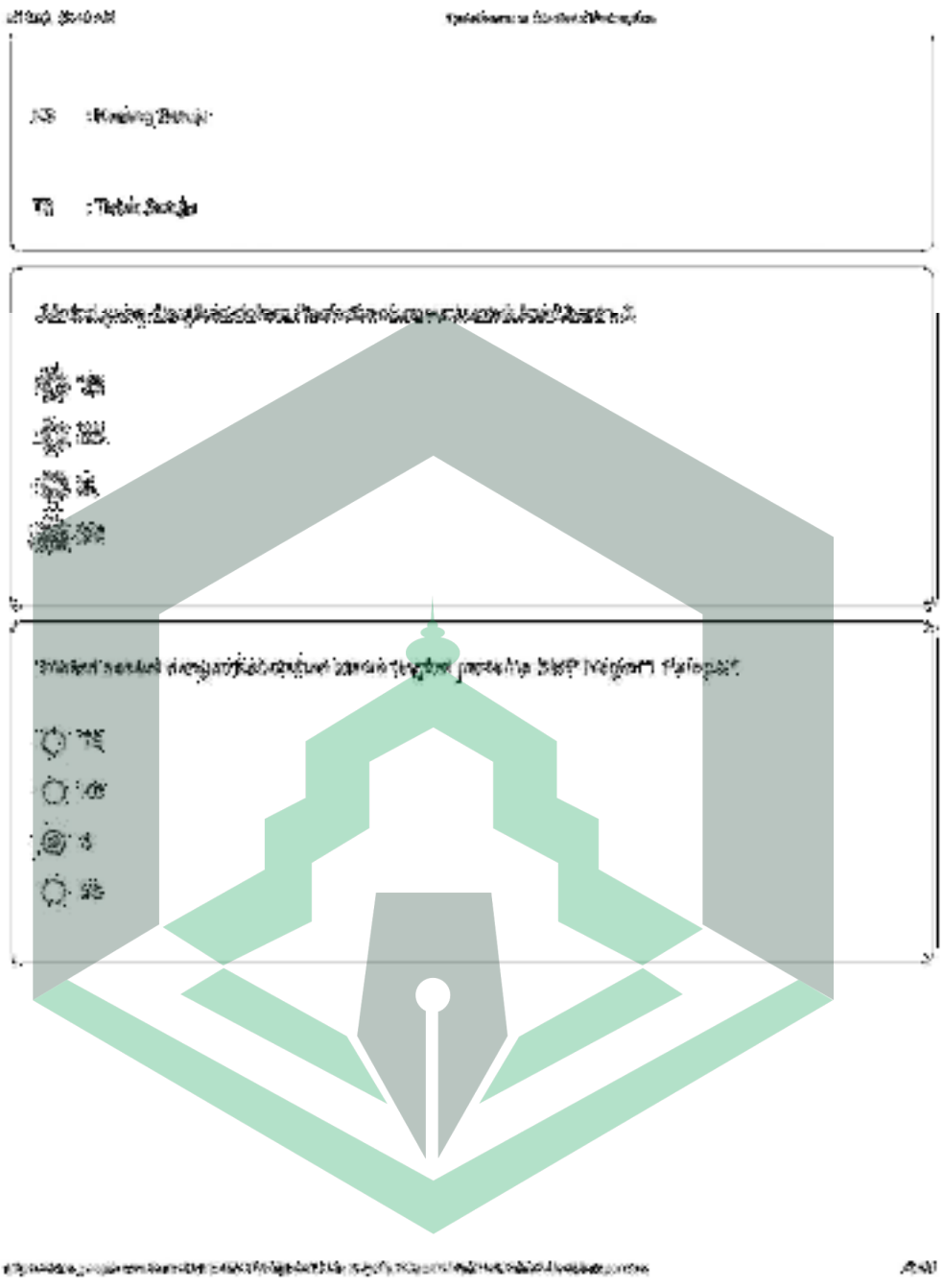
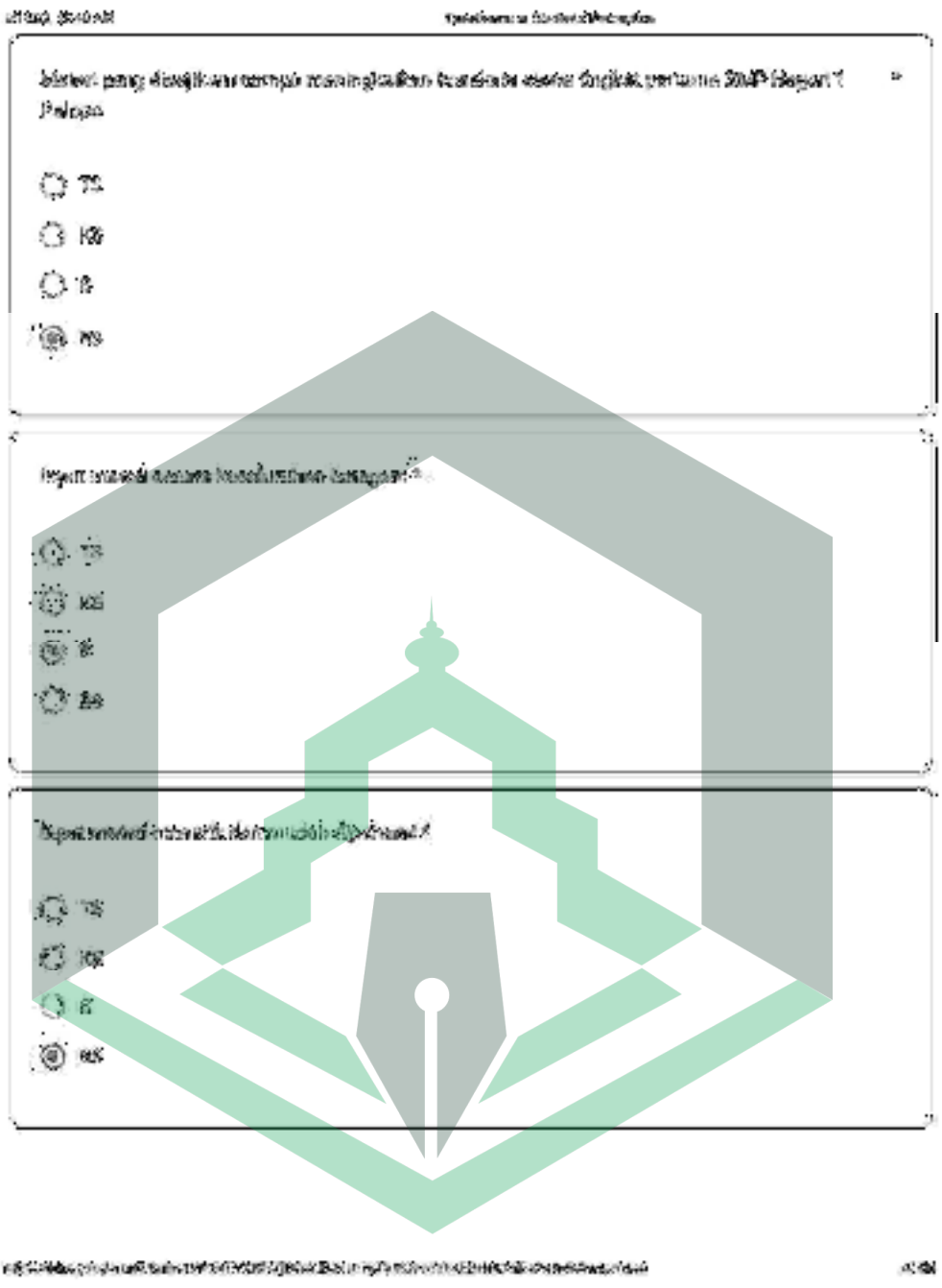
Questionnaire Students' Perception







Masukan Lain...

Sangat setuju

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Appendix 4

Interview Transcript

No.	Name	Interview Question	Interview Answer
1.	Laura Verginia	1. Is Thematic Vocabulary Pocketbook can increase your English skill?	Yes, because the content is interesting.
		2. What are the advantages and disadvantages of thematic vocabulary pocketbook?	The advantages is that the pocketbook is easy to carry. While, the disadvantage is that the material in pocketbook is just a few.
		3. What would you want about the material of Thematic Vocabulary Pocketbook ?	I would like a conversation theme to be added.
		4. What would you want about the design of Thematic Vocabulary Pocketbook?	It's already good.

		5. Is it necessary to add regular and irregular verb to thematic vocabulary pocketbook	Yes, it is necessary.

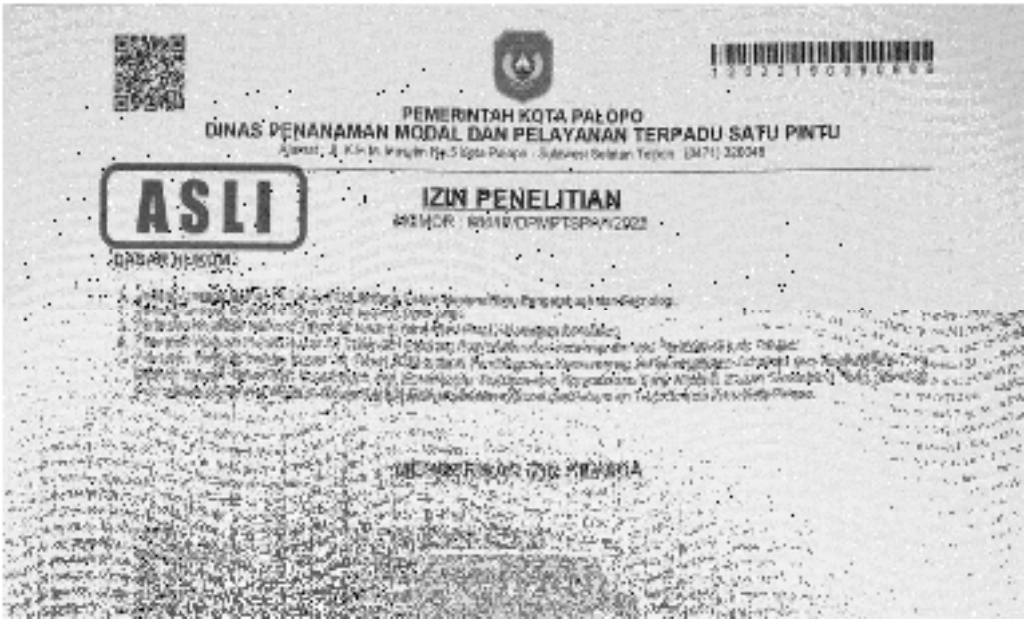
No.	Name	Interview Question	Interview Answer
1.	Gerald	1. Is Thematic Vocabulary Pocketbook can increase your English skill?	Yes, because the content is interesting.
		2. What are the advantages and disadvantages of thematic vocabulary pocketbook?	The advantages is that the pocketbook content is various. While, the disadvantage is that the colour is brightless.
		3. What would you want about the material of Thematic Vocabulary Pocketbook ?	I would like a fruit theme to be added.
		4. What would you want about the design of Thematic Vocabulary Pocketbook?	It's already good.

No.	Name	Interview Question	Interview Answer
1.	Aura	1. Is Thematic Vocabulary Pocketbook can increase your 5. Is it necessary to add regular and irregular verb to	Yes, because it is easy to understand. Yes, it is necessary.

		English skill?	
		2. What are the advantages and disadvantages of thematic vocabulary pocketbook?	The advantages is that the pocketbook have many picture. While, the disadvantage is that the size is too small.
		3. What would you want about the material of Thematic Vocabulary Pocketbook ?	I would like a fruit theme to be added.
		4. What would you want about the design of Thematic Vocabulary Pocketbook?	I would like the color to be more bright.
		5. Is it necessary to add regular and irregular verb to	No, It's not necessary.

Appendix 5

Surat Izin Meneliti



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

ASLI

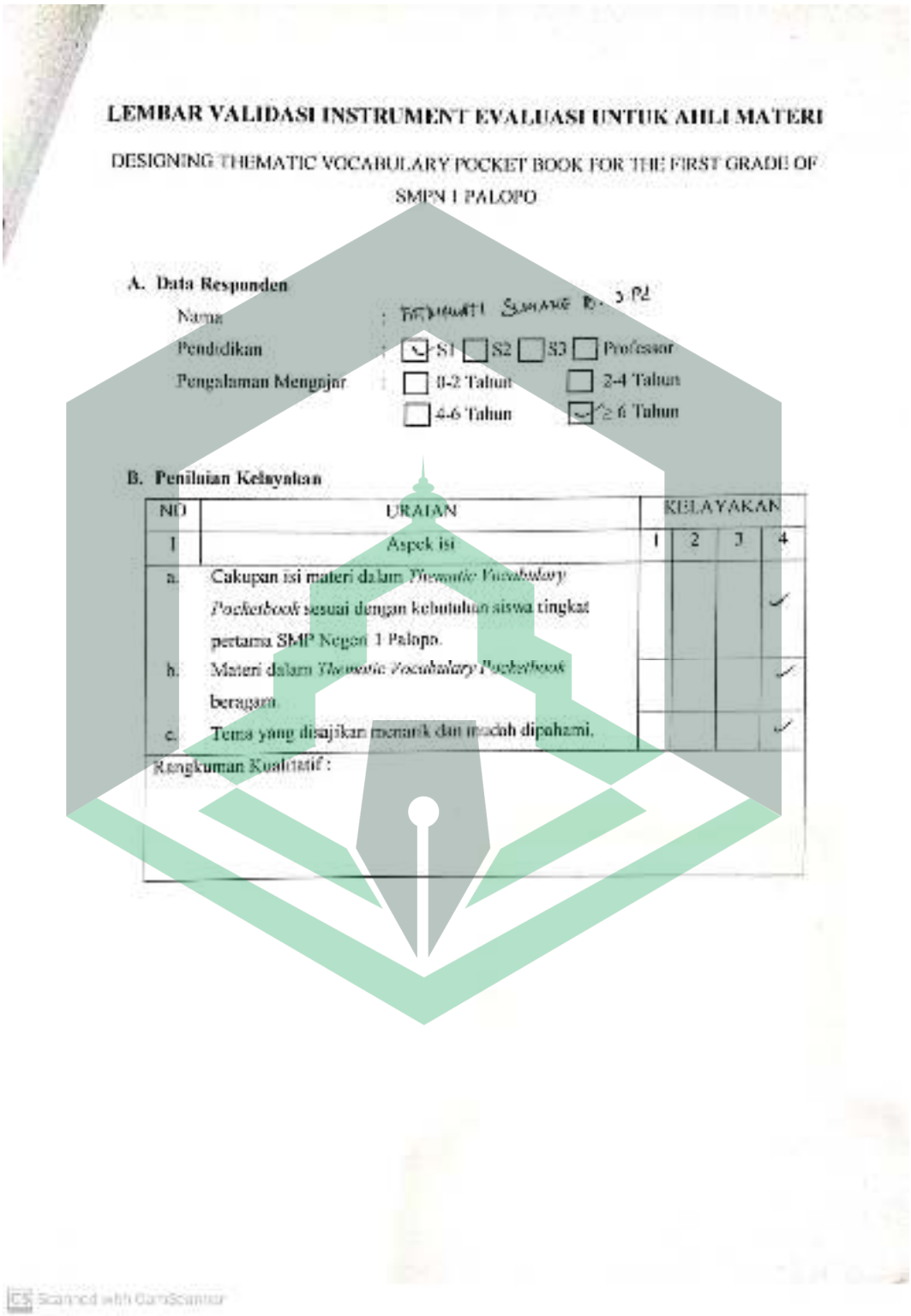
IZIN PENELITIAN

PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN

SURAT KETERANGAN

Appendix 6

Expert's Validation



LEMBAR VALIDASI INSTRUMENT EVALUASI UNTUK AHLI MATERI

DESIGNING THEMATIC VOCABULARY POCKET BOOK FOR THE FIRST GRADE OF SMPN 1 PALOPO

A. Data Responden

Nama : [illegible]

Pendidikan : ☑ S1 ☐ S2 ☐ S3 ☐ Professor

Pengalaman Mengajar : ☐ 0-2 Tahun ☐ 2-4 Tahun

☐ 4-6 Tahun ☑ ≥ 6 Tahun

B. Penilaian Kelayakan

NO	URAIAN	KELAYAKAN			
I	Aspek isi	1	2	3	4
a.	Cakupan isi materi dalam *Thematic Vocabulary Pocketbook* sesuai dengan kebutuhan siswa tingkat pertama SMP Negeri 1 Palopo.				✓
b.	Materi dalam *Thematic Vocabulary Pocketbook* beragam.				✓
c.	Tema yang disajikan menarik dan mudah dipahami.				✓

Rangkuman Kualitatif :

Scanned with CamScanner

D. Saran

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E. Kesimpulan

Instrument kuesioner ini (lingkari salah satu pilihan)

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

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Palopo, 23 Juli 2022

Penilai kelayakan

Fatimah Sawang B.S.Pd

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LEMBAR VALIDASI INSTRUMENT EVALUASI UNTUK AHLI BAHASA

DESIGNING THEMATIC VOCABULARY POCKET BOOK FOR THE FIRST GRADE OF SMPN 1 PALOPO

A. Data Responden

Nama : DR. MASPUDDIN, SS, M.Hum

Pendidikan : ☐ S1 ☐ S2 ☑ S3 ☐ Professor

Pengalaman Mengajar : ☐ 0-2 Tahun ☐ 2-4 Tahun ☐ 4-6 Tahun ☑ ≥ 6 Tahun

B. Penilaian Kelayakan

NO	URAIAN	KELAYAKAN			
1	Aspek Bahasa	1	2	3	4
a.	Bahasa yang digunakan dalam *Thematic Vocabulary Pocketbook* sesuai dengan kemampuan siswa tingkat pertama.				✓
b.	Ekspresi, Idiom, dan Frasa dalam *Thematic Vocabulary Pocketbook* sesuai dengan kaidah Bahasa yang benar.		✓		
c.	Bahasa yang disajikan pada tiap tema sesuai dengan kaidah Bahasa Inggris.				✓
Rangkuman Kualitatif :					

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C. Kesimpulan

Instrument kuesioner ini (lingkari salah satu pilihan)

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

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Palopo,.....,

Penilai kelayakan

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LEMBAR VALIDASI INSTRUMENT EVALUASI UNTUK AHLI DESAIN & LAYOUT

DESIGNING THEMATIC VOCABULARY POCKET BOOK FOR THE FIRST GRADE OF SMPN 1 PALOPO

A. Data Responden

Nama : [illegible]

Pendidikan : ☐ S1 ☐ S2 ☐ S3 ☐ Professor

Pengalaman Mengajar : ☐ 0-2 Tahun ☐ 2-4 Tahun ☐ 4-6 Tahun ☐ > 6 Tahun

B. Komponen kelayakan isi

a. Kesesuian *Pocketbook*

No	URAIAN	1	2	3	4
1	*Pocketbook* yang dibuat sesuai dengan tujuan pembelajaran			✓	
2	*Pocketbook* yang dibuat sesuai dengan kebutuhan siswa SMPN 1 Palopo			✓	

Saran perbaikan

b. Konsistensi *Pocketbook*

No	URAIAN	1	2	3	4
1	Menggunakan kosakata yang konsisten			✓	
2	Menggunakan bentuk dan ukuran huruf yang konsisten			✓	
3	Menggunakan pola pengetikan dan tata letak yang konsisten			✓	

Saran perbaikan

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A. Keakuratan produk

NO	URAIAN	1	2	3	4
1	Materi mengajarkan siswa tentang kosakata yang sesuai dengan kurikulum.			✓	
2	Materi yang diberikan didalam pocketbook dapat membantu siswa mengetahui dan memahami pelajaran dengan mudah			✓	

Saran perbaikan

B. Kemutakhiran *Pocketbook*

No	URAIAN	1	2	3	4
1	*Pocketbook* (isi) dibuat berdasarkan kurikulum yang disesuaikan dengan kebutuhan siswa dan dari sumber lainnya			✓	

Saran perbaikan

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C. Format *Pocketbook*

No	URAIAN	1	2	3	4
1	Format halaman (vertikal dan horizontal) mudah untuk digunakan pembaca			✓	
2	Kolom pada halaman sebanding dengan ukuran buku/kertas			✓	
3	Tata letak dan pengetikan mudah untuk diikuti pembaca			✓	

Saran perbaikan

D. Daya tarik *Pocketbook*

No	URAIAN	1	2	3	4
1	*Pocketbook* yang berisi materi secara tematik sehingga sangat membantu dalam penguasaan kosakata dengan lebih mudah			✓	
2	Desain (sampul dan isi) buku yang dibuat dengan memperhatikan paduan warna yang baik			✓	
3	Isi yang mudah untuk dibaca dan nyaman bagi mata			✓	

Saran perbaikan

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E. Penyajian pembelajaran

NO	URAIAN	1	2	3	4
1	Penyajian materi/kosakata dalam *pocketbook* yang dibuat memberikan kemudahan kepada siswa dalam penguasaan kosakata			✓	
2	Kosakata yang disajikan dapat menambah hapalan kosakata siswa sehingga dapat berkomunikasi dengan baik			✓	
3	Penyajian materi/kosakata dapat meningkatkan kemampuan siswa baik didalam lingkup sekolah ataupun diluar sekolah dikarenakan sifat *pocket book* yang mudah dibawa kemana-mana			✓	

Saran perbaikan

Penilai

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LEMBAR VALIDASI INSTRUMENT EVALUASI UNTUK AHLI MATERI

DESIGNING THEMATIC VOCABULARY POCKET BOOK FOR THE FIRST GRADE OF SMPN 1 PALOPO

A. Data Responden

Nama : Fauzaman Sentang B. S.Pd

Pendidikan : ☑ S1 ☐ S2 ☐ S3 ☐ Professor

Pengalaman Mengajar : ☐ 0-2 Tahun ☐ 2-4 Tahun ☐ 4-6 Tahun ☑ ≥ 6 Tahun

B. Penilaian Kelayakan

NO	URAIAN	KELAYAKAN			
1	Aspek isi	1	2	3	4
a.	Cakupan isi materi dalam *Thematic Vocabulary Pocketbook* sesuai dengan kebutuhan siswa tingkat pertama SMP Negeri 1 Palopo				✓
b.	Materi dalam *Thematic Vocabulary Pocketbook* beragam				✓
c.	Tema yang disajikan menarik dan mudah dipahami				✓
Rangkuman Kualitatif					

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C. **Kesimpulan**

Secara umum, pendapat Bapak/Ibu terhadapt materi yang dikembangkan :

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

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Palopo, ...

Penilai kelayakan

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LEMBAR VALIDASI INSTRUMENT EVALUASI UNTUK AHLI BAHASA

DESIGNING THEMATIC VOCABULARY POCKET BOOK FOR THE FIRST GRADE OF SMPN 1 PALOPO

A. Data Responden

Nama : Dr. Masruddin, S.S. M. Hum

Pendidikan : ☐ S1 ☐ S2 ☑ S3 ☐ Professor

Pengalaman Mengajar : ☐ 0-2 Tahun ☐ 2-4 Tahun ☐ 4-6 Tahun ☑ ≥ 6 Tahun

B. Penilaian Kelayakan

NO	URAIAN	KELAYAKAN			
1	Aspek Bahasa	1	2	3	4
a.	Bahasa yang digunakan dalam *Thematic Vocabulary Pocketbook* sesuai dengan kemampuan siswa tingkat pertama				✓
b.	Ekspresi, Idiom, dan Frasa dalam *Thematic Vocabulary Pocketbook* sesuai dengan kaidah Bahasa yang benar.				✓
c.	Bahasa yang disajikan pada tiap tema sesuai dengan kaidah Bahasa Inggris.				✓
Rangkuman Kualitatif :					

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C. Kesimpulan

Instrument kuesioner ini (lingkari salah satu pilihan)

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

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Palopo, ...

Penilai kelayakan

Dr. [illegible], SS, M.Hum

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LEMBAR VALIDASI INSTRUMENT EVALUASI UNTUK AHLI DESAIN & LAYOUT

DESIGNING THEMATIC VOCABULARY POCKET BOOK FOR THE FIRST GRADE OF SMPN 1 PALOPO

A. Data Responden

Nama : [illegible], M.Pd

Pendidikan : ☐ S1 ☑ S2 ☐ S3 ☐ Professor

Pengalaman Mengajar : ☐ 0-2 Tahun ☐ 2-4 Tahun ☐ 4-6 Tahun ☑ ≥ 6 Tahun

B. Komponen kelayakan isi

a. Kesesuian *Pocketbook*

No	URAIAN	1	2	3	4
1	*Pocketbook* yang dibuat sesuai dengan tujuan pembelajaran			✓	
2	*Pocketbook* yang dibuat sesuai dengan kebutuhan siswa SMPN 1 Palopo			✓	

Saran perbaikan

b. Konsistensi *Pocketbook*

No	URAIAN	1	2	3	4
1	Menggunakan kosakata yang konsisten		✓		
2	Menggunakan bentuk dan ukuran huruf yang konsisten				✓
3	Menggunakan pola pengetikan dan tata letak yang konsisten				✓

Saran perbaikan

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A. Keakuratan produk

NO	URAIAN	1	2	3	4
1	Materi mengajarkan siswa tentang kosakata yang sesuai dengan kurikulum.				✓
2	Materi yang diberikan didalam packetbook dapat membantu siswa mengetahui dan memahami pelajaran dengan mudah				✓

Saran perbaikan

B. Kemutakhiran *Packetbook*

No	URAIAN	1	2	3	4
1	*Packetbook* (ini) dibuat berdasarkan kurikulum yang disesuaikan dengan kebutuhan siswa dan dari sumber lainnya				✓

Saran perbaikan

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C. Format *Pocketbook*

No	URAIAN	1	2	3	4
1	Format halaman (vertikal dan horizontal) mudah untuk digunakan pembaca				✓
2	Kolom pada halaman sebanding dengan ukuran bukukertas				✓
3	Tata letak dan pengetikan mudah untuk diikuti pembaca				✓

Saran perbaikan

D. Daya tarik *Pocketbook*

No	URAIAN	1	2	3	4
1	*Pocketbook* yang berisi materi secara tematik sehingga sangat membantu dalam penguasaan kosakata dengan lebih mudah				✓
2	Desain (sampul dan isi) buku yang dibuat dengan memperhatikan padaun warna yang baik				✓
3	Isi yang mudah untuk dibaca dan nyaman bagi mata				✓

Saran perbaikan

E. Penyajian pembelajaran

NO	URAIAN	1	2	3	4
1	Penyajian materi/kosakata dalam *pocketbook* yang dibuat memberikan kemudahan kepada siswa dalam penguasaan kosakata				✓
2	Kosakata yang disajikan dapat menambah lapalan kosakata siswa sehingga dapat berkomunikasi dengan baik				✓
3	Penyajian materi/kosakata dapat meningkatkan kemampuan siswa baik didalam lingkup sekolah maupun diluar sekolah dikarenakan sifat *pocket book* yang mudah dibawa kemana-mana				✓

Saran perbaikan

Penilai

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Appendix 7

Documentation

Appendix 8
Surat Keterangan Plagiasi