## 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



# ENGLISH LANGUAGE EDUCATION STUDY PROGRAM TARBIYAH AND TEACHERS TRAINING FACULTY STATE ISLAMIC INSTITUTE OF PALOPO 2022

## 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



#### Supervised by:

- 1. Prof. Dr. Sahraini, M.Hum
- 2. Andi Tenrisanna Syam, S. Pd., M. Pd

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

2022

#### THESIS APPROVAL

This thesis entitles "Designing Thematic Vocabulary Pocketbook For The First Graders Of SMPN I Palopo", which is written by Muh. Ridzky Andi Paso, Reg. Nim 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

#### COMMITTEE OF EXAMINATION

I. Amaliyah Yahya, S.F., M.Hum.

Chairman

2. Wisran, S.S., M.Pd.

Examiner I

3. Fadhliyah Rahmah Muin, M.Pd.

Examiner II

4. Prof. Dr. Sahraini, M.Hum

Consultant I

5. Andi Tenrisanna, S.Pd., M.Pd.

Consultant II

Approved by

The Dean of Tarbiyah and Teacher Training Faculty

Dr. Nurdin Kaso, M.Pd.

NTP-19681231 199903 1 014

The Head of English Education Study/of IAIN Palopo

Amalia Vahva, Sil., M. Hum.

NIP. 19771013 200501 2 006

CS Scanned with CamScarner

#### STATEMENT OF AUTHENTICITY

#### I, who undersigned below:

Name : Muh. Ridzky Andi Paso

Registration Number : 18 0202 0167

Faculty : English Language Education Study Program

Study Program : Tarbiyah and Teacher Training

#### Stating exactly that:

 This thesis is originally my own work, not the result of plagiarism or duplication of the work of the others that I acknowledge as my own work or thought.

All parts of this thesis are my own works except the citations whose original sources have been reported. All mistakes or errors in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions for the act, then the academic degree that I have achieved can be revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, 19th October 2022.

gards.

Muh. Ridzky Andi Paso 18 0202 0167

CS Scantoc with Cambicomer

#### CONSULTANT APROVAL

Thesis Entitled : Designing Thomatic Vocabulary Pockurbook for The First

Grader of SMPN 1 Palopo.

Written By

Name : Muh. Ridzky Andi Paso

Reg. Numb : 18 0202 0167

Faculty : Turbiyah and Teacher Training

Study Program : English Education

It has been corrected and approved to be examined.

Palopo, September 20\*, 2022

Approved

Prof. Dr. Sihraini, M. Hum

NIP. 19691231 199903 2 001

Consultant II.

Andi Tenrisunna Syam, S.Pd., M.Pd NIP, 19860423 201503 2 005

#### NOTA DINAS PEMBEMBING

Palopo, 20 September 2022

Lampiros :-

Hal Skripsi

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palepo

Di

Palopo

Assalamı olukum Warahmasilishi Waharokasıh.

Sutulah melakukan bimbingan, beik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiwa tersebut dibewah Ini:

Nama : Muh. Rideky Andi Poso

NIM : 18 0202 0167

Prodi : Pendidikan Bahasa loggris Pakultas : Tarbiyah dan Ilmu Kegunuan

Judul : Designing Thematic Vocabulary Pocketbook for The First

Grader of SMPN 1 Palepo.

Menyatakan bahwa skripsi tersebut sudah layak ontok diujikan, Demikian untuk diproses selanjutnya.

Pembimbing D

Prof. Dr. Sahprint M.Hute NIP. 19691231 199903 2 001

C5 Scanned with CardScanner.

### NOTA DINAS PEMBIMBING Palopo, 20 September 2022 Lampiron This Skripst Vib. Deken Facultas Farbiyah dan Ilma Kegursun IAIN Paopo Pelopo Assalamy alaikani Waranmarujiani Waharakanin. Setelah melakakan berampun, baik dari segi isi, bahasa, maupun teknik penulisan terhadap akcipat muhasawa tersebar dibawah ini Mult. Ridzky Andr Paso. Nama NIM 18 0202 0167 Prodi Pembidikan Buhasa Inggris Fakultus | Turbiyeh dan limu Keguruan huhit: Designing Thematic Vocsbulary Pocketbeek, for The First Gender of SMPN 1 Palapa. Menyatakan bubwa skepsa tersebut sadah layak untuk dinjikan. Dembian unruk diproses sehmjutnyu. Andi Tenrisanna Syam, S.Pd. M.Pd. NIP. 19860423 201503 2 005

#### **ACKNOWLEDGMENTS**

### بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيْم

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).

Concerning the writing and finishing of this thesis, the researcher realizes that this research could not be done without supports, advices, guidance, and suggestions from many people. Therefore, greatest appreciation and sincerest gratitude be expressed to the following people:

- 1. Prof. Dr. Abdul Pirol, M.Ag as the rector of IAIN Palopo
- 2. Dr. Nurdin Kaso, M.Pd as the dean of Tarbiyah and Teacher Training Faculty of IAIN Palopo alongside with the first, second, and third vice of deans of Tarbiyah and Teachers Training Faculty of IAIN Palopo.
- 3. Amaliyah Yahya, S.E., M.Hum as the chief of English Education Department Study Program of IAIN Palopo who always gives support and advice to the researcher.
- 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.
- 5. Fadhliyah Rahma Muin, S.Pd, M.Pd, Dr. Masruddin, M.Hum, Maghfirah Thayyib, S.S, M.Pd, and Fatmawati Sumang B, S.Pd, as the validators of this research. Without their helping, advice and suggestion, this research would not be producing a good product.
- 6. All lecturers in English Eductaion Department, the staffs of English Education Department and UPB of IAIN Palopo who have taught the researcher many important knowledge, advice and help researcher to finish this research.

- 7. The principal of SMP Negeri 1 Palopo, and all the teachers of SMP Negeri 1 Palopo who gave the researcher permission to do research at SMP Negeri 1 Palopo. Especially the English teacher, Fatmawati Sumang B, S.Pd who guided the researcher and gave many help and advice during this research.
- 8. All of the students at SMP Negeri 1 Palopo especially 7<sup>th</sup> G class.
- 9. The sincere gratitude to the researcher's parents, Zainal Arifin and Ida Noer who always support the researcher in every situation. Biggest thankful also for my big family especially my aunties and uncles Cenceng Noer, Nurmiati Arifin, Misran Arifin, Herlis, Aisyah Syam, Imelda and Mustikayanti who always support and help the researcher financially and morally.
- 10. All my friends from BIG 18 and BIG Dependable especially for Ikhlasul Hamzah, Akas, Imam Fadli, Nurul Utami, Nurul Fikiryyah, Amelia, Widia Amanda, Nur Alfia, Poppy Melati, Arya Suyanti and Isra who always support and help the researcher from the first semester.
- 11. All my friends from RnJ, GCP, Rumpas, Nafiqah, Dinda, Rafika, Renaldi, Abdan, Roy, Febry and many members of Rumpas that I cannot say it all.
- 12. My beloved cousin Azizah Nur Fadillah, Fahd Afiary Azzam and Rafly Hardiansyah, Dhea Puspita Maharani who always there for researcher.

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 20<sup>th</sup>, 2021 The Researcher

Muh. Ridzky Andi Paso NIM. 18 0202 0167

#### TABLE OF CONTENT

COV	ER PAGEi
THE	SIS APPROVAL iii
STAT	TEMENT OF AUTHENTICITYiv
CON	SULTANT APPROVALv
	A DINAS PEMBIMBINGvi
	NOWLEDGEMENTviii
TABI	LE OF CONTENTES x
	OF TABLES xii
	OF FIGURES xiii
	OF CHARTSxiv
	OF PICTURESxv
	OF APPENDICESxvi
ABST	TRACTxvii
	PTER I INTRODUCTION
B. C. D. E. F.	Background       1         Identification of the Problem       5         Delimitation of the Research       5         Research Question       5         The Objective of the Research       6         Benefit of Research       6         1. For Students       6         2. For the Teacher       6         3. For Other Writer       6         Product Specification Developed       6         Assumptions and Delimitation of The Research       7         1. Assumption       7         2. Delimitation       7
СНА	PTER II REVIEW OF RELATED LITERATURE
	revious Related Research 8 iterature Reviews 10 . Thematic Vocabulary 10 . Pocketbook 10

4.	Need Analysis	13
	a.) Target Needs	
	b.) Learning Method	
5.	,	
	a.) ADDIE	
	b.) Borg and Gall	
	c.) 4-D Model	
C. T1	heoretical Framework	
0. 1.		
CHAI	PTER III RESEARCH METHOD	
A.	Research Design	17
В.	Participants	17
C.	Location and Time of The Research	17
	Research Procedure	
٥.	1. Analysis	
	2. Design	
	3. Development	
	4. Implementation	19
	5. Evaluation	19
E.	Technique for Data Collection	
	1. Questionnaire	
	2. Interview	
F.	Data Analysis Technique	
1.	Analyze The Result of The Questionnaire	
	2. Data Analysis of Expert Judgement and Students' Perception.	
	2. Data Marysis of Expert suggestion and Students Terception.	20
CHAI	PTER IV FINDINGS AND DISCUSSION	
A.	Findings	23
	1. Questionnaire Validation	
	2. The Result of Need Analysis	25
В.	Discussion	45
	1. Learning Aim	49
	2. Learning Material	
	3. Learning Methodology	51
	4. Learning Media	51
CHA	APTER V CONCLUSIONS AND SUGGESTIONS	
۸ ،	Conclusions	50
	Suggestions	
D. 3	uggconono	32
BIB	LIOGRAPHY	54
A DD	FNDIV	56

#### LIST OF TABLES

Table 3.1 Material Topics Qualification of Product Evaluation22
Table 4.1 Instrument's Validation by The Material Expert24
Table 4.2 T Instrument's Validation by The Language Expert24
Table 4.3 Learning Objectives
Table 4.4 The result of Expert's Validation34
Table 4.5 The Revision Draft of Thematic Vocabulary Pocketbook39
Table 4.6 The Result of The Question Sheet Students' Perception340
Table 4.7 The Students' Interview Result
Table 4.8 The Result of Teacher's Perception Questionnaire43

#### LIST OF FIGURES

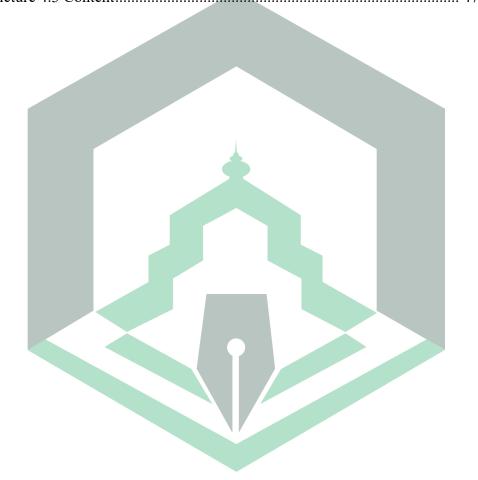


#### LIST OF CHARTS

Chart 4.1 The Students' Aim in Learning English
Chart 4.2 The Students' Level Abilities in English
Chart 4.3 Students' Vocabulary Learning Method
Chart 4.4 Students' Vocabulary Learning Media
Chart 4.5 Animal's Theme
Chart 4.6 Occupation's Theme
Chart 4.7 Greetings and Farewell's Theme
Chart 4.8 Classroom's Theme
Chart 4.9 Public Place's Theme
Chart 4.10 Sport's Theme
Chart 4.11 Students' Suggestion

#### 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. 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.<sup>2</sup>. Besides that, a thematic vocabulary pocketbook will also encourage the students to study more diligently and give more interest in students.

<sup>&</sup>lt;sup>1</sup> 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.

<sup>&</sup>lt;sup>2</sup> 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"<sup>3</sup>. 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.

<sup>&</sup>lt;sup>3</sup> 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<sup>4</sup>. 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.<sup>5</sup>. 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

\_

<sup>&</sup>lt;sup>4</sup> 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).

<sup>&</sup>lt;sup>5</sup> 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%<sup>6</sup>. 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.<sup>7</sup>. 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.

<sup>&</sup>lt;sup>6</sup> Fenny Ane Yanete, "Developing the Accounting Pocket Book As a Learning Media To Improve the Grade X Accounting Students' Motivation" (2016).

<sup>&</sup>lt;sup>7</sup> 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.<sup>8</sup> 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

<sup>&</sup>lt;sup>8</sup> 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. 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. 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.

\_

<sup>&</sup>lt;sup>9</sup> 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.

<sup>&</sup>lt;sup>10</sup> 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.<sup>11</sup>. 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<sup>12</sup>. 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.<sup>13</sup>.

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

<sup>&</sup>lt;sup>11</sup> Javad Gholami and Sima Khezrlou, "Semantic and Thematic List Learning of Second Language Vocabulary," *The CATESOL Journal* 25, no. 1 (2013): 151–62.

<sup>&</sup>lt;sup>12</sup> 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.

<sup>&</sup>lt;sup>13</sup> 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.<sup>14</sup>. 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.

#### **Designing Pocket Book** 3.

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.

http://repository.iainpalopo.ac.id/id/eprint/3377/.

<sup>&</sup>lt;sup>14</sup> 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 VOCABULARY POCKETBOOK FOR SEVENTH" DEVELOPING THE

<sup>&</sup>lt;sup>15</sup> 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.<sup>16</sup>.

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<sup>17</sup>.

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<sup>18</sup>. The language used in English and Indonesian has to be easy to understand, and the structure has to be in order.

<sup>17</sup> 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.

12

<sup>&</sup>lt;sup>16</sup> Soliha, "Developing Pocket Book of Islamic Vocabulary for The First-Grade of Madrasah Tsanawiyah 32 Lamasi."

<sup>&</sup>lt;sup>18</sup> 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." <sup>19</sup>.

#### 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.

<sup>19</sup> 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 Discovers Observation and **Need Analysis** student's lack Interview and necessity Material Designing Material Validation by Material Revision Expert **Try Out Evaluation** Thematic vocabulary pocketbook product

#### **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:

$$X = \sum X \times 100\%$$

X = Value

 $\sum X = \text{Total Answer}$ 

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.<sup>20</sup>. Suharto proposed that the conversions score be constructed by dividing the range of the score by the objection class intervals.

-

<sup>&</sup>lt;sup>20</sup> 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*  $= E \times 4 = ...$ 

The answers  $good = G \times 3 = ...$ 

The answer *fairly*  $= F \times 2 = ...$ 

The answer *poor*  $= P \times 1 = \dots$ 

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

### **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

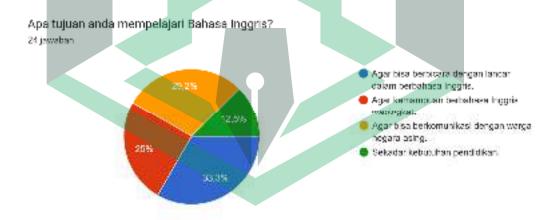
Based on Table 4.1, we can see that the contents aspect got a 3,6 score which qualified as "Good," then the scope of contents got 5 which qualified as "Excellent," and the language aspects got a five score, which qualified as "Excellent." Furthermore, the average score of the instrument's validation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

Bagaimanakah tingkat kemampuan berbahasa Inggris anda saat ini? 24 jawaban

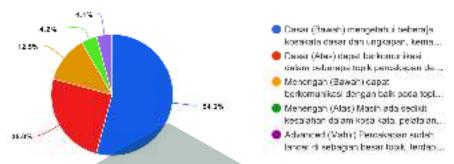


Chart 4.2 The Students' Level Abilities in English

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.

Dalam mempelajari Vocabulary (Kosakata), media seperti apa yang anda sukai 24 jawaban

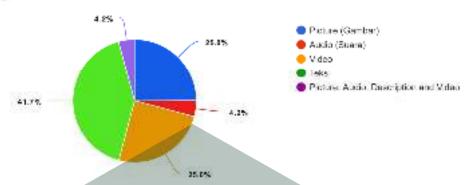
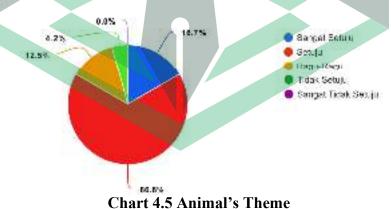


Chart 4.4 Students' Vocabulary Learning Media

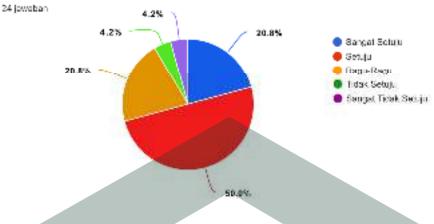
The fourth question purposed to find the students' wants in learning with specific media. The highest score among the five options is option D (Text), with 41,7%, which means most of the students are more likely to learn new vocabulary through textual media.

Bagaimana pendapat anda jika tema Animal (Hewan) dimasukkan dimasukkan ke dalam Thematic Vocabulary Pocket Book? 24 Jawaban



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.

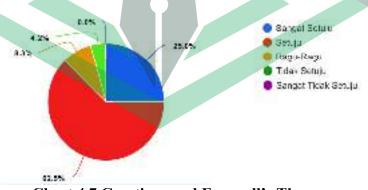
Bagaimana pendapat anda jika tema Occupation (Pekerjaan) dimasukkan dimasukkan ke dalam. Thematic Vocabulary Pocket Book?



**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.

Bagaimana pendapat anda jika tema Greetings and Farewell (Salam dan Perpisahan) dimasukkan dimasukkan ke dalam Thematic Vocabulary Pocket Book?
24 (Swaba)

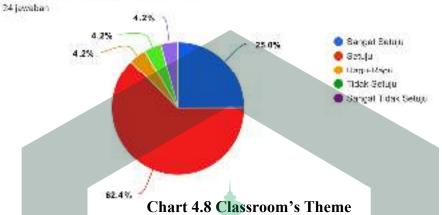


**Chart 4.7 Greetings and Farewell's Theme** 

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.

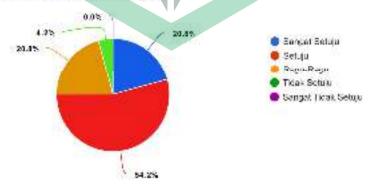
Bagalmana pendapat anda jika tema Classroom (Ruang Kelas) dimasukkan dimasukkan ke dalam Thematic Vocabulary Pocket Book?



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.

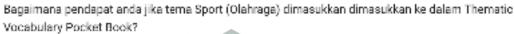
Bagaimana pendapat anda jika tema Public Place (Tempat Umum) dimasukkan dimasukkan ke dalam Thematic Vocabulary Pocket Book?

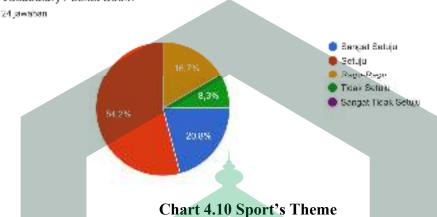
24 инизап



**Chart 4.9 Public Place's Theme** 

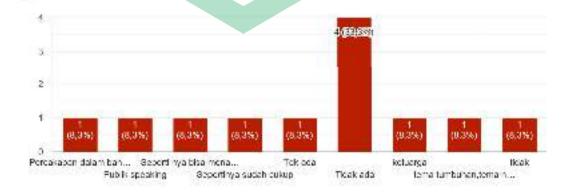
The ninth question purposed to find students' wants on public places' theme material. The highest score is option B (Agree), with a 54,2% score. This means that most students are interested in this theme.





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

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

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

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 23<sup>rd</sup>, 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	Degamintion	Eallow IIa
INO.	nems		Description	Follow-Up
		Score		
1.	The material in the Pocketbook	3,2	Good	It can be
	corresponds to a basic level.			utilized with
				a little bit of
				revision
2.	The material corresponds to the	3,6	Excellent	It can be
	first-grade students' needs at SMP			utilized
	Negeri 1 Palopo			without
				revision
		_		
3.	The material can increase first-	3,5	Good	It can be
	grade students' vocabulary at			utilized with
	SMP Negeri 1 Palopo			a little bit of
				revision
4.	The material input is generally a	3,0	Good	It can be
	variety			utilized with
				a little bit of
				revision
				10 / 101011
5.	The material input is interesting	3,6	Excellent	It can be
	and easy to understand,			utilized
	•			without
				revision
				10.101011
	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:

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

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

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.

В	This student argued that the Pocketbook could							
	improve his skill because the content is							
	interesting, but he wants the Pocketbook to be							
	smaller.							
С	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	Description	Fo	Follow-Up		
						Score				
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 utilized without revision	be
3.	The materials can improve first- grade students' language skills in SMP Negeri 1 Palopo	3	Excellent	It can utilized without revision	be
4.	The themes are varied	4	Excellent	It can utilized without revision	be
5.	The themes are interesting and easy to understand.	4	Excellent	It can utilized without revision	be

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:

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

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

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 4.2 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.<sup>21</sup>.

### 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

<sup>&</sup>lt;sup>21</sup> 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.

#### BIBLIOGRAPHY

- Aisyah, N U R. "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.
- Arifin, Zainal. Menganalisis Kualitas Tes. Evaluasi Pembelajaran, 2012.
- Bani, Marsi, 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.
- Fenny Ane Yanete. "Developing the Accounting Pocket Book As a Learning Media To Improve the Grade X Accounting Students' Motivation," 2016.
- Gholami, Javad, and Sima Khezrlou. "Semantic and Thematic List Learning of Second Language Vocabulary." *The CATESOL Journal* 25, no. 1 (2013): 151–62.
- Hardianti, Ratih. "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/.
- Hendrickson, Mark. "Three Types of Design | by Mark Hendrickson | Medium." Accessed March 15, 2022. https://medium.com/@markymark/three-types-of-design-3623c3243aa6.
- Irawan, Bambang, 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.
- Kumara, Richard Devara Candra. "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.
- Lestari, Sutami Dwi, 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.
- M.Mukhlis. "Pembelajaran Tematik PEMBELAJARAN TEMATIK Mohamad Muklis STAIN Samarinda." *Fenomena* IV, no. 14 (2012): 66.
- Masuqi, Ibrahim, Achmad Syihabuddin, Riskha Aulia, Andi Rahmad Rahim, Sukaris, and Nur Fauziyah. "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.
- Smarandache, Adina-Lorena. "Aesthetic and Functional Features of Book Cover

- Design" 5, no. 1 (2020): 92–100.
- Sofiana, Liena, 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.
- Soliha, Khanna. "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.
- Tarbiatunnisa, Enhana. "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.
- Tinkham, Thomas. "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.
- Wahyono, Edi, and Dewi Puspitasari. "Students' Need Analysis of English Reading Skills for Academic Purposes." *Prosiding Ictte* 1, no. 1 (2016): 1007–14.
- Yuliani, Fahtria, 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.





### 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.	Me	etode 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	TS	RG	S	SS
		1	2	3	4	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 <i>Pocketbook</i> 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**

**建筑器 经现场** 

Goods and Policing the Print No. 1940

# Describing the For Students (Need Arralysis) A Describing the state of the state o

Appendicion and a material for Beiman in givis F
Again tales physicaesis esingisin fainess, sindamptalistativas integrati.
Agrac Learnard pulsar borizone on Regionia manifestrat.
<ul> <li>Agentijes beisennerfend dendes volge organismis</li> </ul>
Sikola Sideridan padiktur
O respective
Brunde, restremientario la la la compresenta brunest escala la completa de completa de la completa del la completa de la completa del la completa de la completa del la completa de la completa de la completa del la c
Pagak mathematingkan kan ang man kan palaman kan palama kan kan samilingka
is tografi metabolisetingkan kancangsanan bancal mani biggafa menin sembilinter.  Damin Chinastitutus aganikat belamah bengitaan daniat dan pepakai an benantatunan pengitaan sembili antara sembilinter.  Meningkan terisoria.
Danie (hispolitete eggelie) i Belevale les gérale des le gréphis de l'extendance : propries soniels expligat tribude.  Propri fattacifels suiviselle en inter et de lancoladiscape régit procedi apar el popul del bronnessiment.  Tribugat l'encilles (selections) l'establishement le propriétable.
Danie (hispolitukongolia) i koloniali konjigata danie die projekto da konsestenen projektom modili napigal intiskoj. na Pomie (danie) obrazilo se irrito d. danie kolonia kolonia in pomili menostangan kielementonia antik.

Advantati Kiditali Passalianota arkiditaanen 6. heta jaan hoose tapik, kerispartustidik autudi. Bili Tikupistan joona kora katu put hidina araanna geriorra s

PROCESSALE CONTRACTOR OF THE PROCESSALE OF THE PROCESSAL OF THE PROCESSALE OF THE PR

( <b>6</b> , 1.24 <b>/60</b>	Specifies the electric fluctuation of his highligh
Metatik kombalijaks	n Messack Liberty (Messackers), approject growing acceleration and estimates.
() Idangindiáksin jelek	julijanjo
() Marchaeadhachala	genilas kaš kominina
(in the second s	to an efectable featuriness
Maghier mount	te territoria de la transportación de la principal de la conferencia de la productiva de la conferencia del la conferencia de la conferencia del la conferencia de la conferencia del la conferenci
มีสั <i>จากสา</i> ยาสถุดใช้ <u>จะได้ใ</u>	reminuting (from desir), remine sequething a yong minis surkali.
finitional by water and	
Ample States	
Winna Constitution	
(D. Tebe	2
C theglalas	
e,	
В проборон в рассейност і	andalisa israwiwana Girsawi Amashkan dhuasidan kadalar
	Brackbarr, Brack &
Managle Variations	Literate and the
	Literate Boths
O Gentlands	L'acinc do Chi
O General Standa.	L'orint doct à
O General Standa. S General O Stajakogu	L'acriet d'activ
O General Standa.	

 $\label{eq:constraints} \label{eq:constraints} \labelee \$ 

projection of the contraction of

THE SUCCESSION OF THE PROPERTY OF THE PROPERTY

इंचा प्रशेष के ने प्रेम के किया है जिसके हैं जिसके हैं कि उन्हें के स्थान है कि उन्हें के किया है जिसके हैं

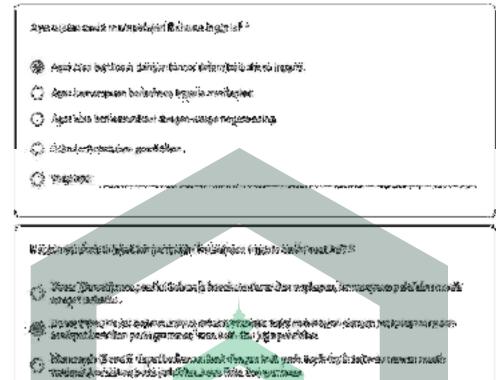
Goegle Fentiulin

place States and the control with the states and the states are states and the states and the states and the states and the st

# Questionnaire For Students (Need Analysis)



Transit tarah Agus (par (stimular sekata par tirangkan dan proportifik dan sekata sekata bankan bank



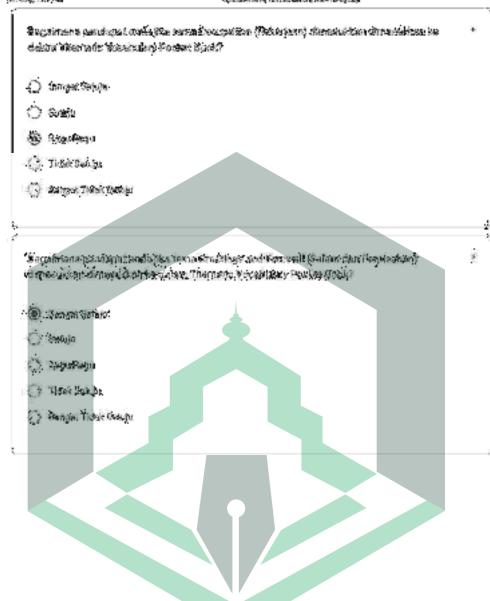
tings Successing a constant manifestation and with decimal and with the constant and constant an

on Managathijka (kirist ni kronik) kontheko di kurtista, pilitika (ni popular sa minin 1888-ya kirista prikisika wikinjaka.

par jarinarial (Asta) Rentingaria apinkaparta opingari bandah/telaturphysisterial karint Par inggilahan listat bumban, peridahan pengkan pengkan

10.4 <b>0美</b> , 1.34 <b>3</b> 40	Consider the right and inclination of the big class
Mesotis parabeityjassa Vo	contributy (Moscoleans) apartymost archive and 257 °
( Sunythidakini kecidin	pi .
() Mambaca disectal gar	item that terrationing
C Menterqueur renord	n of an all hann fine a silvenia
O Washing	the first track the proper was appointed in the lateral properties the reliability of the control of the contro
*	
"มีตัดจะสาธากฤตติต อภิสั <i>ย</i> าคม	lisalings (Frontierina), mendierangsmith separgeung strain surka (Fr
(Tourse) Covered	
Q Anish Barbas	
The Minim	
(Per Trabe	2
C Appellators	
,	
Фициализми разгания сма	हेव हिंदू के प्रस्कार के के प्रस्क के के किए किए हैं की प्रस्कार के किए के प्रस्कार के किए के प्रस्कार के किए इस किए के प्रस्कार के किए
Timesally Vaniladay Ro	<b>本京都大</b> 建立
ROGINAM (I)	
Service	
a in Marie (	
() Tide/Sek.31	
() Sanger Tidak Beloja	

that therefore who was a final common the more interested that the structure of the final companies. If we



the similar operators are the constraint of the definition of the constraint of th



place Study report control world the control of the Control of Con

	Charalter on of for the lawts which he to the
Begrimens pandaged at Takinado Boodquhay R	nakajska daran Spori (tikohunga) skradadik korrik eduadikan kaldudasi: Kodisk Anglik?
C) Sampat Solute	
O Seedle	
O RomeRayer	
The The Spirit S	
O storges these nation	
Berion Books.	A NAMES OF STREET STREET, STRE
	State making and the production and the state of the stat
	Gaegle Formulir

properties a properties of the properties of t

# Questionnaire For Students (Need Analysis)

The first property of the prop

tens anni dina (na 1900) attanta anti-cambian in dipensi dina angli maki dina kambian ang itanta anti-cambian anti-cambian



### Wichelenger glade tirly gold to tree replayer her confusion in grants to him a met her?

- Trans film milit ment getakah kekensal ji mendan selah sera dan sempenyan film menganan paka dan semalika mengga selah dan
- er v. Sendegal ka nelkorijani de grammat, kana kana dan jegap delahar. Pro-lendegal ka nelkorijani delagrammat, kana kana dan jegap delahar.
- The many in Secretary Days to allow an illustrations to the provide and the first in the section is a section of the section o
- pag kilomografi járosá háberh ad kinesíku kondibára dád a vitazarksza, padolláko a reagazinemas ramain. Ganadegyan garásta kirony á terfesika.
- en indrandritional Provincia disponentia en esta di habitati en provincia della confessiona del della confessiona della

place frameworks and the manifestation and included a supplications and the supplications and the supplications and the supplications and the supplications are supplicated as the supplications and the supplications are supplicated as the supplications and the supplications are supplicated as the supplicati

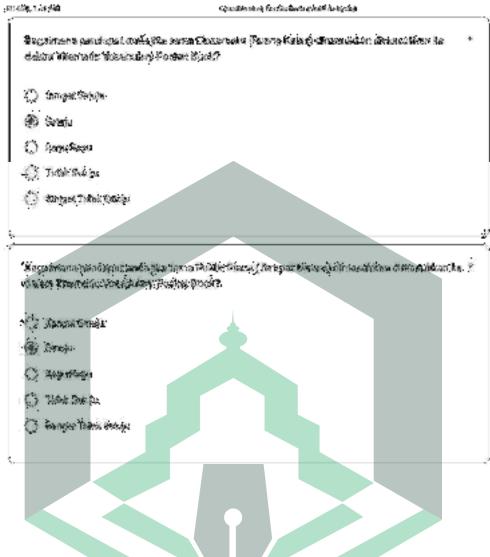
11.45 <b>%</b> , 1.44 <b>/46</b>	Operation which for the desire glociff he big t	is a
Metotik perdebitejsissi	hasa kulainy (Kasadiana) apa jeong amba sakati s	
() Marginofátkula jakásá	alo.	
(6) Dembers demails	miser ded inoseis to	
( ) Montes que un servi	net of all all auto-ferra calvation	
C) washing	al de Talle glid tradaplijensje program i med godje de de Trada skip pyginal nje plenjeg sa	Paparak dan Salahak di Jungsi dan Salahak dan Jungsi dan Jungsi dan Jungsi dan Jungsi dan Jungsi dan Jungsi dan
	क्षांत्रप्राच्या (स्टब्स्क्रिकार), क् <b>राज्ये</b> क स्टाव्या <b>यं क्<sub>र</sub>क्</b> रावराष्ट्र का	de sika(*
M. Action (Continue)		
AND Bond		
(3) Visino		
Tokar	2	
() Hespidan	The second secon	oran processor and cause of the large
Margalorone peodeput a Champiol Sando Dide P	ndagha immedoknal (Person), din medikan diri kilan dibilik i	प्रकार्वेद्वामा विकर्णीतीकाम
C 1995 Table.		
188 Smalu		
C) ZajaRoji:		
(C) Trade loss (L)		
(i) Santyan Thank Boken		

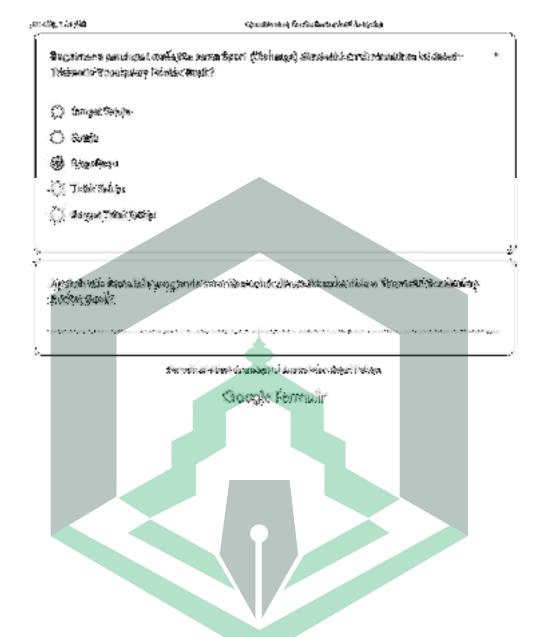
〇 网络杜鹃麻鱼

🔘 केल्यांस प्रेक्षत संकर्ण



THE SINGLE CONTROL OF THE PERSON WAS A STATE OF THE PERSON OF THE PERSON





state State any process with the control of the following in the following the Control of Control of the Contro

# Questionnaire For Students (Need Analysis)



in we down in the constraint of the constraint

Аунацій	কা হাৰুৱাই কে আৰু চুক্তিবুলিক <b>তি</b> বাৰুৱাৰ হৈছিল।
() Kinin	Tako histologia dalgishirikainens skalarastakidaalen eksimpyyeti.
<ul><li>490.0</li></ul>	l ga mangawan haribahnan iyayiyi ka manjibahnati
O Ages	kina batikannakan dingan-waga negatabanka
Q 040	d perfections, large, provide them.
O me	

With the second of the control of th

- Dates für mill geringsteht hebreite in schaer dem stelleren, bemest mit geber der mit der senten der der mit der senten der der senten
- en, singulationer an beitere unter det un production de la production de la company de
- og Mannagele (Semelé Agest bedkensmillend dogger bedk gade togte fog le tejtyr år namer spette. Septemblike kildere i odstyrt i klandiger i ble til e grandens.
- ny literate di jieug litera di kaodian kaodiana di kaodiana di kaodiana, palekiko a magaine na raman Pamahayan polishiko ny diselaka
- en indrandriteinen Provincia tropinisteren erregin bewirtet unphysionen indialet. Di kristolyn filler beschause unskriven in erregi

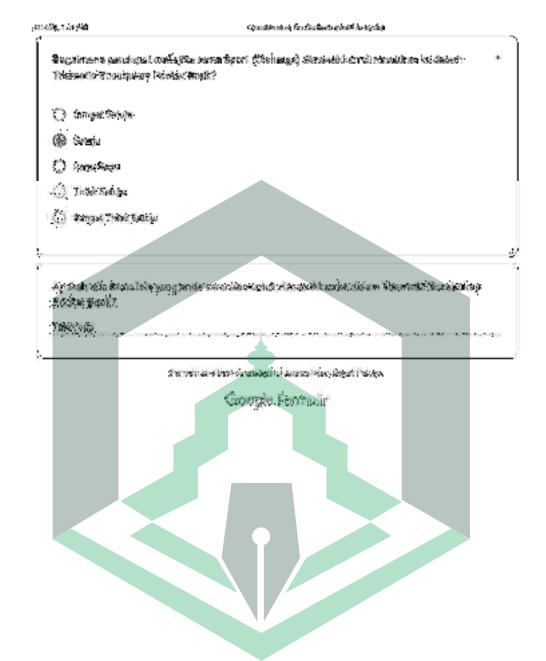
processors and an expression of the contraction of

(40年,1月4日)	Considerate of the final back of held held for
Melodia kombellyjstes V	lease substry (Most substrate) apper young secretar and at 17 °
() Mangholjáksin jakásá	ಪ್ರ
() Mamhaca diascial go	usian had bearings
(§) Iden Azagorium sures	on of a latter than of the au-
15 Heachies management	a te telenje na izisymyny po nosowyżycie Polota nigopy ni wy francjednymi jednianaje pospie magal włosyć
Υ	
Referenced a address	क्षेत्रपंत्रक (Foundata), क्ष्यांक्र कांक्ष्याक्र क्रम्य प्रथात् क्ष्यां कर्म्य क्ष्यां क्ष्यां क्ष
, , , , , , , , , , , , , , , , , , , ,	
( Anna thisting	
() Mills Burnel	
C) Kirin	
i Tieker	2
Tree him	
M. S. Missell Strangers	The state of the control of the cont
gatheloide a field abat w	क्षेत्रकृतिक विभागता मेणोनाको हिन्दा करतो । प्रीकानका मिन्ना मानेत्रीया वेदानीतीका ।
The transport of the Party Party	经资理的 概念 心体 不
and the second second	
्री विभिन्न विभिन्न ।	
W KHAD	
🚫 BağınMayın	
O nestessa	
( ) Burger Deck Berlija	

tiga kinadang panta ministrak at di Addahang Baja di Addahan Kabupatan di Bang na masang di Addahan Kabupatan Bang

properties a constructive of the properties of

place from the contract of the



properties a supplied on the manifestory and the design of the design

# Questionnaire For Students (Need Analysis)



tractions during the Company of the





- Dona Bertalinger graduit form is house to describe and the contest on the many computation made.
- Alberton de Chamaid des afterdes militade des grafie de mode la glitte de l'estadorie e manuscamente A mandre de l'article de la colta publishi de lides finale de la grafie de la grafie de la colta del la colta de la colta del la colta de la colta del la
- ng kitanangah ji eng dabah ad sacahat kandhisa didi sa katarinan, pahilikin menggainana taman. Panganah pangah kitangan dan jaka
- en, indrandritional Personal Conjunterature assigni indeligibusy department meet Telepolysististe isolaliseuri utera contentin profession

processing and a manifest consist of the constraint of the constra

14000, 1,04 (40)	Considér né réplication de la faction de la
Me to the wombelly press	s. Verses Libery (Messaleana) apar journey analor and at 17 °
() Manghotátula jet	stalisatio
(Sacrabasa diserval)	Consider And Inocalisms
C libentergaskernser	thouse of a distant facts distant
: C) reactive of the contract	giorgitt Frigue De nat <u>ionaliza appoli</u> nite aprindum prophermie na Frinches e ni observante proper protectura la bosque
and the second	besiden parktin uten ut <b>31. 1973 be</b> r den uten men fantsichten gin men den in en sich nicht besiden unt neuen in gewihrt.
Reference of a least of the	Sandaring (Rossinsia), mailie copertions your saids caided
,	, , , , , , , , , , , , , , , , , , , ,
A Theree Vision Cont.	
Anna Court	
Antice	
1 Take	
27.	
( Aradisine	A CONTRACTOR OF THE CONTRACTOR
Barjalusana peuskeni	र कार्यकेर्जिक वेपानक केरनेमार्थ क्रिकेट करता है प्रीक्षा करती कार प्रीकार केरने विद्यालय केरने हैं है है । 
i marinante Vannika dise	Helphin do Ca 7.
100 apprendige:	
(II) Securi	
() RajaRaja	
C Transmiss	
500	

ning transferre productively and their states of the state

( Tangal Spie)s:

String.

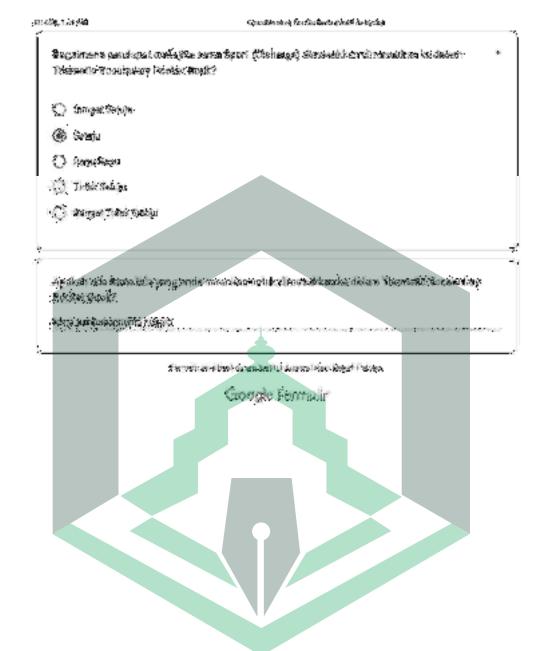
C) Regionalists

C) "Heat thought

O danger transcribe

place frameworks and the manifest through the control of the contr

place frame registration in manifestations are included associated and the contraction of the contraction of



there savely a read in many transmission of the designation of the following state of the designation of the same states of the

# Questionnaire For Students (Need Analysis)

Educate \*

Where the second and the

inun tuni spanjarinantsaki but Franklandunggu (kiduna) bung stokkalandungga takandungga takandungka takandung

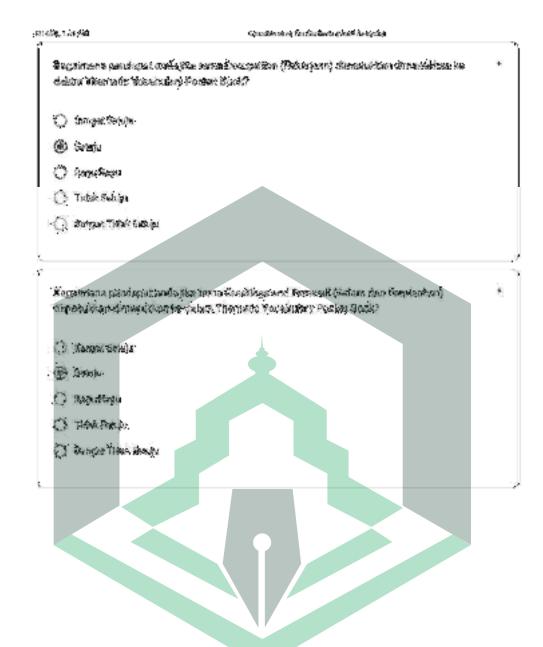
### th construction of the confident translations are particularly in the contract of the contract

- Description of the confidence of the confidence
- pro-interpretation of the contract of the production of the contract of the co
- er, Namengar Someth Auge the Armanian Armanian bulk que train do fa bailte às names maille. The trained filosofic a training is the film from the Armanian.
- ng kitanagadi jilang litirah ad kuasika kandhisa did an katarinia, pulaktika nanggainana raman. Panadagan pelabihiran disalpika
- Advantation of Personal Confederation of the Property of the Application of the Confederation of the Personal Con

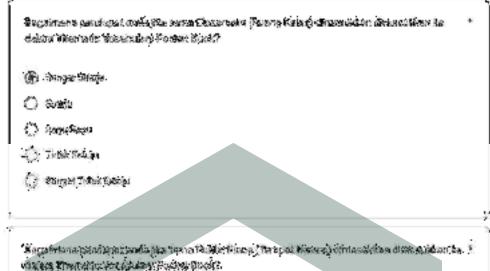
processing and a manifest consist of the constraint of the constra

	Considér de réglia de la faction de la film	
Matošii kentriskjeiss i	Vocasioning (Kesakara) apa jang amini sakati s	
() Mangrofátkin jelski	alijato	
() Manhacerilandel g	genilass shed because to	
(C) identes great in serv	ter an afraidaíthean liscean fhire na	
O reachine source	as producing a trip processor of substitute and a poly-special considered respectively and analysis.	See
Nelawaran pelalaidi ka	องเก็บปลาย (ก็เกาะสังเกรา์) เกาะสังเราะกรุงเหลือดูก บูจกายู คณะโรกเก็บร์ *	
Street Courteit		
(i) Augistiania		
(i) Vision		
Total		
O Assistant		
"Manualingum a mandisana i a	ornales films during a declaració folicament of manne film an ellemanació com les electors	
Bagyaloguna payrátysal a Pilastropia Vani kalony P	ezako jira kernadalarrak Giorenarij elimerrakhan plimerraktum kendalara Panitum kendal	
Bagyahopuna payrátysal a Pinnospilla V and kaliny P	andrijas iasvadainsi Girmonijaimesalkan plimesadipan inaliplas Padipi Book i	
Bagalopica papäipata PiessapäaVasikaloy li () läynyli Sault.	ezako jira herrardealarra Giornoorij elimeralikan plimeradatun hardislera Panisyo ilikuris V	
O asimon santa	andrijas karendalingi ģēpronij alimesalbias plimendējas kealīplas Padijas karijā	
Principal South Strain	czałoja je powadcinie Giornali dimensibian dimensibian in distributan in distributan	
Phinosphia Vandibalian P O Hamaili Salahi Serahi O Janja Maga	cando fina ha mor Accional Giornos II di messabban, di messabban inschialas Pandi pi Manis I	
O domain Saula Second	ezako jira kernadalinya Giorenanji ilimensebban dimensebban kendulan kendulan Pandiya kinasi i	

to definite property that seems and the best of the translation of the best of the best

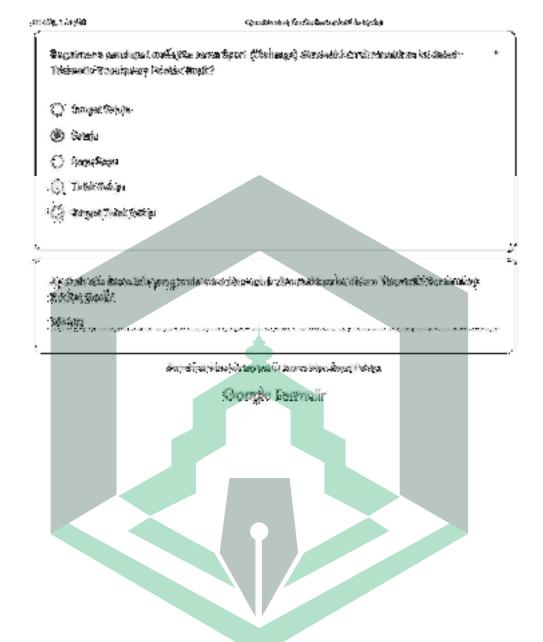


properties a supplied on the manifestory and the design of the design





properties a constructive of the constructiv



properties a supplied on the manifestory and the design of the design

# Questionnaire For Students (Need Analysis)

Edition Products

What is a second se

Track thank all and fair has described by a transformation of the property of



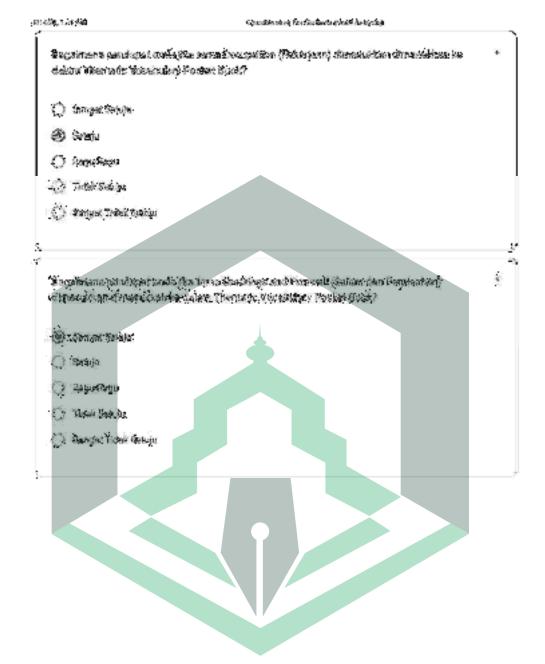


- Descriptional compositionals involved and the wedge of his section of the contract of the cont
- en. Andersk formigen freihere is der begronde staten betreit in der bestellte. Der statensk formigen freiher in der bestellte in der bestellte
- A the country of the control of the
- intervent for glatine at a make kendhisa di ke katarina, publika a nagain na tanan Tanangan pelabihan di ingkata
- An individual frame Persingua anni de base de servicio de la composition della compo

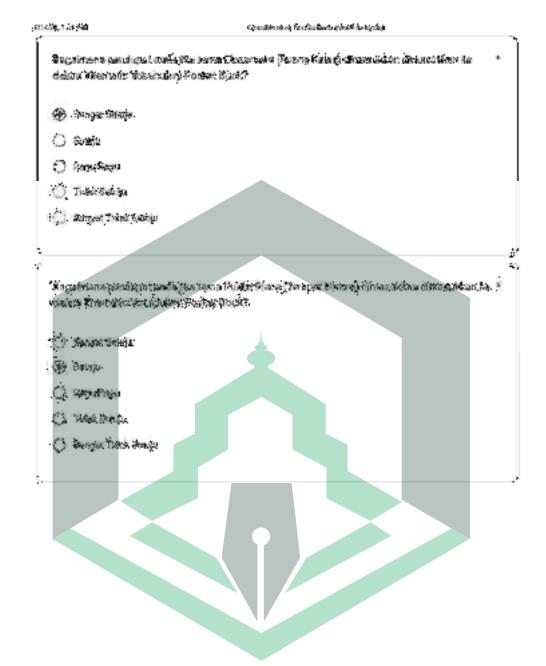
processing and a construction of the construct

(首集, 1. ) E / (首集	Committee on all fine this thereto private the topologic	
Melodia peribeityjais:	s. Vecasia disiny (Messakasa) awa jeong arakai sakatir o	
Manyrofiskin jet	skiljeto	
() Mamhaca dhachd	genium das becauces	
(in the name of the second	rea on effektilliten Stockfisse.	
O reactive source	in ngita in inguni if om pagagagapa nja maga kafanin penggapan di masikatu pan-ipana njenja njen ng tamungda	Sup
Not one warmpologistish	translation (frondental), media sepantian a yong anda sukal (	
This was throughout		
America District		
() Virno		
C Associate  Q Lique  C Appe		
(B) Today		
(B) Today		
O seedoines	and a Ban in non-habred followers of manufolium storm without translations	2724
O seedoines	and a flow for non-hadronal following all manufolium of the weekfolium baselistism. Smiller British (	2724
Substante banques  Acetories  Acetories	i and a Bur in non-hedrosch folgen und Ammendellum sier se milde um beschieden Geningen binade ?	
Sagalouna pandape Sagalouna pandape Sagalouna pandape	i an så killing åre nærskeltresel (pågrenne), all mannallinen yfor særskligen bæskelnen. Færsken klinde i	
Substante banques  Acetories  Acetories	Carefully in an Aringd (Agreem) all mesulblem of manifest we leaded as a Section blood of	
* Toda  * Vesquina  * Angaloum a payolope  * Vanamade Vosciloshay  * Sangii Vanamada	Carefullion in the Arithmed (Agreem) all manufaltons of encountries in which gene Genings Bloods ?	
* Toda:  **Toda:  **T	Careful (Market Section) of the section of the sect	

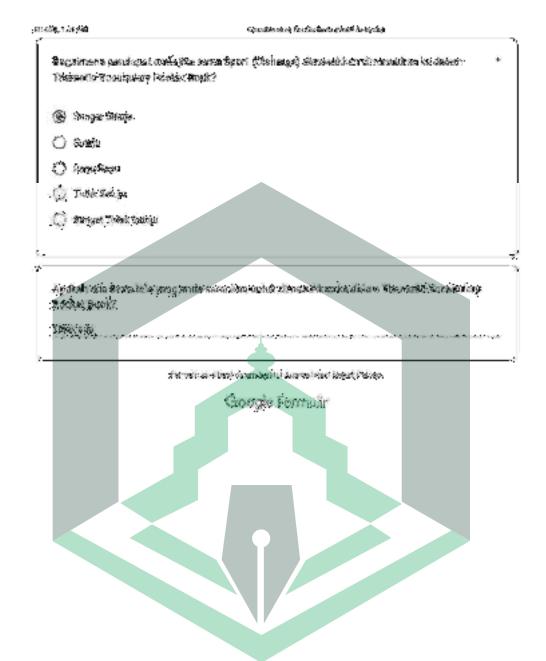
 $\label{thm:constraints} (a) = (a) + (a)$ 



processors and approximate and the contract of the contract of



place States and specific states and the Market and the Market States and the Market States and Market



properties a constructive of the constructiv

# Questionnaire For Students (Need Analysis)

Educated to the experimental and the state of the state o

trans trans de la compactament d



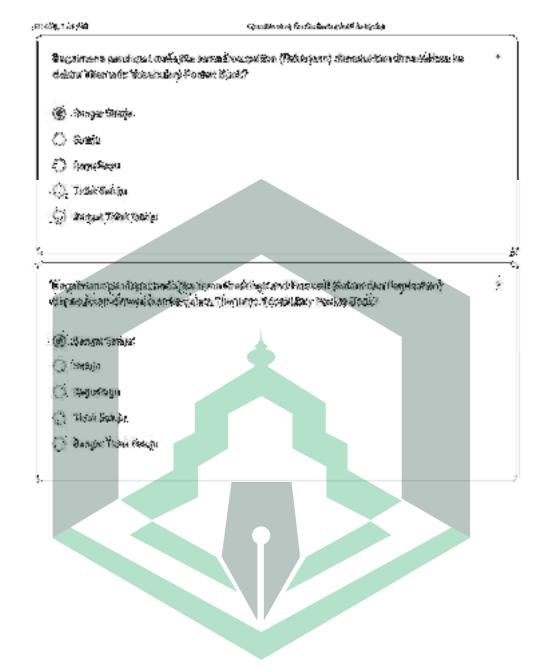


- The afternation of delicitation is innered and the anticommunity of the section o
- and the second state of the contract of the co
- Diamengale (Secretal Digos to alternational designs to alternate trapically in Section in names results Transmit for his interior is a trapical distributions to be the grand as-
- en, littermendi filmet tillneti od ennette kantilden del en lasterine, publikki en magniserne raman. I ganning en positibilisme i der filme.
- en jakonistionii Perincikonii entera enteri hadistoria enteri ili suodestinii enteri ili suodestinii enteri ili Propintari ili suodema suodema enteri e

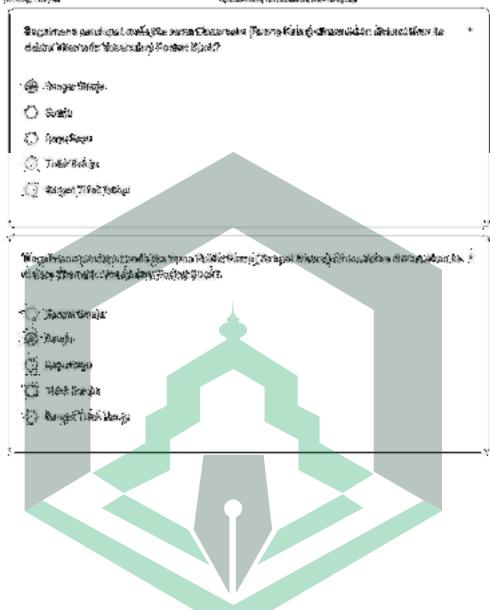
processors and a manifestation of the American State of the Americ

114698, 1,44 246	Company of the Company of the Company
Metotik yenbei	hipties i Vasca i chiry (Massakenta) apar jamen arakai sakrati r
(1) Manytickála	iri beke idimusi
(*) Marchaeval	movinal operations that temperature
() likentengan	on personal of a sistem was discuss
(C) Heachine	apin kapin 190 findaga Mayani yagapagan sindaga pindagi sipadaga kapin kapil minjada agi isidan kapin dan pindan pendanaga.
-	
Asino San	
O Habajiyan	
1307	
* Aprilianana pen Sherrapika Vensi) Sherrapika Vensi) Sherrapi Sherrapi O Tashe Sherra	
() Sentestified	

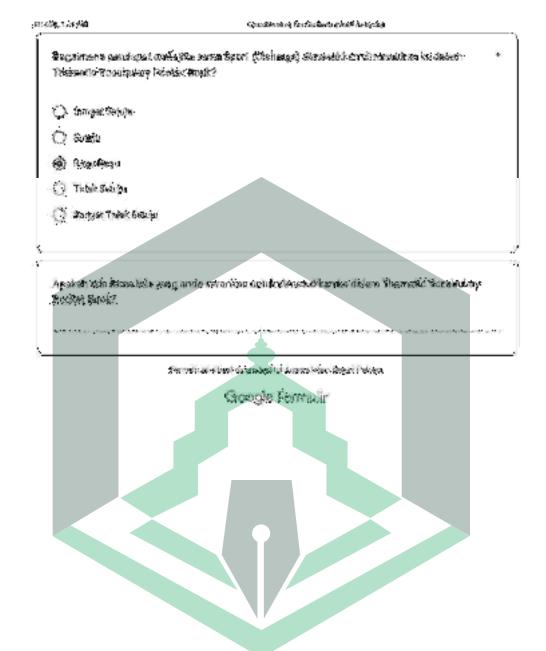
in place the experience of the property of the place of



singe sample and the works the control of the financial and the financial control of the control



tinger State engagnet er en de menget state engelt i vir de de komment for til de d



ting take one in the majorial majorial majorial majorial majorial majorial distribution and a block the separate that the first ... 44 144

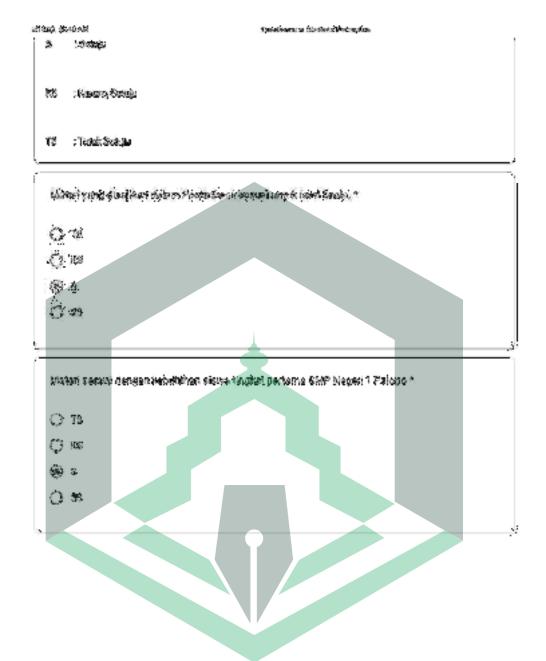
### **Students' Perception**

Questionnaire Students' Perception

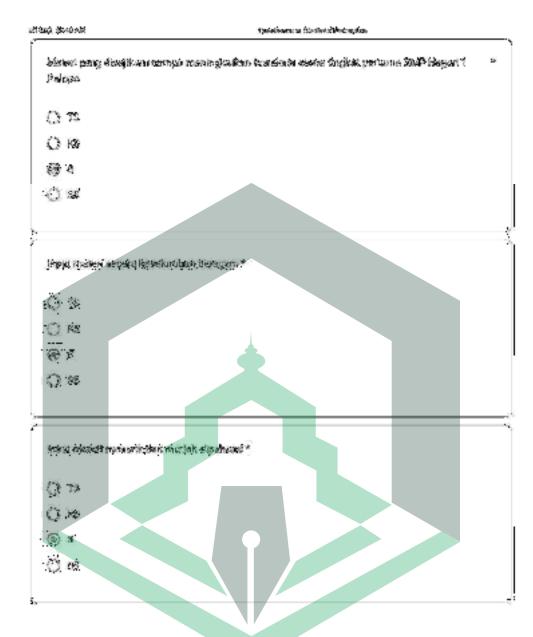
megi şərbən

«Профункція» ўзлікція Рукунуйуз.

# Kinananis: Vacadaskany Packettsvalt A-2maScoperators 有的物物 **新教育** 200 Mills. religious bear enikin koderantugi ilparkapikungung membenan kitalistik **洲海州**特别湾 《神经》的共和国的 485



 $\label{eq:control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_control_co$ 



PROCESSANCE OF A STATE OF THE S



Formula in dibuat dalam Institut Agams Islam Negeri Palopo

### Google Formulir



rti aw/ducs geogleworstoms/4/1 is46YXVII (2)DdaYXXin serydlyMCiourY046SHcXXSBs/Aechteroporaes

4,56

# Questionnaire Students' Perception

Champile Procedulary Fresholmack.

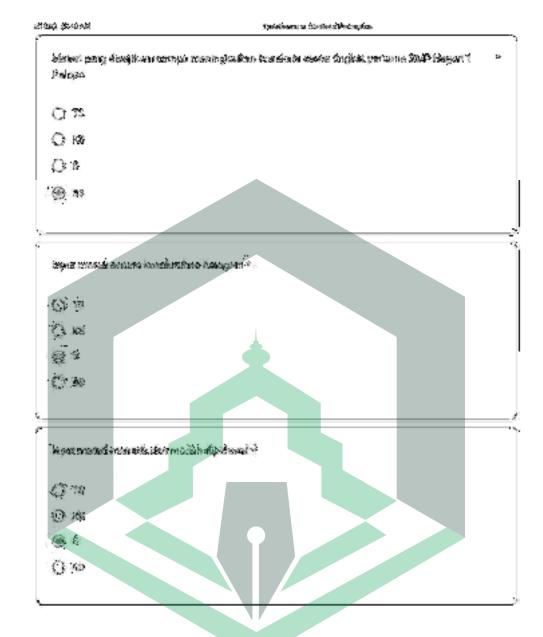
### A. Body Despositors

Martina ": Shibrina Ripodouri Philasend tale	
Lipia	and the state of t
Terlife Bila Meril  Terlife Bila Meril  Terlife Bila Meril  Terrife Tip.  Terrife Tip.	
See A Security 1	

THE FRANCE OF THE SUBJECT OF THE SPECIAL PROPERTY OF THE PROPE



grip national programme in a monthly in the Confederation in the Confederation of the Confede



Might Subsect the conflict of the State St

### Masukan Lain...

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

Formally we dibust station Institut Agama Islam Negeri Palopo.

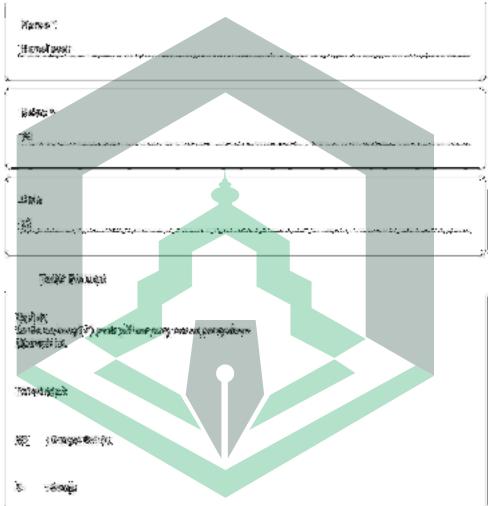


 $(I_{\mathcal{A}}Adocs, google constants A$1 = 4$29 \times 11 MyBda YS2 in acty5 y MBaar M445 McS385 a A4yda Arcaponacs and Abarra M455 McS485 a A4yda Arcaponacs and Abarra M545 McS485 A4yda A4$ 

# Questionnaire Students' Perception

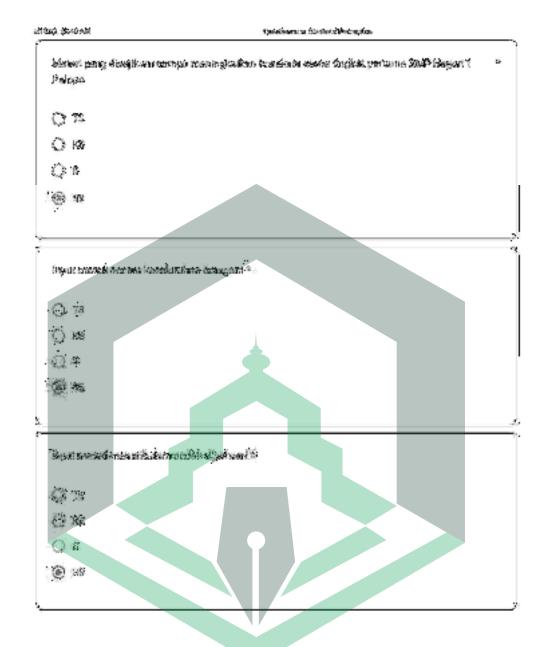
Characte Vacabelery Fedholesch.

я,	200	9	100	PO	825	90



BONG FROM MANAGEMENT THE STATE OF THE STATE





ethyll til de systematik treinstell til ford til stepholik Bell prophysik til som til stepholik til stepholik til

N 68



Formula ira dibuat dalam Institut Agama Islam Negeri Palopo .

### Google Formulir



rti aw/ducs geogleworstoms/4/1 is46YXVII (2)DdaYXXin serydlyMClour/Y046SHxXXSba/Aechtersporses

# Questionnaire Students' Perception

Champile Procedulary Fresholmack.

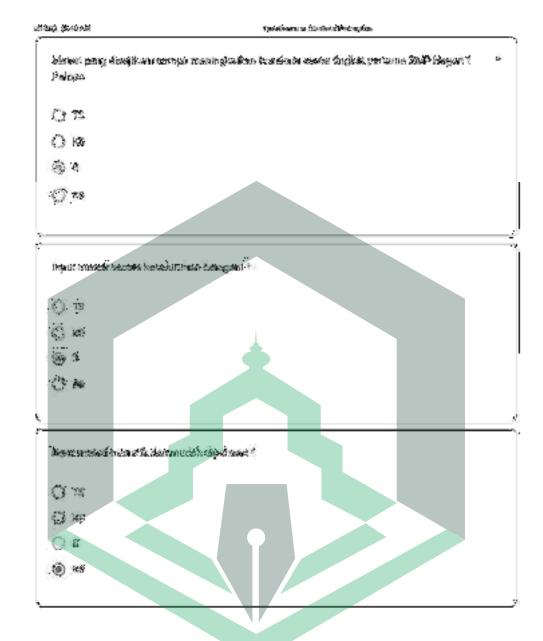
### A. Body Despositors

Names": Taskingenigalasis	
	en coloniano.
	ze, Sejapanan,
Terisis Bila Merit  Linguisti in.  Terrori deles	
go Aguada Mai Aguada goular	

THE FRANCE OF THE SUBJECT OF THE SPECIAL PROPERTY OF THE PROPE



 $\psi(y) = 2 (1 + y) + (1 +$ 



Phyliphetery from the commence of the control of th



Formula ira dibuat dalam Institut Agama Islam Negeri Palopo .

### Google Formulir



 $(I_{\mathcal{A}}Adocs, google constants A$1 = 4$29 \times 11 MyBda YS2 in acty5 y MBaar M445 McS385 a A4yda Arcaponacs and Abarra M455 McS485 a A4yda Arcaponacs and Abarra M545 McS485 A4yda A4$ 

10.76

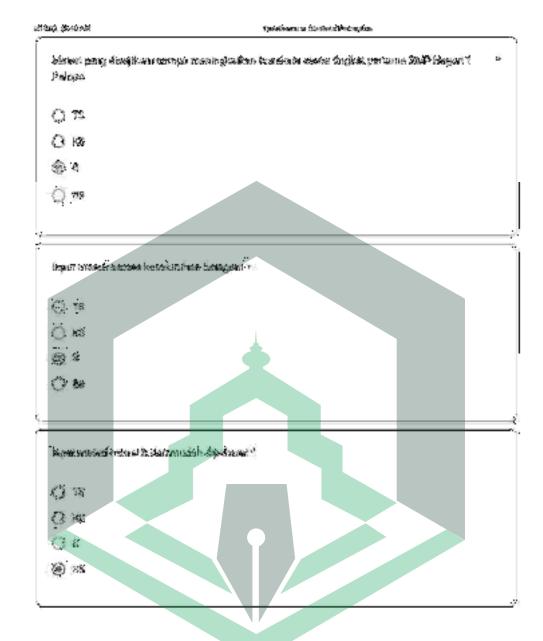
# Questionnaire Students' Perception

Characte Vacabelery Fedholesch.

# A party Proportions Where I is a second of the second of

BONG FROM MANAGEMENT THE STATE OF THE STATE





english da kanan da garan da kanan da k

磁料



### Google Formulir



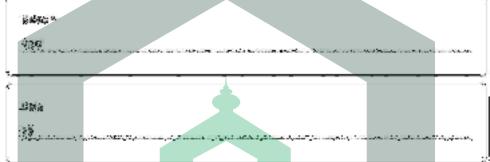
 $id_{\mathcal{D}} A does google constants A in EABYX VIII (2) do YV On to right juit to an WAESHASS Stuff and the open source of the constant of the$ 

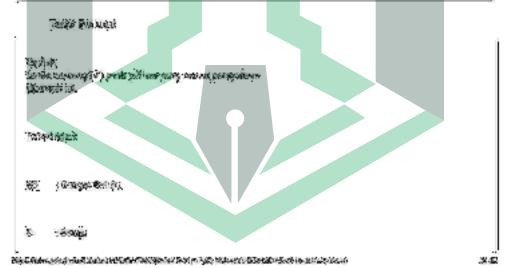
20.76

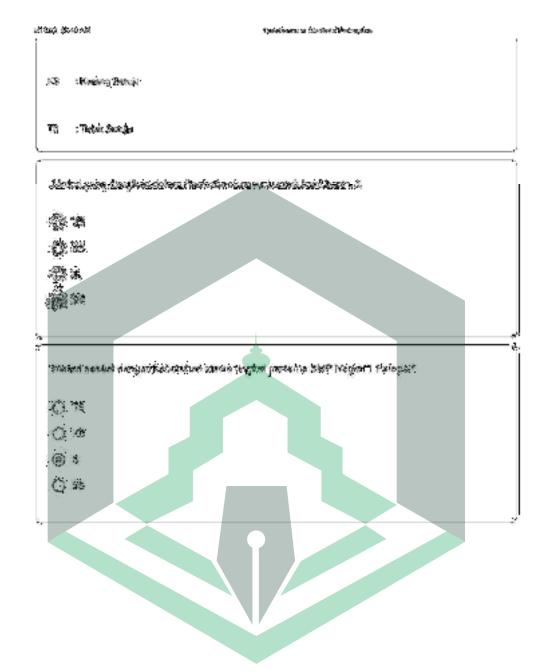
Characte Vacabelery Fedholesch.

A. Body Depropriates

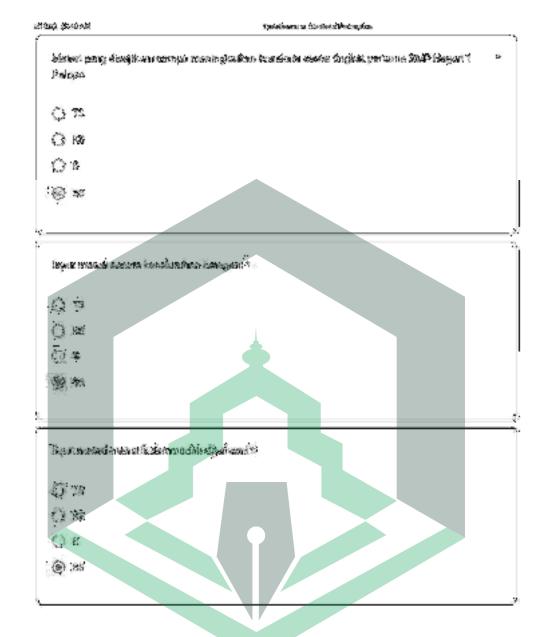
# Name Negala







er fly maket in group for the maket the maket fly deposited that is firstly to the proof of the traditional properties of the fly maket the properties of the fly maket the fly of the fly



ntig Kombu, yang menjaminan dalam kalipatan ban panda bilan dalam kelalim kandin kandin kandin kendin kelali k



### Google Formulir

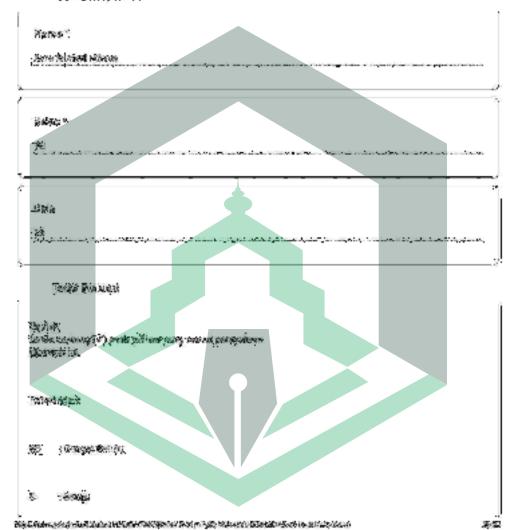


rti aw/ducs geogleworstoms/4/1 is46YXVII (2)DdaYXXin serydlyMCiourY046SHcXXSBs/Aechteroporaes

24.76

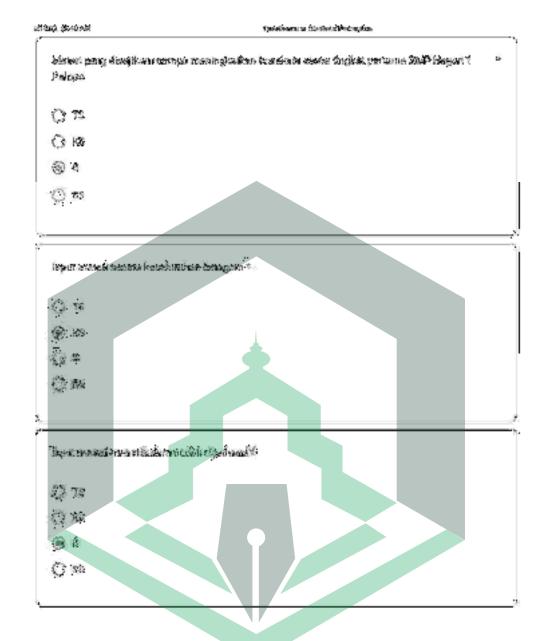
Character Vacadatory Control vach.

### A. Balla Desponden





(0) which properties (0) which p



ing disease, players of the feet of the property of the proceeding the state of the state of the proceeding of the state of the procedure of the state of the procedure of the state of the

22.9%



### Google Formulir



rti aw/ducs geogleworstoms/4/1 is46YXVII (2)DdaYXXin serydlyMCiourY046SHcXXSBs/Aechteroporaes

Characte Vacabelery Fedholesch.

A. Body Despositors

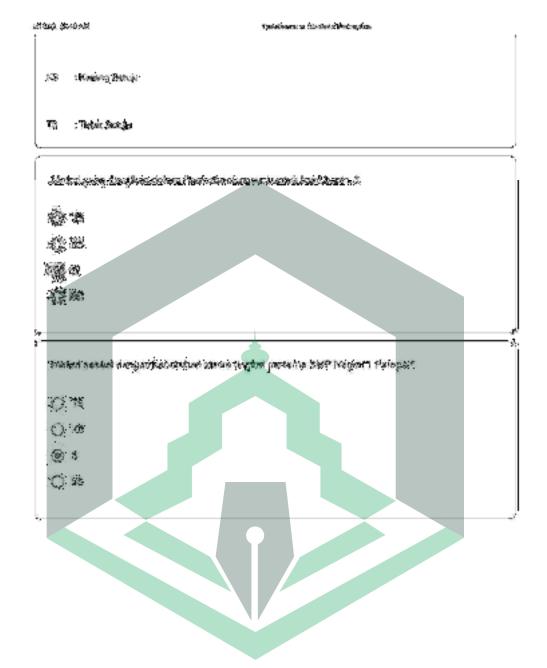
ans.			
rich mud:		and the second s	in the same of page of the same





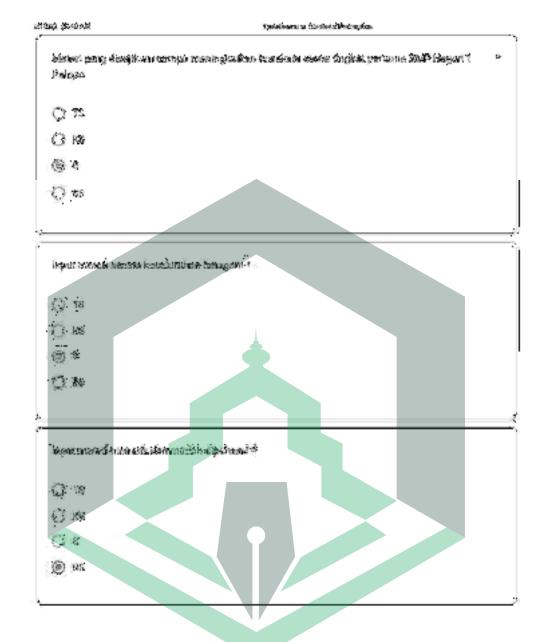
. Migas Ridam principalismi indicat has este principalismi su principalismi su principalismi su principalismi su

:890Bi



grapheter programme to an extra protection in principles to the programme to the contract of t

35,460



PROCEEDINGS OF THE CONTRACTOR OF A DISTRICT BUT WERE TO THE TRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE

被据



### Google Formulir

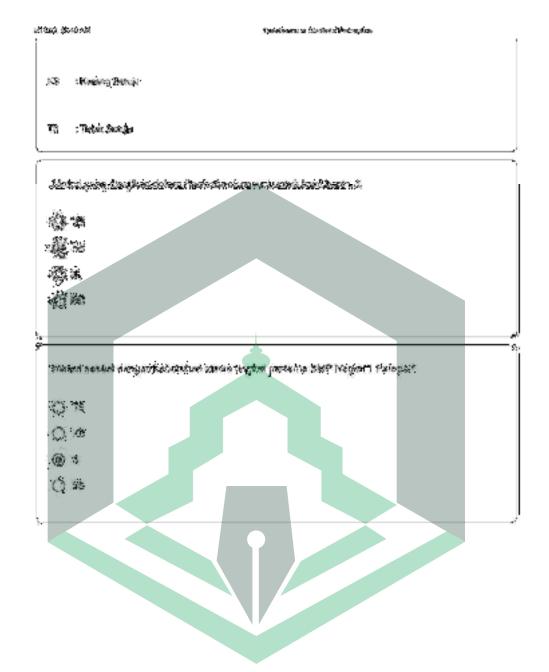


rti aw/ducs geogleworstoms/4/1 is46YXVII (2)DdaYXXin serydlyMCiourY046SHcXXSBs/Aechteroporaes

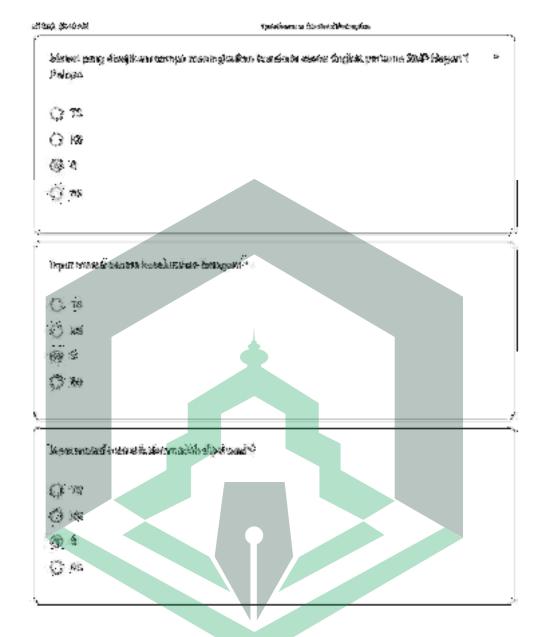
Character Vocabelony Feetholistock.

# A Body Proposition France: F

BONG FROM MANAGEMENT THE STATE OF THE STATE



 $e^{i\phi_{i}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos{2\phi_{i}}\cos$ 



\$300



### Google Formulir



rti aw/ducs geogleworstoms/4/1 is46YXVII (2)DdaYXXin serydlyMCiourY046SHcXXSBs/Aechteroporaes

30.76

Champile Procedulary Fresholmack.

### A. Balls Desposition

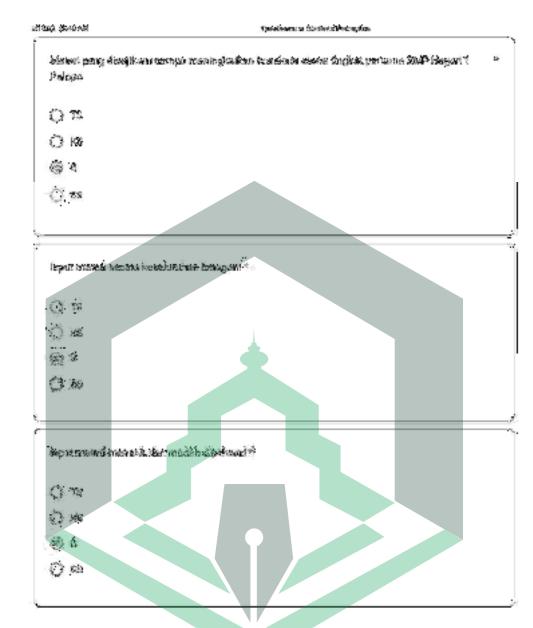
Names":	
gi <del>de</del> lli	
Sept.	
A	
13.66	,
Terlight Bris Metal  Terlight Bris Metal	
is vénuju	

6792

PROCESSAL SALE SALE MAIN CONTRACTOR OF THE PROCESSAL SALE OF THE S



er frankling south von komstiter is de Kaffelde bankt far 18 februar i de Kaffelde bedatel bedate genomen.





### Google Formulir



 $id_{\mathcal{O}} A does, google constorms Ali 1 is 4 b Y X Y 1 \Delta j D do Y X X in sorty 2 by M Assum V 4 b S H A S S S but A system captures a system of the syste$ 

40.76

Specificarus sa filositeis d'Antonylos.

Champile Procedulary Fresholmack.

### A. Balla Desponden

Names:	
	,
<b>最级和企业</b>	Ì
±3Min	•
Folke Pia uest	-
The first training (it) press to the company consent prosperious.  The result is a	
TMT44 (deb)	
(A) 1 (A)	
S TERME	

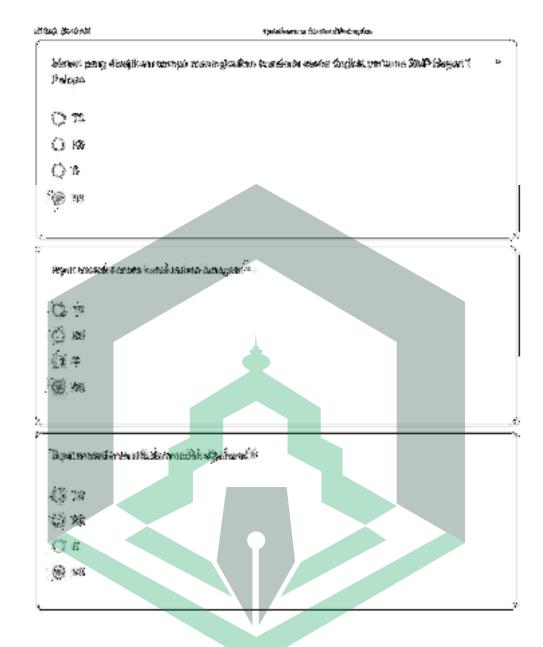
水源

PROCESSAND CONTRACTOR CONTRACTOR



grip a state groups com som state is 4600 for high bands the respect, by the control band has been been been a

graph.



ing Conductive description and the Conductive Conductiv

4,38



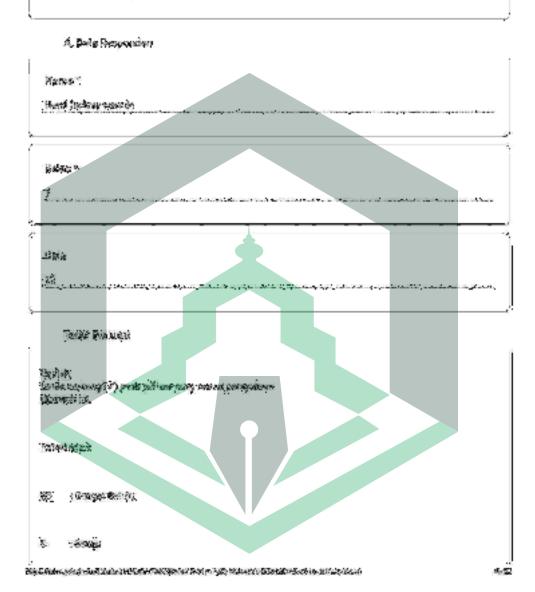
### Google Formulir



rti aw/ducs geogleworstoms/4/1 is46YXVII (2)DdaYXXin serydlyMCiourY046SHcXXSBs/Aechteroporaes

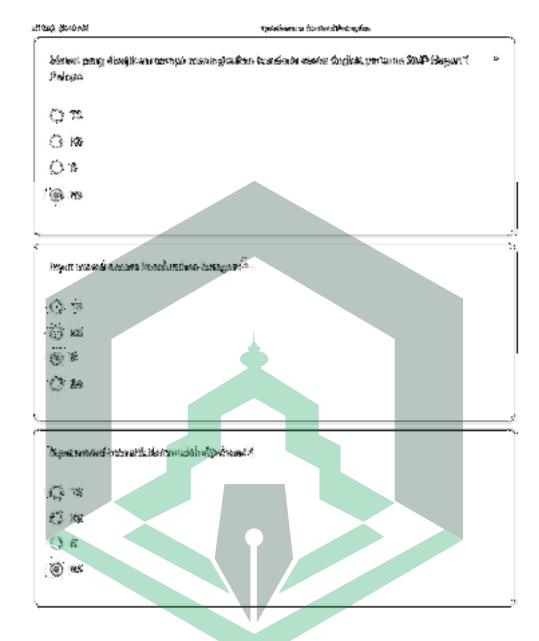
44.56

Character Vocabelony Feetholistock.





grip natura granja sem kamatag is disk til dige katil kir is iyofi, tik yan ki makhasi diak di kasa asyon sa k



中最长的**性**似实现是有10亿元的特别的特别的特别的企图的,但可以是10亿元的特别的特别的。



Formula ira dibuat dalam Institut Agama Islam Negeri Palopo .

### Google Formulir



 $(I_{\mathcal{A}}Adocs, google constants A$1 = 4$27.79 MyBda YS2 in actysty MGaar M458 HcS885a A4ca Arca poracolar action (III) and III action (III) and III action (III) action (III) and III action (III) ac$ 

Appendix 4
Interview Transcript

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

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

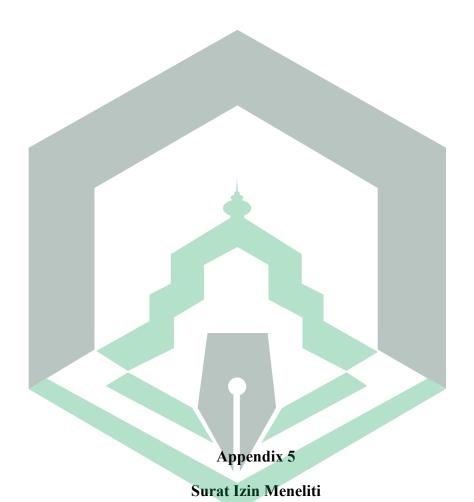


No.	Name	<b>Interview Question</b>	Interview Answer	
1.	Gerald	1. Is Thematic	Yes, because the content is	
1.	Gerald			
		Vocabulary	interesting.	
		Pocketbook can		
		increase your		
		English skill?		
		2. What are the	The advantages is that the	
		advantages and	pocketbook content is various.	
		disadvantages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

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

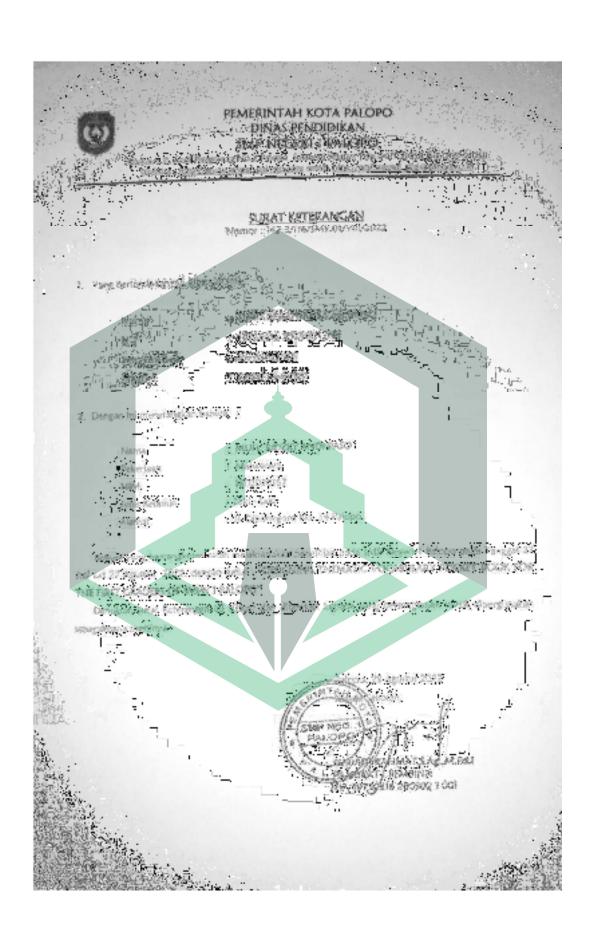


	English skill?	
2.	What are the	The advantages is that the
	advantages and	pocketbook have many picture.
	disadvantages of	While, the disadvantage is that
	thematic	the size is too small.
	vocabulary	
	pocketbook?	
3.	What would you	I would like a fruit theme to be
	want about the	added.
	material of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









## Appendix 6

### **Expert's Validation**

# LEMBAR VALIDASI INSTRUMENT EVALUASI UNTUK AHLI MATERI DESIGNING THEMATIC VOCABULARY POCKET BOOK FOR THE FIRST GRADE OF SMPN I PALOPO A. Data Responden : THE HUNTI SWAME B. 3 PZ Nama Pendidikan S1 S2 S3 Professor 2-4 Talium Pengalaman Mengajar 0-2 Tahun 26 Tahun 4-6 Tahun B. Penilnian Kelayakan KELAYAKAN URAJAN 2 3 Aspek isi Cakupan isi materi dalam Phematic Vacabulary Pockerbook sesuai dengan kebuluhan siswa tingkat pertama SMP Negor 1 Palopo. Materi dalam Thematic Vocubulary Puchethook Tema yang disajikan menank dan mucuh dipuhami, Rangkuman Kualitatif:

CS Scanned with Carrisonnius

8	
D. Saran	100 mm (100 mm)
	And the second s
***************************************	A CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR
	and the same of the same of
E. Kesimpulan	
Instrument kuesioner ini (lingkari salah s	am pelikan)
1. Tidak dapat digunakan	and the same of th
(I)Copat digurakan	
3. Donat digunak in centras perhaikan se-	egai benkul:
7.00 COLD 0.00 PM	
	Comment of the Commen
Control of the Contro	14.4.4.1 (4.4.4.4.4.4.4.4.4.4.4.4.4.4.4.4.4.4.4.
and the same of th	The state of the s
The Committee of the Co	** 25 162
	Palopo 23 24, 1072
	Penilsi kelayakan
	1/1
	-40)
	Fitness Sanary B.
	Fitzgood Savary By
	F 2 (40)
•	

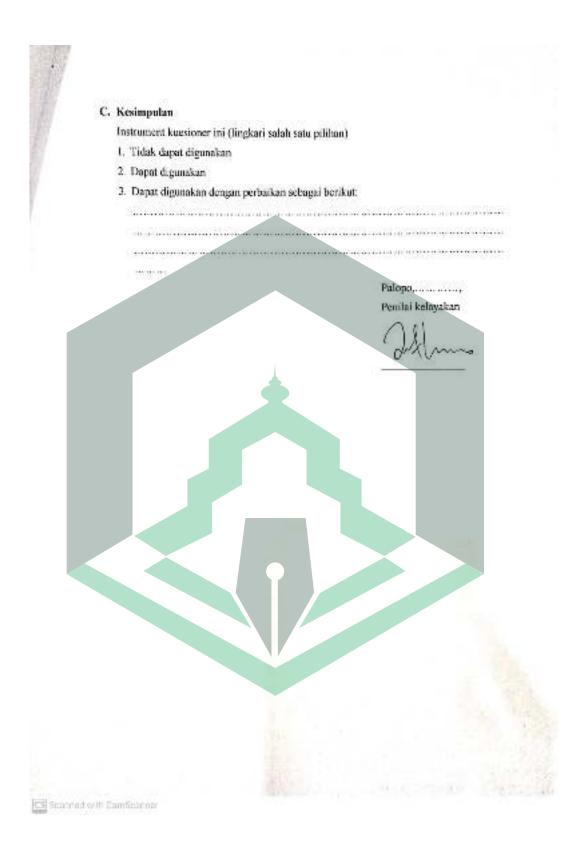
# LEMBAR VALIDASI INSTRUMENT EVALUASI UNTUK AHLI BAHASA

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

A. Data Responden

		Tahun Tahun		-4 Tahur 6 Tahur	
Penil NO	Isian Kelayakan URAIAN	-	KELAY	AKAN	
1	Aspek Bahasa	1	2	3	1 8
3.	Halinsa yang digunakan dalam Thematic Focabulary Pockethook sesuai dengan kemarapuan siswa tingkat pertama				L
b.	Ekspresi, Idiom, dan Frasa dalam Thematic Vocabulary Pochethow sesuai dengan kaidah Hahasa yang benar.		1		
¢.	Bahasa yang disajikan pida tiap tema sesuai dengan kaidah Bahasa Ingeris.				U

CS Source with Confession



# LEMBAR VALIDASI INSTRUMENT EVALUASI UNTUK AHLI DESAIN & LAYOUT

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

Pe	ama : Falldyaly Testan Units , to indidikan : S1 S2 S2		ssor		
	ngalaman Mengajar : 0-2 Tahun 4-6 Tahun 1		Tahun Tahun		
n.	Kesesuian Prockethorik			A 1500	
No.	URAIAN	1	2	3	
1	Purkerbook yang dibuat sesuai dengan tujuan pembelajaran		7	1	
2	Pocketbook yang dibuat sesuai dengan kebutuhan siswa SMPN 1 Palopo			0	
Sara	n perbaikan				
	Konsistensi Pudkethook				
		1	1 2	3	
ь	Konsistensi Pudkerbook URAIAN	1	2	3	
b. No	Konsistensi Puakerbook		2	3	
b. No	Konsistensi Pudkerbook  URAIAN  Menggunakan kosakata yang konsisten  Menggunakan hentuk dan ukuran huruf yang		2	3	

CS Spanned with Carristonney

A.	Keakuratan produk				
NO	URAIAN	1	2	3	4
1	Materi mengajarkan siswa tentang kosakata yang sesuai dengan kurikulum.			1	
2	Materi yang diberikan didalam pocketbook dapat membantu siswa mengetahui dan memahami pelajama dengan mudah			/	
P			٦		
888	Kemutalchiran Pocketbook				
B. No	URAIAN	1	7	3	4
No 1		1	3	3	4

CS Scarning with Consscioner

io.	URAJAN	1	2	3	4
	Format halaman (veritkal dan horizontal) mudah- untuk digunakan pemboca			V	
2	Kolom pada balaman sebanding dengan ukuran buku/kertes			1	
3	Tata letak dan pengelakan mudah untak diikuti pembasa			v	
λ	Daya tarik <i>Pockethook</i>				
	D14-0-1-0-0-1-0-1-0-1-0-1-0-1-0-1-0-1-0-1		2	131	
lo	D14-0-1-0-0-1-0-1-0-1-0-1-0-1-0-1-0-1-0-1		2	3	
lo I	URAIAN  Pochethook yang bensi materi secara tematik sehingga sangat membantu dalam pengsasaan		2	3	
la !	URAIAN  Pochelbook yang bensi materi secara tematik sehingga sangat membanta dalam pengsasaan kesakata dengan lebih mudah  Desain (sampul dan isi) buku yang dibuat dengan		2	3	
1 2	URAIAN  Pochelbook yang bensi materi secara tematik sehingga sangat membanta dalam pengsasaan kesakata dengan lebih mudah  Desain (sampul dan isi) buku yang dibuat dengan memperhatikan paduan warna yang baik  Isi yang mudah untuk dibaga dan nyaman bagi		2	3 / / /	

CS Serviced with Completion re-

Penyajian materi kosakata dalam pochethock yang dibuat memberikan kemudahan kepada siswa			1	
dalam penguasaan kosakata			SX.	
Kosakata yang disajikan dapat menambah hapalan kosakata siswa sehingga dapat berkomunikasi dengan baik			X	
Penyajian materi/kosakata dapat meningkatkan kemampuan siswa baik didalam lingkup sekolah ataupun diluar sekolah dikarenakan safat pocker			J	
				W CU LE
	kosakata siswa sehingga dapat berkomunikasi dengan baik Penyajian maien/kosakata dapat meningkatkan kemampuan siswa baik didalam lingkup sekolah	kosakata siswa schingga dapat berkomunikasi dengan baik  Penyajian materi kosakata dapat meningkatkan kemampuan siswa baik didalam lingkup sekolah ataupun diluar sekolah dikarehakan sofat pochet hoof yang mudah dibawa kemana-mana	kosakata siswa sehingga dapat berkomunikasi dengan baik  Penyajian materi kosakata dapat meningkatkan kemampuan siswa baik didalam lingkup sekolah ataupun diluar sekolah dikarenakan sitat pochet hoof yang mudah dibawa kemana-mana	kosakata siswa sehingga dapat berkomunikasi dengan baik  Penyajian maien/kosakata dapat meningkatkan kemampuan siswa baik didalam lingkup sekolah ataupun diluar sekolah dikarenakan sotat pocher hoof yang mudah dibawa kemana-mana in perbaikan

### LEMBAR VALIDASI INSTRUMENT EVALUASI UNTUK AHLI MATERI

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

		ngalaman Mengajar   81   82   5	3 Profe	ılıu	n		
B.	Penil NO	nian Kelayakan					
+	NU	URAIAN Aspekini		*	ELA	YAK	AN
	a.	Czkupun isi maten dalam Themate, Focubular Pockethook sesuai dengah kebuluhan siswa tin pertama SMP Negeri Ulalopo					100
	b	Materi dalam Thermin, Finabulary Poskerbun beragam					1
	*	Tema yang disajikan menarik dan mudah dipal	hami:				1
	Rang	numan Kuaheatu					

ES Somed with Carticomet





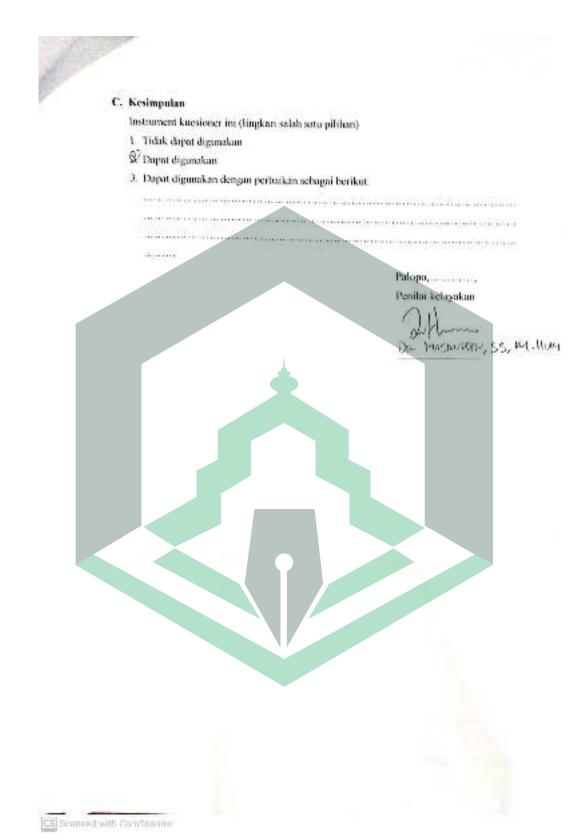
A. Data Responden

# LEMBAR VALIDASI INSTRUMENT EVALUASI UNTUK AHLI BAHASA

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

000	Water transfer to the same of	Tahun Tahun	- Innered	:-4 Tahun ≥6 Tahun	
NO	LEAJAN	-	KELAY	AKAN	
.1	Aspek Bahasa	1	2	3	1 4
b.	Thematic Vocabulary Packulanok sesuai dengan kemampuan siswa tingkat pertuma Ekspresi, Idiom, dan Frasa				
c	dalam Thematic Vocabulary Pocketbook sesuai dengan kaidah Bahasa yang benar, Bahasa yang disajikan poda				
	tiap tema sesuni dengan kaidah Bahasa Inggris,				

CS Scannid +Im Comecannin



# LEMBAR VALIDASI INSTRUMENT EVALUASI UNTUK AHLI DESAIN & LAYOUT

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

P	ianna : politique, Pativer Place endidikan : SI    S2	Profe	ssor ahun		
	Kesesulan Pockethook		0.555	111723	
No	URAIAN	1	2	3	14
1	Prockethook yang dibuat sesuai dengan tujuan pembelajaran			v	
2	Pockethook yang dibuat sesuai dengan kebatuhan siswa SMPN I Palopo			-	
b. 1	Konsistensi Pocketbook				
b. i	Konsistensi Poekerbook URAIAN		2	3	4
188	(1975) A. P. C. M. (1975)	I	2	3	4
No	URAIAN			3	4
No 1	URAIAN  Menggunakan kesakata yang kerasisten  Menggunakan bentak dan ukuran huruf yang			3	4

CS Scanned with Gamiscamer

A.	Keakuratan produk				
NO	URAIAN	1	2	3	4
.1	Materi mengajarkan siswa tentang kosakata yang sesuai dengan kurikulum.				1
2	Materi yang diberikan didalam packetbook dapat membantu siswa mengetahui dan memahami pelajaran dengan mudah				
0 1	Formula Philippe Don Lockwood				
	Kemutakhiran Pox kerbowk URAJAN		2	3	4
No		-	2	3.	1 /

CF toanned with Camillogreen

40	URAJAN	1	2	3	4
1	Formet halaman (veritkal dan horizontal) mudah untuk digunakan pembaga	00	1 200		1
2	Kolom pode halaman sebanding dengan ukuran bukurkerina				1
3	Tata letak dan pengetikan mudah untuk didenti pembaca				1
D.	Daya tarik Packetbook				
в.	URATAN	L-		1	1 4
в.	CONTRACTOR CONTRACTOR	L	)	1	14
Vio	URALAN  Fisckerbook yang burisi materi secara tematik sehingga sangat membantu dalam pengeasaan	ı	2	1	4   \cup
No	Pisckerbook yang burisi materi secara tematik sehingga sangat membantu dalam penguasaan kosakata dengan lebih mudah.  Desain (anmpul dan isi) buku yang dibuat dengan	ı	2		

IES Scarner will De-Elmann

Е,	Penyajian pembelajaran				
NO	URAIAN	1	2	3	4
1	Penyajian materi/kasakara dalam poc/ket/sook yang dibuat memberikan kemudahan kepada siswa dalam penguasaan kosakara				1
2	Kosakara yang disajikan dapat menambah tapalan kosakata siswa sehingga dapat berkomunikasi dengan baik				J
3	Penyajian materi/kosakata dapat meningkatkan kemampuan siswa baik didalam lingkup sekolah ataupun diluar sekolah dikarenakan sifat peoket 6006 yang mudah dibawa kemana-mana				7
				Pen	ilai

Appendix 7

Documentation





# Appendix 8 Surat Keterangan Plagiasi



#### Supplitut arama irlam megeri paleato Partutas tarriyah dan ilmu erguruan

PROGRAM BURTU FÉRONDER A PARADARA ENCADER 7] April Belochi, sensitiopo, mortes diniena sens, referent arme Thinks qui dispriescenti. Escrit généralispensit.

#### Tibrat isst sale bair Delighum delytim designation designations

those bentembrouse at General of Administration for the Atministration of the one beauty, editing as Of the other plans in him their or a secretar or openink brings in material serve:

Plante : 656 Altony and fano

hops a deformation of the disconnect a dispersion of the

Partier Since : Heat Belong Set 544 in Signit Despulsion : In other Ward Discovery and in

Marcha of promotion or more noted from the borney constant for the grady of the graduate selection of the first se

Separation Suited References to Affirm the study allowings advantages in Autority.

\$9-31 or \$25.00 bioliterit. 50.00

submost iminos

SHARITHING.

表面包含 Massistra PS C

at the

Maintenance Brand, 5, 8 K., Raipet. MSP 1959-052-720-8-8-12-04