

**DESIGNING PICTURE VOCABULARY DICTIONARY FOR
CULINARY ART STUDENTS AT THE TENTH GRADE OF
SMKN 1 PALOPO**

A Thesis

*Submitted to the English Language Education Study Program of Tarbiyah and
Teacher Training Faculty of State Islamic Institute of Palopo for Undergraduate
Degree in English Education*



IAIN PALOPO

Composed by

FADILA HUZAIFAH HUSAIN

18 0202 0189

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

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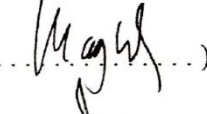


18 0202 0189

THESIS APPROVAL

This thesis, entitled “**Designing Picture Vocabulary Dictionary for Culinary Art Students at the Tenth Grade of SMKN 1 Palopo**” written by **Fadila Huzaifah Husain, Reg. Number 18 0202 0189**, English Educational S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined **November 24th 2022 M**, coincided **Rabiul Akhir 29th 1444 H**. it is authorized and acceptable as a partial fulfillment of requirement for S.Pd degree in English language teaching.

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COMMITTEE OF EXAMINATION

- | | | |
|--|---------------|---|
| 1. Andi Tenrisanna Syam, S. Pd., M. Pd | Chairman | () |
| 2. Amalia Yahya, S. E., M. Hum | Examiner I | () |
| 3. Dr. Magfirah Thayyib, S. S., M. Hum | Examiner II | () |
| 4. Prof. Dr. Sahraini, M. Hum | Consultant I | () |
| 5. Andi Tenrisanna Syam, S. Pd., M. Pd | Consultant II | () |

Approved by:

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



Dr. Nurdin K, M. Pd
NIP. 19681231 199903 1 014

The Head of English Educational
Study Program



Amalia Yahya, S. E., M. Hum
NIP. 19771013 200501 2 006

CONSULTANT APPROVAL

Thesis Entitled : **Designing Picture Vocabulary Dictionary for Culinary Art Students at the Tenth Grade of SMKN 1 Palopo**

Written By :

Name : Fadila Huzaifah Husain
Reg. Numb : 18 0202 0189
Faculty : Tarbiyah and Teacher Training
Study Program : English Language Education

It has been corrected and approved to be examined.

Palopo, 11 November 2022

Approved

Consultant I



Prof. Dr. Sahraini, M.Hum.

NIP. 19691231 199903 2 001

Consultant II



Andi Tennisanna Syam, S.Pd., M.Pd.

NIP. 19860423 201503 2 005

NOTA DINAS PEMBIMBING

Palopo, 11 November 2022

Lampiran : -

Hal : Skripsi

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

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Nama : Fadila Huzaifah Husain

NIM : 18 0202 0189

Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

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Consultant I



Prof. Dr. Sahraini, M.Hum

NIP. 19691231 199903 2 001

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Lampiran : -

Hal : Skripsi

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Consultant II



Andi Tehrisanna Syam, S.Pd., M.Pd

NIP. 19860423 201503 2 005

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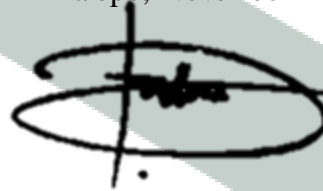
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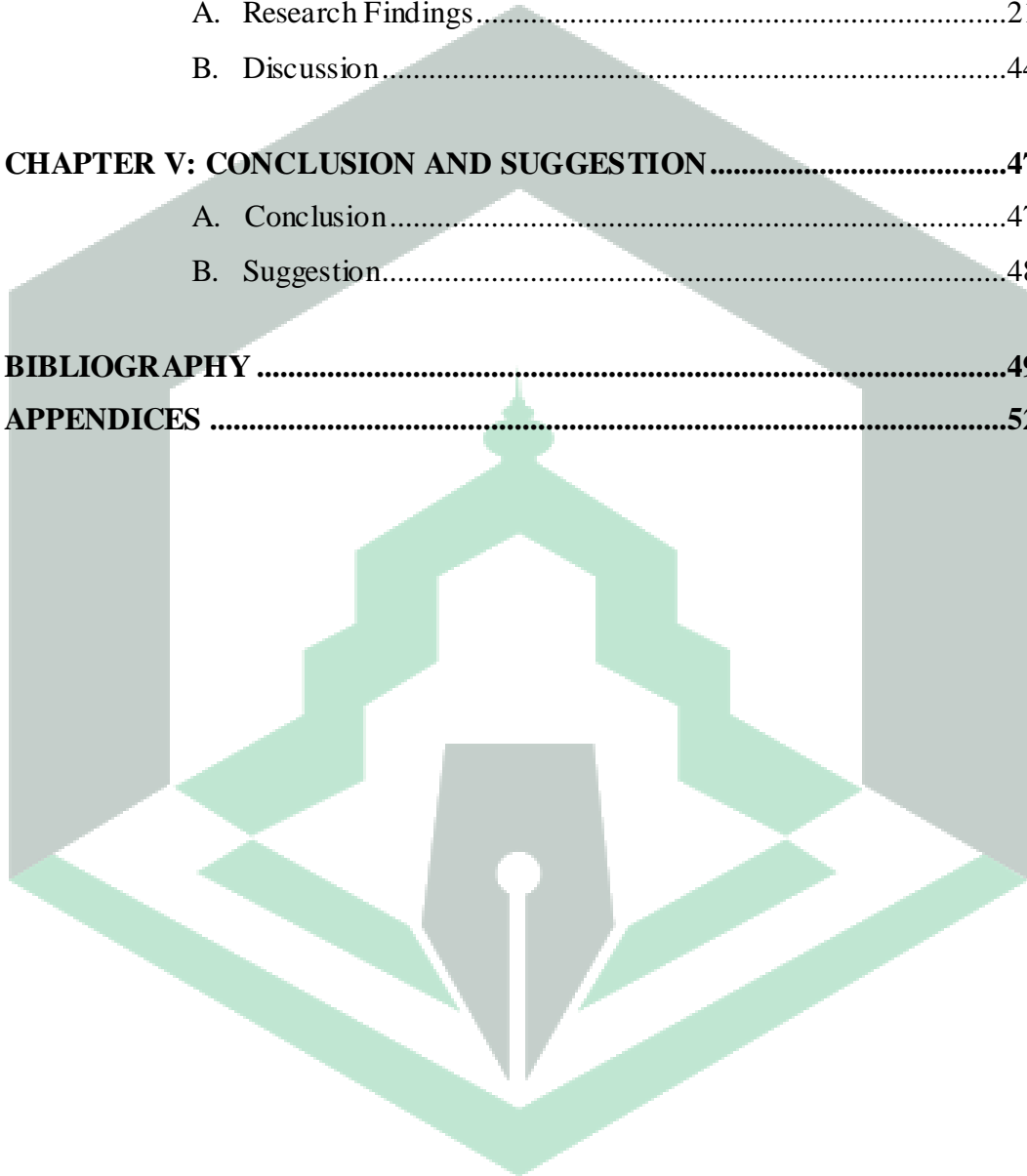
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NIM. 18 0202 0189



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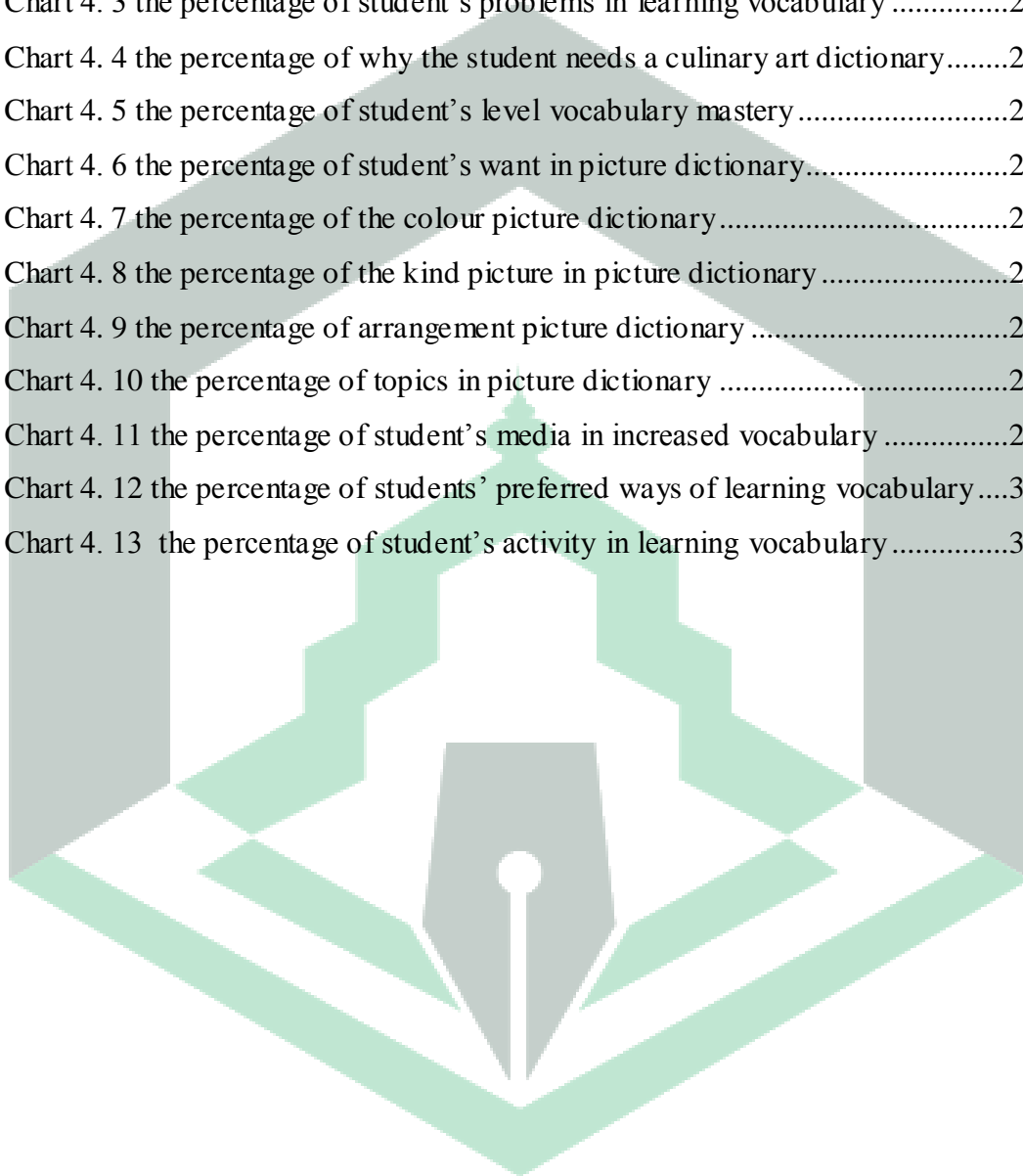
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ABSTRACT

Fadila Huzaifah Husain, 2022. *“Designing Picture Vocabulary Dictionary for Culinary Art Students at the Tenth Grade of SMKN 1 Palopo”*. A thesis of The English Department Study Program of Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. They are supervised by: (1) Prof. Dr. Sahraini, M.Hum. and (2) Andi Tenrisanna Syam, S.Pd., M.Pd.

This researcher aims to design an appropriate Picture Vocabulary Dictionary for Culinary Art Students in the Tenth Grade of SMKN 1 Palopo. This research answered two questions; (1) What is the appropriate picture dictionary for culinary art students in the tenth grade of SMKN 1 Palopo? and (2) How is the perception of culinary art students in the tenth grade of SMKN 1 Palopo toward the designed Culinary Art Picture Dictionary? The method used in this research is the R&D method by applying a 4D model (Define, Design, Develop and Disseminate). This research used several instruments to collect the data; need analysis questionnaire, interview, expert validation, and students and teacher perception. The contents of the picture dictionary consist of 24 topics/themes related to the culinary art major. The culinary art picture dictionary contains phonetic symbols and pictures in each vocabulary. This product is considered helpful for culinary art students of SMKN 1 Palopo. It can be seen from the student's perception was 4,57, with 91% of the percentage qualified as “Very Good.” The product is indicated that a culinary art picture dictionary is available to use.

Keywords: *Research and Development, Picture Dictionary, Culinary Art Students*

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is an important thing to master four skills in English, namely writing, speaking, reading, and listening. Vocabulary is central to English language teaching because, without sufficient vocabulary, students cannot understand others or express their idea. Without vocabulary, nothing can be conveyed.¹ For students, vocabulary is the primary tool to use English effectively. When confronted with a native English speaker, watching a movie without subtitles, or listening to an English conversation, students will always need to operate with the word when reading books or texts.²

Nowadays, in the globalization era, every student must master English to support their job in the future. Students should teach English based on their study program, especially in vocational high schools. A vocational high school aims to prepare students to have specific skills that can be applied to work right after graduation. The skills taught are based on the majors that they take. Because of that, some subjects taught in vocational high school should be different from senior high school.³

Vocational high school is one educational institution that determines English as a compulsory subject. A vocational high school is an educational

¹ Wilkins, "Teaching Vocabulary," 1972. P.2. <https://www.tesol.org>

² Fariska Wulandari, "Analysis of Student Vocabulary Mastery in Second Semester Students of Business English and Management" 8, no. 1 (2019). P.51

³ Rukmala Dewi and Zul Amri, "An Analysis of Culinary Art Vocational Students Need in Learning English at the Public Vocational High School Number 9 Padang," *Journal of English Language Teaching Vol.B No.4*, 2019.

institution that prepares students to work based on the study program. English in vocational high school is needed to support students in communicating in their area of expertise. In vocational high school, the teacher must apply English for a Specific Purpose to know the student's needs in English.

English for Specific Purpose (ESP) is an approach to English teaching. The material and the teaching method are based on the aim and student needs.⁴ Teaching English in vocational high schools through the ESP approach is one of the ways to equip the student with English skills based on the student's major.

English for Vocational Purposes (EVP) is a branch of English for Specific Purposes (ESP). English for Vocational Purpose (EVP) is intended for students who want to learn English relevant to their vocations.⁵ A culinary art major is a study program in a vocational high school that uses ESP as an approach to English teaching. Students of the culinary art major indeed have different English needs than those in public school. So that need analysis is needed to help students choose and prioritize what they need.

But in this situation, English teaching material in some vocational high school only contain general English, not specific to student expertise. SMKN 1 Palopo is one of the schools facing this problem, especially in culinary art majors, but the English material is directed according to the major. The students lack vocabulary that focuses on the study program because no media focus on culinary art vocabulary.

⁴ Titik Agustina, "An Approach of English Teaching for Non-English Department Students," *English for Specific Purposes (ESP)*, 2014.

⁵ Spring Nature, https://link.springer.com/chapter/10.1007/978-3-319-38834-2_19, (accessed, on April 2022).

Based on the researcher's interview on 14th March 2022 with the English teacher in SMKN 1 Palopo, the teacher lacked learning media specific to the culinary art major. The researcher also interviewed the culinary art students and gave questions about obstacles faced in learning English. They said that the teacher gave them an assignment. They needed to understand some of the assignments because lack of vocabulary. Because the teacher and students only use a general dictionary, there is no specific dictionary for a culinary art major.

Based on the problem above, the researcher tries to find solutions to students' lacks and wants. Several media could be used in teaching vocabulary. One of them is a dictionary. Due to this, the researcher conducted an appropriate picture vocabulary dictionary for a specific culinary art study program. This picture vocabulary dictionary is also more accessible for the teacher to deliver the material. This picture vocabulary dictionary contains not only text but also pictures.

In the previous study, Chintya Wulandari discusses "Development Picture Dictionary about Culinary Dish Tools Culinary Art Student of SMKN 6 Yogyakarta". She found that using picture dictionary can improve student learning based on the result pre-test and post-test.⁶

This research is intended for 10th-grade students of culinary art major SMKN 1 Palopo with the title **"Designing Picture Vocabulary Dictionary for Culinary Art Students at the Tenth Grade of SMKN 1 Palopo"**.

⁶ Chintya Wulandari, "The Development of Picture Dictionary About Culinary Dish Tools for Culinary Art Students of SMKN 6 Yogyakarta," no. 2 (2016): 1–8.

B. Research Question

Based on the background above, the researcher formulated the problem statement as follows:

1. What is the appropriate picture dictionary for culinary art students in the tenth grade of SMKN 1 Palopo?
2. How is the perception of culinary art students in the tenth grade of SMKN 1 Palopo toward the designed Culinary Art Picture Dictionary?

C. The objective of the Research

Related to the problem formulation above, this research aims to develop an appropriate picture vocabulary dictionary for culinary art students in the tenth grade of SMKN 1 Palopo.

D. Specification of the Expected Product

The researcher will produce a product that focuses on a picture vocabulary dictionary for a culinary art student in this research. The specifications are as follows:

1. The product's contents (picture dictionary) are vocabulary related to the culinary art study program.
2. Picture vocabulary dictionary contains English words and pictures related to culinary art to make students interested.
3. Picture vocabulary dictionary organized based on the theme or topic.
4. Picture vocabulary dictionary is intended for 10th-grade students of the culinary art study program at SMKN 1 Palopo.

E. Significance of the Research

This research was expected to give some benefits as follows:

1. Theoretically
 - a. Further research could use the result of the research as a reference.
 - b. The result of the product can be an inspiration for the teacher to create new learning media.
2. Practically
 - a. For the teacher: the product can be used as media to teach vocabulary related to the culinary art study program.
 - b. For the students: the product is expected to improve students' vocabulary related to culinary art program study.

F. Assumption and Delimitation of the Research

1. Assumption
 - a. The researcher expected that by design, this product could help teachers deliver teaching-learning.
 - b. The researcher expected that by design, this product could help students improve their vocabulary based on their study program.
2. Limitation
 - a. This product focuses on designing a picture vocabulary dictionary for the culinary art study program.
 - b. This product applied 4D models consisting of four stages, and those are; Define, Design, Develop, and Disseminate.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

Several studies related to this research are as follows:

Habib Tantawi et al. (2019) aimed to develop a learning media picture dictionary of science physics on the optic subject for eighth-grade students of MTs NW Senyur by using the research and development (R & D) method. The development model used is Borg and Gall, which is carried out in ten stages, namely: (1) potential and problem, (2) collecting data, (3) product design, (4) testing of field, (5) revision of the main product (6) testing of the main fields (7) revision of the operational product (8) testing of the operational field (9) revision of the final product (10) mass production.

Habib Tantawi's research similarities with the research conducted by the researcher are the same as developing a picture vocabulary dictionary. The difference lies in the content, the subject, and the development model under research. The researcher developed a picture dictionary for culinary art students by using the 4D model. In contrast, Habib Tantawi developed a picture dictionary of science physics on the optic subject using the Borg and Gall model.⁷

Asma'ul Husna (2019) aims to develop a picture biology dictionary of cell material on the science subject for junior high school by using the research and development (R & D) method. The development model used ADDIE (Analysis,

⁷ Habib Tantawi, Johri Sabaryati, and Ni Wayan Sri Darmayanti, "Pengembangan Media Pembelajaran Kamus IPA Fisika Bergambar Untuk Meningkatkan Minat Belajar Siswa MTs NW Senyur Kelas VII Pada Materi Alat Optik Tahun Ajaran 2018/2019," *ORBITA: Jurnal Kajian, Inovasi Dan Aplikasi Pendidikan Fisika* 5, no. 2 (2020): 101, <https://doi.org/10.31764/orbita.v5i2.1628>.

Design, Development, Implementation, and Evaluation) model. This research has a similar goal: designing an appropriate picture dictionary for students. The difference is that this research designed a picture dictionary for culinary art students. Meanwhile, the previous research designed a picture biology dictionary.⁸

Baiq Desi et al. (2021) this research discusses developing a picture English dictionary for early childhood. The method used is Research and Development (R&D) by using ADDIE (Analysis, Design, Development, Implementation, and Evaluation) development model. This study only examines the development to the Development stage by creating a dictionary product containing English for early childhood. The researcher indicates the similarity in designing a student picture English dictionary. The researcher shows the differences in this research by designing a picture dictionary for culinary art students using the 4D model. The previous research designed a picture dictionary for early childhood using the ADDIE model.⁹

Chintya Wulandari (2016), the purpose of this research as follows: (1) to develop a picture dictionary about culinary dish tools, (2) to understand the feasibility of a picture dictionary on culinary dish tools as seen from the aspect of dictionary content, language, and display, (3) understand an increase in student learning outcomes of picture dictionary about culinary dish tools. The method used is Research and Development (R&D) using the 4D (Define, Design, Develop, and Disseminate) development model. This research aims to design an

⁸ Asma'ul Husna, "Pengembangan Kamus Biologi Bergambar Materi Sel Pada Mata Pelajaran IPA Untuk Sekolah Menengah Pertama," 2019.

⁹ Baiq Desi et al., "Pengembangan Kamus Bergambar Bahasa Inggris Untuk Anak Usia Dini" 5, no. 2 (2021): 425–34.

appropriate picture dictionary for students. The difference is that this research designed a picture dictionary for culinary art students. Meanwhile, the previous research designed a picture dictionary about culinary dish tools.¹⁰

B. Literature Review

1. Vocational High School

Vocational High School has many skill programs. The skill program implemented at the Vocational High School adapts to the needs of the current job. Students can choose the program study that they are interested in Vocational High School.

Wardiman Djojonegoro stated that a vocational high school is an educational program that prepares the student for a particular job vocational high school is a formal educational institution that implements education to educate, teach, or train students to have specific knowledge and skills based on their major.¹¹

Law Number 2 (UU No.2) about National Education System: Vocational Education is education that prepares the student to be able to work in a particular field”. Government Regulation Number 29 in the year 1990 about Vocational High School: “Vocational High School is education that prioritizes the development of student abilities for implementation of specific types of the job.”¹²

¹⁰ Wulandari, “The Development of Picture Dictionary About Culinary Dish Tools for Culinary Art Students of SMKN 6 Yogyakarta.”

¹¹ Hemie Kumaat, “Persepsi Masyarakat Terhadap Sekolah Menengah Kejuruan (SMK) Sebagai Upaya Memasuki Dunia Kerja,” *APTEKINDO*, n.d. p. 501

¹² Peraturan Pemerintah Nomor 29 Tahun 1990, “<https://eprints.unyac.id>,” n.d.

2. English Curriculum of Vocational High School

The curriculum of vocational high school and senior high school is the same. The difference is the subject of both high schools. The subjects in senior high school are limited and tend to prepare students to continue their college education. Meanwhile, a specific subject in a particular major in vocational high school prepares the student to get a job after graduation.

A vocational high school aims to prepare students to have specific skills that can be applied to work after graduation. It means the skills and subjects taught are based on their majors. One of the essential subjects for vocational high school is English. The English teaching in vocational high schools should differ from senior high school. The English subject in vocational high school should relate to the student's major.

English in the vocational high school is divided into English in general and English for specific purposes. The English teaching in vocational high schools should be English for a specific purpose related to primary student needs. This also became a challenge for the teacher to be able to develop media or teaching materials based on student needs.¹³ In SMKN 1 Palopo, the English teacher taught English in general; the teacher used a module to teach English.

3. Culinary Art Major

The learning objective of the culinary art study program is to focus on becoming middle-class workers ready to work in the tourism industry, such as

¹³ Masyhud, "Pelatihan Dan Pendampingan Pembuatan Bahan Ajar Bahasa Inggris Bagi Guru SMK Muhammadiyah 1 Kota Batu," 2021. P.485

hotel, restaurant, catering service industry, and entrepreneurship in the culinary field. The learning materials consist of theoretical and practical materials.¹⁴

Culinary art is a major that study about education and culinary art. Culinary art also studies the art of processing food. Culinary art majors learn how to serve food or drink by paying attention to aesthetics, taste quality, and nutrition needs. Students learn how to process national or international food and drink in a culinary art major.¹⁵

4. The Curriculum of Culinary Art Major

The purpose of the culinary art competency generally refers to the Law on the National Education System (UU SPN) in article 3 about the objective of national education and the explanation of article 15, which state that vocational education is middle education that prepares students, especially to work in a specific field.¹⁶

Based on the curriculum 2013, the subject in vocational high school culinary art major is divided into three groups, as follows:¹⁷

- a) Group A (compulsory subject) consists of religious education, civil education, Indonesian, mathematics, Indonesian history, and English.
- b) Group B (compulsory subject) consists of art, culture, and physical education.
- c) Group C (specialization subject) divide into three specialization subjects, C1.

The primary area of expertise (science and tourism), C2. Basic skill program

¹⁴ Agnes Sri Warsitaningsih, "Efektifitas Metoda Mengajar Tata Boga Oleh Guru SMK Pariwisata Bandung," no. 3 (2005): 41–45. P.42

¹⁵ Deepublish, "Jurusan Tata Boga", <https://www.google.com/amp/s/penerbitbukudeepublish.com/jurusan/jurusan-tata-boga/amp/>, (accessed on March 16th 2022).

¹⁶ <https://smkn3kotabekasi.schid/tata-boga/>, (accessed on April 17th 2022).

¹⁷ "Struktur Kurikulum SMK/MAK Tata Boga," n.d.

(digital simulation, food safety, food knowledge, basic culinary and nutrition science), C3. Skill (food service and pastry).

5. Vocabulary

Vocabulary represents one of the most critical skills for teaching and learning a foreign language. Vocabulary is the primary tool for learners to use English effectively. It is the basis for developing four English skills: reading, listening, speaking, and writing.

Vocabulary can be roughly defined as the words we teach in a foreign language.¹⁸ Vocabularies are all the words in a language that expresses the meaning. Vocabulary is defined as the set of all words that are understood by the person or all the words which are likely to be used by the person to construct new sentences.¹⁹ Vocabulary is central in language teaching and is paramount to a language learner. Vocabulary is a basic of one learns a foreign language.²⁰

6. Picture Dictionary

A picture dictionary is a book that contains a word with a picture and an explanation related to an existing picture. A picture dictionary is a book made of attractive pictures and bright colors. The purpose of a picture dictionary is to attract students' attention.

¹⁸ Ur Penny, "A Course in Language Teaching Practice of Theory Cambridge Teacher Training and Development (Cambridge University 1996)," 1996. P.60

¹⁹ Nurul Hafsari, "Using Word Building Media to Improve Students' Vocabulary at the Eighth Grade of Smpn 8 Palopo a Thesis," 2019.

²⁰ Alpino Susanto, "THE TEACHING OF VOCABULARY: A PERSPECTIVE" I (2017): 182–91. P.182

Allana in Bhatti stated that a picture dictionary is a dictionary that uses a picture to explain the meaning of the desired word. A picture dictionary is organized by topic or arranged alphabetically.²¹

Picture dictionaries prioritize the clarity of images displayed with a meaning so that students can more easily understand the lessons conveyed. A picture dictionary is not only limited to imitating pictures of people, nouns, animals, and plants but can also deliver an activity.²²

A picture dictionary can help the student find the word student needs. When English learners use good picture dictionary, they can explore what they need in the language because they use it not only once or twice but for a long time.

7. The Step in Developing Picture Dictionary

According to Chaer in Dwi Mawanti, a dictionary's composition is divided into five stages: (1) dictionary design. This stage includes determining the purpose of making a dictionary. The next step is to collect the materials used, such as capital, computer, and other equipment. (2) Development of corpus data. In this stage, data or words are collected to be added to the dictionary. At this stage, the researcher also read the reference to collect data. (3) Alphabetizing data, the words are arranged alphabetically after the data is collected. This is done to make it easy for the user to find the desired word. (4) Data processing, at this stage of analysis, produces classifications in the form of an unnecessary word, new words,

²¹ Zeeshan Bhatti et al., "Unicode Based Bilingual Sindhi-English Pictorial Dictionary for Children" 2, no. 1 (2014): 1–7, <https://doi.org/10.12691/ajse-2-1-1>. P.1

²² Dewi Ismawarti, "Pengembangan Kamus Bergambar Peralatan Membuat Dan Menyajikan Minuman Non-Alkohol Dan Minuman Beralkohol Untuk Siswa Jasa Boga Kelas XI SMK Negeri 4 Yogyakarta," 2014. P.26

new words that are rarely used, and words that change the meaning. After knowing the classification, the unnecessary words are not added to the dictionary.

(5) Giving meaning, every word is given a meaning in this stage. Giving meaning refers to existing references such as the dictionary, glossary of terms, and other references that are still relevant.²³

Besides that, Anik Widayati stated that in composing a dictionary, there are several stages that the composer must follow. The stages are preparation, data collection, data processing (alphabetical order recheck, data selection, data classification, giving definition, editing of definition result), typing the master card, typing the script, correcting the script, trying to print, trying printing correction, and dictionary reproduction.²⁴

From the two opinions above, the researcher concludes that the important stages that the researcher should develop a dictionary are collecting the data, processing the data, selecting the data, arranging the data, designing the dictionary, trial printing, and reproducing the dictionary. In addition, the researcher should pay attention to the spelling and meaning of the word. Meanwhile, in this research, the researcher arranges the data based on the topic and theme, not based on the alphabet, and each vocabulary is equipped with a picture.

²³ Dwi Mawanti, "Pengembangan Kamus Visual Multi Bahasa Untuk PAUD," 2014. P. 26-29

²⁴ Anik Widayati, "Penyusunan Kamus Sederhana", 2012, <http://www.kompasiana.com/nikdanhan/551215578311c353bc5fae/penyusunan-kamus-sederhana>, (accessed 15 April 2022).

C. Conceptual Framework

This research used Research and Development (R&D) model. This research aims to design an appropriate picture vocabulary dictionary for the 10th-grade students of culinary art major in SMKN 1 Palopo. In designing a picture dictionary, the researcher applied 4D models of defining, designing, Developing and Disseminating.

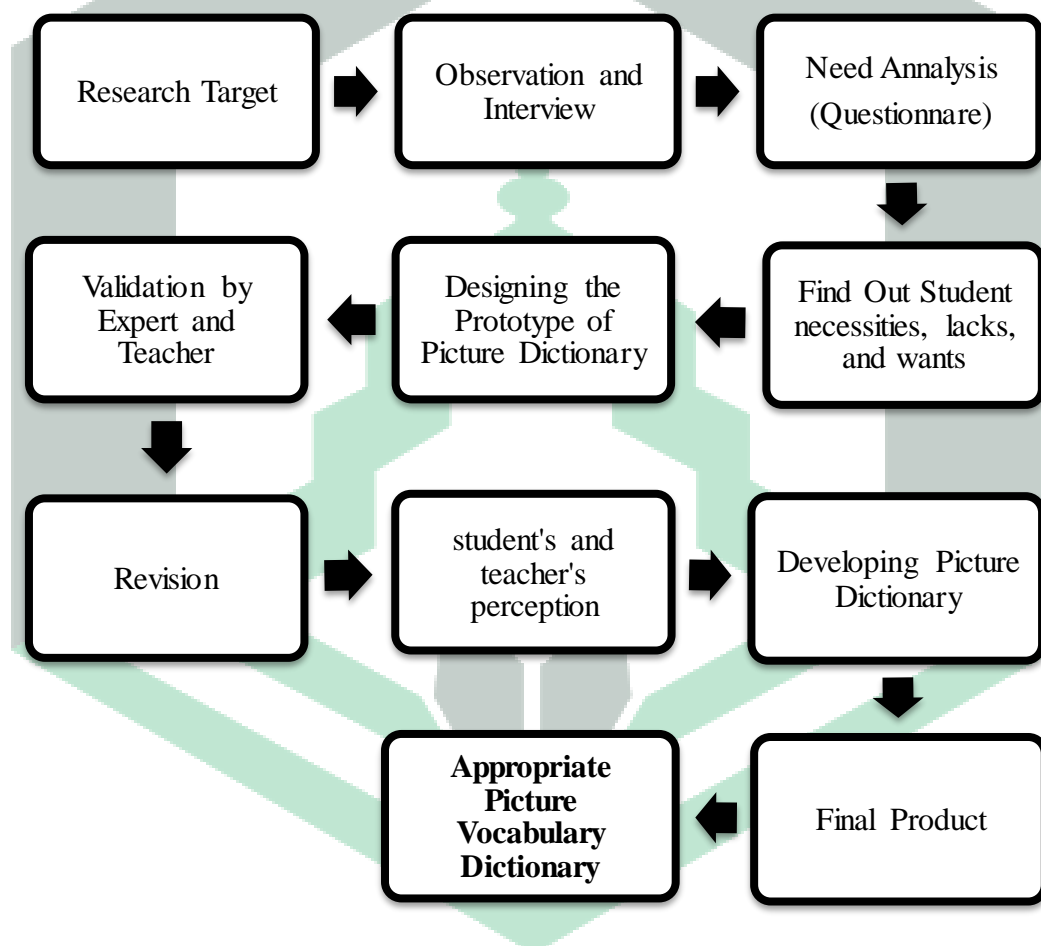


Figure 2. 1 Conceptual Framework

CHAPTER III

RESEARCH METHOD

A. Research Design

Research and development (R&D) is used to produce certain products and test their effectiveness. The product can be a curriculum, syllabus, textbook, learning media, module, worksheet, handbook, or assessment instrument.

The researcher developed a culinary art picture dictionary using the 4D model. The 4D model consists of four stages: Define, Design, Develop, and Disseminate. This model was developed by Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel.

B. Procedure of Development

The researcher used the 4D model to develop the product teaching media. This model consists of four stages, as follows:

1. Define

The researcher focused on determining and defining students' needs in this stage. In other models, this stage is named need analysis. The researcher did need analysis by using questionnaires and interviews. The questionnaire and interview are delivered to find out some information about students' lacks and wants.

2. Design

In the design stage, the researcher designed the prototype of the product. The prototype design is based on the lack of analysis and wants students obtained through the questionnaire and interview. This product will design a picture vocabulary dictionary for tenth-grade culinary art students.

3. Develop

The development stage focuses on developing the material. This stage is carried out in two steps: (1) Expert appraisal followed by revision, (2) Development testing. This stage aims to produce the final form product after revisions based on the suggestion from the expert, the teachers' perception, and the students' perception.

4. Disseminate

The last stage is dissemination. The product is already given to the teacher and students after the product has been developed and revised.

C. The subject of the Research

The subject of this research is the culinary art students in the 10th grade of SMKN 1 Palopo. The number of students is 20 students.

D. Instrument and Data Collection of the Research

The researcher collected the data through interviews and questionnaires.

1. Interview

The researcher interviewed the English teacher of SMKN 1 Palopo. Through this interview, the researcher tried to obtain information about several problems faced by teachers and students.

2. Questionnaire

The researcher used four kinds of questionnaire as follows:

- a. Questionnaire for validated the need analysis questionnaire by validator.
- b. Questionnaire for need analysis is used to collect information about students' necessity, wants and lacks.

- c. Expert judgment questionnaire is used to validate the product. The expert will give opinions and suggestions about the product. The result of questionnaire will be a reference to ensure the product is ready to use.
- d. Questionnaire for students' perception and teachers' perception is used to know the product is appropriated for student and teacher.

E. The Technique of Data Analysis

The data analysis in this research uses qualitative descriptive and quantitative methods. Qualitative data is from interviews with the teacher and suggestions from the validator. Quantitative data is data from the need analysis questionnaire and the result of expert validation analysis by the validator.

1. The Interview Data Analysis

Interviews results were analyzed through the qualitative descriptive method.

2. The Questionnaire Data Analysis

The data analyzed in this research is from the 10th-grade student's answer questionnaire. The result of the questionnaire was calculated by using the following formula:

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

X = Score

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

N = Total students

Figure 3. 1

The option with the higher percentage indicates the highest results of student choice.

3. Data Analysis of Expert Validation

The researcher calculates the results of expert validation and student perception using the Likert scale. The data were analyzed by calculating the answer average based on experts' and students' scoring using the following formula²⁵:

The number of answer <i>Very Good</i>	= VG x 5	=
The number of answer <i>Good</i>	= G x 4	=
The number of answer <i>Fair</i>	= F x 3	=
The number of answer <i>Poor</i>	= P x 2	=
The number of answer <i>Very Poor</i>	= VP x 1	=
Total score		=

After calculating the total score, then the researcher will calculate the average score by using the following formulation:

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

M = Mean score

B = Total scores

N = Total number of material topics

Figure 3. 2

²⁵ Dr Sugiyono, *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D*. (2013).

The researcher calculated the value after calculating the mean score by using the formulation formula:

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

X = The value

M = Average score

N = Total number of value

Figure 3. 3

After calculating each material, the researcher defined them as an appropriate picture vocabulary dictionary for culinary art students in the tenth grade of SMKN 1 Palopo.

Table 3. 1 Material Topics Qualification of Product Evaluation

Score	Percentage	Qualification	Categories
4.2 – 5.0	84% - 100%	Very Good	It can be used without any revision
3.4 – 4.1	68% - 82%	Good	It can be used with a little bit of revision
2.6 – 3.3	52% - 66%	Fairly	It can be used with many revision
1.8 – 2.5	36% - 50%	Poor	It cannot be used yet
1.0 – 1.7	20% - 34%	Very Poor	It cannot be used and needs much more revision

Table 3. 2 The Example of Expert Instrument Validation Table

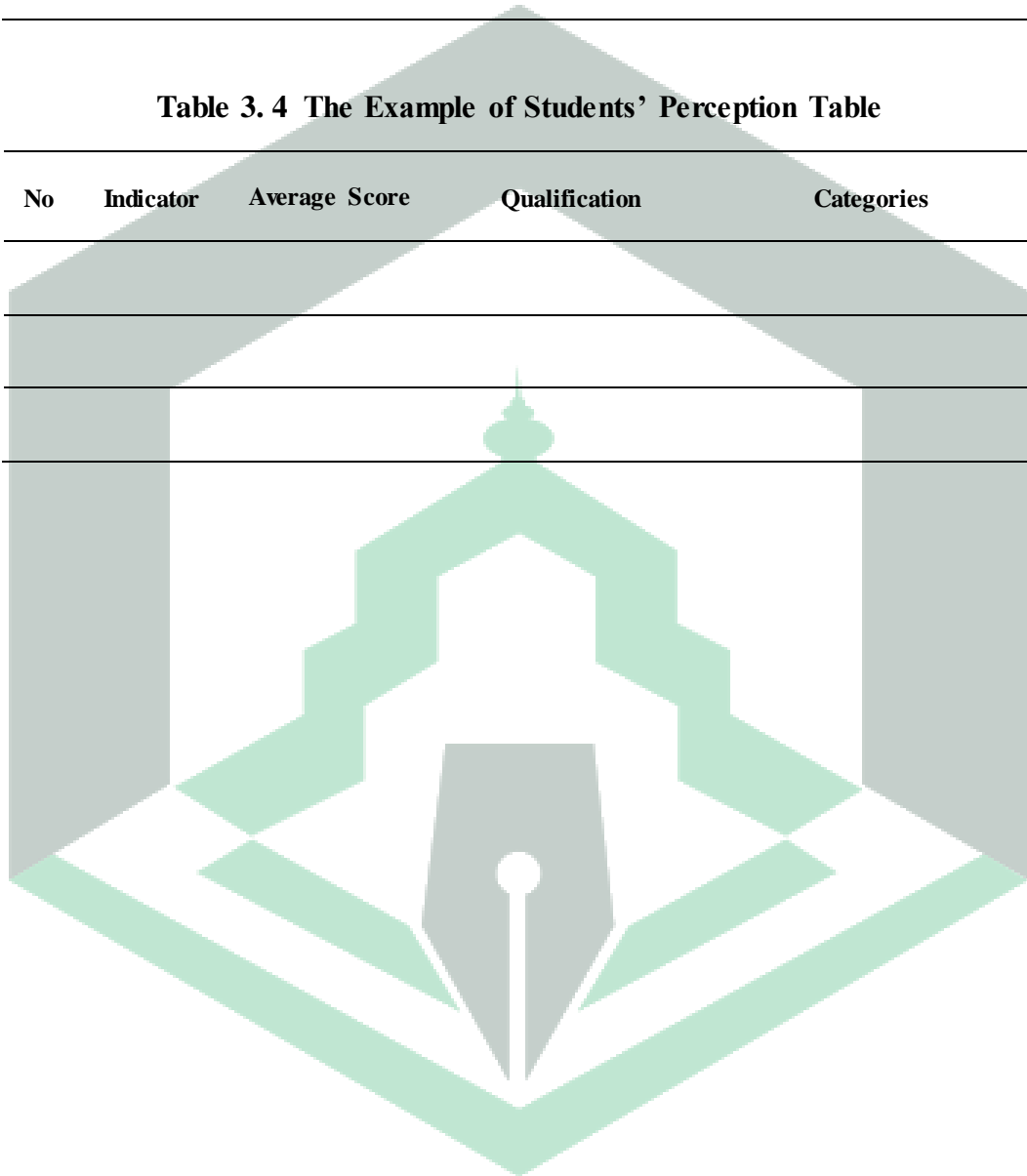
Aspects	Score
Contents	
Scope of the contents	
Language	

Table 3.3 The Example of Expert Validation Table

No	Indicator	Average Score	Qualification	Categories	Expert's Suggestion
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Table 3.4 The Example of Students' Perception Table

No	Indicator	Average Score	Qualification	Categories
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CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher discussed developing the picture dictionary for culinary art students in the tenth grade of SMKN 1 Palopo.

A. Research Findings

The researcher developed this product using Thiagarajan's 4D (Define, Design, Develop, and Disseminate) model. The stages are as follows:

1. Define

This stage is divided into three sections: observation, interview, and questionnaire need analysis. The results are elaborated as follows:

a. The result of the observation and interview

The activities conducted at these stages are observing the students and the teacher. The results of this observation are:

1) *Number of subjects per class*

Twenty students of the culinary art major in SMKN 1 Palopo are the participants of this research.

2) *Media in learning*

The teacher used a module in the learning process. The material taught is general English, but the example is related to the student's major. Teachers and students still need more media to find culinary vocabulary. The researcher aims to design a culinary art picture dictionary for culinary art students with pictures.

b. The result of the need analysis questionnaire

In designing the product, the researcher collects information about students' necessities, lacks, and wants using a questionnaire. Before distributing the instrument, the researcher validated the questionnaire by two validators: Dr. Masruddin, S.S., M.Hum as a Material expert, and Dr. Magfirah Thayyib, S.S., M.Pd. as a language expert. The results of instrument validation are shown below.

Table 4.1 The result of material experts' validation

Aspect	Score
Contents	5
Scope of the Contents	5
Language	4,5
Average Score	4,8

Table 4.2 The result of language experts' validation

Aspect	Score
Contents	5
Scope of the Contents	5
Language	4,5
Average Score	4,8

The validation results of the instrument by the experts in Table 4.1 is validation by material expert got a score of 4.8, and the language expert in Table 4.2 got a score of 4.8. Meanwhile, the instruments can be used with correction according to the suggestions given by the validators.

After the validator had validated the questionnaire, the researcher distributed the questionnaire by printout. The respondents consist of 20 students of culinary art major in the tenth grade of SMKN 1 Palopo.

1) Target needs

a) Necessity

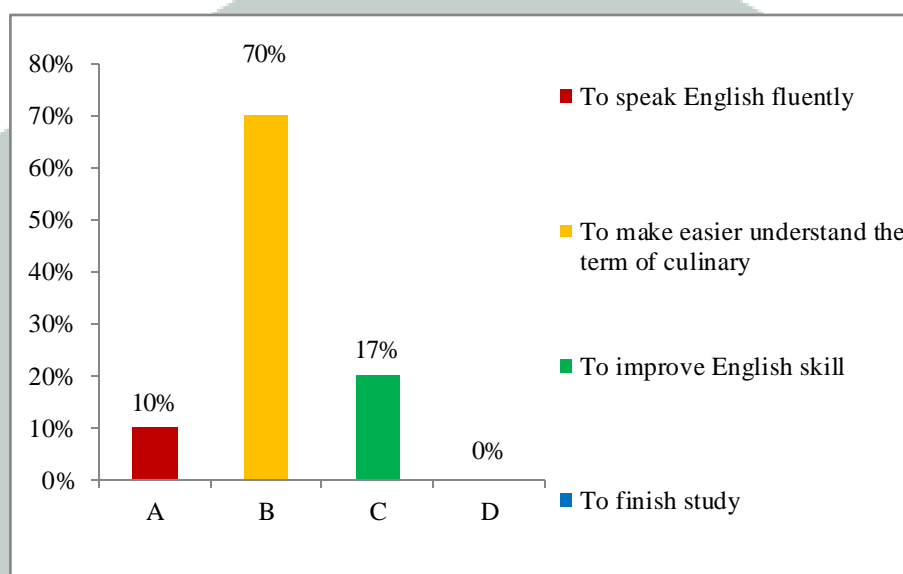


Chart 4. 1 the percentage of students' needs in English

The chart above illustrates the percentage of students' purpose in learning English. The highest percentage of option is 70% of the total respondents stated that their reason for learning English is to make it easier to understand the term culinary. Based on the highest percentage result, the researcher aims to sign a picture dictionary for culinary art students.

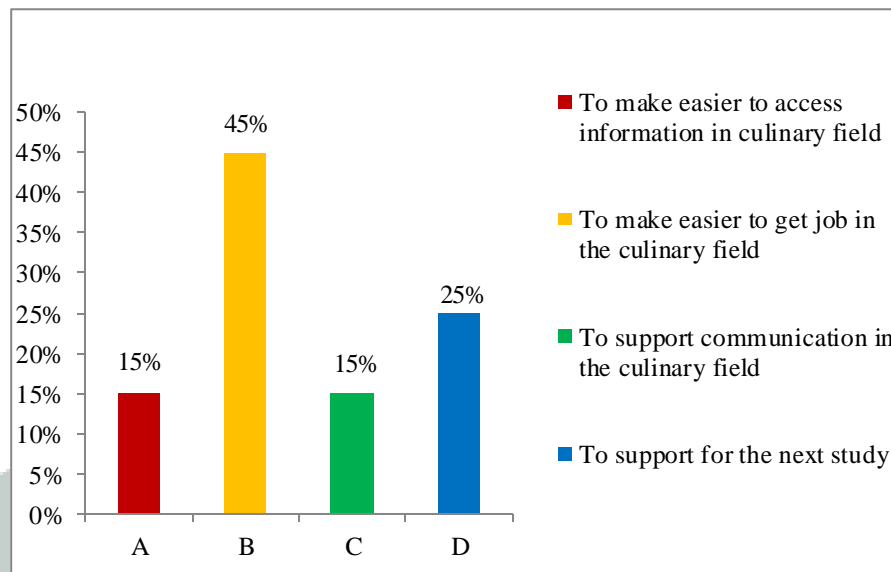


Chart 4.2 the percentage of the benefit of English after graduated

The bar showed the use of English after graduating culinary art major. The most answered to make it easier to get a job in the culinary with 45% of the total respondents. This means most students want to learn English because English is important to support the students' job.

b) Lacks

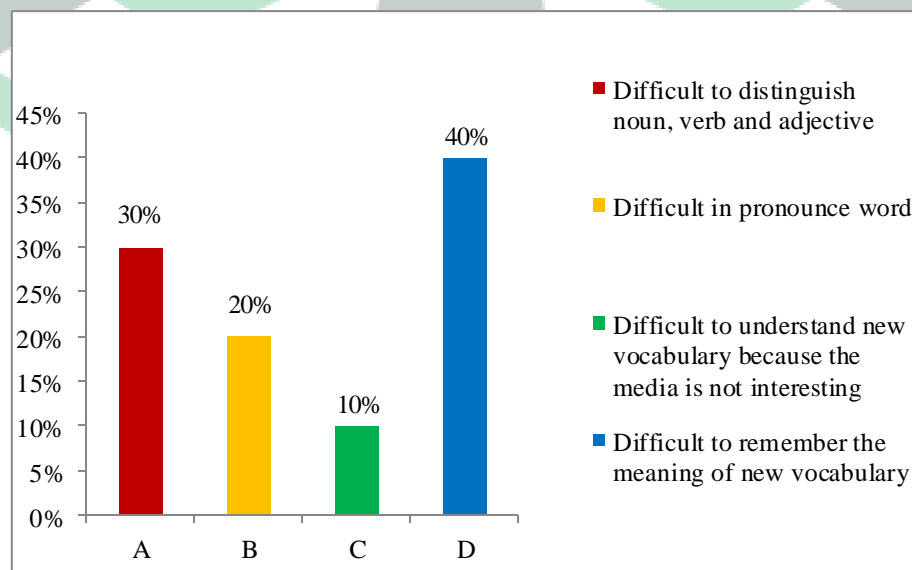


Chart 4.3 the percentage of student's problems in learning vocabulary

The chart presented the percentage of the student's problems in learning vocabulary. There is four typical students' problems learning vocabulary, but the biggest problem is difficulty remembering the meaning of new vocabulary 40%.

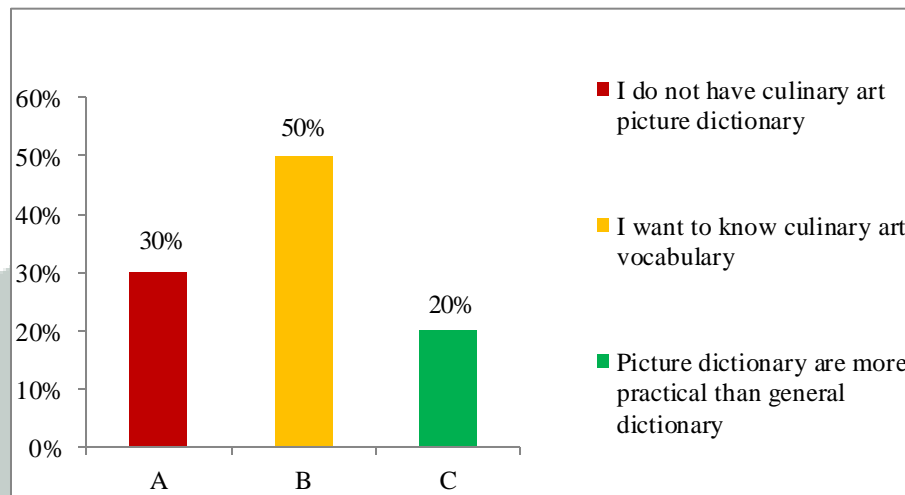


Chart 4.4 the percentage of why the student needs a culinary art dictionary

The chart above delineates the percentage of why students need a culinary art dictionary. Students who want to know culinary art vocabulary had the highest percentage, with 50%. Further, the researcher focused on designing the product about culinary art vocabulary.

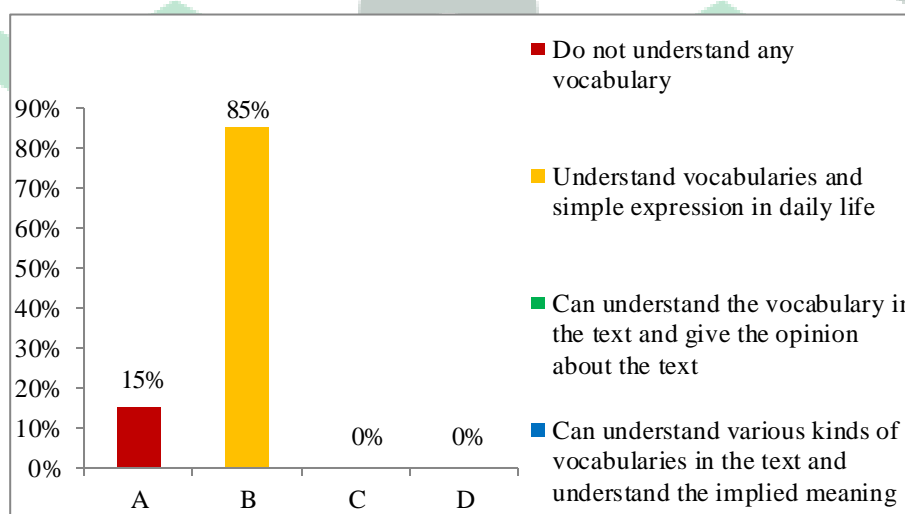


Chart 4.5 the percentage of student's level vocabulary mastery

The chart was given the student's level of vocabulary mastery. The chart shows four types of students' level vocabulary mastery. From the chart, the students only understand vocabulary and simple expressions in daily life with 85%. Meanwhile, 15% of students do not understand any vocabulary.

2) Learning needs

a) Wants

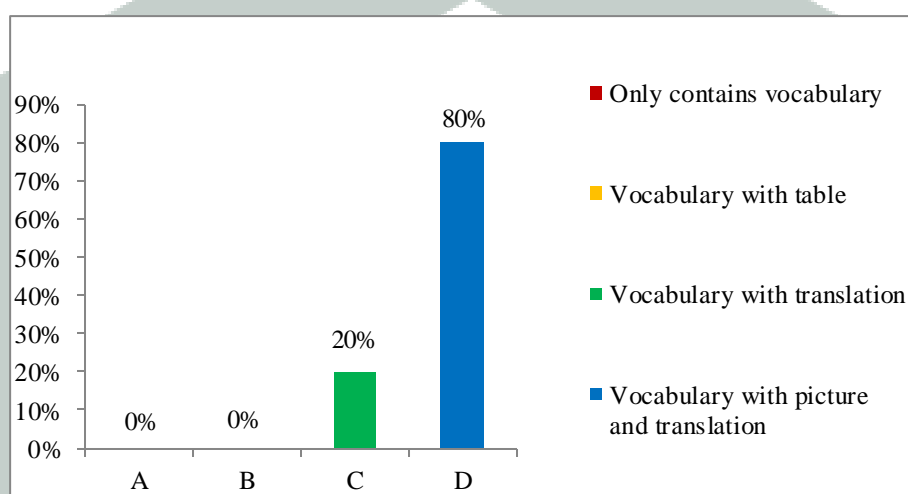


Chart 4.6 the percentage of student's want in picture dictionary

The chart depicts the percentages of students who wanted a picture dictionary. 20% of students wanted the input of a picture dictionary in vocabulary with translation while 80% of students wanted vocabulary with picture and translation in the picture dictionary. Looking up the students' choice, the researcher will input the translation and picture in the dictionary.

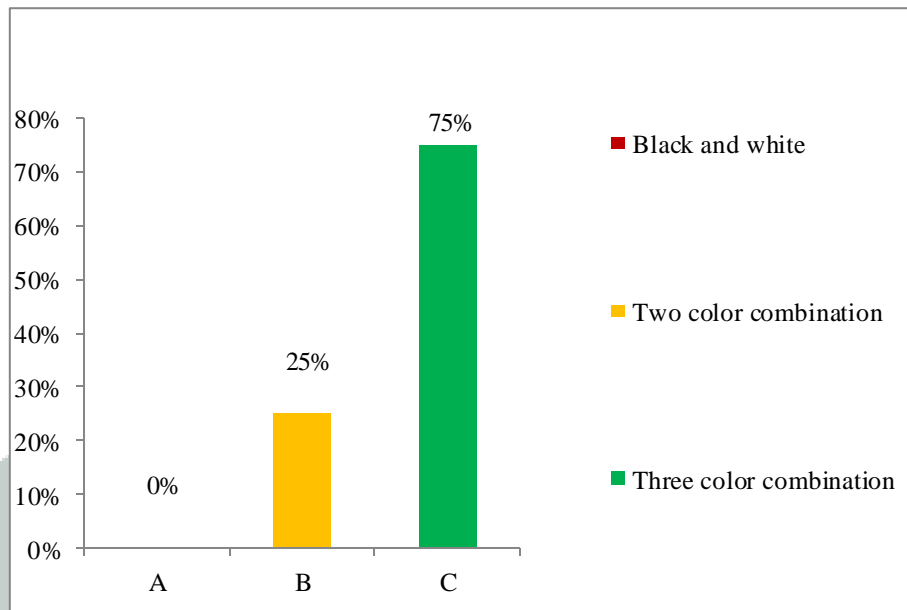


Chart 4. 7 the percentage of the color picture dictionary

The chart above presented the color of the dictionary that students wanted. The highest percentage of options is 75% of the total respondent. The student is more interested if the color picture dictionary is three color combinations.

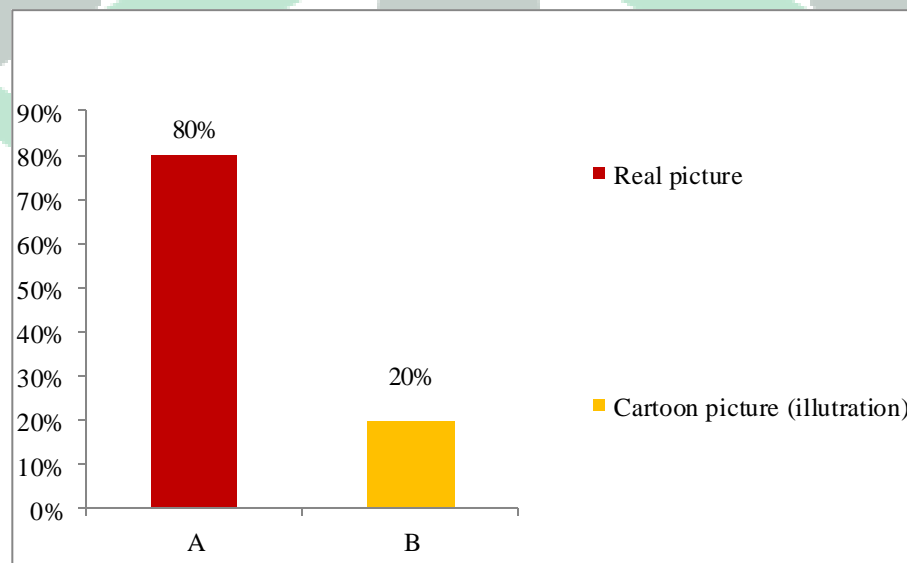


Chart 4. 8 the percentage of the kind picture in picture dictionary

The bar chart explained the percentage of the kind of picture wanted in the picture dictionary. 80% of students wanted the picture dictionary used real picture. Further, the researcher used the real picture for each vocabulary in the picture dictionary.

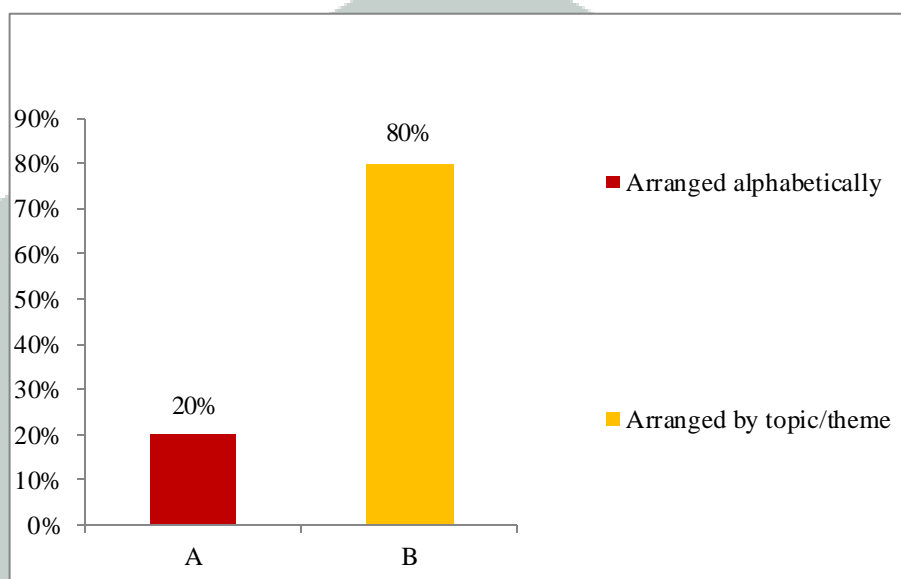


Chart 4. 9 the percentage of arrangement picture dictionary

The chart showed the percentage of students who wanted in arranged the picture dictionary. There were, 20% of students who wanted the picture dictionary arranged alphabetically. Meanwhile, 80% of students wanted the picture dictionary arranged based on the topic/theme. The researcher decided to arrange the picture dictionary base on the topic/theme.

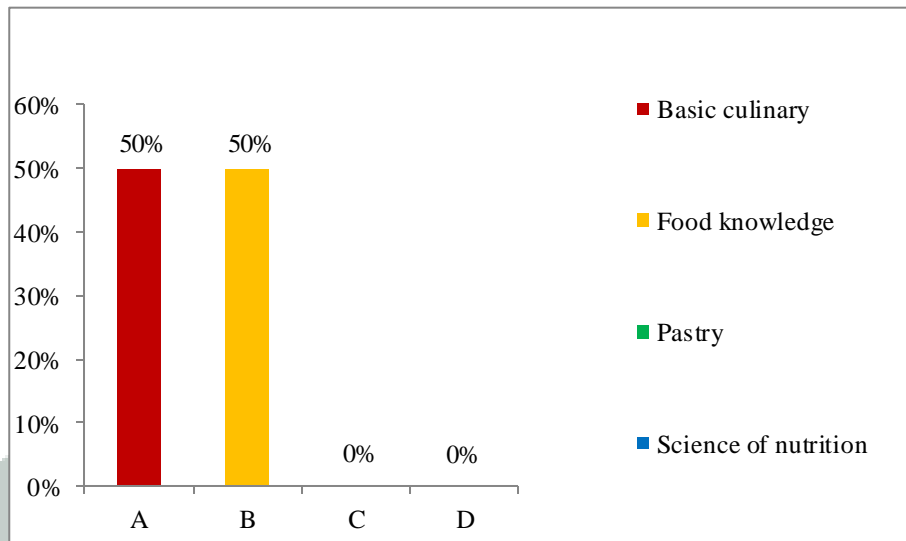


Chart 4. 10 the percentage of topics in picture dictionary

The chart above illustrated the percentage of the topics in the picture dictionary based on the student's wants. The chart result got the same percentage with 50% basic culinary and 50% food knowledge. Meanwhile, the topics in the picture dictionary only focus in basic culinary and food knowledge.

b) Media

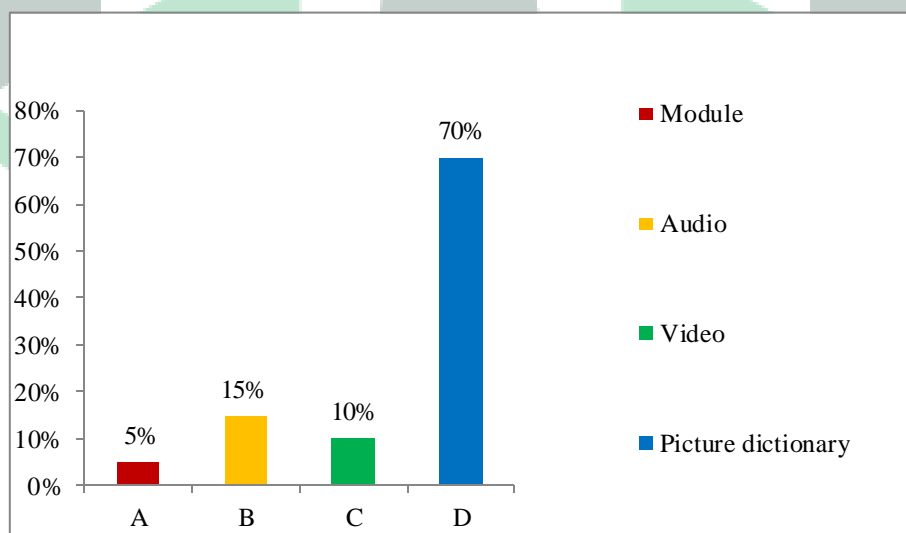


Chart 4. 11 the percentage of student's media in increased vocabulary

The bar chart explained the percentage of the media used by the student to increase their vocabulary. From the four options were presented on the chart: module, audio, video, and picture dictionary. Many of the students chose picture dictionary to increase student's vocabulary with 70%. This is why the dictionary was designed with an attractive picture.

c) Setting

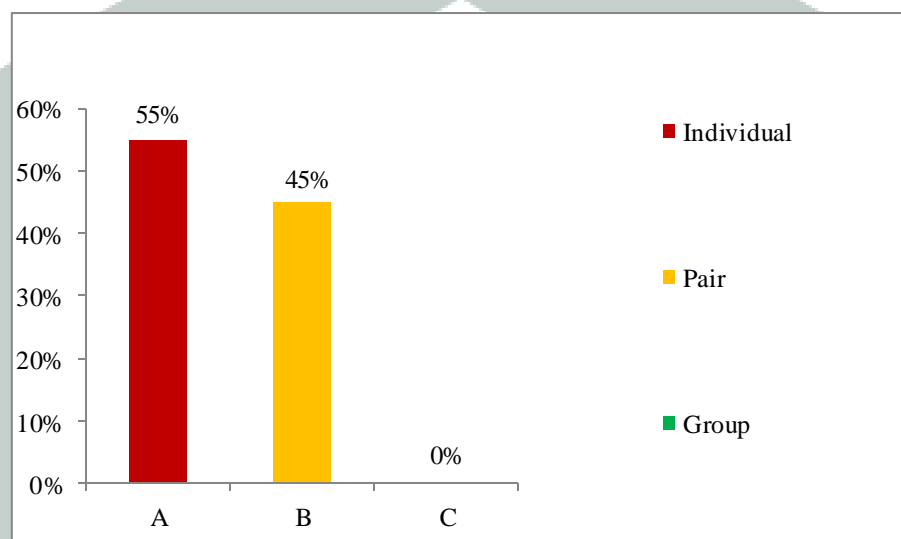


Chart 4. 12 the percentage of student preferred ways of learning vocabulary

The chart above illustrated the percentage of student's ways of learning vocabulary. There are three options in the chart: individual, pair, and group. The setting aspects showed that the students most wanted individual in learning vocabulary with 55% of the total respondent, and 45% of students preferred to learn vocabulary by pairs.

d) Activity

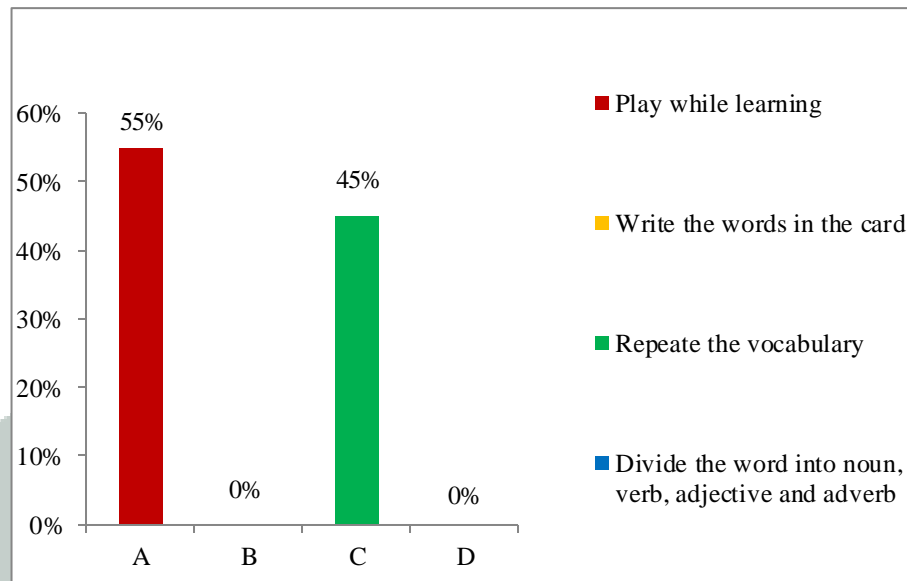


Chart 4.13 the percentage of student's activity in learning vocabulary

The chart depicts the percentage of students' activity in remembering vocabulary. Based on the result, the highest percentage is the students who remember vocabulary by playing while learning with 55% of the total respondent. Meanwhile, 45% of students prefer to remember the vocabulary by repeat it.

2. Design

In the design step, the researcher designed the prototype of the product base on the need analysis, observation, and interview that the researcher did before. The researcher input the topic based on the students chosen in the questionnaire and including the student learning in their major. The researcher design the product used Canva.

Table 4.3 Topic of the product

No	Topics	No	Topics
1.	Food processing equipment	13.	Vegetable
2.	Food processing	14.	Fruit
3.	Pieces of food	15.	Nut
4.	Meat	16.	Serelia
5.	Cut of Meat	17.	Flour
6.	Poultry	18.	Milk
7.	Cut of Poultry	19.	Fat
8.	Fish and Seafood	20.	Egg
9.	Cut of Fish	21.	Sugar
10.	Indonesia Sauce	22.	Drink Ingredients
11.	Basic Spices of Indonesian Food	23.	Garnish
12.	Herbs and Spices	24.	Food Serving

3. Develop

a. The result of expert validation

There are three expert validations that have been validating the culinary art picture dictionary. They are Dr. Masruddin, S.S., M.Hum as the language expert, Fadhliah R Muin, S.Pd.I., M.Pd as the design and layout expert, and Aniati S.Pd and Yudha Prawira Christanto Tandung as the material expert. The result of the expert validation can be seen below:

1) Result validation of language expert

Table 4.4 The result of the product validation by the language expert

No.	Criteria	Score	Description	Follow Up
A. CONTENT				
1.	The scope of vocabulary in the picture dictionary suits the needs of the culinary art students at tenth grade of SMKN 1 Palopo.	5	Very Good	It can be utilized without revision
2.	The depth of vocabulary in the picture dictionary for culinary art students at tenth grade of SMKN 1 Palopo is adequate.	4	Very Good	It can be utilized without revision
3.	The authenticity of the vocabulary in the picture dictionary is adequate.	5	Very Good	It can be utilized without revision
4.	The vocabulary in the picture dictionary arranges based on the topic/theme.	5	Very Good	It can be utilized without revision
5.	The vocabulary in the picture dictionary is equipped with pictures.	5	Very Good	It can be utilized without revision
B. LANGUAGE				
6.	The vocabulary used in the picture dictionary is grammatical correct.	4	Good	It can be utilized with a little bit of revision
7.	The vocabulary presented by the picture dictionary is in accordance with the level of the student's cognitive development.	5	Very Good	It can be utilized without revision
8.	The vocabulary presented is easy to understand.	5	Very Good	It can be utilized without revision
9	Whole vocabulary according to the student's language skill	5	Very Good	It can be utilized without revision
C. DESIGN				
10.	Attractive picture vocabulary dictionary.	5	Very Good	It can be utilized without revision
11.	The type of font used is good.	5	Very Good	It can be utilized without revision
12.	The contents display of the picture vocabulary dictionary is clear.	5	Very Good	It can be utilized without revision
13.	The arrangement of vocabulary in the picture dictionary is systematic.	5	Very Good	It can be utilized without revision
14.	Correct punctuation.	4	Very Good	It can be utilized without revision
15.	The sources in the picture vocabulary dictionary are clear.	5	Very Good	It can be utilized without revision

16.	Spacing is appropriate	4	Good	It can be utilized with a little bit of revision
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The mean score of the language expert validation was calculated below:

$$M = \frac{B}{N} = \frac{76}{16} = 4,75$$

Figure 4. 1

The percentages of the language expert validation were calculated below:

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

$$X = \frac{4,75}{5} 100\% = 95\%$$

Figure 4. 2

The language expert validation result got the mean score 4,75 with 95%, which qualified as “very good” the result of the language expert validation indicated the picture dictionary can be used without revision.

2) Result validation of design and layout expert

Table 4.5 The result of the product validation by the design and layout expert

No.	Criteria	Score	Description	Follow Up
A. CONTENT				
1.	The scope of vocabulary in the picture dictionary suits the needs of the culinary art students at tenth grade of SMKN 1 Palopo.	5	Very Good	It can be utilized without revision
2.	The depth of vocabulary in the picture dictionary for culinary art students at tenth grade of SMKN 1 Palopo is adequate.	4	Very Good	It can be utilized without revision
3.	The authenticity of the vocabulary in the picture dictionary is adequate.	5	Very Good	It can be utilized without revision
4.	The vocabulary in the picture dictionary arranges based on the topic/theme.	4	Very Good	It can be utilized without revision

5.	The vocabulary in the picture dictionary is equipped with pictures.	5	Very Good	It can be utilized without revision
B. LANGUAGE				
6.	The vocabulary used in the picture dictionary is grammatical correct.	4	Good	It can be utilized with a little bit of revision
7.	The vocabulary presented by the picture dictionary is in accordance with the level of the student's cognitive development.	4	Very Good	It can be utilized without revision
8.	The vocabulary presented is easy to understand.	5	Very Good	It can be utilized without revision
9.	Whole vocabulary according to the student's language skill	4	Very Good	It can be utilized without revision
C. DESIGN				
10.	Attractive picture vocabulary dictionary.	4	Very Good	It can be utilized without revision
11.	The type of font used is good.	5	Very Good	It can be utilized without revision
12.	The contents display of the picture vocabulary dictionary is clear.	4	Very Good	It can be utilized without revision
13.	The arrangement of vocabulary in the picture dictionary is systematic.	5	Very Good	It can be utilized without revision
14.	Correct punctuation.	4	Very Good	It can be utilized without revision
15.	The sources in the picture vocabulary dictionary are clear.	5	Very Good	It can be utilized without revision
16.	Spacing is appropriate	4	Good	It can be utilized with a little bit of revision

The mean score of the design and layout expert validation was calculated below:

$$M = \frac{B}{N} = \frac{71}{16} = 4,44$$

Figure 4.3

The percentages of the design and layout expert validation were calculated below:

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

$$X = \frac{4,44}{5} 100\% = 88,8\%$$

Figure 4.4

The result of design and language validation by the expert got the mean score 4,44 with 88,8%, which qualified as “very good” the result of the language expert validation indicated the picture dictionary can be utilized without revision.

3) Result validation of material expert

Table 4.6 The result of the product validation by the material expert

No.	Criteria	Score	Description	Follow Up
A. CONTENT				
1.	The scope of vocabulary in the picture dictionary suits the needs of the culinary art students at tenth grade of SMKN 1 Palopo.	5	Very Good	It can be utilized without revision
2.	The depth of vocabulary in the picture dictionary for culinary art students at tenth grade of SMKN 1 Palopo is adequate.	5	Very Good	It can be utilized without revision
3.	The authenticity of the vocabulary in the picture dictionary is adequate.	4	Very Good	It can be utilized without revision
4.	The vocabulary in the picture dictionary arranges based on the topic/theme.	5	Very Good	It can be utilized without revision
5.	The vocabulary in the picture dictionary is equipped with pictures.	5	Very Good	It can be utilized without revision
B. LANGUAGE				
6.	The vocabulary used in the picture dictionary is grammatical correct.	5	Good	It can be utilized with a little bit of revision
7.	The vocabulary presented by the picture dictionary is in accordance with the level of the student's cognitive development.	5	Very Good	It can be utilized without revision
8.	The vocabulary presented is easy to understand.	4	Very Good	It can be utilized without revision
9	Whole vocabulary according to the student's language skill	4	Very Good	It can be utilized without revision
C. DESIGN				
10.	Attractive picture vocabulary dictionary.	5	Very Good	It can be utilized without revision
11.	The type of font used is good.	5	Very Good	It can be utilized without revision
12.	The contents display of the picture vocabulary dictionary is clear.	5	Very Good	It can be utilized without revision

13.	The arrangement of vocabulary in the picture dictionary is systematic.	5	Very Good	It can be utilized without revision
14.	Correct punctuation.	5	Very Good	It can be utilized without revision
15.	The sources in the picture vocabulary dictionary are clear.	5	Very Good	It can be utilized without revision
16.	Spacing is appropriate	4	Good	It can be utilized with a little bit of revision

The mean score of the material expert validation was calculated below:

$$M = \frac{B}{N} = \frac{76}{16} = 4,75$$

Figure 4.5

The percentages of the material expert validation were calculated below:

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

$$X = \frac{4,75}{5} 100\% = 95\%$$

Figure 4.6

The result of material validation by the expert got the mean score 4,75 with 95%, which qualified as “very good” the result of the material expert validation indicated the picture dictionary can be used without revision.

b. The suggestion and revision draft of the picture dictionary

After the picture dictionary had been validated, the researcher obtained several suggestions and revisions by the experts. It was aimed to develop the first draft of the culinary art picture dictionary before try-out to the culinary art students. The expert’s corrections can be seen below:

Table 4.7 The revisions of the picture dictionary given by the experts

Aspects	Topic (Section)	Suggestion	Revision Result
Design	Phonetic Symbols	Add the barcode	The barcode had been added
	All	Highlight the title of each part	The title had been highlighted in each part
Language	All	Add pronunciation with phonetic symbol	Pronunciation with phonetic symbols had been added
Material	Part of flour	Add the kinds of flour	The kinds of flour had been added

c. Implementation

After revised the product, the researcher implemented the product for the culinary art students in the tenth grade of SMKN 1 Palopo. The implementation was held in a day on 25th October 2022 with 20 students. The researcher explained the component of the picture dictionary. The researcher began to explain the phonetic symbols, dictionary guide, and how to scan the barcode. The students gave their perception of the product after used and read the picture dictionary.

Table 4.8 The result of students' perception

No	Criteria	Score	Description	Follow Up
1.	The design picture dictionary is attractive.	4,45	Very Good	It can be utilized without revision
2.	The size picture dictionary is appropriate.	4,4	Very Good	It can be utilized without revision
3.	The font type used is appropriate.	4,5	Very Good	It can be utilized without revision
4.	The size of the font used is appropriate.	4,55	Very Good	It can be utilized without revision
5.	The language used is appropriate.	4,3	Very Good	It can be utilized without revision
6.	The language used is easy to understand.	4,65	Very Good	It can be utilized without revision

7.	The language used is according to the student's language skill.	4,55	Very Good	It can be utilized without revision
8.	The content in the picture dictionary is easy to understand.	4,55	Very Good	It can be utilized without revision
9.	The content in the picture dictionary is attractive.	4,6	Very Good	It can be utilized without revision
10.	The material in the picture dictionary is accordance with the student's needs	4,6	Very Good	It can be utilized without revision
11.	The material contents overall are varied	4,7	Very Good	It can be utilized without revision
12.	Picture dictionary can help student learn at school.	4,65	Very Good	It can be utilized without revision
13.	Picture dictionary can add vocabulary easily.	4,65	Very Good	It can be utilized without revision
14.	Vocabulary mastery using picture dictionary becomes easier.	4,7	Very Good	It can be utilized without revision
15.	Picture dictionary make students more excited to learn vocabulary related to the student's major.	4,7	Very Good	It can be utilized without revision

The students' perception means scores were calculated below:

$$M = \frac{B}{N} = \frac{68,55}{15} = 4,57$$

Figure 4. 7

The students' perception percentages were calculated below:

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

$$X = \frac{4,57}{5} 100\% = 91,4\%$$

Figure 4. 8

The students' perception result got a mean score 4,57 with 91% of the percentages that qualified as "Very Good." It indicated that the picture dictionary could be used without revision.

Moreover, also asked several students about the appropriateness of the picture dictionary for their needs. The students answered that the picture dictionary was appropriate for their needs. Here are some comments about the designed picture dictionary:

“I like this book because full of pictures and I like the color of the book.”

“I never had book like this. It could help me to remember the vocabulary about culinary art.”

“This book is suitable for improving my culinary art vocabulary because I lack of vocabulary.”

Furthermore, the researcher also distributed the questionnaire to the teacher. The result of the teachers’ perception as seen below:

Table 4.9 The result of teachers’ perception

No	Criteria	Score	Description	Follow Up
1.	The design picture dictionary is attractive.	5	Very Good	It can be utilized without revision
2.	The size picture dictionary is appropriate.	5	Very Good	It can be utilized without revision
3.	The font type used is appropriate.	4	Very Good	It can be utilized without revision
4.	The size of the font used is appropriate.	5	Very Good	It can be utilized without revision
5.	The language used is appropriate.	4	Very Good	It can be utilized without revision
6.	The language used is easy to understand.	5	Very Good	It can be utilized without revision
7.	The language used is according to the student’s language skill.	5	Very Good	It can be utilized without revision
8.	The content in the picture dictionary is easy to understand.	4	Very Good	It can be utilized without revision
9.	The content in the picture dictionary is attractive.	5	Very Good	It can be utilized without revision
10.	The material in the picture dictionary is accordance with the student’s needs	5	Very Good	It can be utilized without revision

11.	The material content overall is varied	5	Very Good	It can be utilized without revision
12.	Picture dictionary can help student learn at school.	4	Very Good	It can be utilized without revision
13.	Picture dictionary can add vocabulary easily.	4	Very Good	It can be utilized without revision
14.	Vocabulary mastery using picture dictionary becomes easier.	5	Very Good	It can be utilized without revision
15.	Picture dictionary make students more excited to learn vocabulary related to the student's major.	5	Very Good	It can be utilized without revision

The teacher's perception means scores were calculated below:

$$M = \frac{B}{N} = \frac{70}{15} = 4,7$$

Figure 4. 9

The teacher's perception percentages were calculated below:

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

$$X = \frac{4,7}{5} 100\% = 94 \%$$

Figure 4. 10

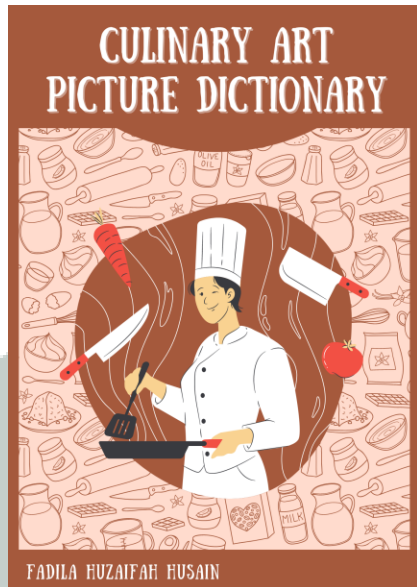
The teacher's perception result got a mean 4,7 with 94% of percentages which qualified as "Very Good." It indicated that the picture dictionary could be used without revision.

Further, the teacher also gave some comments about the product:

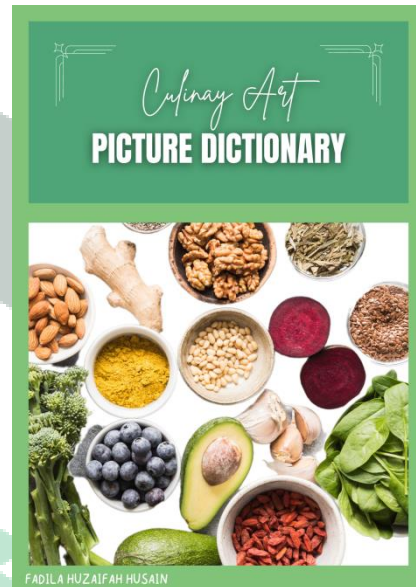
"The picture dictionary is presented in line with the students' needs. The product is very attractive, full of pictures and real pictures. As a suggestion, the researcher should change the picture of the cover into the real picture".

d. Draft Change

Before



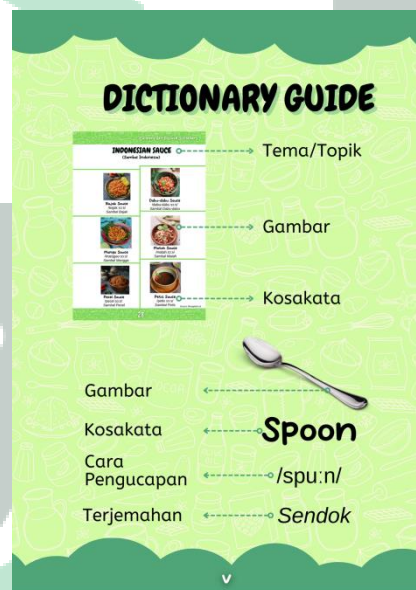
After



Before



After





The pictures above were shown before and after revising after got some suggestions and corrections from the experts' validation and teacher. The draft change, such as the cover, the barcode, and phonetic symbol for each vocabulary.

4. Dissemination

In this stage the researcher did disseminate the final product after designing, revised, and trial the product. The researcher socialized the product to the students in the tenth grade of culinary art students in SMKN 1 Palopo. Students and teacher responses are good and enthusiast. They wanted to use the product in English teaching learning.

B. Discussion

English in vocational high school is important to support students to help get a job according to their major. Meanwhile, the problem that students face in learning English is the material is not focused to the student's major. This research is aimed to design an appropriate picture dictionary for culinary art students at the tenth grade of SMKN 1 Palopo. Students of the culinary art major have different English needs compared to public school. The need of English in each field is different. English for culinary art can support student in academic and support their job. The culinary art students in SMKN 1 Palopo are lack vocabulary that focuses on the study program because no media focus on culinary art vocabulary. That's why picture dictionary for culinary art students is very important to support student in improving culinary art vocabulary. Picture dictionary is a reference book that contains words equipped with picture²⁶. Picture are very important to use in clarify something²⁷. Besides, this research also aimed to determine the

²⁶ Anneahira, 2013, "Pengertian Kamus Elektronik Bergambar", <http://www.anneahira.com/kamusistilah.htm> (accessed 7 November 2022).

²⁷ Sanjaya, Wina. 2010. Strategi Pembelajaran Berorientasi Standar Proses Pendidikan. Jakarta: Prenada Media Group.

students' perception of the product to support the design products' appropriateness and effectiveness.

The culinary art picture dictionary was designed by used 4D model, which develops by Sivasallam Thiagarajan, Dorothy S Semmet, and Melvyn I Semmel. This model consists of four stages: define, design, develop and disseminate. In the first stage, the researcher do is need analysis by using a questionnaire and interview. The need analysis result showed the product content that the student needed. The researcher designed the first draft of the picture dictionary based on the need analysis.

The first draft picture dictionary that has been made is then validated by four expert validations in their field to get suggestions about the product. Validation aimed to see the quality of the product. The validation result of the culinary art picture dictionary from the language expert got a mean score of 4,75 with 95%, which qualified as "Very Good." The result from the design and layout expert got a mean score of 4,44 with 88%, which qualified as "Very Good," and from material expert got a mean score 4,75 with 95% which qualified as "Very Good." Furthermore, the product was try-out after being revised based on the suggestion of validators. After that, the researcher conducted students' and teachers' perceptions. The picture dictionary appropriateness was approved by the mean score result of students' perception which was 4,57 with 91% of the percentage which qualified "Very Good." It indicated that the picture dictionary could be used without revision. The feedback of the student's and teachers' perceptions is positive because the picture dictionary is presented in line with

student needs the design is very attractive with picture. The product development in this research was considered appropriate for students because it can be learning media to help students improve their vocabulary, especially culinary art vocabulary.

To compared the previous research result with this result to support this research. The research from Dewi Ismawarti²⁸ it aimed to develop picture dictionary about equipment for making and serving non-alcoholic and alcoholic beverages. The result of their research was categorized as very good. The result of the applied picture dictionary was the pre-test with score 5,90, and the result of the post-test was 8,76. It can be concluded that picture dictionary can help students more interested in learning vocabulary.

²⁸ Dewi Ismawarti, "Pengembangan Kamus Bergambar Peralatan Membuat Dan Menyajikan Minuman Non-Alkohol Dan Minuman Beralkohol Untuk Siswa Jasa Boga Kelas XI SMK Negeri 4 Yogyakarta," 2014.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The way to design the picture dictionary for culinary art students is to use the 4D (Define, Design, Develop and Disseminate) design model. The first step in designing picture dictionary is to collect the student's needs by questionnaire. The researchers design the prototype of the product and then validate it to the validator. The researcher did a limited try-out to know the student's perception.

As the result of this research, the picture dictionary for culinary art students was appropriate media in learning vocabulary for the student in the tenth grade of SMKN 1 Palopo. The result of students' perception showed the mean score was 4,57 with 91,4% of percentage, which qualified as "Very Good," and the teacher perception was 4,7 with 97% of the percentage, which qualified as "Very Good." It indicated that the picture dictionary could be used without revision. This result was supported by the interview results of the English teacher and culinary art students. The teacher and the students stated that the designed picture dictionary was in line with students' needs. The layout design of the picture dictionary is interesting, and the content of the picture dictionary is equipped with picture in each vocabulary, which makes students interested to read it.

B. Suggestion

In this part, the researcher would like to give several suggestions based on the conclusion above. The suggestions for English teacher, dictionary users, and further researchers here are some of the suggestions from the researcher;

1. For teachers

This picture dictionary is suggested to the teacher to use as a supporting media in teaching English, especially in improving student vocabulary about culinary art.

2. For students

The picture dictionary users are expected to enhance their vocabulary by using this picture dictionary.

3. For the further research

The researcher realized that this research was still far from perfect. Therefore, for the next researchers who want to conduct similar research or continue this research, the research suggested to add a QR code scanner how to pronounce the vocabulary.

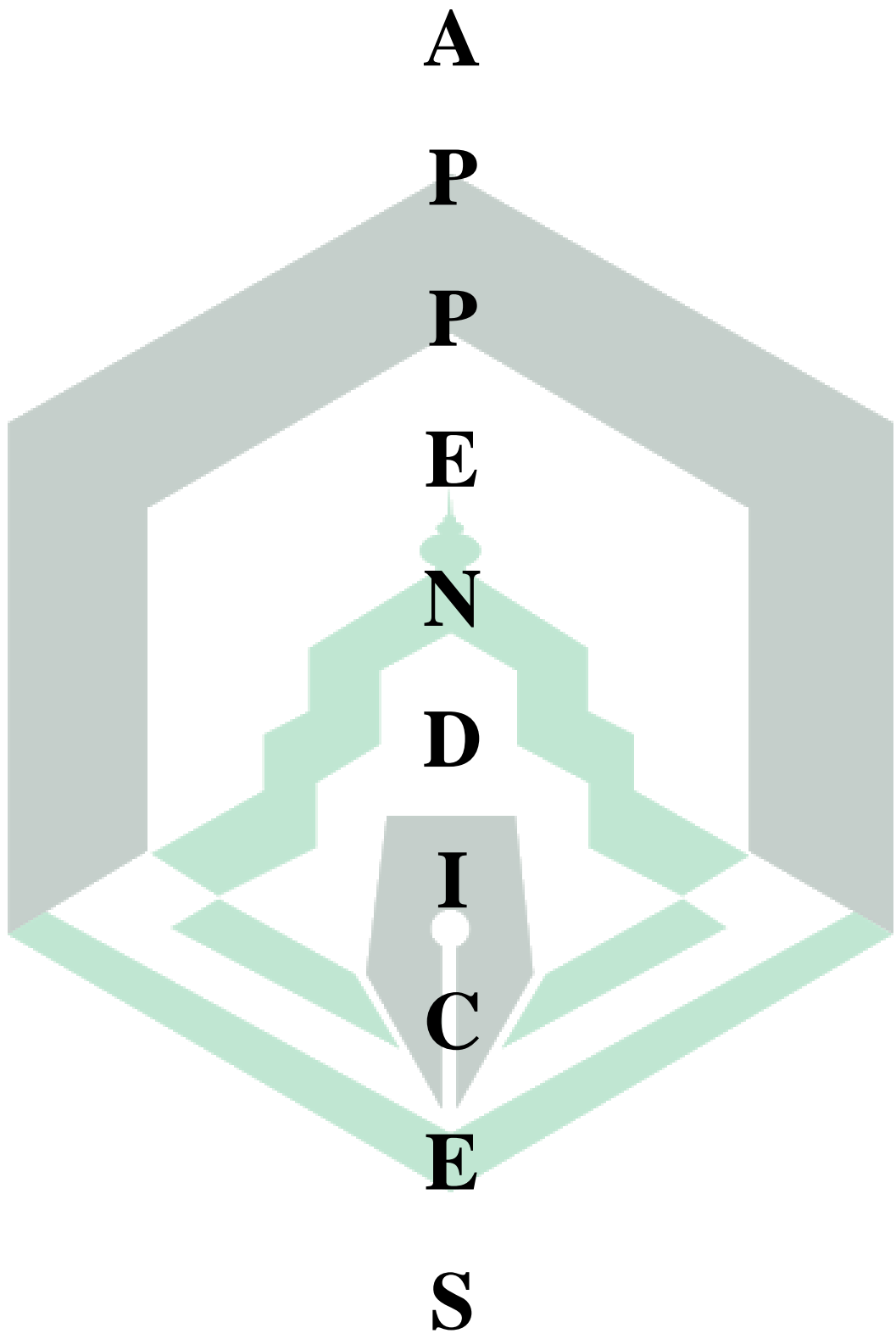
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APPENDIX 1
SURAT IZIN MENELITI



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

ASLI

IZIN PENELITIAN
NOMOR : 1115/IP/DPMPSTP/IX/2022

DASAR HUKUM :

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

MEMBERIKAN IZIN KEPADA

Nama : FADILA HUZAIFAH HUSAIN
Jenis Kelamin : Perempuan
Alamat : Jl. Cempaka Kota Palopo
Pekerjaan : Belum / Tidak Bekerja
NIM : 1802020189

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

**DESIGNING PICTURE VOCABULARY DICTIONARY FOR CULINARY ART STUDENTS AT THE TENTH GRADE
OF SMKN 1 PALOPO**

Lokasi Penelitian : SMK NEGERI 1 PALOPO
Lamanya Penelitian : 09 September 2022 s.d. 09 November 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

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

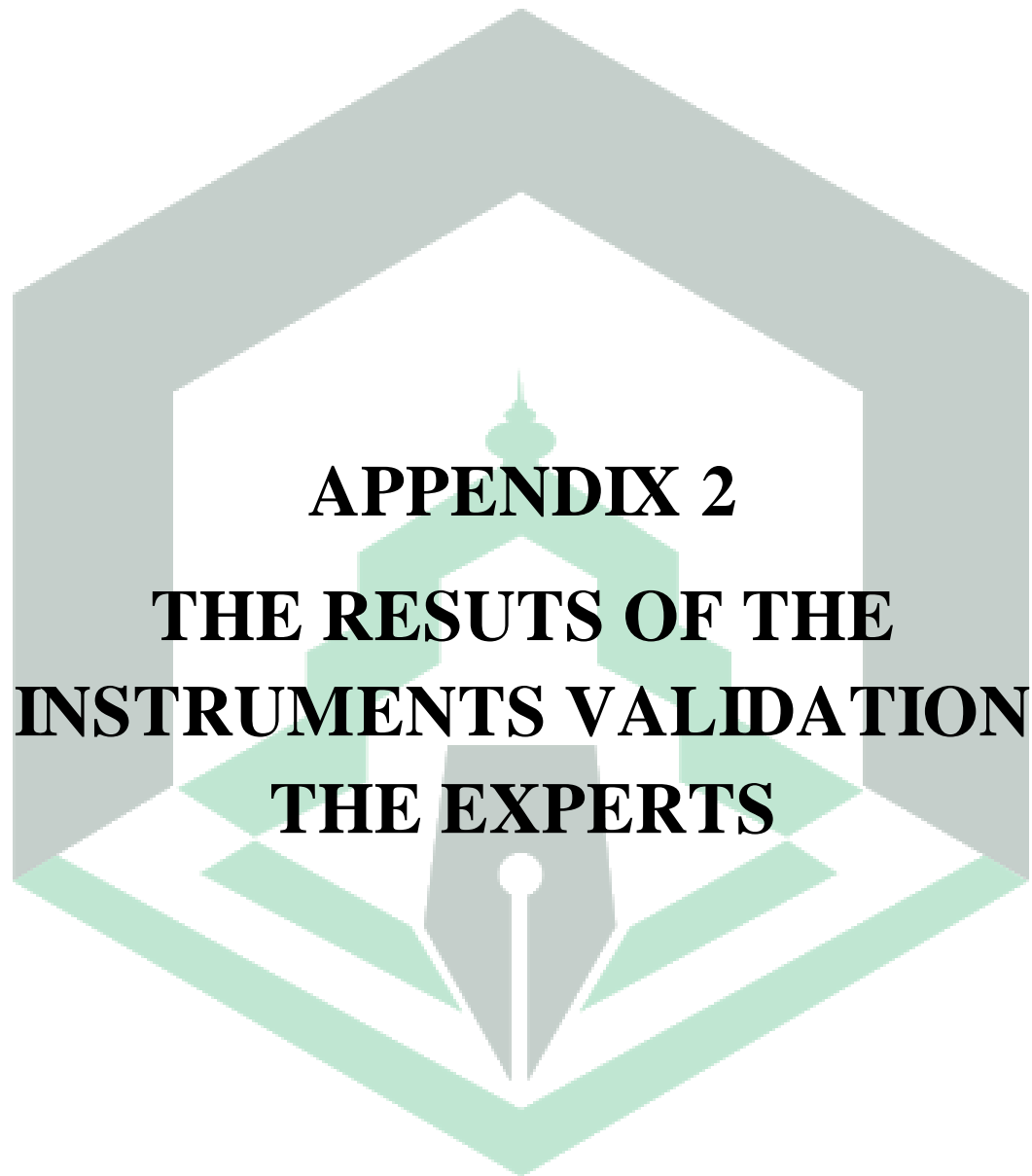
Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 12 September 2022
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK. K. SIGA, S.Sos
Pangkat : Penata Tk.I
NIP : 19830414 200701 1 005

Tembusan :

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



APPENDIX 2

**THE RESULTS OF THE
INSTRUMENTS VALIDATION
THE EXPERTS**

LEMBAR VALIDASI INSTRUMENT EVALUASI UNTUK AHLI MATERI

DESIGNING PICTURE VOCABULARY DICTIONARY FOR CULINARY ART STUDENTS AT THE TENTH GRADE OF SMKN 1 PALOPO

A. Petunjuk pengisian

1. Lembar penilain kelayakan ini meliputi aspek pendahuluan, isi, Bahasa
2. Berilah tanda (√) pada kolom angka yang sesuai dengan penilain yang anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
 - 1: tidak layak
 - 2: kurang layak
 - 3: cukup layak
 - 4: layak
 - 5: sangat layak
4. Anda dimohon kesediannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

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

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

C. Komentar

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D. Saran

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E. Kesimpulan

Instrument kuesioner ini (lingkari salah satu pilihan)

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

.....
.....
.....
.....
.....

Palopo,.....,

Penilai kelayakan



DR. MASRUDDIN, SS, M.HUM

LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI BAHASA
DESIGNING PICTURE VOCABULARY DICTIONARY FOR CULINARY ART
STUDENTS AT THE TENTH GRADE OF SMKN 1 PALOPO

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
 - 1: tidak layak
 - 2: kurang layak
 - 3: cukup layak
 - 4: layak
 - 5: sangat layak
4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

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

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

C. Komentar

.....

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- D. Saran**
- Perbaiki bahasa, typo?, mekanik (huruf besar / tanda baca)
 - Tuliskan sumbernya
 - Pertimbangan / menambah butir soal (questionnaire) terkait input dictionary (2/3 dari jumlah butir)

E. Kesimpulan

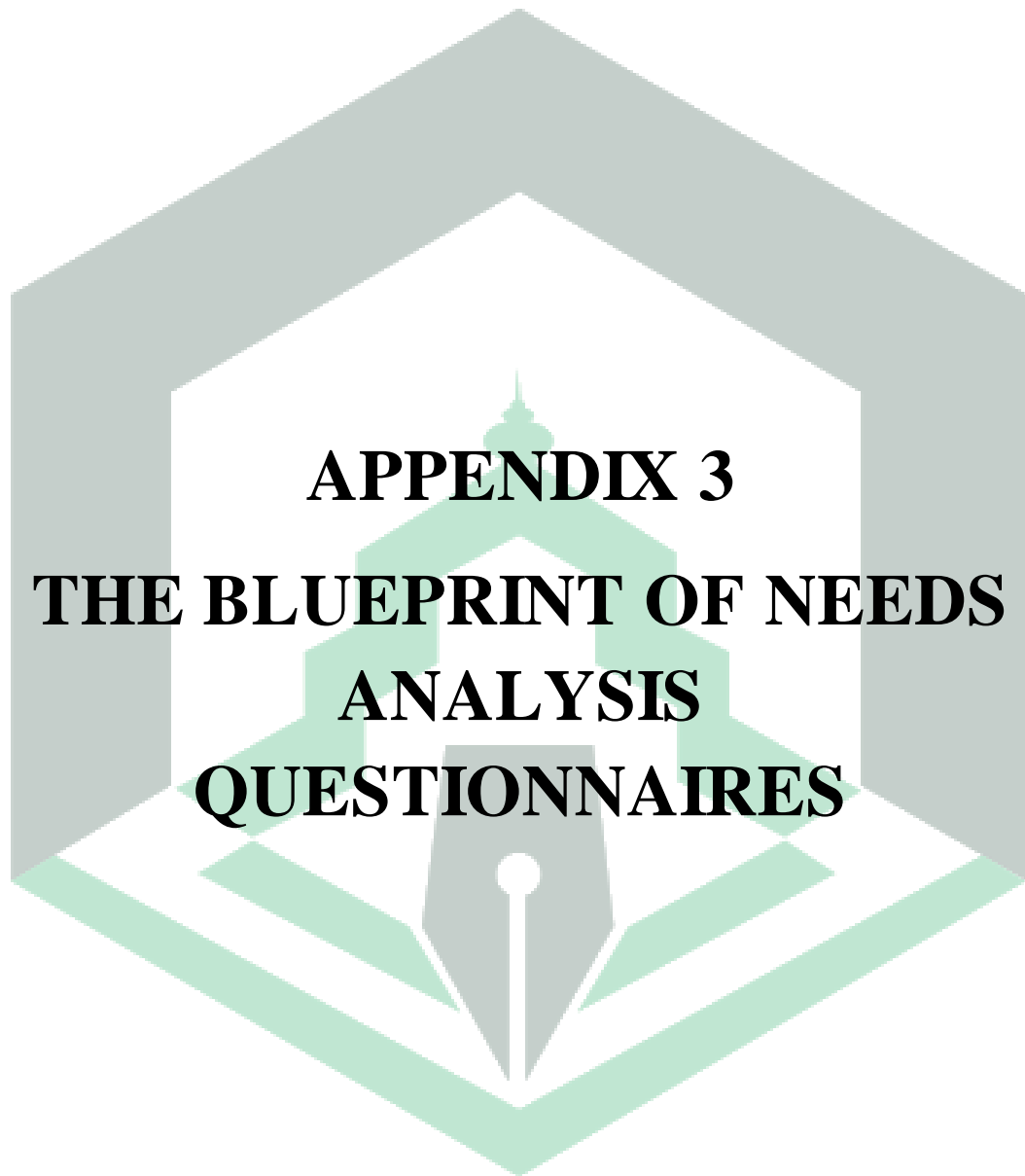
Instrument kuesioner ini (lingkari salah satu pilihan)

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

.....
.....
.....
.....

Palopo, 26 Agustus 2022
Penilai Kelayakan

Magfirah Thayyib
Magfirah Thayyib



APPENDIX 3

**THE BLUEPRINT OF NEEDS
ANALYSIS
QUESTIONNAIRES**

QUESTIONNAIRE

Designing Picture Vocabulary Dictionary for Culinary Art Students at the Tenth Grade Of SMKN 1 Palopo

Aspects	Reference and Theory	Questions
Necessities	Hutchinson and Waters (1987 : 55) Achievement expected by the students	<ol style="list-style-type: none">1. Apa tujuan Anda belajar Bahasa Inggris saat ini?<ol style="list-style-type: none">a. Memperlancar berbahasa Inggrisb. Mempermudah dalam memahami istilah-istilah tata boga yang disampaikan dalam Bahasa Inggrisc. Meningkatkan kemampuan dasar Bahasa Inggrisd. Menyelesaikan studi2. Apa manfaat Bahasa Inggris untuk Anda jika lulus dari sekolah jurusan tata boga?<ol style="list-style-type: none">a. Mempermudah mengakses informasi di bidang tata boga.b. Mempermudah untuk mendapatkan pekerjaan terkhususnya di bidang tata boga.c. Sebagai penunjang untuk berkomunikasi sesuai jurusan.d. Sebagai penunjang untuk melanjutkan studi kejenjang yang lebih tinggi.

<p>Lacks</p>	<p>Jack C. Richards (2014: 2-4) Typical learner problems (Richard):</p> <ul style="list-style-type: none"> • Lack vocabulary • Lack grammar • Lack pronunciation • Lack communication strategies • Cannot sustain spoken interaction beyond short segment • Misunderstandings • Difficult to compose utterances, Etc. 	<p>3. Kesulitan apa yang Anda jumpai saat belajar kosakata dalam Bahasa Inggris?</p> <ol style="list-style-type: none"> a. Sulit membedakan (<i>noun, verb, dan adjective</i>) b. Kesulitan dalam melafalkan kosakata c. Kesulitan dalam memahami kosakata baru karena media yang kurang menarik d. Kesulitan dalam mengingat arti dari kosakata baru
	<p>Hutchinson and Waters (1987 : 55) Level of the knowledge of students.</p> <p>Criado & Sanchez (2009) The mastery of a students' language is very dependent on the mastery of the number of vocabularies possessed in the language.</p>	<p>4. Bagaimana tingkat penguasaan kosakata Anda saat ini?</p> <ol style="list-style-type: none"> a. Tidak memahami apapun dalam bahasa inggris b. Dapat memahami koakata dan ungkapan sederhana yang sering muncul dalam kehidupan sehari-hari. c. Dapat memahami kosakata dalam sebuah teks dan memberikan tanggapan. d. Dapat memahami berbagai macam kosakata dalam sebuah teks dan memahami makna tersirat.
<p>Media</p>	<p>Jeremy Harmer (1991: 176-189) There are seven types of instructional media, they are:</p>	<p>5. Media yang dapat mendukung Anda dalam menambah penguasaan kosakata tentang tata boga adalah (boleh memilih lebih dari satu)</p>

	<ul style="list-style-type: none"> • People • Realia • Pictures • Course Book • Ways of showing (boards, OHP, etc.) • Ways of listening (audio, video, CD, etc.) • Ways of finding out (dictionary, internet such as encyclopedia, etc.) 	<ol style="list-style-type: none"> a. Modul b. Audio seperti rekaman, lagu, dsb c. Video d. Kamus bergambar
Activity	<p>Hutchinson & Walters (1978: 63) Learners interest for the teaching style used.</p>	<ol style="list-style-type: none"> 6. Hal apa yang anda lakukan dalam menghafal kosakata baru? <ol style="list-style-type: none"> a. Bermain sambil belajar b. Menulis kata-kata tersebut pada kartu c. Selalu mengulang kosakata d. Membagi kelas kata menjadi (noun, verb, adjective, adverb) e. Lainnya (tuliskan bila ada)
Wants (input)	<p>Hutchinson and Waters (1987: 63) Student wants to be included in the materials.</p> <p>Howard (2004) Effective English language teaching material should have appropriate instructions</p>	<ol style="list-style-type: none"> 7. Anda butuh kamus bergambar tentang tata boga karena <ol style="list-style-type: none"> a. Saya belum memiliki kamus bergambar tata boga b. Saya ingin mengetahui kosakata tata boga c. Kamus bergambar tata boga lebih praktis daripada kamus umum 8. Menurut Anda isi media pembelajaran yang Anda sukai dalam kamus adalah . . . <ol style="list-style-type: none"> a. Hanya berisi kosakata b. Kosakata yang dilengkapi dengan tabel c. Kosakata yang dilengkapi dengan terjemahan d. Kosakata yang dilengkapi dengan gambar dan terjemahan

		<p>9. Dalam mempelajari kosakata menggunakan kamus, Anda lebih tertarik pada kamus yang berwarna.....</p> <ol style="list-style-type: none">Hitam putihKombinasi 2 warnaKombinasi 3 warna <p>10. Jenis gambar yang Anda sukai adalah ..</p> <p>...</p> <ol style="list-style-type: none">Gambar asliGambar kartun <p>11. Seperti apa penyusunan kamus bergambar yang Anda inginkan</p> <ol style="list-style-type: none">Disusun berdasarkan abjadDisusun berdasarkan topik/tema <p>12. Topik-topik apa yang Anda inginkan dalam kamus bergambar?</p> <ol style="list-style-type: none">Boga dasarPengetahuan bahan makananPastryIlmu gizi <p>13. Topik “Pengetahuan Bahan Makanan” apa yang Anda inginkan dalam <i>picture dictionary</i> (kamus bergambar) untuk siswa jurusan tata boga. (boleh memilih lebih dari satu)</p> <ol style="list-style-type: none">Jenis dagingJenis potongan dagingJenis unggasJenis potongan unggasJenis ikan dan hasil lautJenis potongan ikanJenis susuJenis telurJenis lemakSerealia
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		<p>k. Kacang kacangan l. Jenis sayuran m. Jenis buah n. Bumbu dan rempah o. Bahan minuman p. Jenis gula</p> <p>14. Topik “Boga Dasar” apa yang Anda inginkan dalam <i>picture dictionary</i> (kamus bergambar) untuk siswa jurusan tata boga. (boleh memilih lebih dari satu)</p> <p>a. Jenis Peralatan Pengolahan Makanan b. Jenis pengolahan bahan makanan c. Jenis potongan bahan makanan d. Jenis bumbu dasar pada makanan Indonesia e. Jenis sambal Indonesia f. Jenis garnish pada makanan dan minuman g. Peralatan pembuatan garnish h. Jenis penyajian makanan</p>
<p>Settings</p>	<p>Russel (1974) individual teaching is an attempt to provide optimal learning condition for each individual.</p>	<p>15. Cara belajar kosakata yang Anda senangi</p> <p>a. Individu b. Berpasangan c. Berkelompok d. Lainnya (tuliskan bila ada)</p>

QUESTIONNAIRE

Designing Picture Vocabulary Dictionary for Culinary Art Students at the Tenth Grade of SMKN 1 Palopo

1. Data Responden

Nama :

Usia :

Jenis Kelamin :

Kelas :

2. Tujuan penelitian

Tujuan penelitian ini adalah membuat sebuah produk kamus bergambar kosakata untuk siswa tata boga di SMKN 1 Palopo.

3. Tujuan kuesioner

Tujuan kuisisioner ini adalah untuk mengumpulkan data tentang kebutuhan, keinginan dan kekurangan (analisa kebutuhan) kebutuhan responden dalam pembelajaran Bahasa Inggris sesuai dengan bidangnya. Hasil dari Analisa kebutuhan ini akan dijadikan acuan dalam pembuatan produk yaitu *Picture Vocabulary Dictionary* (kamus kosakata bergambar) untuk siswa tata boga di SMKN 1 Palopo.

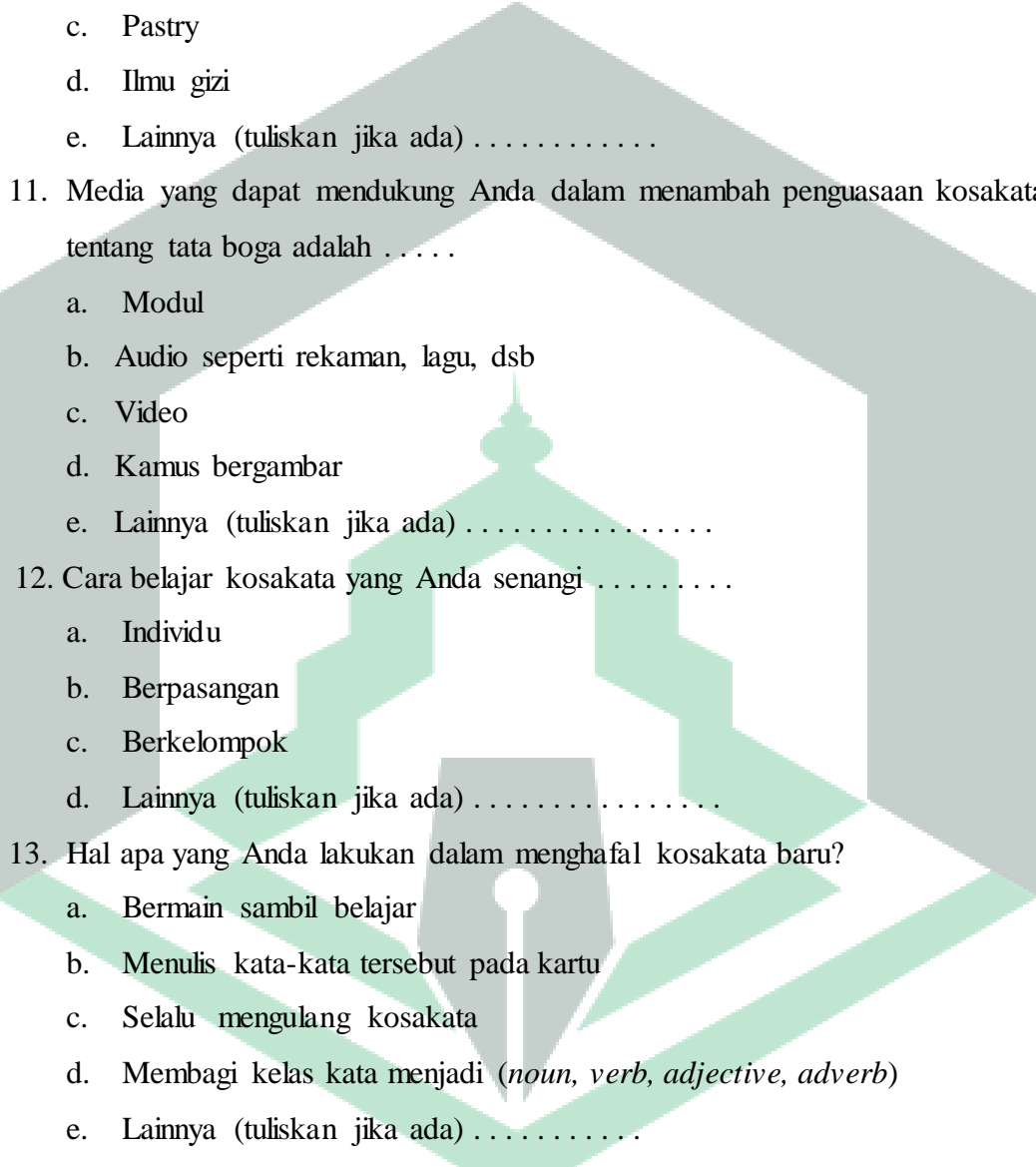
4. Petunjuk Pengisian

Berilah tanda (✓) pada pilihan pertanyaan yang sesuai dengan keadaan Anda saat ini dan anda dapat memilih lebih dari satu jawaban. Sesuaikan dengan kebutuhan dan keinginan Anda terkait dengan penguasaan kosakata Bahasa Inggris di Jurusan Tata Boga SMKN 1 Palopo.

1. Apa tujuan Anda belajar Bahasa Inggris saat ini?
 - a. Memperlancar berbahasa Inggris
 - b. Mempermudah dalam memahami istilah-istilah tata boga yang disampaikan dalam Bahasa Inggris
 - c. Meningkatkan kemampuan dasar Bahasa Inggris
 - d. Menyelesaikan studi
 - e. Lainnya (tuliskan jika ada)
2. Apa manfaat Bahasa Inggris untuk Anda jika lulus dari sekolah jurusan tata boga?
 - a. Mempermudah mengakses informasi di bidang tata boga.
 - b. Mempermudah untuk mendapatkan pekerjaan terkhususnya di bidang tata boga.
 - c. Sebagai penunjang untuk berkomunikasi sesuai jurusan.
 - d. Sebagai penunjang untuk melanjutkan studi kejenjang yang lebih tinggi.
 - e. Lainnya (tuliskan jika ada)
3. Kesulitan apa yang Anda jumpai saat belajar kosakata dalam Bahasa Inggris?
 - a. Sulit membedakan (*noun, verb, dan adjective*)
 - b. Kesulitan dalam melafalkan kosakata
 - c. Kesulitan dalam memahami kosakata baru karena media yang kurang menarik
 - d. Kesulitan dalam mengingat arti dari kosakata baru
 - e. Lainnya (tuliskan jika ada)
4. Anda butuh kamus bergambar tentang tata boga karena

 - a. Saya belum memiliki kamus bergambar tata boga
 - b. Saya ingin mengetahui kosakata tata boga
 - c. Kamus bergambar tata boga lebih praktis daripada kamus umum
 - d. Lainnya (tuliskan jika ada).

5. Bagaimana tingkat penguasaan kosakata Anda saat ini?
 - a. Tidak dapat memahami kosakata apapun
 - b. Dapat memahami kosa kata dan ungkapan sederhana yang sering muncul dalam kehidupan sehari-hari.
 - c. Dapat memahami kosakata dalam sebuah teks dan memberikan tanggapan
 - d. Dapat memahami berbagai macam kosakata dalam sebuah teks dan memahami makna tersirat
 - e. Lainnya (tuliskan jika ada)
6. Menurut Anda isi media pembelajaran yang Anda sukai dalam kamus adalah .
.....
 - a. Hanya berisi kosakata
 - b. Kosakata yang dilengkapi dengan tabel
 - c. Kosakata yang dilengkapi dengan terjemahan
 - d. Kosakata yang dilengkapi dengan gambar dan terjemahan
 - e. Lainnya (tuliskan jika ada)
7. Dalam mempelajari kosakata menggunakan kamus, Anda lebih tertarik pada kamus yang berwarna.....
 - d. Hitam putih
 - e. Kombinasi 2 warna
 - f. Kombinasi 3 warna
 - g. Lainnya (tuliskan jika ada)
8. Jenis gambar yang Anda sukai adalah
 - a. Gambar asli
 - b. Gambar kartun (ilustrasi)
 - c. Lainnya (tuliskan jika ada)
9. Seperti apa penyusunan kamus bergambar yang Anda inginkan?
 - a. Disusun berdasarkan abjad
 - b. Disusun berdasarkan topik/tema
 - c. Lainnya (tuliskan jika ada)

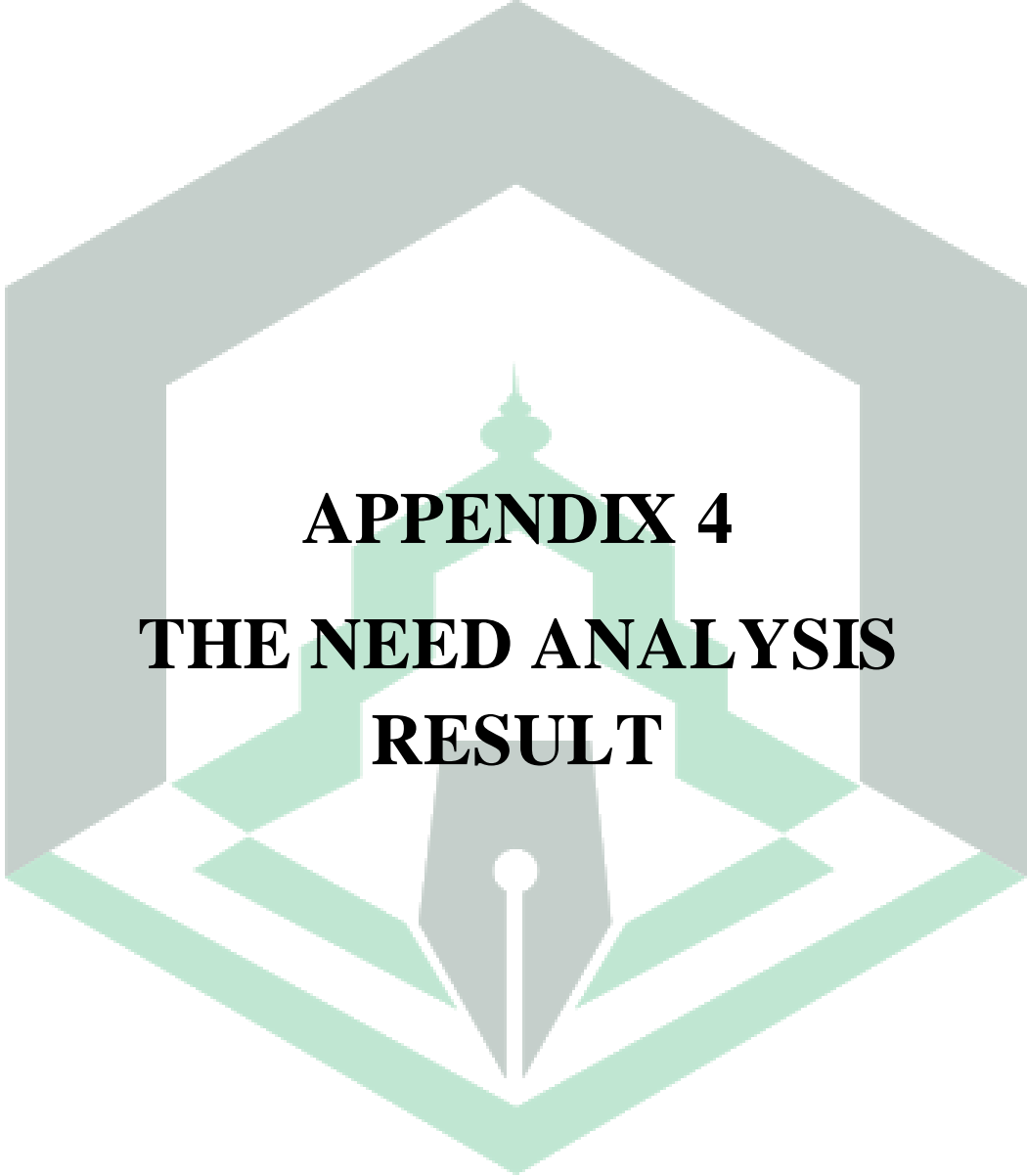
- 
10. Topik-topik apa yang Anda inginkan dalam *picture dictionary* (kamus bergambar) untuk siswa jurusan tata boga?
- Boga dasar
 - Pengetahuan bahan makanan
 - Pastry
 - Ilmu gizi
 - Lainnya (tuliskan jika ada)
11. Media yang dapat mendukung Anda dalam menambah penguasaan kosakata tentang tata boga adalah
- Modul
 - Audio seperti rekaman, lagu, dsb
 - Video
 - Kamus bergambar
 - Lainnya (tuliskan jika ada)
12. Cara belajar kosakata yang Anda senangi
- Individu
 - Berpasangan
 - Berkelompok
 - Lainnya (tuliskan jika ada)
13. Hal apa yang Anda lakukan dalam menghafal kosakata baru?
- Bermain sambil belajar
 - Menulis kata-kata tersebut pada kartu
 - Selalu mengulang kosakata
 - Membagi kelas kata menjadi (*noun, verb, adjective, adverb*)
 - Lainnya (tuliskan jika ada)
14. Topik “Pengetahuan Bahan Makanan” apa yang Anda inginkan dalam *picture dictionary* (kamus bergambar) untuk siswa jurusan tata boga. (boleh memilih lebih dari satu)
- Jenis daging ()
 - Jenis potongan daging ()
 - Jenis unggas ()

- d. Jenis potongan unggas ()
- e. Jenis ikan dan hasil laut ()
- f. Jenis potongan ikan ()
- g. Susu dan hasil olahannya ()
- h. Telur dan hasil olahannya ()
- i. Jenis lemak dan minyak ()
- j. Jenis sereal ()
- k. Kacang-kacangan ()
- l. Bumbu dan rempah ()
- m. Bahan minuman ()
- n. Jenis gula ()
- o. Lainnya (tuliskan jika ada)

15. Topik “Boga Dasar” apa yang Anda inginkan dalam *picture dictionary* (kamus bergambar) untuk siswa jurusan tata boga.

(boleh memilih lebih dari satu)

- a. Jenis Peralatan Pengolahan Makanan ()
- b. Jenis pengolahan bahan makanan ()
- c. Jenis potongan bahan makanan ()
- d. Jenis bumbu dasar pada makanan Indonesia ()
- e. Jenis sambal Indonesia ()
- f. Jenis garnish pada makanan dan minuman ()
- g. Peralatan pembuatan garnish ()
- h. Jenis lipatan daun ()
- i. Jenis penyajian makanan ()
- j. Lainnya (tuliskan jika ada)



APPENDIX 4
THE NEED ANALYSIS
RESULT

QUESTIONNAIRE

Designing Picture Vocabulary Dictionary for Culinary Art Students at the Tenth Grade Of SMKN 1 Palopo

A. Data Responden

Nama : A. DAHLIA
Usia : 15
Jenis Kelamin : Perempuan
Kelas : X Kuliner 1

B. Tujuan penelitian

Tujuan penelitian ini adalah membuat sebuah produk kamus kosakata bergambar untuk siswa Tata Boga di SMKN 1 Palopo.

C. Tujuan kuesioner

Tujuan kuisisioner ini adalah untuk mengmpulkan data tentang kebutuhan, keinginan dan kekurangan (analisa kebutuhan) responden dalam pembelajaran Bahasa Inggris sesuai dengan bidangnya. Hasil dari analisa kebutuhan ini akan dijadikan acuan dalam pembuatan produk yaitu *Picture Vocabulary Dictionary* (Kamus Kosakata Bergambar) untuk siswa Tata Boga di SMKN 1 Palopo.

D. Petunjuk Pengisian

Berilah tanda (X) pada pilihan pertanyaan yang sesuai dengan keadaan Anda saat ini. Sesuaikan dengan kebutuhan dan keinginan Anda terkait dengan penguasaan kosakata Bahasa Inggris di Jurusan Tata Boga SMKN 1 Palopo.

1. Apa tujuan Anda belajar Bahasa Inggris saat ini?
 - a. Memperlancar berbahasa Inggris
 - b. Mempermudah dalam memahami istilah-istilah tata boga yang disampaikan dalam Bahasa Inggris
 - c. Meningkatkan kemampuan dasar Bahasa Inggris
 - d. Menyelesaikan studi
 - e. Lainnya (tuliskan jika ada)
2. Apa manfaat Bahasa Inggris untuk Anda jika lulus dari sekolah jurusan tata boga?
 - a. Mempermudah mengakses informasi di bidang tata boga.
 - b. Mempermudah untuk mendapatkan pekerjaan terkhususnya di bidang tata boga.
 - c. Sebagai penunjang untuk berkomunikasi sesuai jurusan.
 - d. Sebagai penunjang untuk melanjutkan studi kejenjang yang lebih tinggi.
 - e. Lainnya (tuliskan jika ada)
3. Kesulitan apa yang Anda jumpai saat belajar kosakata dalam Bahasa Inggris?
 - a. Sulit membedakan (*noun, verb, dan adjective*)
 - b. Kesulitan dalam melafalkan kosakata
 - c. Kesulitan dalam memahami kosakata baru karena media yang kurang menarik
 - d. Kesulitan dalam mengingat arti dari kosakata baru
 - e. Lainnya (tuliskan jika ada)
4. Anda butuh kamus bergambar tentang tata boga karena
 - a. Saya belum memiliki kamus bergambar tata boga
 - b. Saya ingin mengetahui kosakata tata boga
 - c. Kamus bergambar tata boga lebih praktis daripada kamus umum
 - d. Lainnya (tuliskan jika ada).

5. Bagaimana tingkat penguasaan kosakata Anda saat ini?
- Tidak dapat memahami kosakata apapun
 - Dapat memahami kosa kata dan ungkapan sederhana yang sering muncul dalam kehidupan sehari-hari.
 - Dapat memahami kosakata dalam sebuah teks dan memberikan tanggapan
 - Dapat memahami berbagai macam kosakata dalam sebuah teks dan memahami makna tersirat
 - Lainnya (tuliskan jika ada)
6. Menurut Anda isi media pembelajaran yang Anda sukai dalam kamus adalah
- Hanya berisi kosakata
 - Kosakata yang dilengkapi dengan tabel
 - Kosakata yang dilengkapi dengan terjemahan
 - Kosakata yang dilengkapi dengan gambar dan terjemahan
 - Lainnya (tuliskan jika ada)
7. Dalam mempelajari kosakata menggunakan kamus, Anda lebih tertarik pada kamus yang berwarna.....
- Hitam putih
 - Kombinasi 2 warna
 - Kombinasi 3 warna
 - Lainnya (tuliskan jika ada)
8. Jenis gambar yang Anda sukai adalah
- Gambar asli
 - Gambar kartun (ilustrasi)
 - Lainnya (tuliskan jika ada)
9. Seperti apa penyusunan kamus bergambar yang Anda inginkan?
- Disusun berdasarkan abjad
 - Disusun berdasarkan topik/tema
 - Lainnya (tuliskan jika ada)

10. Topik-topik apa yang Anda inginkan dalam *picture dictionary* (kamus bergambar) untuk siswa jurusan tata boga?
- a. Boga dasar
 - b. Pengetahuan bahan makanan
 - c. Pastry
 - d. Ilmu gizi
 - e. Lainnya (tuliskan jika ada)
11. Media yang dapat mendukung Anda dalam menambah penguasaan kosakata tentang tata boga adalah
- a. Modul
 - b. Audio seperti rekaman, lagu, dsb
 - c. Video
 - d. Kamus bergambar
 - e. Lainnya (tuliskan jika ada)
12. Cara belajar kosakata yang Anda senangi
- a. Individu
 - b. Berpasangan
 - c. Berkelompok
 - d. Lainnya (tuliskan jika ada)
13. Hal apa yang Anda lakukan dalam menghafal kosakata baru?
- a. Bermain sambil belajar
 - b. Menulis kata-kata tersebut pada kartu
 - c. Selalu mengulang kosakata
 - d. Membagi kelas kata menjadi (*noun, verb, adjective, adverb*)
 - e. Lainnya (tuliskan jika ada)

14. Topik “Pengetahuan Bahan Makanan” apa yang Anda inginkan dalam *Picture Vocabulary Dictionary* (Kamus Kosakata Bergambar) untuk siswa jurusan tata boga.

(boleh memilih lebih dari satu)

- Jenis daging
- Jenis potongan daging
- Jenis unggas
- Jenis potongan unggas
- Jenis ikan dan hasil laut
- Jenis potongan ikan
- Jenis susu
- Jenis telur
- Jenis lemak
- Jenis serelia
- Kacang kacang
- Jenis sayuran
- Jenis buah
- Bumbu dan rempah
- Jenis minuman
- Jenis gula
- Lainnya (tuliskan jika ada)

15. Topik “Boga Dasar” apa yang Anda inginkan dalam *Picture Vocabulary Dictionary* (Kamus Kosakata Bergambar) untuk siswa jurusan tata boga.

(boleh memilih lebih dari satu)

- Jenis Peralatan Pengolahan Makanan
- Jenis pengolahan bahan makanan
- Jenis potongan bahan makanan
- Jenis bumbu dasar pada makanan Indonesia
- Jenis sambal Indonesia
- Jenis garnish pada makanan dan minuman
- Peralatan pembuatan garnish
- Jenis penyajian makanan
- Lainnya (tuliskan jika ada)



QUESTIONNAIRE

Designing Picture Vocabulary Dictionary for Culinary Art Students at the Tenth Grade Of SMKN 1 Palopo

A. Data Responden

Nama : MDH. Damar SYAFAWI

Usia : 15

Jenis Kelamin : laki-laki

Kelas : X Tata boga 1

B. Tujuan penelitian

Tujuan penelitian ini adalah membuat sebuah produk kamus kosakata bergambar untuk siswa Tata Boga di SMKN 1 Palopo.

C. Tujuan kuesioner

Tujuan kuisisioner ini adalah untuk mengmpulkan data tentang kebutuhan, keinginan dan kekurangan (analisa kebutuhan) responden dalam pembelajaran Bahasa Inggris sesuai dengan bidangnya. Hasil dari analisa kebutuhan ini akan dijadikan acuan dalam pembuatan produk yaitu *Picture Vocabulary Dictionary* (Kamus Kosakata Bergambar) untuk siswa Tata Boga di SMKN 1 Palopo.

D. Petunjuk Pengisian

Berilah tanda (X) pada pilihan pertanyaan yang sesuai dengan keadaan Anda saat ini. Sesuaikan dengan kebutuhan dan keinginan Anda terkait dengan penguasaan kosakata Bahasa Inggris di Jurusan Tata Boga SMKN 1 Palopo.



1. Apa tujuan Anda belajar Bahasa Inggris saat ini?
 - a. Memperlancar berbahasa Inggris
 - b. Mempermudah dalam memahami istilah-istilah tata boga yang disampaikan dalam Bahasa Inggris
 - c. Meningkatkan kemampuan dasar Bahasa Inggris
 - d. Menyelesaikan studi
 - e. Lainnya (tuliskan jika ada)
2. Apa manfaat Bahasa Inggris untuk Anda jika lulus dari sekolah jurusan tata boga?
 - a. Mempermudah mengakses informasi di bidang tata boga.
 - b. Mempermudah untuk mendapatkan pekerjaan terkhususnya di bidang tata boga.
 - c. Sebagai penunjang untuk berkomunikasi sesuai jurusan.
 - d. Sebagai penunjang untuk melanjutkan studi kejenjang yang lebih tinggi.
 - e. Lainnya (tuliskan jika ada)
3. Kesulitan apa yang Anda jumpai saat belajar kosakata dalam Bahasa Inggris?
 - a. Sulit membedakan (*noun, verb, dan adjective*)
 - b. Kesulitan dalam melafalkan kosakata
 - c. Kesulitan dalam memahami kosakata baru karena media yang kurang menarik
 - d. Kesulitan dalam mengingat arti dari kosakata baru
 - e. Lainnya (tuliskan jika ada)
4. Anda butuh kamus bergambar tentang tata boga karena
 - a. Saya belum memiliki kamus bergambar tata boga
 - b. Saya ingin mengetahui kosakata tata boga
 - c. Kamus bergambar tata boga lebih praktis daripada kamus umum
 - d. Lainnya (tuliskan jika ada).

5. Bagaimana tingkat penguasaan kosakata Anda saat ini?
- a. Tidak dapat memahami kosakata apapun
 - b. Dapat memahami kosa kata dan ungkapan sederhana yang sering muncul dalam kehidupan sehari-hari.
 - c. Dapat memahami kosakata dalam sebuah teks dan memberikan tanggapan
 - d. Dapat memahami berbagai macam kosakata dalam sebuah teks dan memahami makna tersirat
 - e. Lainnya (tuliskan jika ada)
6. Menurut Anda isi media pembelajaran yang Anda sukai dalam kamus adalah
- a. Hanya berisi kosakata
 - b. Kosakata yang dilengkapi dengan tabel
 - c. Kosakata yang dilengkapi dengan terjemahan
 - d. Kosakata yang dilengkapi dengan gambar dan terjemahan
 - e. Lainnya (tuliskan jika ada)
7. Dalam mempelajari kosakata menggunakan kamus, Anda lebih tertarik pada kamus yang berwarna.....
- a. Hitam putih
 - b. Kombinasi 2 warna
 - c. Kombinasi 3 warna
 - d. Lainnya (tuliskan jika ada)
8. Jenis gambar yang Anda sukai adalah
- a. Gambar asli
 - b. Gambar kartun (ilustrasi)
 - c. Lainnya (tuliskan jika ada)
9. Seperti apa penyusunan kamus bergambar yang Anda inginkan?
- a. Disusun berdasarkan abjad
 - b. Disusun berdasarkan topik/tema
 - c. Lainnya (tuliskan jika ada)

10. Topik-topik apa yang Anda inginkan dalam *picture dictionary* (kamus bergambar) untuk siswa jurusan tata boga?
- (a.) Boga dasar
 - b. Pengetahuan bahan makanan
 - c. Pastry
 - d. Ilmu gizi
 - e. Lainnya (tuliskan jika ada)
11. Media yang dapat mendukung Anda dalam menambah penguasaan kosakata tentang tata boga adalah
- a. Modul
 - b. Audio seperti rekaman, lagu, dsb
 - c. Video
 - (d.) Kamus bergambar
 - e. Lainnya (tuliskan jika ada)
12. Cara belajar kosakata yang Anda senangi
- (a.) Individu
 - b. Berpasangan
 - c. Berkelompok
 - d. Lainnya (tuliskan jika ada)
13. Hal apa yang Anda lakukan dalam menghafal kosakata baru?
- a. Bermain sambil belajar
 - b. Menulis kata-kata tersebut pada kartu
 - (c.) Selalu mengulang kosakata
 - d. Membagi kelas kata menjadi (*noun, verb, adjective, adverb*)
 - e. Lainnya (tuliskan jika ada)

14. Topik “Pengetahuan Bahan Makanan” apa yang Anda inginkan dalam *Picture Vocabulary Dictionary* (Kamus Kosakata Bergambar) untuk siswa jurusan tata boga.

(boleh memilih lebih dari satu)

- Jenis daging
- Jenis potongan daging
- Jenis unggas
- Jenis potongan unggas
- Jenis ikan dan hasil laut
- Jenis potongan ikan
- Jenis susu
- Jenis telur
- Jenis lemak
- Jenis serelia
- Kacang kacang
- Jenis sayuran
- Jenis buah
- Bumbu dan rempah
- Jenis minuman
- Jenis gula
- Lainnya (tuliskan jika ada)

15. Topik “Boga Dasar” apa yang Anda inginkan dalam *Picture Vocabulary Dictionary* (Kamus Kosakata Bergambar) untuk siswa jurusan tata boga.

(boleh memilih lebih dari satu)

- Jenis Peralatan Pengolahan Makanan
- Jenis pengolahan bahan makanan
- Jenis potongan bahan makanan
- Jenis bumbu dasar pada makanan Indonesia
- Jenis sambal Indonesia
- Jenis garnish pada makanan dan minuman
- Peralatan pembuatan garnish
- Jenis penyajian makanan
- Lainnya (tuliskan jika ada)

QUESTIONNAIRE

Designing Picture Vocabulary Dictionary for Culinary Art Students at the Tenth Grade Of SMKN 1 Palopo

A. Data Responden

Nama : Aulia Ulmi B

Usia : 15

Jenis Kelamin : Perempuan

Kelas : X TBI

B. Tujuan penelitian

Tujuan penelitian ini adalah membuat sebuah produk kamus kosakata bergambar untuk siswa Tata Boga di SMKN 1 Palopo.

C. Tujuan kuesioner

Tujuan kuisisioner ini adalah untuk mengmpulkan data tentang kebutuhan, keinginan dan kekurangan (analisa kebutuhan) responden dalam pembelajaran Bahasa Inggris sesuai dengan bidangnya. Hasil dari analisa kebutuhan ini akan dijadikan acuan dalam pembuatan produk yaitu *Picture Vocabulary Dictionary* (Kamus Kosakata Bergambar) untuk siswa Tata Boga di SMKN 1 Palopo.

D. Petunjuk Pengisian

Berilah tanda (X) pada pilihan pertanyaan yang sesuai dengan keadaan Anda saat ini. Sesuaikan dengan kebutuhan dan keinginan Anda terkait dengan penguasaan kosakata Bahasa Inggris di Jurusan Tata Boga SMKN 1 Palopo.

1. Apa tujuan Anda belajar Bahasa Inggris saat ini?
 - a. Memperlancar berbahasa Inggris
 - b. Mempermudah dalam memahami istilah-istilah tata boga yang disampaikan dalam Bahasa Inggris
 - c. Meningkatkan kemampuan dasar Bahasa Inggris
 - d. Menyelesaikan studi
 - e. Lainnya (tuliskan jika ada)
2. Apa manfaat Bahasa Inggris untuk Anda jika lulus dari sekolah jurusan tata boga?
 - a. Mempermudah mengakses informasi di bidang tata boga.
 - b. Mempermudah untuk mendapatkan pekerjaan terkhususnya di bidang tata boga.
 - c. Sebagai penunjang untuk berkomunikasi sesuai jurusan.
 - d. Sebagai penunjang untuk melanjutkan studi kejenjang yang lebih tinggi.
 - e. Lainnya (tuliskan jika ada)
3. Kesulitan apa yang Anda jumpai saat belajar kosakata dalam Bahasa Inggris?
 - a. Sulit membedakan (*noun, verb, dan adjective*)
 - b. Kesulitan dalam melafalkan kosakata
 - c. Kesulitan dalam memahami kosakata baru karena media yang kurang menarik
 - d. Kesulitan dalam mengingat arti dari kosakata baru
 - e. Lainnya (tuliskan jika ada)
4. Anda butuh kamus bergambar tentang tata boga karena
 - a. Saya belum memiliki kamus bergambar tata boga
 - b. Saya ingin mengetahui kosakata tata boga
 - c. Kamus bergambar tata boga lebih praktis daripada kamus umum
 - d. Lainnya (tuliskan jika ada).

5. Bagaimana tingkat penguasaan kosakata Anda saat ini?
- a. Tidak dapat memahami kosakata apapun
 - b. Dapat memahami kosa kata dan ungkapan sederhana yang sering muncul dalam kehidupan sehari-hari.
 - c. Dapat memahami kosakata dalam sebuah teks dan memberikan tanggapan
 - d. Dapat memahami berbagai macam kosakata dalam sebuah teks dan memahami makna tersirat
 - e. Lainnya (tuliskan jika ada)
6. Menurut Anda isi media pembelajaran yang Anda sukai dalam kamus adalah
- a. Hanya berisi kosakata
 - b. Kosakata yang dilengkapi dengan tabel
 - c. Kosakata yang dilengkapi dengan terjemahan
 - d. Kosakata yang dilengkapi dengan gambar dan terjemahan
 - e. Lainnya (tuliskan jika ada)
7. Dalam mempelajari kosakata menggunakan kamus, Anda lebih tertarik pada kamus yang berwarna.
- a. Hitam putih
 - b. Kombinasi 2 warna
 - c. Kombinasi 3 warna
 - d. Lainnya (tuliskan jika ada)
8. Jenis gambar yang Anda sukai adalah
- a. Gambar asli
 - b. Gambar kartun (ilustrasi)
 - c. Lainnya (tuliskan jika ada)
9. Seperti apa penyusunan kamus bergambar yang Anda inginkan?
- a. Disusun berdasarkan abjad
 - b. Disusun berdasarkan topik/tema
 - c. Lainnya (tuliskan jika ada)

10. Topik-topik apa yang Anda inginkan dalam *picture dictionary* (kamus bergambar) untuk siswa jurusan tata boga?
- a. Boga dasar
 - b. Pengetahuan bahan makanan
 - c. Pastry
 - d. Ilmu gizi
 - e. Lainnya (tuliskan jika ada)
11. Media yang dapat mendukung Anda dalam menambah penguasaan kosakata tentang tata boga adalah
- a. Modul
 - b. Audio seperti rekaman, lagu, dsb
 - c. Video
 - d. Kamus bergambar
 - e. Lainnya (tuliskan jika ada)
12. Cara belajar kosakata yang Anda senangi
- a. Individu
 - b. Berpasangan
 - c. Berkelompok
 - d. Lainnya (tuliskan jika ada)
13. Hal apa yang Anda lakukan dalam menghafal kosakata baru?
- a. Bermain sambil belajar
 - b. Menulis kata-kata tersebut pada kartu
 - c. Selalu mengulang kosakata
 - d. Membagi kelas kata menjadi (*noun, verb, adjective, adverb*)
 - e. Lainnya (tuliskan jika ada)

14. Topik “Pengetahuan Bahan Makanan” apa yang Anda inginkan dalam *Picture Vocabulary Dictionary* (Kamus Kosakata Bergambar) untuk siswa jurusan tata boga.

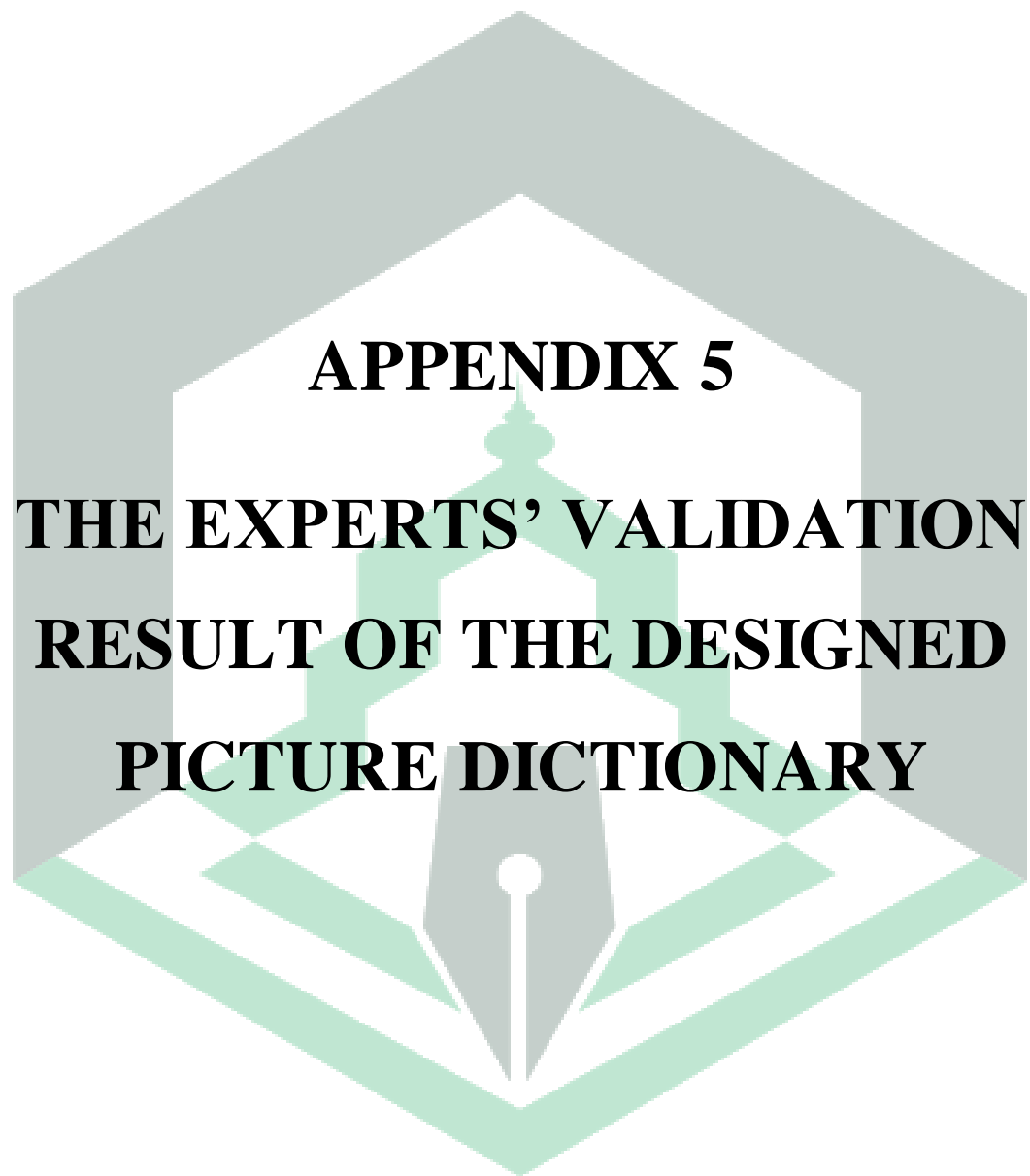
(boleh memilih lebih dari satu)

- Jenis daging
- Jenis potongan daging
- Jenis unggas
- Jenis potongan unggas
- Jenis ikan dan hasil laut
- Jenis potongan ikan
- Jenis susu
- Jenis telur
- Jenis lemak
- Jenis serelia
- Kacang kacang
- Jenis sayuran
- Jenis buah
- Bumbu dan rempah
- Jenis minuman
- Jenis gula
- Lainnya (tuliskan jika ada)

15. Topik “Boga Dasar” apa yang Anda inginkan dalam *Picture Vocabulary Dictionary* (Kamus Kosakata Bergambar) untuk siswa jurusan tata boga.

(boleh memilih lebih dari satu)

- Jenis Peralatan Pengolahan Makanan
- Jenis pengolahan bahan makanan
- Jenis potongan bahan makanan
- Jenis bumbu dasar pada makanan Indonesia
- Jenis sambal Indonesia
- Jenis garnish pada makanan dan minuman
- Peralatan pembuatan garnish
- Jenis penyajian makanan
- Lainnya (tuliskan jika ada)



APPENDIX 5

**THE EXPERTS' VALIDATION
RESULT OF THE DESIGNED
PICTURE DICTIONARY**

KUESIONER EVALUASI UNTUK AHLI BAHASA

A. Data Responden

Nama : Dr. Masruddin S.S., M. Hum
 Umur :
 Jenis kelamin :
 Pendidikan : S1 S2 S3 Profesor
 Pengalaman mengajar : 0-2 tahun 2-4 tahun
 4-6 tahun \geq 6 tahun

B. Tabel Evaluasi

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

Keterangan:

SS : Sangat Setuju (5)
 S : Setuju (4)
 R : Ragu-ragu (3)
 TS : Tidak Setuju (2)
 STS : Sangat Tidak Setuju (1)

No.	Pernyataan	STS	TS	R	S	SS
A. Isi						
1.	Cakupan <i>vocabulary</i> dalam <i>Picture Dictionary</i> sesuai dengan kebutuhan siswa tata boga kelas sepuluh SMKN 1 Palopo					✓
2.	Kedalaman <i>vocabulary</i> dalam <i>Picture Dictionary</i> untuk siswa tata boga kelas sepuluh SMKN 1 Palopo memadai.				✓	
3.	Keaslian <i>vocabulary</i> dalam <i>Picture Dictionary</i> untuk siswa tata boga kelas sepuluh SMKN 1 Palopo memadai.					✓
4.	<i>Vocabulary</i> dalam <i>Picture Dictionary</i> tersusun sesuai dengan topik/tema.					✓

5.	<i>Vocabulary</i> dalam <i>Picture Dictionary</i> dilengkapi dengan gambar.					✓
Rangkuman kualitatif:						
B. Bahasa						
1.	<i>Vocabulary</i> yang digunakan pada <i>Picture Dictionary</i> sesuai dengan tata bahasa yang benar.					✓
2.	<i>Vocabulary</i> yang disajikan <i>Picture Dictionary</i> sesuai dengan tingkatan perkembangan kognitif siswa.					✓
3.	<i>Vocabulary</i> yang disajikan mudah dipahami.					✓
4.	Keseluruhan <i>vocabulary</i> sesuai dengan kemampuan berbahasa siswa.					✓
Rangkuman kualitatif:						
C. Desain dan Layout						
1.	Sampul <i>Picture Vocabulary Dictionary</i> menarik					✓
2.	Jenis font yang digunakan sudah bagus.					✓
3.	Tampilan isi <i>Picture Vocabulary Dictionary</i> jelas.					✓
4.	Susunan <i>vocabulary</i> dalam <i>Picture Dictionary</i> sistematis.					✓
5.	Penggunaan tanda baca tepat.					✓
6.	Sumber dalam <i>Picture Vocabulary Dictionary</i> jelas.					✓
7.	Jarak spasi sesuai.					✓

Rangkuman kualitatif:

Kesimpulan:

Secara umum, pendapat Bapak/Ibu terhadap Picture Vocabulary Dictionary yang dikembangkan:

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

Palopo,

Penilai kelayakan



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

KUESIONER EVALUASI UNTUK AHLI *DESIGN* DAN *LAYOUT*

A. Data Responden

Nama : Fadlillah Rahmah Muin
 Umur :
 Jenis kelamin :
 Pendidikan : S1 S2 S3 Profesor
 Pengalaman mengajar : 0-2 tahun 2-4 tahun
 4-6 tahun \geq 6 tahun

B. Tabel Evaluasi

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

Keterangan:

SS : Sangat Setuju (5)
 S : Setuju (4)
 R : Ragu-ragu (3)
 TS : Tidak Setuju (2)
 STS : Sangat Tidak Setuju (1)

No.	Pernyataan	STS	TS	R	S	SS
A. Isi						
1.	Cakupan <i>vocabulary</i> dalam <i>Picture Dictionary</i> sesuai dengan kebutuhan siswa tata boga kelas sepuluh SMKN 1 Palopo					✓
2.	Kedalaman <i>vocabulary</i> dalam <i>Picture Dictionary</i> untuk siswa tata boga kelas sepuluh SMKN 1 Palopo memadai.				✓	
3.	Keaslian <i>vocabulary</i> dalam <i>Picture Dictionary</i> untuk siswa tata boga kelas sepuluh SMKN 1 Palopo memadai.					✓
4.	<i>Vocabulary</i> dalam <i>Picture Dictionary</i> tersusun sesuai dengan topik/tema.				✓	

5.	<i>Vocabulary</i> dalam <i>Picture Dictionary</i> dilengkapi dengan gambar.					✓
Rangkuman kualitatif:						
B. Bahasa						
1.	<i>Vocabulary</i> yang digunakan pada <i>Picture Dictionary</i> sesuai dengan tata bahasa yang benar.					✓
2.	<i>Vocabulary</i> yang disajikan <i>Picture Dictionary</i> sesuai dengan tingkatan perkembangan kognitif siswa.					✓
3.	<i>Vocabulary</i> yang disajikan mudah dipahami.					✓
4.	Keseluruhan <i>vocabulary</i> sesuai dengan kemampuan berbahasa siswa.					✓
Rangkuman kualitatif:						
C. Desain dan <i>Layout</i>						
1.	Sampul <i>Picture Vocabulary Dictionary</i> menarik					✓
2.	Jenis font yang digunakan sudah bagus.					✓
3.	Tampilan isi <i>Picture Vocabulary Dictionary</i> jelas.					✓
4.	Susunan <i>vocabulary</i> dalam <i>Picture Dictionary</i> sistematis.					✓
5.	Penggunaan tanda baca tepat.					✓
6.	Sumber dalam <i>Picture Vocabulary Dictionary</i> jelas.					✓
7.	Jarak spasi sesuai.					✓

Rangkuman kualitatif:

Kesimpulan:

Secara umum, pendapat Bapak/Ibu terhadap Picture Vocabulary Dictionary yang dikembangkan:

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

Palopo,

Penilai kelayakan



Fadhlidhi R Muin

KUESIONER EVALUASI UNTUK AHLI MATERI

A. Data Responden

Nama : ANIATI .s.pd
 Umur : 33
 Jenis kelamin : PEREMPUAN
 Pendidikan : S1 S2 S3 Profesor
 Pengalaman mengajar : 0-2 tahun 2-4 tahun
 4-6 tahun \geq 6 tahun

B. Tabel Evaluasi

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

Keterangan:

SS : Sangat Setuju (5)
 S : Setuju (4)
 R : Ragu-ragu (3)
 TS : Tidak Setuju (2)
 STS : Sangat Tidak Setuju (1)

No.	Pernyataan	STS	TS	R	S	SS
A. Isi						
1.	Cakupan <i>vocabulary</i> dalam <i>Picture Dictionary</i> sesuai dengan kebutuhan siswa tata boga kelas sepuluh SMKN 1 Palopo					✓
2.	Kedalaman <i>vocabulary</i> dalam <i>Picture Dictionary</i> untuk siswa tata boga kelas sepuluh SMKN 1 Palopo memadai.					✓
3.	Keaslian <i>vocabulary</i> dalam <i>Picture Dictionary</i> untuk siswa tata boga kelas sepuluh SMKN 1 Palopo memadai.				✓	
4.	<i>Vocabulary</i> dalam <i>Picture Dictionary</i> tersusun sesuai dengan topik/tema.					✓

5.	<i>Vocabulary</i> dalam <i>Picture Dictionary</i> dilengkapi dengan gambar.					✓
Rangkuman kualitatif:						
B. Bahasa						
1.	<i>Vocabulary</i> yang digunakan pada <i>Picture Dictionary</i> sesuai dengan tata bahasa yang benar.					✓
2.	<i>Vocabulary</i> yang disajikan <i>Picture Dictionary</i> sesuai dengan tingkatan perkembangan kognitif siswa.					✓
3.	<i>Vocabulary</i> yang disajikan mudah dipahami.				✓	
4.	Keseluruhan <i>vocabulary</i> sesuai dengan kemampuan berbahasa siswa.					✓
Rangkuman kualitatif:						
C. Desain dan Layout						
1.	Sampul <i>Picture Vocabulary Dictionary</i> menarik					✓
2.	Jenis font yang digunakan sudah bagus.					✓
3.	Tampilan isi <i>Picture Vocabulary Dictionary</i> jelas.					✓
4.	Susunan <i>vocabulary</i> dalam <i>Picture Dictionary</i> sistematis.					✓
5.	Penggunaan tanda baca tepat.					✓
6.	Sumber dalam <i>Picture Vocabulary Dictionary</i> jelas.					✓
7.	Jarak spasi sesuai.					✓

Rangkuman kualitatif:

Kesimpulan:

Secara umum, pendapat Bapak/Ibu terhadap Picture Vocabulary Dictionary yang dikembangkan:

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

Palopo, . . 25 . . Oktober 2022

Penilai kelayakan



ANISATI .s.pd

KUESIONER EVALUASI UNTUK AHLI MATERI

A. Data Responden

Nama : Yudha Prawira Christanto Tandung
 Umur :
 Jenis kelamin :
 Pendidikan : S1 S2 S3 Profesor
 Pengalaman mengajar : 0-2 tahun 2-4 tahun
 4-6 tahun \geq 6 tahun

B. Tabel Evaluasi

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

Keterangan:

SS : Sangat Setuju (5)
 S : Setuju (4)
 R : Ragu-ragu (3)
 TS : Tidak Setuju (2)
 STS : Sangat Tidak Setuju (1)

No.	Pernyataan	STS	TS	R	S	SS
A. Isi						
1.	Cakupan <i>vocabulary</i> dalam <i>Picture Dictionary</i> sesuai dengan kebutuhan siswa tata boga kelas sepuluh SMKN 1 Palopo					✓
2.	Kedalaman <i>vocabulary</i> dalam <i>Picture Dictionary</i> untuk siswa tata boga kelas sepuluh SMKN 1 Palopo memadai.					✓
3.	Keaslian <i>vocabulary</i> dalam <i>Picture Dictionary</i> untuk siswa tata boga kelas sepuluh SMKN 1 Palopo memadai.				✓	
4.	<i>Vocabulary</i> dalam <i>Picture Dictionary</i> tersusun sesuai dengan topik/tema.					✓

5.	<i>Vocabulary</i> dalam <i>Picture Dictionary</i> dilengkapi dengan gambar.					✓
Rangkuman kualitatif: Tambahkan jenis tepung, seperti tepung terigu (soft, hard, all purpose) dll.						
B. Bahasa						
1.	<i>Vocabulary</i> yang digunakan pada <i>Picture Dictionary</i> sesuai dengan tata bahasa yang benar.					✓
2.	<i>Vocabulary</i> yang disajikan <i>Picture Dictionary</i> sesuai dengan tingkatan perkembangan kognitif siswa.					✓
3.	<i>Vocabulary</i> yang disajikan mudah dipahami.				✓	
4.	Keseluruhan <i>vocabulary</i> sesuai dengan kemampuan berbahasa siswa.				✓	
Rangkuman kualitatif:						
C. Desain dan Layout						
1.	Sampul <i>Picture Vocabulary Dictionary</i> menarik					✓
2.	Jenis font yang digunakan sudah bagus.					✓
3.	Tampilan isi <i>Picture Vocabulary Dictionary</i> jelas.					✓
4.	Susunan <i>vocabulary</i> dalam <i>Picture Dictionary</i> sistematis.					✓
5.	Penggunaan tanda baca tepat.					✓
6.	Sumber dalam <i>Picture Vocabulary Dictionary</i> jelas.					✓
7.	Jarak spasi sesuai.				✓	

Rangkuman kualitatif:

Kesimpulan:

Secara umum, pendapat Bapak/Ibu terhadap Picture Vocabulary Dictionary yang dikembangkan:

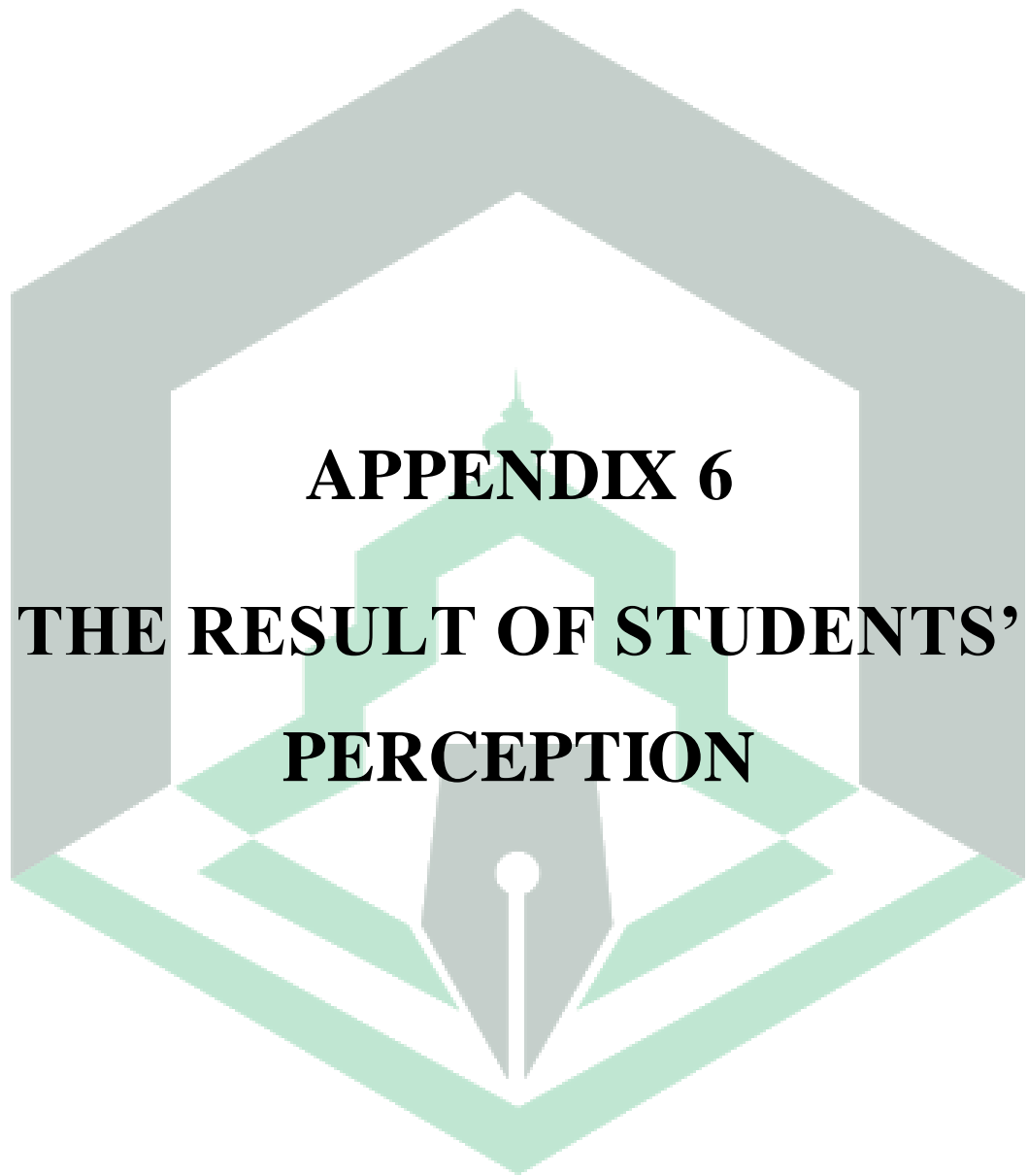
- a. Layak
- b. Layak dengan perbaikan
- c. Tidak layak

Palopo,

Penilai kelayakan

Yudha Prawira Christanto Tandung





APPENDIX 6

**THE RESULT OF STUDENTS'
PERCEPTION**

Questionnaire for Student's Perception
Designing Picture Vocabulary Dictionary for Culinary Art Students at the
Tenth Grade Of SMKN 1 Palopo

A. Data Responden

Nama : MUH. Damar Sya'fawi

Usia : 15

Kelas : X Tata boga 1

B. Tujuan penelitian

Tujuan penelitian ini adalah membuat sebuah produk kamus kosakata bergambar untuk siswa Tata Boga di SMKN 1 Palopo.

C. Tujuan kuisioner

Tujuan kuisioner ini adalah untuk mengumpulkan data penilaian produk yang hasilnya akan menjadi acuan untuk evaluasi produk yaitu *Designing Picture Vocabulary Dictionary for Culinary Art Students at the Tenth Grade Of SMKN 1 Palopo*.

D. Petunjuk pengisian

1. Lembar penilaian *student's perception* ini meliputi aspek bahasa, konten dan keefektifitasan *Picture Dictionary*.
2. Berilah tanda (√) pada kolom angka yang sesuai dengan penilain yang anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
 - 1: tidak layak
 - 2: kurang layak
 - 3: cukup layak
 - 4: layak
 - 5: sangat layak
4. Dimohon kesedian anda untuk memberikan saran-saran perbaikan pada bagian akhir tiap aspek penilaian di lembar ini.

C. Komponen kelayakan Picture Dictionary

NO	URAIAN	KELAYAKAN				
		1	2	3	4	5
I	Aspek Bahasa					
	a. Desain <i>Picture Dictionary</i> yang diberikan menarik.					√
	b. Ukuran <i>Picture Dictionary</i> sudah tepat.				√	
	c. Jenis huruf yang digunakan sudah tepat.					√
	d. Ukuran huruf yang digunakan sudah tepat.					√
	e. Bahasa yang digunakan dalam <i>Picture Dictionary</i> sudah baik dan benar.				√	
	f. Bahasa yang digunakan dalam <i>Picture Dictionary</i> mudah untuk di pahami.					√
	g. Bahasa yang digunakan dalam <i>Picture Dictionary</i> sesuai dengan tingkat kemampuan berbahasa anda saat ini.					√
Saran:						
II	Aspek Konten					
	a. Konten yang ada dalam <i>Picture Dictionary</i> mudah untuk dipahami.					√
	b. Konten yang ada dalam <i>Picture Dictionary</i> menarik.					√
	c. Materi yang ada dalam <i>Picture Dictionary</i> sesuai dengan kebutuhan anda.					√
	d. Konten materi secara keseluruhan beragam/bervariasi.					√

Saran:

III

Aspek Kefektifitasan

a. Dengan <i>Picture Dictionary</i> dapat membantu anda belajar di sekolah maupun di luar sekolah.					√
b. Menggunakan <i>Picture Dictionary</i> membantu menambah kosa kata lebih mudah.					√
c. Penguasaan kosakata menggunakan <i>Picture Dictionary</i> menjadi lebih mudah.				√	
d. <i>Picture Dictionary</i> membantu anda lebih bersemangat dalam mempelajari kosakata yang berkaitan dengan jurusan anda.					√

Saran:

Questionnaire for Student's Perception
Designing Picture Vocabulary Dictionary for Culinary Art Students at the
Tenth Grade Of SMKN 1 Palopo

A. Data Responden

Nama : Aulia Hmi B

Usia : 15

Kelas : X TBI

B. Tujuan penelitian

Tujuan penelitian ini adalah membuat sebuah produk kamus kosakata bergambar untuk siswa Tata Boga di SMKN 1 Palopo.

C. Tujuan kuisioner

Tujuan kuisioner ini adalah untuk mengumpulkan data penilaian produk yang hasilnya akan menjadi acuan untuk evaluasi produk yaitu *Designing Picture Vocabulary Dictionary for Culinary Art Students at the Tenth Grade Of SMKN 1 Palopo*.

D. Petunjuk pengisian

1. Lembar penilaian *student's perception* ini meliputi aspek bahasa, konten dan keefektifitasan *Picture Dictionary*.
2. Berilah tanda (√) pada kolom angka yang sesuai dengan penilain yang anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
 - 1: tidak layak
 - 2: kurang layak
 - 3: cukup layak
 - 4: layak
 - 5: sangat layak
4. Dimohon kesedian anda untuk memberikan saran-saran perbaikan pada bagian akhir tiap aspek penilaian di lembar ini.

C. Komponen kelayakan Picture Dictionary

NO	URAIAN	KELAYAKAN				
		1	2	3	4	5
I	Aspek Bahasa					
	a. Desain <i>Picture Dictionary</i> yang diberikan menarik.					✓
	b. Ukuran <i>Picture Dictionary</i> sudah tepat.					✓
	c. Jenis huruf yang digunakan sudah tepat.					✓
	d. Ukuran huruf yang digunakan sudah tepat.					✓
	e. Bahasa yang digunakan dalam <i>Picture Dictionary</i> sudah baik dan benar.				✓	
	f. Bahasa yang digunakan dalam <i>Picture Dictionary</i> mudah untuk di pahami.					✓
	g. Bahasa yang digunakan dalam <i>Picture Dictionary</i> sesuai dengan tingkat kemampuan berbahasa anda saat ini.				✓	
Saran:						
II	Aspek Konten					
	a. Konten yang ada dalam <i>Picture Dictionary</i> mudah untuk dipahami.					✓
	b. Konten yang ada dalam <i>Picture Dictionary</i> menarik.				✓	
	c. Materi yang ada dalam <i>Picture Dictionary</i> sesuai dengan kebutuhan anda.					✓
	d. Konten materi secara keseluruhan beragam/bervariasi.					✓

Saran:					
III	Aspek Kefektifitasan				
a. Dengan <i>Picture Dictionary</i> dapat membantu anda belajar di sekolah maupun di luar sekolah.				✓	
b. Menggunakan <i>Picture Dictionary</i> membantu menambah kosa kata lebih mudah.					✓
c. Penguasaan kosakata menggunakan <i>Picture Dictionary</i> menjadi lebih mudah.					✓
d. <i>Picture Dictionary</i> membantu anda lebih bersemangat dalam mempelajari kosakata yang berkaitan dengan jurusan anda.					✓
Saran:					

Questionnaire for Student's Perception
Designing Picture Vocabulary Dictionary for Culinary Art Students at the
Tenth Grade Of SMKN 1 Palopo

A. Data Responden

Nama : A. DAHLIA
Usia : 15
Kelas : X kuliner

B. Tujuan penelitian

Tujuan penelitian ini adalah membuat sebuah produk kamus kosakata bergambar untuk siswa Tata Boga di SMKN 1 Palopo.

C. Tujuan kuisioner

Tujuan kuisioner ini adalah untuk mengumpulkan data penilaian produk yang hasilnya akan menjadi acuan untuk evaluasi produk yaitu *Designing Picture Vocabulary Dictionary for Culinary Art Students at the Tenth Grade Of SMKN 1 Palopo*.

D. Petunjuk pengisian

1. Lembar penilaian *student's perception* ini meliputi aspek bahasa, konten dan keefektifitasan *Picture Dictionary*.
2. Berilah tanda (√) pada kolom angka yang sesuai dengan penilain yang anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
 - 1: tidak layak
 - 2: kurang layak
 - 3: cukup layak
 - 4: layak
 - 5: sangat layak
4. Dimohon kesedian anda untuk memberikan saran-saran perbaikan pada bagian akhir tiap aspek penilaian di lembar ini.

C. Komponen kelayakan Picture Dictionary

NO	URAIAN	KELAYAKAN				
		1	2	3	4	5
I	Aspek Bahasa					
	a. Desain <i>Picture Dictionary</i> yang diberikan menarik.					✓
	b. Ukuran <i>Picture Dictionary</i> sudah tepat.					✓
	c. Jenis huruf yang digunakan sudah tepat.					✓
	d. Ukuran huruf yang digunakan sudah tepat.					✓
	e. Bahasa yang digunakan dalam <i>Picture Dictionary</i> sudah baik dan benar.					✓
	f. Bahasa yang digunakan dalam <i>Picture Dictionary</i> mudah untuk di pahami.					✓
	g. Bahasa yang digunakan dalam <i>Picture Dictionary</i> sesuai dengan tingkat kemampuan berbahasa anda saat ini.				✓	
Saran:						
II	Aspek Konten					
	a. Konten yang ada dalam <i>Picture Dictionary</i> mudah untuk dipahami.					✓
	b. Konten yang ada dalam <i>Picture Dictionary</i> menarik.				✓	
	c. Materi yang ada dalam <i>Picture Dictionary</i> sesuai dengan kebutuhan anda.					✓
	d. Konten materi secara keseluruhan beragam/bervariasi.					✓

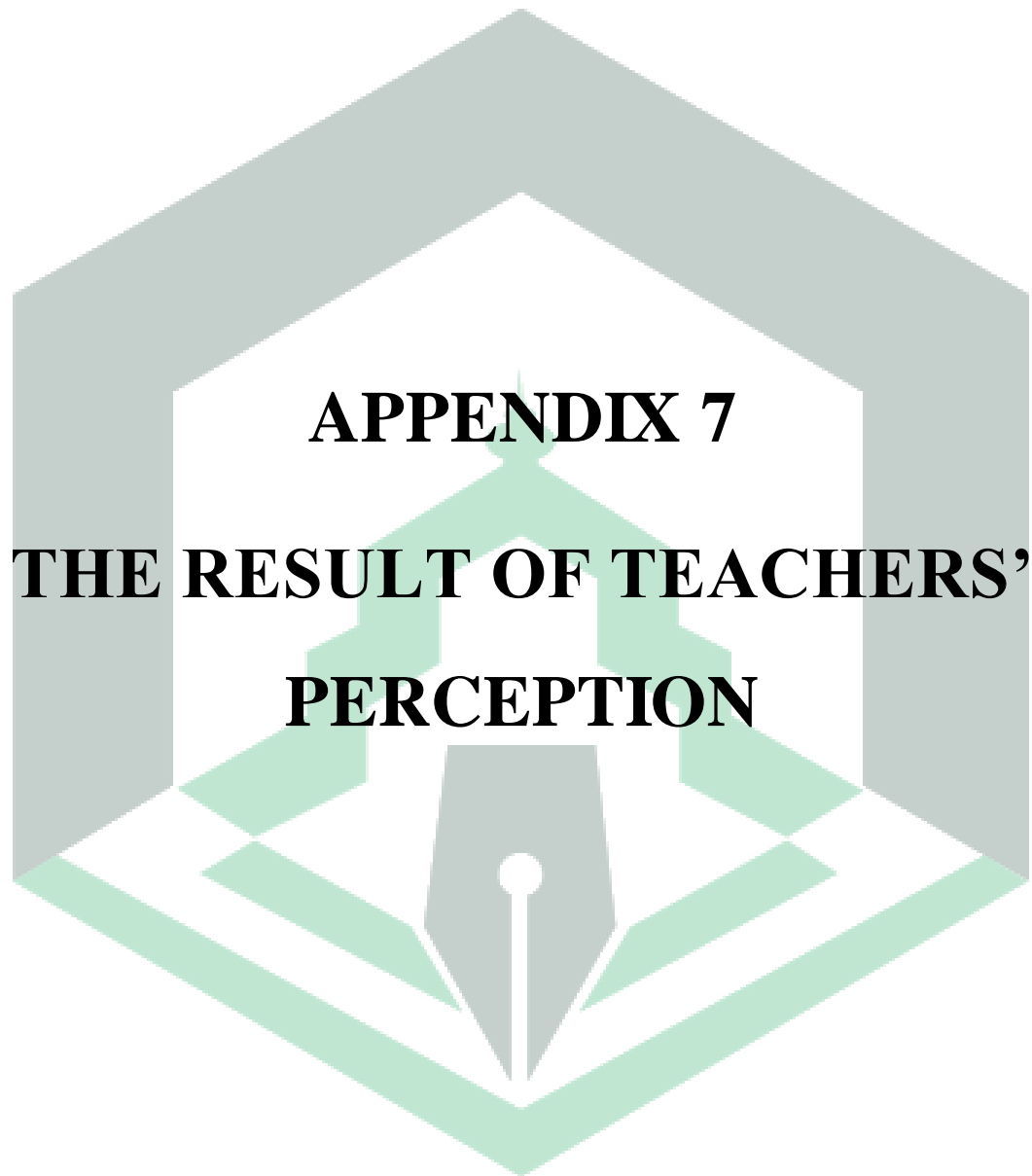
Saran:

III **Aspek Kefektifitasan**

a. Dengan <i>Picture Dictionary</i> dapat membantu anda belajar di sekolah maupun di luar sekolah.					✓
b. Menggunakan <i>Picture Dictionary</i> membantu menambah kosa kata lebih mudah.					✓
c. Penguasaan kosakata menggunakan <i>Picture Dictionary</i> menjadi lebih mudah.					✓
d. <i>Picture Dictionary</i> membantu anda lebih bersemangat dalam mempelajari kosakata yang berkaitan dengan jurusan anda.				✓	

Saran:





APPENDIX 7

**THE RESULT OF TEACHERS'
PERCEPTION**

Questionnaire for Teacher's Perception
Designing Picture Vocabulary Dictionary for Culinary Art Students at the
Tenth Grade Of SMKN 1 Palopo

A. Data Responden

Nama : ANIATI .s.pd
Usia : 33
Kelas :
Pendidikan Terakhir : S1

B. Tujuan penelitian

Tujuan penelitian ini adalah membuat sebuah produk kamus kosakata bergambar untuk siswa Tata Boga di SMKN 1 Palopo.

C. Tujuan kuisioner

Tujuan kuisioner ini adalah untuk mengumpulkan data penilaian produk yang hasilnya akan menjadi acuan untuk evaluasi produk yaitu *Designing Picture Vocabulary Dictionary for Culinary Art Students at the Tenth Grade Of SMKN 1 Palopo*.

D. Petunjuk pengisian

1. Lembar penilaian *teacher's perception* ini meliputi aspek bahasa, konten dan keefektifitasan *Picture Dictionary*.
2. Berilah tanda (√) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
 - 1: tidak layak
 - 2: kurang layak
 - 3: cukup layak
 - 4: layak
 - 5: sangat layak
4. Dimohon kesedian anda untuk memberikan saran-saran perbaikan pada bagian akhir tiap aspek penilaian di lembar ini.

C. Komponen kelayakan Picture Dictionary

NO	URAIAN	KELAYAKAN				
		1	2	3	4	5
I	Aspek Bahasa					
	a. Desain <i>Picture Dictionary</i> yang diberikan menarik.					✓
	b. Ukuran <i>Picture Dictionary</i> sudah tepat.					✓
	c. Jenis huruf yang digunakan sudah tepat.				✓	
	d. Ukuran huruf yang digunakan sudah tepat.					✓
	e. Bahasa yang digunakan dalam <i>Picture Dictionary</i> sudah baik dan benar.				✓	
	f. Bahasa yang digunakan dalam <i>Picture Dictionary</i> mudah untuk di pahami.					✓
	g. Bahasa yang digunakan dalam <i>Picture Dictionary</i> sesuai dengan tingkat kemampuan berbahasa siswa saat ini.					✓
Saran:						
II	Aspek Konten					
	a. Konten yang ada dalam <i>Picture Dictionary</i> mudah untuk dipahami.				✓	
	b. Konten yang ada dalam <i>Picture Dictionary</i> menarik.					✓
	c. Materi yang ada dalam <i>Picture Dictionary</i> sesuai dengan kebutuhan siswa.					✓
	d. Konten materi secara keseluruhan beragam/bervariasi.					✓

Rangkuman kualitatif:

Kesimpulan:

Secara umum, pendapat Bapak/Ibu terhadap Picture Vocabulary Dictionary yang dikembangkan:

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

Palopo,

Penilai kelayakan



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



APPENDIX 8

THE FINAL PRODUCT

Culinary Art PICTURE DICTIONARY



FADILA HUZAIFAH HUSAIN

Culinary Art Picture Dictionary

Designed by:
Fadila Huzaifah Husain

Supervised by:
Prof. Dr. Sahraini, M.Hum
Andi Tenrisanna Syam, S.Pd., M.Pd

Validated by:
Dr. Masruddin, S.S., M.Hum
Fadhilyah Rahma Muin, S.Pd.I, M.Pd
Aniati, S.Pd
Yudha Prawira Christanto Tandung

Examined by:
Amalia Yahya, SE, M.Hum
Dr. Magfirah Thayyib, S.S., M.Hum

English Language Education Study Program
Tarbiyah and Teacher Training Faculty
State Islamic Institute of Palopo
2022

PREFACE

Bismillahirrahmanirrahim, Alhamdulillah
rabil'alamin, Puji syukur kehadiran ALLAH SWT atas
berkat limpahan rahmat dan karunia-Nya
sehingga kami dapat menyelesaikan penyusunan
Kamus Bergambar Kosakata Tata Boga.

Penyusunan kamus bergambar tata boga
bertujuan untuk mempermudah siswa mengetahui
kosakata tata boga dalam bahasa Inggris.

Penyusun

LIST OF CONTENT

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Vegetable	38
Fruit	43
Nut	52
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PHONETIC SYMBOLS

Short Vowel

Symbol	Example	Pronunciation
[e]	dress	/dres/
[ɒ]	got	/gɒt/
[ə]	about	/ə'baʊt/
[ʊ]	put	/pʊt/
[ʌ]	cup	/kʌp/
[æ]	ask	/æsk/
[ɪ]	if	/ɪf/

Long Vowel

Symbol	Example	Pronunciation
[ɑ:]	start	/stɑ:rt/
[i:]	see	/si:/
[u:]	goose	/gu:s/
[ɜ:]	nurse	/nɜ:s/
[ɔ:]	saw	/sɔ:/

Diphthongs

Symbol	Example	Pronunciation
[aɪ]	five	/faɪv/
[eɪ]	pay	/peɪ/
[ea]	hat	/heɪt/
[əʊ]	home	/həʊm/
[ɪə]	near	/nɪə/
[aʊ]	now	/naʊ/
[ɔɪ]	join	/dʒɔɪn/
[ʊə]	pure	/pjʊə/

Consonant

Symbol	Example	Pronunciation
[p]	pin	/pɪn/
[t]	tin	/tɪn/
[k]	kind	/kaɪnd/
[f]	five	/faɪv/
[s]	say	/seɪ/
[ʃ]	ship	/ʃɪp/
[tʃ]	church	/tʃɜ:rtʃ/
[θ]	thin	/θɪn/
[h]	half	/hæf/
[b]	bad	/bæd/
[d]	dog	/dɒg/
[g]	gun	/gʌn/
[v]	van	/væn/
[z]	zoo	/zu:/
[ʒ]	measure	/meʒər/
[dʒ]	jam	/dʒæm/
[ð]	that	/ðæt/
[m]	man	/mæn/
[n]	nose	/naʊz/
[ŋ]	thing	/θɪŋ/
[l]	leg	/leg/
[r]	run	/rʌn/
[j]	yes	/jes/
[w]	work	/wɜ:rk/

Phonetic symbols sounds
<https://youtu.be/NVNF1Du3U5g>



iv

DICTIONARY GUIDE



Tema/Topik

Gambar

Kosakata



Gambar

Kosakata

Spoon

Cara Pengucapan

/spu:n/

Terjemahan

Sendok

v

FOOD PROCESSING EQUIPMENT

(Peralatan Pengolahan Makanan)

Kitchen Utensils (Peralatan Kecil)

Stainless Steel Utensils (Peralatan Dari Baja)

Utensils for Cooking (Peralatan Untuk Memasak)

Braising Pan
/breɪzɪŋ pæn/
Loyang



Source: rupa-rupa.com

Frying Pan
/fraɪɪŋ pæn/
Wajan



Grill Pan
/grɪl pæn/
Wajan Pemanggang



Pressure Cooker
/preʃər kʊkər/
Panci Presto



Sauce Pan
/sɔ:spæn/
Panci Sauce



Saute Pan
/sɔ:s pæn/
Panci Bertangkai



Steamer
/sti:mər/
Pengukus Makanan



Stock Pot
/stɔ:k pɔ:t/
Panci



2

Utensils for Storing and Mixing
(Peralatan Untuk Menyimpan dan Menyampur)

Colander
/ka.lan.dər/
Peniris



Jelly Bag
/dʒeli bæɡ/
Penyaring jeli



Tray
/treɪ/
Baki



Container
/kən.teɪ.nər/
Penyimpanan



Mixing Bowl
/mɪksɪŋ bæʊl/
Mangkok Pengaduk



Whisking Bowl
/wɪskɪŋ bæʊl/
Baskom



3

Utensils
(Peralatan Kecil)

Balloon Whisk
/bə.lu:n wɪsk/
Kocokan Telur



Frying Spatula
/fraɪɪŋ spæʃjə.lə/
Sutir



Skimmer/Spider
/skɪmər/spaɪ.dər/
Serokan



Conical Strainer
/ka.nɪkəl streɪ.nər/
Saringan Kaldu



Ladle
/leɪ.dəl/
Sendok Sup



Strainer
/streɪ.nər/
Saringan



4

Cutting Utensils
(Peralatan Memotong)

Boning Knife
/bəʊnɪŋ naɪf/
Pisau Pemisah Tulang



Carving Fork
/ka.rvɪŋ fo:rk/
Garpu Daging



Cleaver Knife
/kli:vər naɪf/
Pisau Daging



Bread Knife
/bred naɪf/
Pisau Roti



Chopping Knife
/tʃɑ:pɪŋ naɪf/
Pisau Cincang



Filleting Knife
/fɪletɪŋ naɪf/
Pisau Tulang



5

Grater
/ɡreɪ.tər/
Parutan



Peeler
/pi:lər/
Pengupas



Small Vegetable Knife
/smɔ:l vedʒəbəl naɪf/
Pisau Kecil



Pallet Knife
/pæ.lət naɪf/
Pisau Palet



Sharpener
/ʃɑ:rpənər/
Pengasah Pisau



Vegetable Knife
/vedʒəbəl naɪf/
Pisau Dapur



6

Wooden Utensils
(Peralatan Dari Kayu)

Cutting Board
/kʌtɪŋ bɔ:rd/
Talenan



Rolling Pin
/rɔʊlɪŋ pi:n/
Gilingan Adonan



Wooden Spatula
/wʊd'n 'spætʃələ/
Sendok Kayu



Plastic Utensils
(Peralatan Dari Plastik)

Plastic Bowl
/plæstɪk bɔʊl/
Baskom Plastik



Plastic Tray
/plæstɪk treɪ/
Baki Plastik



Rubber Utensils
(Peralatan Dari Karet)

Rubber Spatula
/rʌbər 'spætʃələ/
Sendok Karet



7

Kitchen Equipment (Peralatan Besar)

Bakery Oven
/bækrɪ/betkəri ɒvən/
Pembakar Roti



Dough Mixer
/daʊ mɪksər/
Pengaduk Adonan



Freezer
/fri:zər/
Penyimpan Makanan Beku



Deep Fryer

/di:p fraɪər/
Penggoreng dengan minyak banyak



Egg Broiler
/eg brɔɪlər/
Perebus Telur



Grill

/grɪl/
Pemanggang Daging



8

Meat Grinder
/mi:t graɪndər/
Pencincang Daging



Noodle Dough Machine
/nu:dl daʊ mæʃɪn/
Gilingan Mie



Refrigerator
/rɪfrɪdʒəreɪtər/
Lemari Pendingin



Meat Slice
/mi:t slɑ:s/
Pengiris Daging



Potato Peeler
/pə'tetəʊ pi:lər/
Pengupas Kentan



Rice Cooker
/raɪs kʊkər/
Pemasak Nasi



9

Sink
/sɪŋk/
Tempat Mencuci Bahan



Tilting Frying Pan
/tɪlɪŋ fraɪɪŋ pæn/
Penggoreng yang dapat diangkat dan dimiringkan



Working Table
/wɜ:kɪŋ teɪbl/
Meja Kerja



Stove
/steɪv/
Kompor



Toaster
/təʊstər/
Pembakar Roti



10

FOOD PROCESSING

(Pengolahan Bahan Makanan)

Moist Heat
(Teknik Pengolahan Makanan Panas Basah)

Source: Recipebook.id

Blanching

/blæntʃɪŋ/

Memasak bahan makanan dengan waktu singkat lalu dimasukkan ke air es untuk mempertahankan tekstur dan warnanya.

Boiling

/bɔɪlɪŋ/

Memasak bahan makanan hingga titik didih 100 derajat celsius.



Source: Diklatmald.com

**Braising**

/brɛzɪŋ/

Memasak bahan makanan yang lebih besar potongannya dari stewing.

Au Bain Marie

/au bæŋ maʀi/ Memasak bahan makanan dimana loyang adonan diletakkan ke loyang yang lebih besar lalu dimasak.



11

**Simmering**

/ˈsɪməɪŋ/

Memasak bahan makanan yang bahan cairnya dididihkan terlebih dahulu lalu memasukkan bahan makanan.

Poaching

/ˈpəʊtʃɪŋ/

Memasak bahan makanan dengan api kecil dan bahan cair yang tidak terlalu banyak.



Source: www.kitapdapang.com



Source: food

Steaming

/stiːmɪŋ/

(Mengukus) Memasak bahan makanan dengan uap air mendidih.

Stewing

/stiːwɪŋ/

Memasak bahan makanan yang telah dipotong kecil, menggunakan air yang hampir sama dengan bahan makanan.



12

Dry Heat Cooking
(Teknik Pengolahan Makanan Panas Kering)**Baking**

/beɪkɪŋ/

Memasak bahan makanan dengan menggunakan oven tanpa menggunakan minyak atau air, seperti memanggang roti, pastry dan kue-kue.

Deep Frying

/diːp fraɪɪŋ/

Memasak bahan makanan menggunakan minyak yang banyak hingga bahan makanan benar-benar terendam.

**Grilling**

/grɪlɪŋ/

Memasak bahan makanan panas api yang tinggi atau langsung.

13

**Microwave**

/maɪkroweɪv/

Memasak Menggunakan Gelombang Mikro

Roasting

/rəʊstɪŋ/

Memasak bahan makanan dalam oven menggunakan minyak, seperti memanggang daging dan sayuran.



Source: castibac.com

**Sautéing**

/səʊteɪŋ/

(Menuhis) Memasak bahan makanan dengan potongan kecil dalam minyak atau mentega.

Shallow Frying

/ʃæloʊ fraɪɪŋ/

Memasak bahan makanan dalam jumlah kecil menggunakan sedikit minyak.



14

PIECES OF FOOD

(Potongan Bahan Makanan)



Brunoise
/brʊnˈwɑːz/
Kubus kecil



Dice
/dɑːs/
Potongan Kubus



Jardiniere
/ˌdʒɑːniəriə/
Potongan Balok



Julienne
/ˌdʒuːliən/
Potongan korek api



Lozenge
/lɑːzɪndʒ/
Potongan berlian



Paysanne
/paysanne/
Potongan Persegi Tipis

Source: www.berbagireview.com

15



Chiffonade
/ʃɪˈfɒnədə/
Irisan tipis melintang



Chopped
/tʃɑː ˈpɒd/
Cincang



Minced
/mɪns/
Potongan halus



Shred
/ʃred/
Irisan tipis memanjang



Slice
/slaɪs/
Irisan



Wedges
/wedʒs/
Potongan Menjuring

Source: www.berbagireview.com

16

MEAT

(Daging)

Beef
/biːf/
Daging Sapi



Veal
/viːl/
Daging Sapi Muda

Lamb
/læm/
Daging Domba Muda



Mutton
/mʌtn/
Daging Domba Dewasa

17

CUT OF MEAT

(Potongan Daging)



Source: Wikipedia

- | | | |
|---|--|---|
| 1 Cube Roll
/kjuːb rəʊl/
Lamusir Depan | 6 Silverside
/sɪlvərsaɪd/
Daging Gandik | 11 Rib Meat
/rɪb miːt/
Daging Iga |
| 2 Tenderloin
/tendəˈlɔɪn/
Has Dalam | 7 Oxtail
/ɒks teɪl/
Ekor/Buntut | 12 Brisket
/brɪskɪt/
Sandung Lamur |
| 3 Sirloin
/sɪˈrɔɪn/
Has Luar | 8 Knuckle
/nʌkl/
Daging Kelapa | 13 Chuck
/tʃʌk/
Paha Depan/Sampil |
| 4 Topside
/tɒp saɪd/
Daging Penutup | 9 Shank
/ʃæŋk/
Daging Sengkel | 14 Blade
/bleɪd/
Daging Punuk |
| 5 Rump
/rʌmp/
Daging Tanjung/Punggung | 10 Flank
/flæŋk/
Daging Sancan | |

18

POULTRY
(Unggas)

Chicken (Ayam)

Spring Chicken



- Age : 4 - 6 Weeks
- Weight : 250 - 500 gram
- Processing : frying, grilling, and roasting.

Broiler



- Age : 8 - 12 Weeks
- Weight : 800 - 900 gram
- Processing : grilling, roasting, and sauteing.

Chicken Fat



- Age : 4 - 5 Months
- Weight : 1 - 1.5 Kg
- Processing : boiling, braising, and sauteing.

Capon



- Age : 5 - 4 Months
- Weight : 2 - 4 Kg
- Processing : roasting and grilling.

Duck (Bebek)

Duckling



- Age : 1 - 3 Months
- Weight : 1 - 2 Kg
- Processing : roasting and boiling.

Duck



- Age : 3 - 4 Months
- Weight : 2 - 3 Kg
- Processing : roasting and boiling

Goose (Angsa)

Gosling



- Age : 3 - 5 Months
- Weight : 2 - 3 Kg
- Processing : boiling and roasting

Goose



- Age : 6 - 9 Months
- Weight : 3 - 7 Kg
- Processing : boiling and roasting

Turkey (Kalkun)

Young Turkey



- Age : 3 - 4 Months
- Weight : 2 - 3 Kg
- Processing : frying, grilling, and roasting.

Yearling Turkey



- Age : 5 - 7 Months
- Weight : 4 - 7 Kg
- Processing : roasting and grilling.

Large Turkey



- Age : 10 Months
- Weight : 4 - 7 Kg
- Processing : boiling.

Vocabulary

- **Frying** : Menggoreng
- **Roasting** : Membakar
- **Sauteing** : Menumis
- **Raising** : Merebus dengan air Sedikit
- **Boiling** : Merebus

CUT OF POULTRIES
(Potongan Unggas)



Whole Chicken
/həʊl ʃi:kən/
Daging Ayam Utuh



Breast
/brest/
Dada



Drumstick
/drʌmstɪk/
Paha Bawah



Thigh
/θaɪ/
Paha Atas









Wing
/wɪŋ/
Sayap



Winglet
/wɪŋlet/
Sayap Atas

Culinary Art Picture Dictionary

 Chicken Skin /fɪkən skɪn/ Kulit Ayam	 Feet /fi:t/ Ceker
 Gizzard /gɪzərd/ Ampela	 Head /hed/ Kepala
 Liver /lɪvər/ Hati	 Neck /nek/ Leher

Source: mamaco.co.id

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Culinary Art Picture Dictionary

FISH AND SEAFOOD



(Ikan dan Hasil Laut)

Fish (Ikan)

Flat Fish
(Ikan Bertubuh Pipih/Gepeng)

 Black Pomfret Fish /blæk pɒmfret fɪʃ/ Ikan Bawal Hitam	 Pomfret Fish /pɒmfret fɪʃ/ Ikan Bawal
---	---



Round Fish
(Ikan Bertubuh Bulat)

 Skipjack /skɪpˈdʒæk/ Ikan Cakalang	 Tuna Fish /tuːnə fɪʃ/ Ikan Tuna
---	---



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Culinary Art Picture Dictionary


Fish
(Ikan Laut)

 Long Jawed Mackerel /lɒŋ dʒɔːd məkkrəl/ Ikan Kembung	 Red Snapper Fish /red /snæpər fɪʃ/ Ikan Kakap Merah
--	---

Trout
(Ikan Air Tawar)

 Carp /kɑːrp/ Ikan Gurame	 Milk Fish /mɪlk fɪʃ/ Ikan Bandeng
--	---

Migratory Fish
(Ikan Migrasi)




 Salmon /sæmən/ Ikan Salmon
--

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Culinary Art Picture Dictionary

Seafood (Hasil Laut)

Mollusca
(Binatang Laut Bertubuh Lunak)

 Cuttlefish /kʌtlɪfɪʃ/ Sotong	 Oyster /ɔɪstər/ Tiram
 Squid /skwɪd/ Cumi	

Crustaceans
(Binatang Laut Berkulit Keras)

 Crab /kræb/ Kepiting	 Lobster /ləˈbɪstər/ Lobster
 Shrimp /ʃrɪmp/ Udang	

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CUT OF FISH (Potongan Ikan)

Butterfly Fillet



Ikan yang difillet dari satu bagian ikan.

Le Dorne



Potongan ikan setebal 2-3 cm, diambil dari jenis ikan bulat.

Le Deice



Potongan ikan yang dapat dilipat, bagian dalam ada diluar.

Le Fillet



Potongan ikan tanpa kulit.

Le Goujon



Ikan yang difillet dengan tebal 2 cm, lalu dipotong menjadi dua.

Le Poudiette



Ikan yang difillet dan kemudian di isi.

Le Supreme



Ikan yang difillet dengan tebal 2 cm, lalu dipotong menjadi dua.

Le Tronçon



Potongan ikan setebal 4-5 cm, diambil dari jenis ikan pipih.

Source: resepkoki.id, foodandbeverageknowledge.com

INDONESIAN SAUCE (Sambal Indonesia)



Bajak Sauce
/bajak sɔːs/ Sambal Bajak



Dabu-dabu Sauce
/dabu-dabu sɔːs/ Sambal Dabu-dabu



Mango Sauce
/mæŋgəu sɔːs/ Sambal Mangga



Matah Sauce
/matah sɔːs/ Sambal Matah



Pecel Sauce
/pecel sɔːs/ Sambal Pecel



Petis Sauce
/petis sɔːs/ Sambal Petis

Source: Resepkoki.id



Rica-rica Sauce
/rica-rica sɔːs/ Sambal Rica-rica



Shrimp Sauce
/rimp sɔːs/ Sambal Terasi



Soy Sauce
/soɪ sɔːs/ Sambal Kecap



Tempoyak Sauce
/tempyak sɔːs/ Sambal Tempoyak



Tomato Sauce
/təmetəu sɔːs/ Sambal Tomat



Tumpang Sauce
/tumpang sɔːs/ Sambal Tumpang

Source: Resepkoki.id

BASIC SPICES IN INDONESIAN FOOD (Bumbu Dasar Pada Makanan Indonesia)

White Base Seasoning
/waɪt beɪs siːzənɪŋ/ Bumbu Dasar Putih



Source: Cookbooks



Shallot
/ʃalaːt/ Bawang merah



Garlic
/gɑːrɪk/ Bawang putih



Candlenut
/kændlɪnʌt/ Kemiri

Yellow Base Seasoning
/jeləu bɛts si:zəntɪ/
Bumbu Dasar Kuning



Source: Cookpad



Shallot
/ʃə:lə:ʈ/
Bawang merah



Garlic
/gə:rlɪk/
Bawang putih



Turmeric
/tʌ:rmə:rlɪk/
Kunyit

Red Base Seasoning
/red bɛts si:zəntɪ/
Bumbu Dasar Merah



Source: Cookpad



Shallot
/ʃə:lə:ʈ/
Bawang merah



Red Chili Pepper
/red tʃɪ:lɪ pe:pə:/
Cabai Merah



Garlic
/gə:rlɪk/
Bawang putih

Black Base Seasoning
/ bɛts si:zəntɪ/
Bumbu Dasar Hitam



Source: Cookpad



Shallot
/ʃə:lə:ʈ/
Bawang merah



Garlic
/gə:rlɪk/
Bawang putih



Source: Wikipedia
Pangium
/pəŋ:giəm/
Keluak

Orange Base Seasoning
/ bɛts si:zəntɪ/
Bumbu Dasar Orange



Source: Cookpad



Turmeric
/tʌ:rmə:rlɪk/
Kunyit



Red Chili Pepper
/red tʃɪ:lɪ pe:pə:/
Cabai Merah



Garlic
/gə:rlɪk/
Bawang putih



Shallot
/ʃə:lə:ʈ/
Bawang merah

HERBS AND SPICES
(Bumbu dan Rempah)



Anise
/ˈeɪnsi/
Adas Manis



Bay Leaf
/bet liːf/
Daun Salam



Black Pepper
/ˈblæk ˈpeɪpə/
Lada Hitam



Blackseed
/ˈblæksiːd/
Jintan Hitam



Candlenut
/kændlnʌt/
Kemiri



Cardamom
/kɑːrdəˈmɒm/
Jintan



Cardamom
/kɑːrdəˈmɒm/
Kapulaga



Cayenne Chili
/kæɪˈneɪn ˈtʃɪli/
Cabai Rawit



Cinnamon
/sɪˈnæmən/
Kayu Manis



Clove
/kloʊv/
Cengkeh



Coriander
/ˈkɔːriændər/
Ketumbar



Galangal
/gəˈlɑːŋɡəl/
Lengkuas



Garlic
/gɑːrliːk/
Bawang Putih



Ginger
/dʒɪndʒər/
Jahe



Ginger Flower
/ˈlɑːwər ˈdʒɪndʒər/
Kecambah



Lime Leaf
/laɪm liːf/
Daun Jeruk



Nutmeg
/ˈnʌtmeg/
Pala



Onion
/ˈɒnjən/
Bawang Bombay



Red Chili Pepper
/red ˈtʃɪli ˈpeɪpə/
Lombok Merah



Rosemary
/ˈrəʊzmeri/
Rosemary



Sesame
/ˈsesəmi/
Wijen



Shallot
/ʃəˈlɔːt/
Bawang Merah



Shrimps Paste
/ˈʃrɪmp ˈpeɪst/
Terasi



Small Shrimps
/smɔːl ˈʃrɪmps/
Ebi



Tamarind
/tæmarɪnd/
Asam Jawa



Sand Ginger
/sænd dʒɪndʒər/
Kencur



Turmeric
/tɜːmərɪk/
Kunyit



Vanilla
/vænɪlə/
Vanila



Torch Ginger
/tɔːrtʃ dʒɪndʒər/
Honje



White Pepper
/ˈwaɪt peɪpər/
Lada Putih

VEGETABLE
(Sayuran)



Asparagus
/əspærəɡəs/
Asparagus



Bamboo Shoot
/ˈbæmbuː ʃuːt/
Rebung



Bean Sprouts
/biːn sprauts/
Tauge



Beans
/biːns/
Buncis



Bitter Melon
/bɪtər melən/
Pare



Broccoli
/brəˈkɒli/
Brokoli



Cabbage
/kæbɪdʒ/
Kol



Carrot
/kærət/
Wortel



Cassava Leaves
/kəˈsɑːvə liːvz/
Daun Singkong



Cauliflower
/kɑːlɪflaʊər/
Kembang Kol



Chicory
/tʃɪkəri/
Sawi Putih



Collards
/kɑːlərd/
Sawi



Cucumber
/kjuːkʌmbər/
Mentimun



Eggplant
/egplənt/
Terong



Jews Ear
/dʒuː ɪr/
Jamur Kuping



lettuce
/letts/
Selada



Long Beans
/lɔːŋ biːns/
Kacang Panjang



Potato
/pə'tetəʊ/
Kentang



Pumpkin
/pʌmpkin/
Labu



Red Spinach
/spɪndʒ liːf/
Bayam Merah



Spinach
/spɪndʒ/
Bayam Hijau



Squash
/'skwɔːʃ/
Labu Siam



Table Mushroom
/'teɪbl mʌʃruːm/
Jamur Kancing



Tomato
/'təʊmɪteɪ/
Tomat



Water Spinach
/'keɪl/
Kangkung



Zucchini
/'zʊkiːni/
Zukini

FRUIT
(Buah)



Ambarella
/'ʌmbərələ/
Kedondong



Apple
/'æpl/
Apel



Apricot
/'æprɪkəʊt/
Aprikot



Avocado
/'ævəkəːdəʊ/
Alpukat



Banana
/'bænənə/
Pisang



Blackberry
/'blækberɪ/
Blackberry



Blueberry
/'bluːberɪ/
Blueberry



Breadfruit
/'bredfruːt/
Sukun



Cantaloupe
/'kæntələʊp/
Blewah



Cempedak
/'cæmpədək/
Cempedak



Cherry
/'tʃerɪ/
Ceri



Coconut
/'kəʊkənʌt/
Kelapa



Custard Apple
/kʌstəd æpl/
Srikaya



Dates
/ˈdeɪt/
Kurma



Dragon Fruit
/ˈdræɡən fruːt/
Buah Naga



Durian
/ˈdʊəriən/
Durian



Fig
/fɪɡ/
Buah Tin



Gooseberry
/ˈɡuːsberi/
Cerma



Grape
/ɡreɪp/
Anggur



Guava
/ˈɡwɑːvə/
Jambu Biji



Jackfruit
/ˈdʒækfruːt/
Nangka



Jicama
/ˈtʃɪ kəmə/
Bengkoang



Kiwi
/kiːwi/
Kiwi



Lemon
/ˈlemən/
Lemon



Lime
/laɪm/
Jeruk Nipis



Longan
/ˈlɒŋɡən/
Lengkeng



Lychee
/ˈlaɪtʃi/
Leci



Mango
/ˈmæŋɡeə/
Mangga



Mulberry
/ˈmʌlberi/
Murbei



Noni
/ˈnɒni/
Mengkudu



Olive
/ˈɒlɪv/
Zaitun



Orange
/ˈɒrɪndʒ/
Jeruk



Mangosteen
/ˈmæŋɡəstiːn/
Manggis



Melon
/ˈmelən/
Melon



Papaya
/ˈpæpəta/
Pepaya



Passion Fruit
/ˈpæʃn fruːt/
Markisa



Peach
/pi:tʃ/
Persik



Peanut
/pi:nʌt/
Kacang Tanah



Pear
/peə/
Pir



Persimmon
/pə:sɪmən/
Kesemek



Pineapple
/paɪnæpl/
Nanas



Plum
/plʌm/
Prem



Pomegranate
/pə'mɪgrænt/
Delima



Rambutan
/ræmbu:tɪn/
Rambutan



Raspberry
/ræzberɪ/
Rasberi



Sapodilla
/sæpədɪlə/
Sawo



Snakefruit
/sneɪkfru:t/
Salak



Sour longan
/saur læŋɡən/
Duku/Langsat



Soursop
/sauərsə:p/
Sirsak



Star Fruit
/stɑ:r fru:t/
Belimbing



Strawberry
/strɑ:berɪ/
Stroberi



Tamarillo
/hæmərtɪləu/
Terong Belanda



Water Apple
/wɑ:tər æpl/
Jambu Air



Watermelon
/wɑ:tə'melən/
Semangka

NUT
(Kacang-kacangan)



Almond
/ɑ:mənd/
Kacang Almond



Black Bean
/blæk bi:n/
Kacang Hitam



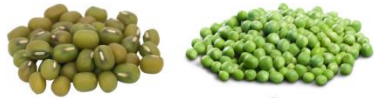
Cashew
/kæʃu:/
Kacang Mede



Chickpea
/'ʃɪkpi:/
Kacang Arab



Kidney Bean
/'kɪdni bi:n/
Kacang Merah



Mung Beans
/mʌŋ bi:n/
Kacang Hijau

Pea
/pi:/
Kacang Polong



Peanut
/pi:nʌt/
Kacang Tanah



Soya Bean
/soɪə bi:n/
Kacang Kedelai



Walnut
/wɔ:lʌt/
Kacang Kenari

SERELIA
(Bi-ji-Bijian)

Rice (Beras)



Black Rice
/blæk raɪs/
Beras Hitam



Black Sticky Rice
/blæk stɪki raɪs/
Beras Ketan Hitam



Brown Rice
/braʊn raɪs/
Beras Merah



Sticky Rice
/stɪki raɪs/
Beras Ketan



White Rice
/waɪt raɪs/
Beras Putih

Corn (Jagung)



Baby Corn
/beɪbi kɔ:rn/
Jagung Putera



Dent Corn
/dent kɔ:rn/
Jagung Gigi Kuda



Flint Corn
/flɪnt kɔ:rn/
Jagung Mutiara



Flour Corn
/flaʊər kɔ:rn/
Jagung Tepung



Pod Corn
/pɔ:d kɔ:rn/
Jagung Pod



Pop Corn
/pɔ:p kɔ:rn/
Jagung Berondong



Sweet Corn
/swi:t kɔ:rn/
Jagung Manis



Waxy Corn
/wæksi kɔ:rn/
Jagung Ketan

Wheat (Gandum)



Durum
/dʊrʌm/
Durum



Hard Wheat
/hɑːrd wiːt/
Gandum Keras



Soft Wheat
/sɔːft wiːt/
Gandum Lunak

Source: avaritico.com

FLOUR
(Terigu)



Bread Crumb
/bred krum/
Tepung Roti



Corn Flour
/kɔːn flauə/
Tepung Jagung



Corn Starch
/kɔːn staːtʃ/
Tepung Maizena



Glutinous Rice Flour
/gluːtənəs raɪs flauə/
Tepung Beras Ketan



Mung bean Flour
/mʌŋ biːn flauə/
Tepung Hunkwe



Potato Flour
/pə'tetəʊ flauə/
Tepung Kentang



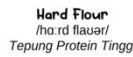
Rice Flour
/raɪs flauə/
Tepung Beras



Wheat Flour
/wiːt flauə/
Tepung Terigu



Sago Flour
/setgəʊ flauə/
Tepung Sagu



Hard Flour
/hɑːrd flauə/
Tepung Protein Tinggi



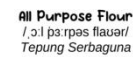
Medium Flour
/miːdiəm flauə/
Tepung Protein Sedang



Tapioca Flour
/tæpiəʊkə flauə/
Tepung Tapioka



Soft Flour
/sɔːft flauə/
Tepung Protein Rendah



All Purpose Flour
/ɔːl pʊr.pəs flauə/
Tepung Serbaguna

MILK
(Susu)



Butter
/bʌtər/
Mentega



Cream
/kriːm/
Krim



Fresh Milk
/fref mɪlk/
Susu Segar



Full Cream
/fʊl kriːm/
Susu Murni



Milk Powder
/mɪlk paʊdər/
Susu Bubuk



Skim Milk
/skɪm mɪlk/
Susu Skim

FAT
(Lemak)



Butter
/bʌtər/
Mentega



Lard
/lɑːrd/
Lemak Babi



Margarine
/mɑːrɪdʒən/
Margarin



Pastry Margarine
/peɪstri mɑːrɪdʒən/
Margarin Untuk Pastry/ Korsiwet



Vegetable Fat
/vedʒtəbl fæt/
Lemak Nabati



White Butter
/waɪt bʌtər/
Mentega Putih

EGG
(Telur)



Broiler
/brɔɪlər/
Telur Ayam Negeri



Duck Egg
/dʌk eɪ/
Telur Bebek



Free Range Egg
/friː reɪndʒ eɪ/
Telur Ayam
Buras/Kampung



Quail Egg
/kwɪl eɪ/
Telur Puyuh

SUGAR
(Gula)



Brown Sugar
/braʊn ʃʊgər/
Gula Tebu



Coconut Sugar
/kəʊkənʌt ʃʊgər/
Gula Kelapa



Dark Brown Sugar
/dɑːk braʊn ʃʊgər/
Gula Tebu



Corn Syrup
/kɔːrn sɪrəp/
Sirup Jagung



Light Brown Sugar
/laɪt braʊn ʃʊgər/
Gula Tebu



Golden Syrup
/gəʊldən sɪrəp/
Sirup Gula



Granulated Sugar
/grænjuːleɪtəd ʃʊgər/
Gula Pasir



Honey
/hʌni/
Madu



Icing Sugar
/aɪsɪŋ ʃʊgər/
Gula Halus



Palm Sugar
/pɑːm ʃʊgər/
Gula Palembang



Sugar Cube
/ʃʊgər kjuːb/
Gula Dadu



Treacle
/triːkl/
Treacle
(Pemberi warna pada kue)

DRINKS INGREDIENT (Bahan Minuman)

Coffee (Kopi)



Arabica Coffee
/aræbika kɔ:fi/
Kopi Arabika



Excelsa Coffee
/ɪksela kɔ:fi/
Kopi Ekselsa



Green Coffee
/gri:n kɔ:fi/
Kopi Hijau



Liberica Coffee
/laɪbɪrɪka kɔ:fi/
Kopi Liberika



Robusta Coffee
/rɔʊbɪstɪa kɔ:fi/
Kopi Robusta

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Chocolate (Coklat)



Dark Chocolate
/dɑ:rk tʃɔ:klat/
Coklat Hitam



Milk Chocolate
/mɪlk tʃɔ:klat/
Coklat Susu



White Chocolate
/waɪt tʃɔ:klat/
Coklat Putih

Source: www.choc-affair.com

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Tea (Teh)

Green Tea
/gri:n ti:/
Teh Hijau



Black Tea
/blæk ti:/
Teh Hitam



Oolong Tea
/oolong ti:/
Teh Oolong



Green Tea
/gri:n ti:/
Teh Hijau



Source: gopaltharaindia.com

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GARNISH (Hiasan)

Simple Garnish (Hiasan Sederhana)

Simple Garnish is a garnish that only consist of one ingredient.
Simple Garnish adalah garnish yang terdiri satu bahan



Source: orami.co.id



Source: showto.com



Source: Pinterest

Composite Garnish (Hiasan Paduan)

Composite Garnish is garnish consist of various ingredients.
Composite Garnish adalah garnish yang terdiri dari beberapa bahan.



Source: Farm2.staeflickr.com



Source: Pchere.com

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Garnish Making Equipment
(Peralatan Membuat Garnish)



Scissor
/sɪzər/
Gunting



Vegetable Slicer
/vedʒtəbl slɑ:zər/
Pengiris Sayuran



Carving Knife
/kɑ:rvɪŋ naɪf/
Pisau Ukir



Toothpick
/tu:θpɪk/
Tusuk Gigi



Small Vegetable Knife
/smɔ:l vedʒtəbl naɪf/
Pisau Kecil



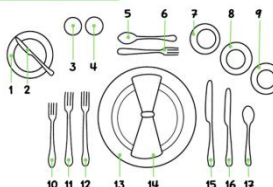
Cutting Board
/kʌtɪŋ bɔ:rd/
Talenan



Vegetable Peeler
/vedʒtəbl pi:lər/
Pengupas

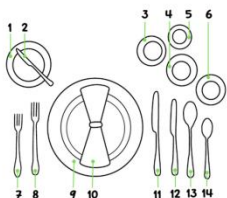
FOOD SERVING
(Penyajian Makan)

American Service



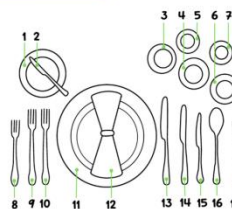
- | | | |
|--|---|--|
| 1 Bread Plate
/brɛd plɛt/
Piring Roti | 7 Water
/wɔ:tər/
Air | 13 Dinner Plate
/dɪnər plɛt/
Piring Menu Utama |
| 2 Bread Knife
/brɛd naɪf/
Pisau Roti | 8 Red Wine
/rɛd waɪn/
Anggur Merah | 14 Napkin
/næpkn/
Serbet |
| 3 Salt
/sɔ:lt/
Garam | 9 White Wine
/waɪt waɪn/
Anggur Putih | 15 Dinner Knife
/dɪnər naɪf/
Pisau Menu Utama |
| 4 Pepper
/peɪpər/
Lada | 10 Salad Fork
/sæləd fɔ:rk/
Garpu Garpu | 16 Fish Knife
/fɪʃ naɪf/
Pisau Ikan |
| 5 Dessert Spoon
/dɛzə rt spu:n/
Sendok Makanan Penutup | 11 Fish Fork
/fɪʃ fɔ:rk/
Garpu Ikan | 17 Soup Spoon
/su:p spu:n/
Sendok Sup |
| 6 Dessert Fork
/dɛzə rt fɔ:rk/
Garpu Makanan Penutup | 12 Dinner Fork
/dɪnər fɔ:rk/
Garpu Menu Utama | |

English Service



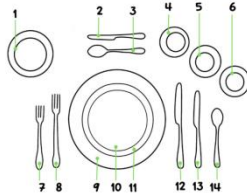
- | | | |
|--|---|---|
| 1 Bread Plate
/brɛd plɛt/
Piring Roti | 6 White Wine
/waɪt waɪn/
Anggur Putih | 11 Salad Knife
/sæləd naɪf/
Pisau Salad |
| 2 Bread Knife
/brɛd naɪf/
Pisau Roti | 7 Salad Fork
/sæləd fɔ:rk/
Garpu Salad | 12 Dinner Knife
/dɪnər naɪf/
Pisau Menu Utama |
| 3 Water Goblet
/wɔ:tər gɒ:blɛt/
Gelas Berkaki | 8 Dinner Fork
/dɪnər fɔ:rk/
Garpu Menu Utama | 13 Soup Spoon
/su:p spu:n/
Sendok Sup |
| 4 Red Wine
/rɛd waɪn/
Anggur Merah | 9 Dinner Plate
/dɪnər plɛt/
Piring Menu Utama | 14 Teaspoon
/ti:spu:n/
Sendok Teh |
| 5 Champagne Flute
/ʃæmpɛɪn flu:t/
Gelas Sampanye | 10 Napkin
/næpkn/
Serbet | |

Russian Service



- | | | |
|--|--|---|
| 1 Bread Plate
/brɛd plɛt/
Piring Roti | 7 Sherry Glass
/ʃɛri glæs/
Gelas Liqueur | 13 Dinner Knife
/dɪnər naɪf/
Pisau Menu Utama |
| 2 Butter Knife
/bʌtər naɪf/
Pisau Mentega | 8 Salad Fork
/sæləd fɔ:rk/
Garpu Salad | 14 Fish Knife
/fɪʃ naɪf/
Pisau Ikan |
| 3 Water Goblet
/wɔ:tər gɒ:blɛt/
Gelas Berkaki | 9 Fish Fork
/fɪʃ fɔ:rk/
Garpu Ikan | 15 Salad Knife
/sæləd naɪf/
Pisau Salad |
| 4 Red Wine
/rɛd waɪn/
Anggur Merah | 10 Dinner Fork
/dɪnər fɔ:rk/
Garpu Menu Utama | 16 Spoon
/spu:n/
Sendok |
| 5 Champagne Flute
/ʃæmpɛɪn flu:t/
Gelas Sampanye | 11 Dinner Plate
/dɪnər plɛt/
Piring Menu Utama | 17 Oyster Fork
/ɔɪstər fɔ:rk/
Garpu Tiram |
| 6 White Wine
/waɪt waɪn/
Anggur Putih | 12 Napkin
/næpkn/
Serbet | |

French Service



- 1 Bread Plate /bred plet/ Piring Roti
- 2 Cheese Knife /tj:z nat/ Pisau Keju
- 3 Dessert Spoon /dɛz:rt spu:n/ Sendok Makanan Penutup
- 4 Water Glass /wa:tar glæs/ Gelas Air
- 5 Red Wine /red wa:n/ Anggur Merah
- 6 White Wine /wa:t wa:n/ Anggur Putih
- 7 Fish Fork /fɪʃ fo:rk/ Garpu Ikan
- 8 Meat Fork /mi:t fo:rk/ Garpu Daging
- 9 Presentation Plate /pri:zntetʃn plet/ Piring Hidangan
- 10 Soup Plate /su:p plet/ Piring Sup
- 11 Dinner Plate /dɪnər plet/ Piring Menu Utama
- 12 Steak Knife /stek nat/ Pisau Daging
- 13 Fish Knife /fɪʃ nat/ Pisau Ikan
- 14 Soup Spoon /su:p spu:n/ Sendok Sup

ACTIVITY

A. Match the picture with their word

B. Please write the word with the correct spelling

C. Circle the odd one out

D. Write down the ingredients of base seasoning below

1. Red base seasoning



Three empty rectangular boxes for writing ingredients.

2. White base seasoning



Three empty rectangular boxes for writing ingredients.

3. Black base seasoning



Three empty rectangular boxes for writing ingredients.

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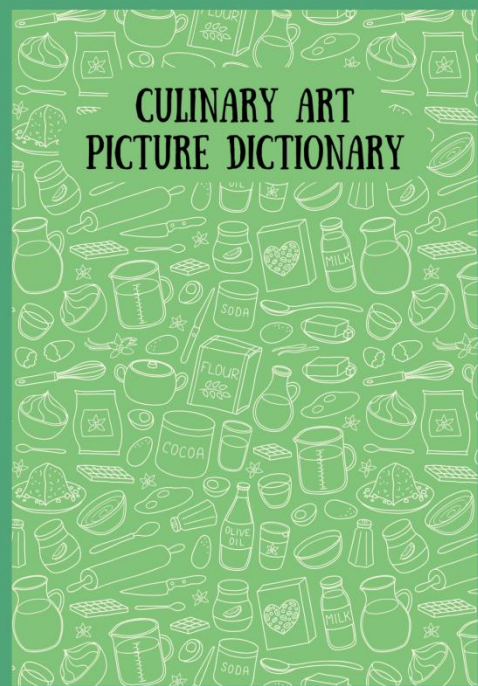
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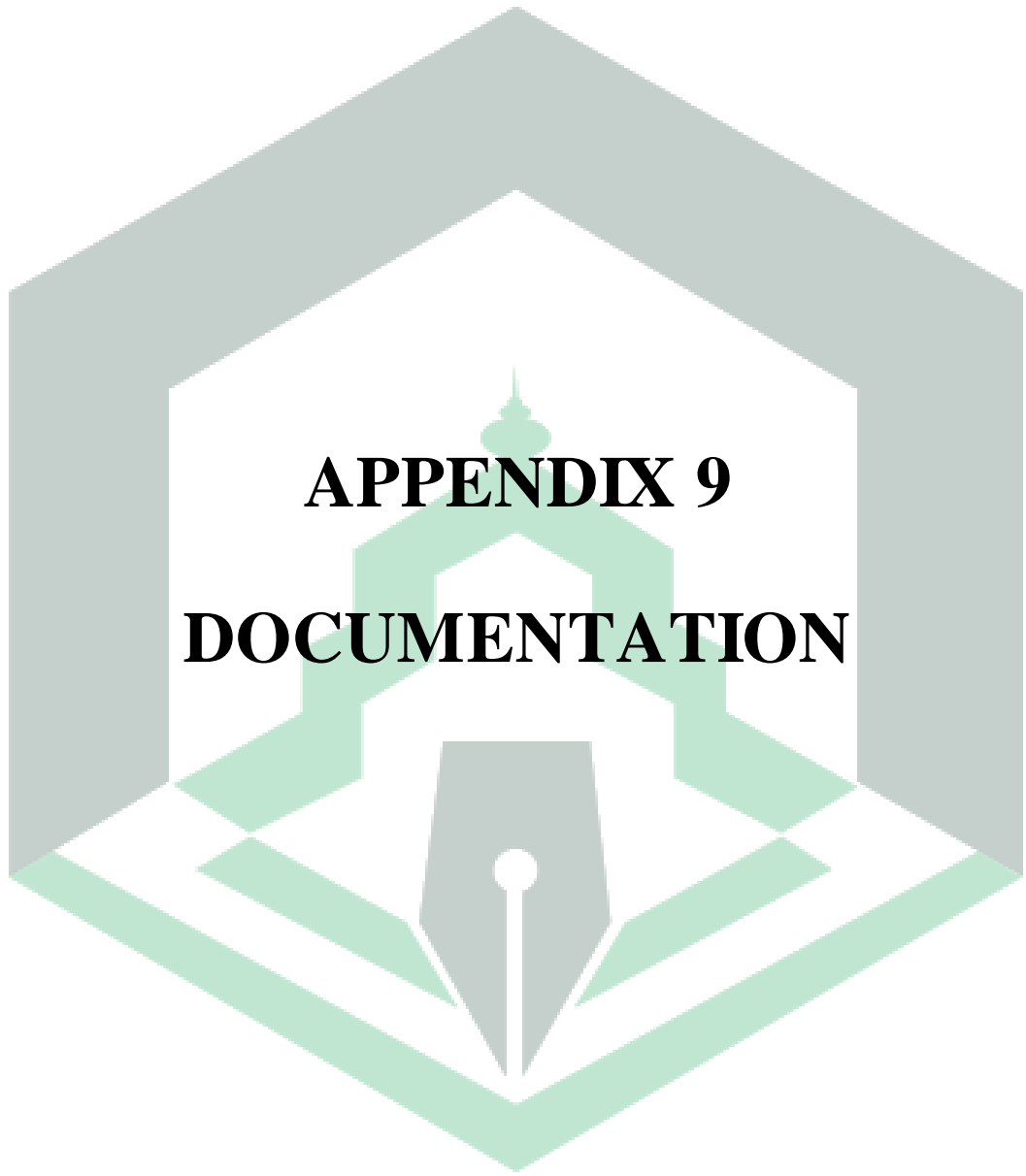
Tantri Miharti, Kurniawati, Dwi Eka Arini Algozi. Kamus Tata Boga. 2019. Jakarta Timur

NOTE

A series of horizontal lines for taking notes.

CULINARY ART PICTURE DICTIONARY





APPENDIX 9

DOCUMENTATION

1. Need Analysis



2. Students' Perception, and Teachers' Perception



3. Dissemination





APPENDIX 10
SURAT KETERANGAN
TELAH MENELITI



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT-SMK NEG. 1 PALOPO**

Jln.K.H.M. Kasim No.10 Telp.(0471) 21048 – 22208 Palopo

Website : <http://smknegeri1palopo.sch.id> Email : info@smknegeri1palopo.sch.id

SURAT KETERANGAN PENELITIAN

Nomor: 421.5/ 456 -UPT SMK.1/PLP/DISDIK

Yang bertanda tangan di bawah ini, Kepala UPT SMK Negeri 1 Palopo menerangkan :

Nama : FADILA HUZAIFAH HUSAIN
NIM : 1802020189
Tempat/ Tgl. Lahir : Olo-Oloho, Sulteng, 08 April 2000
Jenis Kelamin : Perempuan
Program : S1. Pendidikan Bahasa Inggris
Alamat : Jl. Cempaka, Kota Palopo

Telah selesai melaksanakan Penelitian dari tanggal 09 September 2022 s.d 09 November 2022 dalam rangka penyusunan *Skripsi* Berdasarkan surat Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu, Nomor : 1115/IP/DPMPSTP/IX/2022, Tanggal 12 September 2022 , Perihal : Izin Penelitian, dengan judul penelitian :

“Designing Picture Vocabulary Dictionary For Culinary Art Students At The Tenth Grade.”

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Palopo, 09 November 2022
Kepala UPT SMK Neg. 1 Palopo,

Ridwan Rahab, S.Ag
NIP. 06060405 200701 1 032

BerAKHLAK
Berorientasi Pelayanan Akuntabel Kompeten
Harmonis Loyal Adaptif Kolaboratif

**bangga
melayani
bangsa**

Sipakatau

Sulsel

APPENDIX 11
SURAT KETERANGAN
PLAGIASI





SINSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Jl. Agatis, Balandi, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076
Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

SURAT KETERANGAN

No.2110/In.19/FTIK/PBI/PP.00.9/11/2022

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Fadila Huzaifa Husain
NIM : 18 0202 0189
Semester : IX (sembilan)
Program Studi : Pendidikan Bahasa Inggris
Keperluan : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 23%. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 23 November 2022

Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001

Mengetahui,
Ketua Prodi,



Abdullah Yahya, S.E., M.Hum.
NIP 197710132005012006

BIOGRAPHY



Fadila Huzaifah Husain, was born in Olo-Oloho on April, 8th 2000. She is a daughter of Husain and Mariamu. She lives in Olo-Oloho, Pakue District, North Kolaka Regency, Southeast Sulawesi. She was graduated from SDN 1 Olo-Oloho in 2011, MTsN Pakue in 2014, SMAN 1 Pakue in 2017. After graduated from high school, she continued her study at English Education Department of IAIN Palopo (Institut Agama Islam Negeri) Palopo.

Author Contact Details: evafadila84@gmail.com

