

**DESIGNING A VOCABULARY POCKETBOOK FOR  
MTS DARUL ISTIQAMAH CILALLANG**

*A Thesis*

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



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**Composed by:**

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**ENGLISH EDUCATIONAL STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
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**ENGLISH EDUCATIONAL STUDY PROGRAM  
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**2022**

## THESIS APPROVAL

This thesis entitle "Designing A Vocabulary Pocket Book For Mts Darul Istiqamah Cilallang" , which is written by Kartina, Reg Num 18 0202 0009, English Study Program of Tarbiyah and Teacher Training Faculty, the State Islamic Institute of Palopo has been examined and defended in **Munaqasyah** session which is carried out on **Friday, November 25<sup>th</sup> 2022**, coincided with **22 Rabiul Awal 1444 H**, it is authorized and acceptable as fulfillment for undergraduate degree in English Education Department.

Palopp, Desember 9<sup>th</sup> 2022

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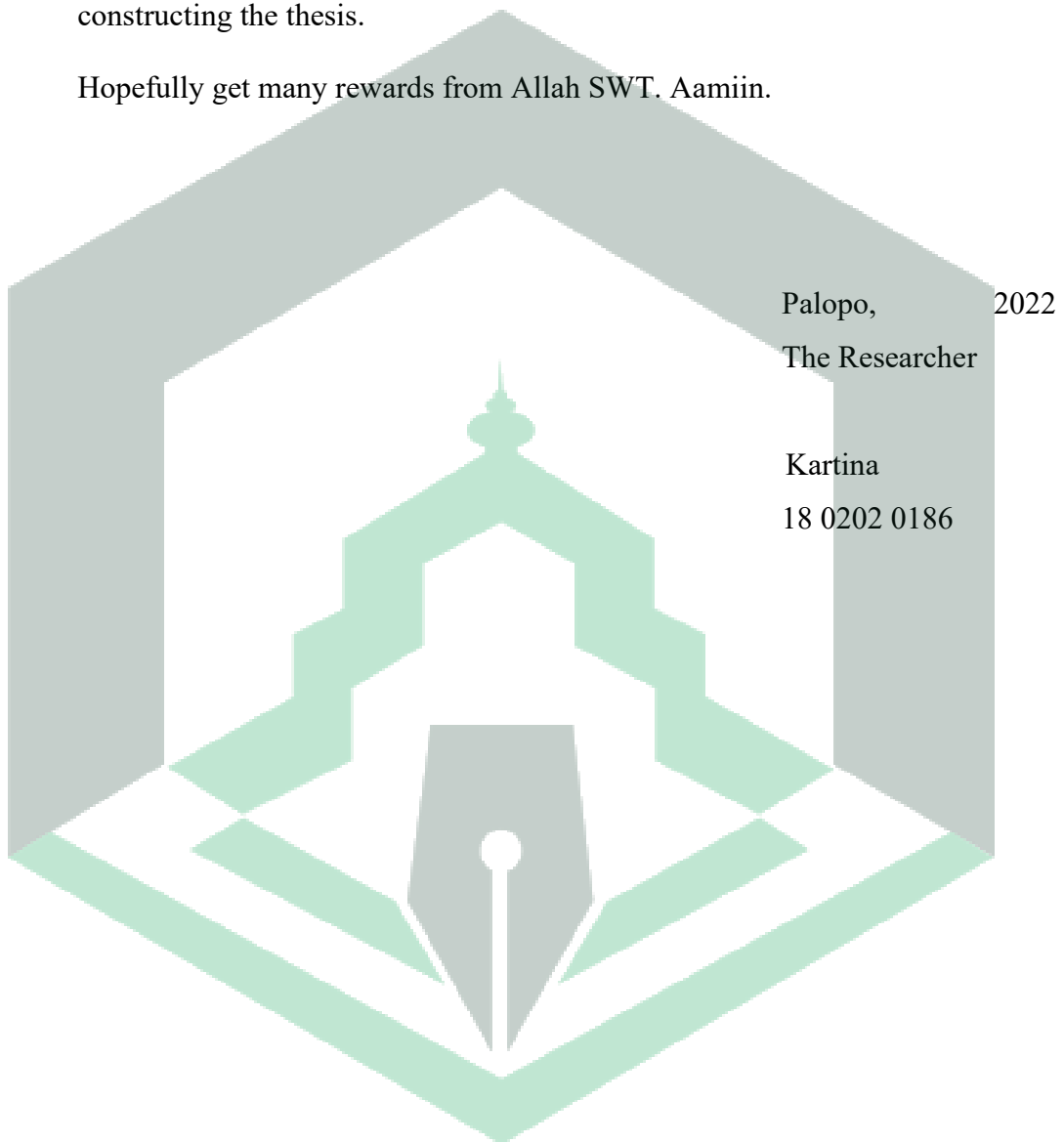
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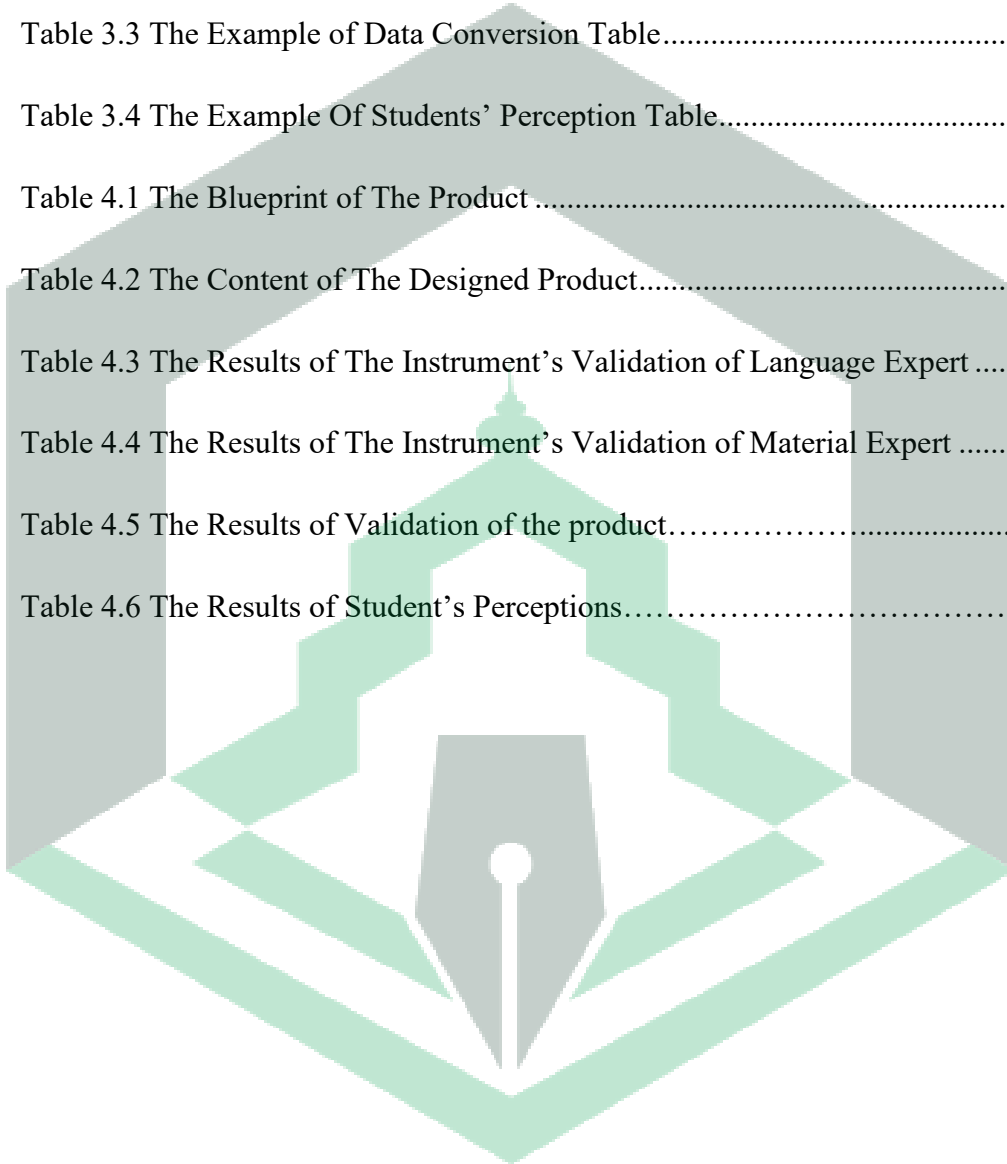
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## ABSTRAK

**Kartina, 2022**, “*Designing a vocabulary pocketbook for MTs Darul Istiqamah cilallang*”. Thesis of English Education Study Program, Faculty of Tarbiyah and Teacher Training, Palopo State Islamic Institute. Supervised by (1) Masruddin and (2) Andi Tenrisanna.

This research focuses on designing an appropriate English vocabulary book for the eighth-grade students of MTs Darul Istiqamah Cilallang. This research answers questions about: How to design a proper English vocabulary pocketbook for eighth-grade students at MTs Darul Istiqamah Cilallang. This research applied research and development methods by implementing 4D models (Definition, Design, Develop, and Disseminate). This product was designed by applying thematic vocabulary. A total of 17 students from class VIII as the sample were chosen. The researcher took the sample by using purposive sampling. Data were obtained through interview instruments and questionnaires from needs analysis, expert assessment of the instrument and product validity, and student perceptions. This product is designed based on data from the needs analysis of eighth-grade students at Mts Darul Istiqamah Cilallang. An appropriate English vocabulary pocketbook should consist of: (1) the alphabet with vocabulary in each letter, (2) objects in school, (3) student activities at school, (4) personal pronouns, and (5) expressions student daily. The results of students' perceptions get 88.4% in the "good" category. The students said they enjoyed reading pocketbooks, which can help them increase their vocabulary mastery.

Keywords: Research and Development, Vocabulary Pocket Book, MTs Darul Istiqamah Cilallang

## CHAPTER I

### INTRODUCTION

#### A. Background

Education is a fundamental thing in human life; through education, human personality and character form to distinguish between truth and evil. The importance of education is also stated by Allah SWT in QS Al-Isra/ 17: 36.

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ أُولَٰئِكَ كَانَ عَنْهُ مَسْئُولًا

“And do not follow what you do not know. Because of hearing, sight, and conscience, all of them will be held accountable.”

Furthermore, education prevents someone from being language illiterate. We have to learn about words and sentences to avoid several assumptions and wishful thinking. It has explained in QS Al-Baqarah/2: 78:

وَمِنْهُمْ أُمِّيُونَ لَا يِعْلَمُونَ الْكِتَابَ إِلَّا أَمَانِي وَإِنْ هُمْ إِلَّا يَظُنُّونَ

“And among them are unlettered ones who do not know the Scripture except in wishful thinking, but they are only assuming.”

To be able to speak a language well, it is necessary to master the vocabulary of the target language. Vocabulary helps speakers to express ideas and communicate with people. In learning a foreign language, students must have some vocabulary to learn the language. The students at MTs Darul Istiqamah Cilallang are students' who need supporting products to increase their vocabulary capacity.

Mastery of language requires knowledge of a large and varied vocabulary and suitable grammatical forms with an extensive vocabulary; we need to be

based on good grammar to understand a reading perfectly and vice versa, strong grammar with a good vocabulary such as the use verbs, nouns, islamic word and others. Islamic words can improve students' language mastery, especially in islamic boarding school. So many and varied, the writing will only be somewhat understood (Yusran Pora, 2003:1). Mastery of vocabulary influences the preparation of English sentences and understanding of English.<sup>1</sup>

Because of the importance of vocabulary for language development, Indonesian students take several ways to increase their brand vocabulary, such as joining the English community, taking private lessons, buying books, and so on.

Based on the results of observations in November 2021, several problems can be seen at Mts Darul Istiqamah Cilallang, which cause students' lack of understanding of learning English. First, the lack of teaching materials in the form of particular books or unique media makes their knowledge of the English language very limited, especially coupled with environmental factors and a lack of discipline at school. Second, those who become English teachers are not graduates of English education or majoring in English literature.

A pocketbook is a small book containing information that can be stored in a pocket to make it easier for students to study material under any circumstances because pocketbooks can be carried everywhere. In addition, pocketbooks are an excellent medium to help support students in mastering vocabulary both inside and outside the classroom.

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<sup>1</sup> I Putu Andre Suhardiana. Optimalisasi Penguasaan *English Vocabulary* Melalui Pemamfaatan Media *Ludo Words Game (LWG)* Pada Siswa Sekolah Dasar. ADI WIDYA: Jurnal Pendidikan Dasar no.1 April 2017, <http://ejurnal.ihtn.ac.id/indeks.php/AW>.

This research found several problems for students in learning and improving skills in memorizing vocabulary. The following issues: first, students lack vocabulary such as verbs, nouns, islamic words and others. Second, students are less motivated and less interested in learning English. Third, the students need help in arranging vocabulary into sentences. Fourth, the need for teaching materials or learning media.

Based on the explanation above, the researcher was interested in using the research and development (RnD) method to design a vocabulary pocketbook for Mts Darul Istiqamah Cilallang.

### **B. Research Question**

Based on the background, the researcher formulated a research question as follows:

“How to design an appropriate vocabulary pocketbook for the eighth-grade students of Mts Darul Istiqamah Cilallang?”

### **C. Research Objective**

The researcher aimed to design an appropriate vocabulary pocketbook for the eight-grade of Mts Darul Istiqamah Cilallang?

### **D. Research Significances**

There are two important meanings of this research, namely:

#### 1. Theoretically

- a. This research can be used as a reference for further research.
- b. The product results can inspire teachers to be enthusiastic about teaching in class.

## 2. Practical

- a. The product results can be used as additional material in memorizing English vocabulary at Mts Darul Istiqamah Cilallang.
- b. The students can improve their vocabulary mastery by using the product.
- c. The product can be an efficient medium for teachers in developing vocabulary learning at Mts Darul Istiqamah Cilallang.

## E. Research Scope

This pocketbook designed for students of Mts Darul Istiqamah Cilallang has the following specifications:

1. The content of the product (pocketbook) is vocabulary.
2. The product was designed in a form that students can use to improve their vocabulary.
3. The product was designed with information that describes a series of experiences or words that are easy to understand so that students can improve their vocabulary memorization.
4. The product was designed according to the color that matches the learning media to stimulate students' interest in learning English.

## F. Research Assumptions and Limitations

This research has assumptions in designing a vocabulary pocketbook for Mts Darul Istiqamah Cilallang, as follows:

1. In evaluating the design of the pocketbook, expert judgment would be objective.
2. Students used the pocketbook to guide them in memorizing vocabulary.

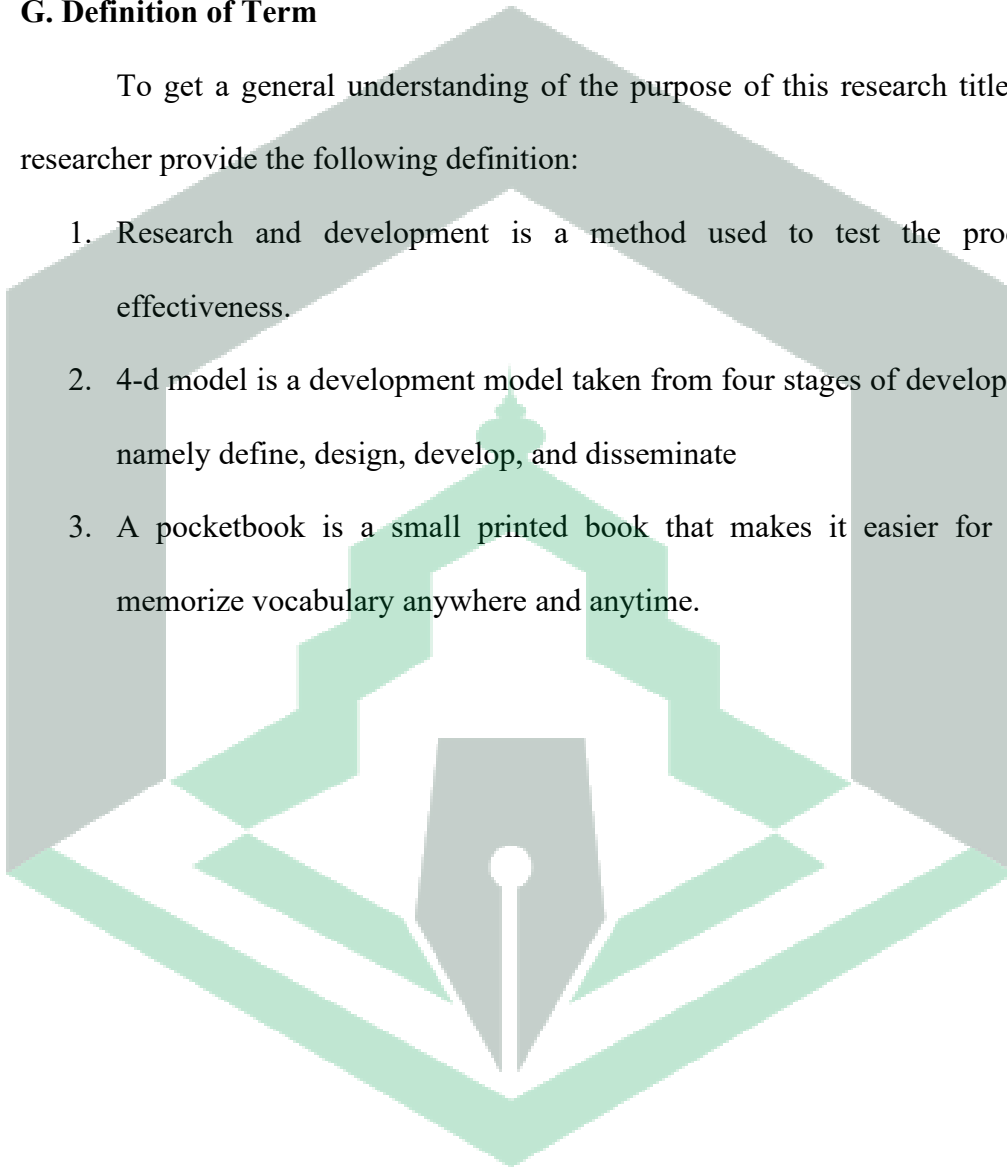
In compiling this research, the researcher has the following limitations:

1. Pocketbook materials focused on vocabulary.
2. This pocketbook could only be used in a school environment.

### **G. Definition of Term**

To get a general understanding of the purpose of this research title. The researcher provide the following definition:

1. Research and development is a method used to test the product's effectiveness.
2. 4-d model is a development model taken from four stages of development, namely define, design, develop, and disseminate
3. A pocketbook is a small printed book that makes it easier for us to memorize vocabulary anywhere and anytime.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research

Several studies conducted research on the theory of research and development (R&D), especially in learning writing teaching materials. Some of them are:

Sholihah (2020) wrote a thesis entitled “Developing Pocketbook of Islamic Vocabulary for the First-Grade Students of Madrasah Tsanawiyah 32 Lamasi”<sup>2</sup>. The writer focused on developing a pocketbook of Islamic vocabulary for seventh-grade students of Madrasah Tsanawiyah 32 Lamasi. The method used in this research is the R&D method. The population was grade 1 students of MTs 32 Lamasi, with 60 students from grades one a and b. To take the number of samples, the researcher only took 30 from grade 1 a. The researcher developed products using ADDIE's development, namely (1) needs analysis, (2) design, (3) development, (4) implementation and (5) evaluation. The product of this research is a pocketbook consisting of Islamic vocabulary. The structure of the pocketbook consists of a cover, foreword, Islamic vocabulary and bibliography. This product is considered helpful for students of MTs 32 Lamasi.

Rahmatika Kayyis, Kholifah (2021) wrote a thesis entitled “Designing English Vocabulary Booklet for Motorcycle Engineering Department of

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<sup>2</sup> Khana, Sholiha. (2020) “Developing pocketbook of Islamic vocabulary for the first-grade students of Madrasah Tsanawiyah 32 Lamasi”. Palopo: Institut Agama Islam Negeri Palopo.

Vocational High School”.<sup>3</sup> In vocational high school, the students mostly learn vocabulary from a general course book. However, the entire vocabulary they learn is separate from the vocabulary they will use in their future work field. The research aimed to determine the target needs, describe the learning needs and develop an appropriate English vocabulary booklet for the students of the Motorcycle Engineering Study Program of SMK KH. Ghalib Pringsewu. The research is categorized as Research and Development. A need analysis questionnaire was distributed to the students. Based on the result, 80% of the students need support for their future job, including the need to learn English vocabulary to access the information that correlates with their work. Meanwhile, 70% of students lack or have difficulties in learning English materials such as memorizing, expressing sentences, and reading the text because they need help understanding the word's meaning. Moreover, 76% of students want to learn English appropriately with their central equipped with media like a worksheet, used LCD, and pictures with its meaning. The product design consists of three small units in a booklet, including materials and exercises. After the draft of the materials was developed, experts evaluated them materials. Based on materials evaluation, the main score of all aspects of developed materials was 3.35, categorized as "Very Good."

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<sup>3</sup> Rahmatika Kayyis, Kholifah. (2021) “Designing English Vocabulary Booklet For Motorcycle Engineering Department Of Vocational High School”. University of Muhammadiyah Pringsewu. Jurnal GEEJ. Volume 8, Nomor 2, November 2021.



Ratih Hardianti (2020) wrote a thesis entitled "Developing Vocabulary Pocketbook for the Seventh-Grade Satap Students at SMPN 02 Baebunta"<sup>4</sup>. This thesis is a research on the development of a vocabulary pocketbook for the seventh-grade SATAP (one roof) at SMPN 02 Baebunta and how is the student's perception of using the vocabulary pocketbook for the seventh-grade SATAP students at SMPN 02 Baebunta. This research aimed to develop the appropriate English vocabulary pocketbook and to determine the students' perception of using English vocabulary improvement for the seventh Grade SATAP students at SMPN 02 Baebunta. The method used in this research is the R&D Method. The population was seventh-Grade SATAP students of SMPN 02 Baebunta, with a total of every class are 15 students. To take the number of 5 steps in development, namely (1) need analysis, (2) design, (3) development, (4) implementation and (5) evaluation. The product in this research is a pocketbook—the contents of a cover, foreword, and English vocabulary. The product is considered helpful for SATAP students of SMPN 02 Baebunta. It can be seen from the assessment given by the expert judgment with a value of 4.6, which was categorized as Very Good". From the students' perception also got a score of 4.46. in the interval, this category gets "Very Good."

Siti Khanifatur Rohmah (2014) wrote a thesis entitled "Developing Pocketbook for Vocabulary to the Seventh Grade Students of Mts Darul Huda

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<sup>4</sup> Ratih Hardianti, (2020). "Developing vocabulary pocketbook for the seventh-grade satap students at SMPN 02 Baebunta." Palopo: Institute Agama Islam Negeri Palopo.

Wonodadi Blitar”<sup>5</sup>. In MTs Darul Huda, many students get problems learning English, especially seventh-grade students. Students' material needs to be equipped with vocabulary that can be used as a reference to look for difficult words in learning English. In the teaching and learning process, the teacher always gives opportunity to the students to ask for difficult words or to look for them in the dictionary. But, most of them do not look for difficult words in the dictionary; they always ask the teacher about difficult words repeatedly. The students do not open the dictionary because they think that looking for difficult words in the dictionary wastes time and many words in the dictionary make them getting confused. To solve the problem above, the writer developed a pocketbook for vocabulary suitable for their English text to make the students improve their vocabulary mastery and look for difficult words quickly. Developing this pocketbook aims to strengthen seventh-grade students' vocabulary mastery so they can learn English quickly. The writer created the product using Addie's model development. Addie's model consists of 5 steps of development. In this research, the writer modified Addie's model. Modified Addie's model consists of 3 steps, they are (1) Need Analysis, (2) Design, and (3) Development. The product of this research is a pocketbook for vocabulary. The content of the pocketbook for vocabulary is vocabulary suitable to the student's book. The structure of the pocketbook is the cover, the table of content, the preface, the vocabulary and the bibliography. This pocketbook consists of about three chapters, and every page in the pocketbook goes with the pages stated in the student's book. This product is

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<sup>5</sup> Siti, Khanifatur Rohmah. (2014) “Developing Pocketbook For Vocabulary To The Seventh Grade Students of Mts Darul Huda Wonodadi Blitar.” Tulungagung: State Islamic Institute of Tulungagung.

helpful to the seventh-grade students of MTs Darul Huda to improve their vocabulary mastery. The result of the questionnaire states that 64% of them can improve their vocabulary mastery and learn English easily using the pocketbook.

The differences and similarities between previous studies and this research are that previous studies discussed vocabulary and pocketbooks, but the development model distinguishes this research. Therefore, the content contained in it must be different. Apart from the other content concepts, students and schools as research sites are in different places.

## **B. Some Pertinent Ideas**

### **1. Definition of Vocabulary**

According to Valette (1977), vocabulary is a word or group of words that has a certain meaning<sup>6</sup>. Meanwhile, according to Soedjito (2009: 24), vocabulary is defined as:

- a. All the words in a language
- b. The richness of words owned by a speaker or writer
- c. Words used in a field of science
- d. A list of words arranged like a dictionary, as well as a brief and practical explanation<sup>7</sup>

Furthermore, Sue Hackman (2008) stated that vocabulary is more than a list of words, although the size of one's vocabulary matters, it's knowing how to use it that matters most.<sup>8</sup>

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<sup>6</sup> Vallete, R. (1977). *Modern Language testing*. Second edition. San Diego, CA: Harcourt Brace Jovanovich. <https://aaps10.blogspot.com/2014/10/pengertian-kosakata-menurut-para-ahli-.html?m=1>

<sup>7</sup> Soedjito. (1992). *Kosakata Bahasa Indonesia*. Jakarta: Gramedia Pustaka Utama. <https://aaps10.blogspot.com/2014/10/pengertian-kosakata-menurut-para-ahli-.html?m=1>

From the explanation above, the researcher concluded that vocabulary is a word that has a meaning which is used by someone to be able to speak and communicate.

## 2. Kinds of Vocabulary

There is a lot of vocabulary in English. However, only some things can be learned by students at once. Therefore students need to know the words needed in a field of study. Related to this problem, Robinnet (1985) distinguishes vocabulary into two types, “they are productive vocabulary used in daily conversation. Receptive vocabulary, on the other hand is necessary for understanding.”<sup>9</sup> It can be seen that productive language can be interpreted as language produced by humans, writing and speaking, while receptive language is the meaning of symbols, symbols of language sounds, in this case listening or listening.

Meanwhile, Thornbury (2002) states that there are at least six types of vocabulary,<sup>10</sup> namely:

### 1. Word Classes

Word class is a group of words in a language unit based on the grammatical system's categories of form, function, and meaning.

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<sup>8</sup> Sue Hackman, “Teaching Effective Vocabulary”, *The Department For Children, School And Families*, (March, 2008), 3, <http://teachemet.gov.uk/publication>.

<sup>9</sup> Betty Wallace Robinnet, *teaching English to speakers of other language*, (new york: university of muniesta press, 1985), p.37. <https://alaksamana.blogspot.com/201/06/kinds-of-vocabulary.html?m=1>.

<sup>10</sup> Thornbury, scott. (2002). *How to teach vocabulary*. Pearson education limited.<http://super-vocabulary.blogspot.com/2018/06/kinds-of-vocabulary.html?m=1>

## 2. Word Families

A word group is a group of words with similar meanings and pronunciations. For example, agreement is a noun, agreeable is an adjective, and to agree is a verb.

## 3. Word Formation

Word formation is a process that adds a prefix or suffix to a word to give it a new meaning.

## 4. Multi-Word Units

Multi-word units are a type of vocabulary formed in phrasal verbs and idioms. Examples are looking for, throwing on, and wiping off as part of phrasal verbs.

## 5. Collocation

It can be called two words, usually found together. Example: the week, once more, once again, as well.

## 6. Homonyms

It has the same form but is different in meaning. Example : well (sumur) - well ( baik), and left (kiri)- left (berangkat).

## C. The Importance Of Vocabulary

Vocabulary is the basis of communication because vocabulary knowledge is an essential tool for learning English as a second language. In addition, according to Thornbury (2002), vocabulary is an extensive collection of items.

He also added that learning vocabulary is essential because it enriches one's knowledge of words.<sup>11</sup>

Meanwhile, according to Bromley S (2004), vocabulary plays an essential role in teaching and learning. They are as follows:

1. Promote Fluency.

Students who memorize and understand many words read faster and easier than students who remember less vocabulary.

2. Improve understanding.

Knowledge of vocabulary significantly affects learning. Word meaning made up 74% of comprehension on the comprehension component analysis.

3. Improve Performance.

An extensive vocabulary means many words that make academic learning easier—students with a significant language score higher than those with less.

4. Improve Thinking And Communication.

Words are tools for analyzing, inferring, evaluating, and reasoning. An extensive vocabulary makes it possible to communicate in an appropriate, strong, persuasive, and engaging way.<sup>12</sup>

Students should pay greater attention to vocabulary teaching. According to the above statement, we realize how vital vocabulary mastery is. If someone can master vocabulary well, it can increase Fluency, understanding, and achievement and improve thinking and communication.

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<sup>11</sup> Thornbury, S.(2002). *How To Teach Vocabulary*. England: Person Education Limited. Ur,p., (1998). *A course in language teaching research*.cabridge universitas press.

<sup>12</sup> Bromley, K. (2004). *The Language And Literacy Spectrum*, New York: The New York State Reading Association

### 3. The Importance of Vocabulary

Vocabulary is the basis of communication because vocabulary knowledge is always seen as an important tool for learning English and a second language. In addition, according to Thornbury (2002) vocabulary is a large collection of items. He also added that learning vocabulary is important because it enriches one's knowledge of words.<sup>13</sup>

Meanwhile, Bromley (2004) states that vocabulary plays an important role in the teaching and learning process. They are as follows:

1. Promote Fluency. Students who memorize and understand many words read faster and easier than students who memorize less vocabulary.
2. Improve Understanding. Knowledge of vocabulary greatly affects understanding. On the comprehension component analysis, word meaning was found to make up 74% of comprehension.
3. Improve Performance. A large vocabulary means a large number of vocabulary words that make student academic learning easier. Students who have a large vocabulary score higher than those with less vocabulary.
4. Improve Thinking And Communication. Words are tools for analyzing, inferring, evaluating, and reasoning. A large vocabulary makes it possible to communicate in an appropriate, strong, persuasive and interesting way..<sup>14</sup>

According to the above statement, we realize how important vocabulary mastery is, students should pay greater attention to vocabulary teaching. If

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<sup>13</sup> Thornbury, S.(2002). *How To Teach Vocabulary*. England: Person Education Limited. Ur,p., (1998). *A course in language teaching research*.cambridge universitas press.

<sup>14</sup> Bromley, K. (2004). *The Language And Literacy Spectrum*, New York: The New York State Reading Association

someone can master vocabulary well, it can increase fluency, understanding, achievement, improve thinking and communication.

#### **4. Pocketbook**

##### **a. Definition of Pocketbook**

Pocketbook is a small book that can be used every day that is easy to store and carry everywhere. according to Yaqin(2021) pocketbook or often known as small book that contains information and can be stored in a pocket so that it is easy to carry everywhere and it will be easier for studen to find out and understand the contents of what they want to know.<sup>15</sup>

In conclusion, pocketbooks are books that are in small print as a medium of learning that can make it easier for students because they can be carried everywhere.

##### **b. Charakteristik of Pocketbook**

Pocketbooks have different characteristics from other teaching materials, which can be seen from the size of the book, which is very practical and very easy to use. The size of the pocketbook itself is so small, but the pocketbook has complete material containing summaries made to make it easier for students to understand the material. According to Tena (2016), pocketbooks have the following characteristics: (1) pocketbooks generally measure 10 x 13 cm and can be placed in a pocket; (2) pocketbooks must be light; (3) easy to carry everywhere; (4) thin in size.<sup>16</sup> Based on its use, pocketbooks are used as a

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<sup>15</sup> Chusnul Yaqin, "Pengembangan Media Pocketbook Kitab Aqidatul Awan di Pondok Pesantren Salaf Al-Qur'an Sholahul Huda Al-Mujahidin" 4, No 1 (2021): 6.

<sup>16</sup> Fransiska ule tena, "pengembangan buku saku sebagai media pembelajaran pada materi menulis ringkasan siswa kelas v sd negeri tambakaji 04"(2016)



practical learning medium for students and teachers. Teachers need an expert to use pocketbooks as teaching materials in class.

c. pocketbook arrangement

Putting a pocketbook requires some French state that these are.<sup>17</sup>

- 1) determine the tittle and subtitles
- 2) make rationa; arragments and concrete patterns
- 3) make attaractive cover.

Furthermore, according to Prabowo, media development using the guide below.<sup>18</sup>

- 1) The appearance of the title and material should have a basic core competency or the mainmaterial that the learning community achieve.
- 2) The preparation of teaching materials needs to consider the following points the display is arranged, seems attaractive, the language is simple, understandable, motivate, easy to understand, and be read.

Based on the theory above, it can be concluded that the pocketbook has been designed with certain things such as the content of the book that requires an appropriate design and the pocketbook in accordance with the criteria for teaching materials and in terms of content that is in accordance with the needs of the target and covered attractively.

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<sup>17</sup> French C, How To Write Successful How-To Booklet (England Uk: The Endless Bookcase. (2013)

<sup>18</sup> Andi Prastowo, Panduan Kreatif Membuat Bahan Ajar Inovatif (Yokyakarta : DIVA Press, 2013)

### 3. Islamic Word

#### 1) Noun

Vocabulary	Meaning	Vocabulary	Meaning
Alms	Sedekah	Heaven/Paradise	Surga
Ajudgment	Hari	Hell	Neraka
Angel	Malaikat	First Day	Hari Raya
Creator	Pencipta	God	Tuhan
Creature	Mahluk/ciptaan	Prophet	Nabi
Doomsday	Kiamat	Quran	Al-Qur'an
day of judgment	Hari Pembalasan		

#### 2) Verb

Vocabulary	Meaning	Vocabulary	Meaning
Fasting	Puasa	Adzan	Adzan
Sahur	Sahur	Prayer	Sholat
Workship	Ibadah	Praying	Berdoa
Thank God	Bersyukur	Satanic temptation	Godaan Syetan

#### 3) Adjective

Vocabulary	Meaning	Vocabulary	Meaning
Allowe	Halal	Forbidden	Haram
Almighty	MahaKuasa	Good Reward	Pahala
Apostate	Murtad	Hypocrite	Munafik
Eternal	Kekal	Sin	Dosa

### C. Conceptual Framework

The framework of thinking is a conceptual model of how theory relates to various factors which will be defined as a problem. Based on the observations at Mts Darul Istiqamah Cilallang, The researcher concluded that several problems occurred in the learning process, namely the lack of media innovation and approaches learning used, as well as the media used so far lacking varied.

Using learning media as a pocketbook is one of the efforts to create more effective and innovative learning as a supplement for students. Development is done to produce a learning media product like a pocketbook. As a result, the concepts and basics of vocabulary can be presented in a tangible form so that students understand the functional material and remember the material.

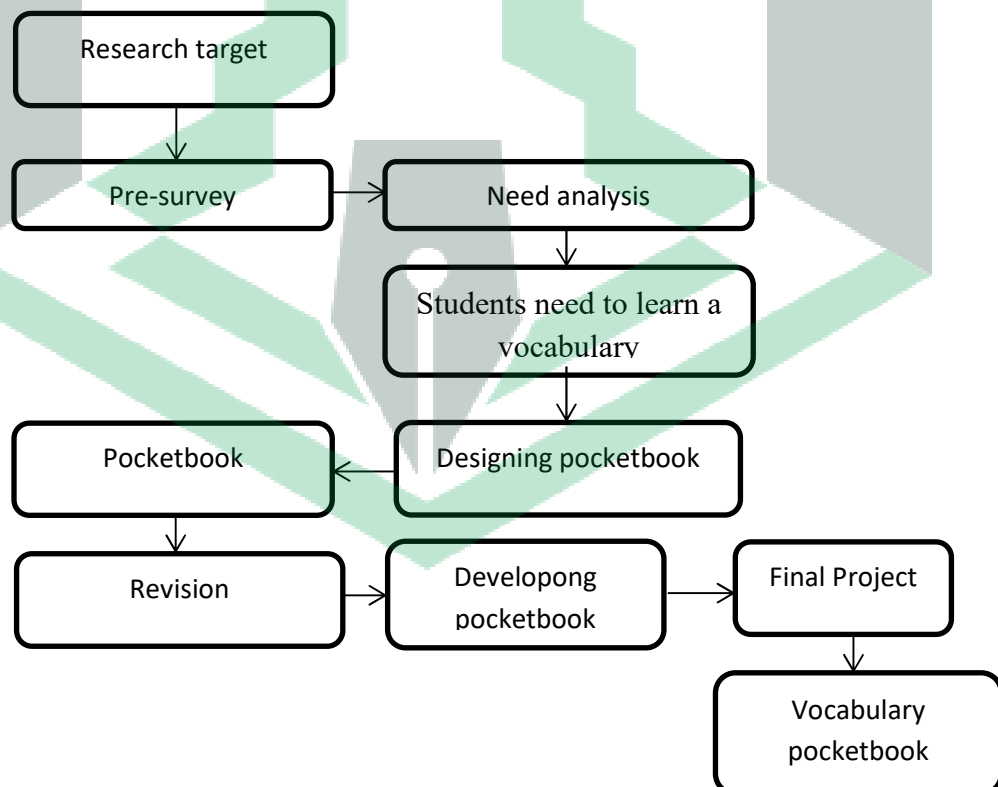


Chart 2.1 Conceptual Framework

## CHAPTER III

### RESEARCH METHOD

#### **A. Development Model**

In this research, there are four steps in developing a product that is adopted from 4-D which has been developed by Thiagaraja, Semmel and Semmel.<sup>19</sup> There are 4 steps in this development model, namely, Definition, Design, Develop, and Disseminate.

The researcher used this development model because the procedures are arranged systematically, making it very easy to use and helpful in producing teaching material.

#### **B. Development Procedure**

In developing the product, the researcher adopted the 4-D development model, namely:

##### **1. Definition**

In this step, student analysis is required to identify and determine the basic problems encountered in the learning process behind the need for development. Therefore, the researcher collected data about the needs of students in learning English. The researcher provided a questionnaire containing the needs of the target (needs, deficiencies and desires) and learning needs (activities and settings). The researcher also interviewed second-grade students and the English teacher of Mts Darul Istiqomah Cilallang to get additional information about students' needs.

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<sup>19</sup> Thiagarajan, S., Semmel, D. S & Semmel, M. I. 1974. *Instructional Development For Training Teachers Of Exceptional Children*. Minneapolis, Minnesota: Leadership Training Institute/Special Education, University Of Minnesota.

This analysis determines the vocabulary pocketbook with English Islamic poetry for Mts Darul Istiqamah Cilallang.

## 2. Design

In this stage, the researcher designed a vocabulary pocketbook based on the data and the analysis results of student needs analysis. The researcher collected data on students' needs through questionnaires and interviews.

## 3. Develop

The development stage is the stage to produce a development product; the researcher will develop the material. Next, the researcher gave the product to the material expert and the product improvement expert; then, the product was revised according to expert advice. Finally, this step changed the product as a final product draft.

## 4. Disseminate

The dissemination stage was carried out to promote the product developed so that users accept it as individuals, groups, or systems. After the product was designed and revised based on the assessment, the researcher gave the product to the students of Mts Darul Istiqamah Cilallang.

## C. Participants

The total number of MTs students in Darul Istiqamah Cilallang were 56 from three classes, namely grade 7, 8 and 9. 15 people participated in the field trial. Eight male students and 7 female students participated in the decision-making data. The students were in the odd semester, the 2021/2022 Academic year.

## **D. Data Collection Instruments**

### **1. Data collection for need analysis**

#### **a. Interview**

The researcher interviewed the English teacher at Mts Darul Istiqamah Cilallang at the data analysis stage. Question related to students' understanding of English vocabulary. The researcher prepared four questions for the teacher, which discussed the analysis needs and Students' vocabulary. The type of interview I used was the unstructured interview and the tie, which took about 15 minutes.

#### **b. Questionnaire**

The researcher collected data items in the questionnaire consisting of several target needs (needs, wants, and deficiencies).

##### **1. Need Analysis**

There are 13 statements on students' needs analysis were answered by them. The goal is that the number given is in accordance with need of students' and For the students' researchers only provide questionnaire, not accompanied By Interviews.

##### **2. Experts' Validation**

The type of questionnaire that the researcher uses is a closed quissionaire, 11 validation questionnaire.

##### **3. Students' Perceptions**

Eight questions about students' perceptions of the Product, and 22 about expert validation. The time given by the researcher to fill out the questionnaire was 15-20 minutes.

## 2. The Data Collection Instrument For The Experts' Product Evaluation

Design vocabulary pocketbook used validated through a validation sheet by two assessment experts (Design & layout Expert, Language expert, and Material expert) It was Revised again as a final vocabulary pocketbook Product.

## 3. The Data collection of Students Perception

The data collection for material test a student's perception observation sheet. The item consist of question how Feasible the Vocabulary Pocketbook for Mts Darul Istiqamah Cilallang.

## E. Technical Analysis Data

### 1. The Data Analysis of the Interview

The researcher used the descriptive qualitative method to analyze the interview data collected.

### 2. Questionnaire Analysis Data

The researcher analyzed the data through quantitative and qualitative descriptive methods. The results of the needs analysis questionnaire were calculated using the following formula:

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

X = Score

$\sum x$  = The same answer was given by students

N = Total students

The highest percentage states the choice most accepted by students.

### 3. The Data Analysis of Instruments' Need Analysis

The data collected in need of analysis would be as a column chart. The researcher validated the instruments to the experts (material and language experts). To collect the validation score, the researcher calculated the mean with the following formula:

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

X = Mean

$\sum X$  = Total of an aspect.

N = Total of the instruments' questions.

The researcher categorized the mean score and percentage of the data in the following conversion table.

Table 3.1 The Example of Data Conversion Table

Aspects	Mean
Contents	
Scope of Contents	
Language	
<b>Average Score</b>	

### 4. AnalysisThe Data of expert validation

The researcher used a Likert scale to calculate the results of Expert Validation. According to Siregar (2016:138),<sup>20</sup> it measures a person's attitudes,

<sup>20</sup> Siregar, Sofyan. 2016. Statistika Deskriptif Untuk Penelitian Dilengkapi Perhitungan Manualdan Aplikasi SPPSS Nersi 17.Jakarta : PT Raja Grafindo Persada.



opinions and perceptions about a particular object or phenomenon. This phenomenon has been specifically defined by the author, from now on, referred to as the research variable.

The researcher used the formula proposed by Arifin (2013) as cited in Sagita:<sup>21</sup>

The number of answer <i>excellent</i>	= E x 4	= ....
The number of answer <i>good</i>	= G x 3	= ....
The number of answer <i>fairly</i>	= F x 2	= ....
The number of answer <i>poor</i>	= P x 1	= ....
Total score		= ....

After calculating the total score, then the researcher calculated the average score by using the following formula:

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

M = Mean score

B = Total scores

N = Total number of material topics

After calculating the mean score, then the researcher continued to calculate the value by using the following formula:

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

X = The value

M = Average score

<sup>21</sup> Reski Jayanti Sagita, Sahraini, and Andi Tenrisanna Syam, "Designing English Syllabus for Islamic Education Study Program at IAIN Palopo," *FOSTER: Journal of English Language Teaching* 1, no. 1 (2020): 15–28, <https://doi.org/10.24256/foster-jelt.v1i1.4>.

N= Total number of value

After the mean score of each material topic was calculated, the researcher categorized it as an appropriate vocabulary pocketbook.

**Table 3.1 Material Topics Qualification of Product Evaluation**

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

**Table 3.2 Material Topics Qualification of Product Evaluation**

No	Indicator	Average Score	Qualification	Categories	Experts' Suggestion
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### 3. Analysis The Data of student perceptions'

The researcher used a Likert scale to calculate the results of students' perceptions. According to Siregar (2016:138),<sup>22</sup> it measures a person's attitudes, opinions and perceptions about a particular object or phenomenon. This phenomenon has been specifically defined by the author, from now on, referred to as the research variable.

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The number of answer <i>poor</i>	= P x 1	= ....
Total score		= ....

After calculating the total score, then the researcher calculated the average score by using the following formula:

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

M = Mean score  
 B = Total scores  
 N = Total number of material topics

After calculating the mean score, then the researcher continued to calculate the value by using the following formula:

<sup>22</sup> Siregar, Sofyan. 2016. Statistika Deskriptif Untuk Penelitian Dilengkapi Perhitungan Manual dan Aplikasi SPPSS Nersi 17. Jakarta : PT Raja Grafindo Persada.

<sup>23</sup> Reski Jayanti Sagita, Sahraini, and Andi Tenrisanna Syam, "Designing English Syllabus for Islamic Education Study Program at IAIN Palopo," *FOSTER: Journal of English Language Teaching* 1, no. 1 (2020): 15–28, <https://doi.org/10.24256/foster-jelt.v1i1.4>.

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

X = The value

M = Average score

N= Total number of value

After the mean score of each material topic was calculated, the researcher categorized it as an appropriate vocabulary pocketbook.

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1,6 – 2,5	40% - 64%	Fairly	The pocketbook can be utilized with much revision
0 – 1,5	0% - 39%	Poor	The pocketbook cannot be utilized

**Table 3.3 The Example of Students' Perception Table**

No	Indicator	Average Score	Qualification	Categories
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## **BAB IV**

### **FINDINGS AND DISCUSSION**

#### **A. Research Finding**

##### **1. Definition**

###### **a. The Result of the Interview**

The researcher interviewed Nur'aini Mustak, S. AK, an English teacher at MTs Darul Istiqamah Cilallang, about students' vocabulary understanding. The researcher asked the following questions: 1) how was your experience while teaching English? 2) what do you think about developing students' mastery of English? 3) What are your obstacles in teaching English in class? 4) Do students need products (books) to develop their understanding of English?

The results of the interview with the English teacher of MTs Darul Istiqamah Cilallang were:

- In her teaching experience as an English teacher at MTs Darul Istiqamah, students still have many shortcomings in speaking English, especially in the vocabulary section. Moreover, this school lacks textbooks to be used in teaching.
- Talking about students' shortcomings still needs to be improved because they do not have media that can be used to increase their knowledge of English, especially if what is expected is only taught by the teacher; they do not necessarily understand what she has explained.
- Her obstacle in teaching English is the media used by students in learning, such as textbooks, modules, or other books, especially if they want to learn English from readers at school; no English vocabulary can be learned, only general knowledge.

- Yes, they need a product to develop their understanding of English knowledge, especially what you want to make it easy for students to memorize and learn English.

In addition to the statement above, this is a representative statement from a tutor at Mts Darul Istiqamah Cilallang.

### b. The Result of the Need Analysis Questionnaire

There were 13 questions in the need analysis questionnaire. It was classified into target needs (needs, lack, learning needs, and wants)

Target need :

#### 1) Need analysis' result

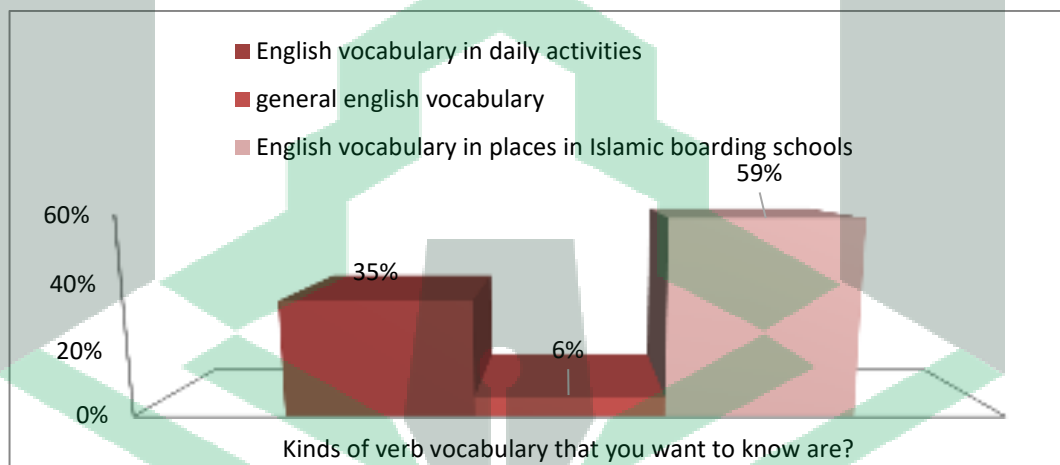


Chart. 4.1. Kind Of Vocabulary That Students Need

The first question concerns the type of vocabulary included in the product. 48% of students chose English vocabulary about objects in Islamic boarding schools, 38% chose English vocabulary about daily activities, and 14% chose general English vocabulary. The column chart above is a visualization of the data.

## 2) Lack Analysis' Result

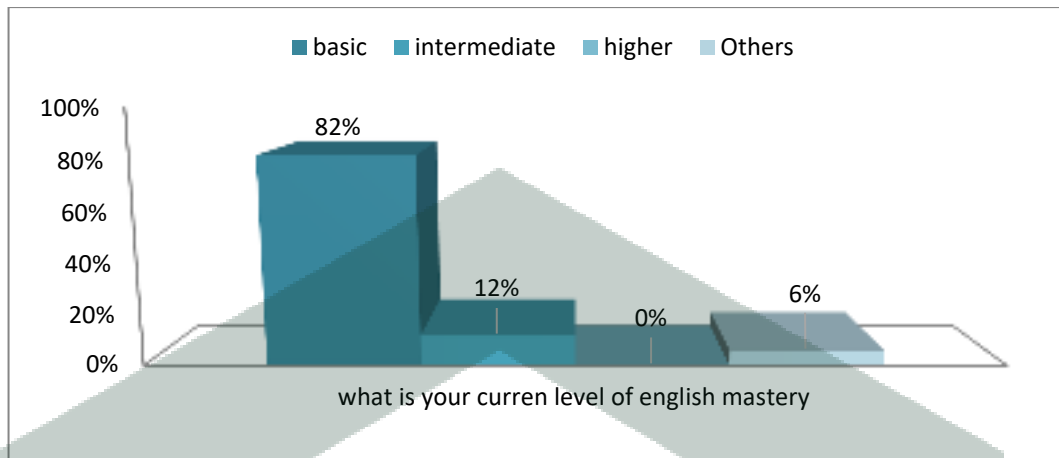


Chart 4.2 the percentage level of English mastery

The chart Visualized the student's lack of English. Questions focused on students, abilities, with 76% of students knowing only basic English vocabulary. Meanwhile, 14% of students only know at the intermediate level—0% of students with a higher understanding of English. Furthermore, 24% of students chose others because they only wrote very little and did not know English.

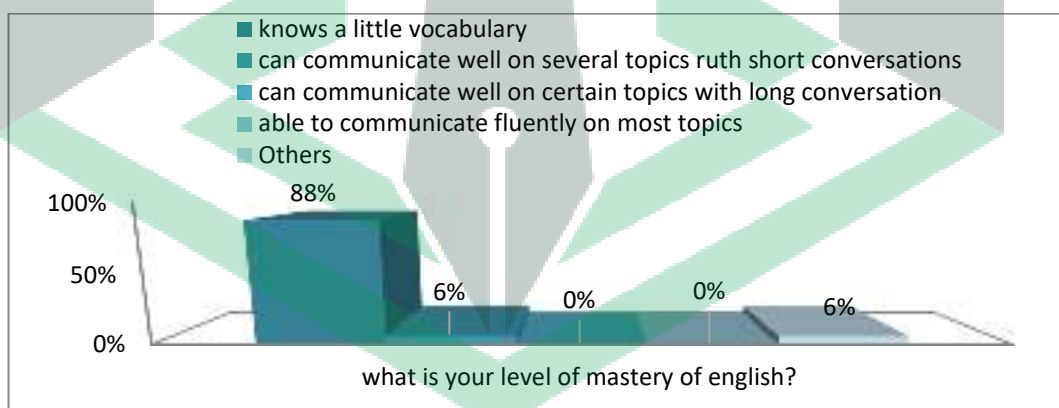


Chart 4.3 The Percentage Level of English Mastery

The chart above visualizes the need for more students in English. The questions focused on students' abilities, with 95% of students only knowing a little English vocabulary, then 5% of students who could communicate well on several

topics with short conversations, then 0% of students who could communicate well on certain topics with long conversations. 0% of students can speak fluently on some topics. And 0% chose others for unknown reasons.

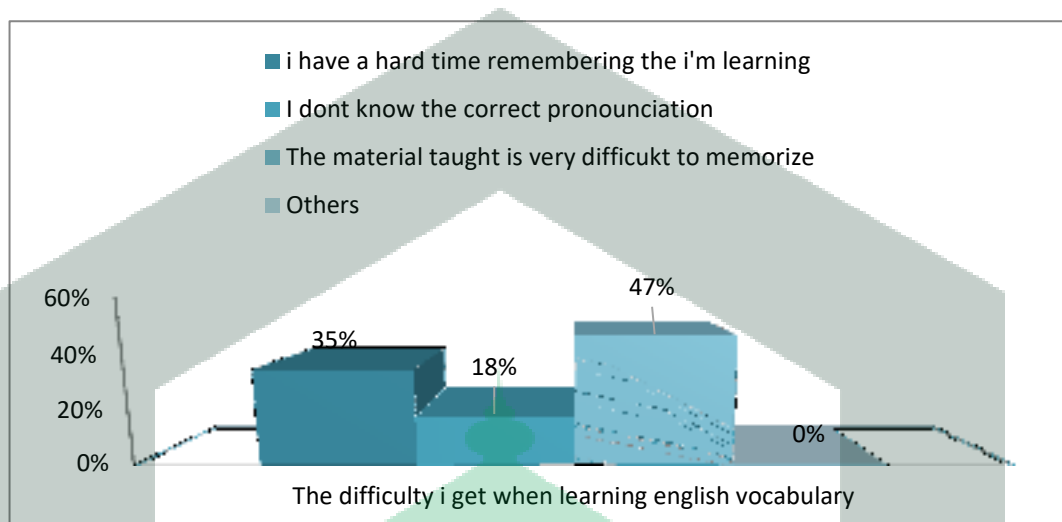


Chart 4.4 The Percentage Difficulties Found When Learning English

The chart above visualizes students' difficulties in English. First, the questions focused on students' abilities, with 47% of students choosing because the material being taught was very difficult to memorize, then 35% of students had difficulty remembering the vocabulary learned, then 18% of students did not know the correct pronunciation.

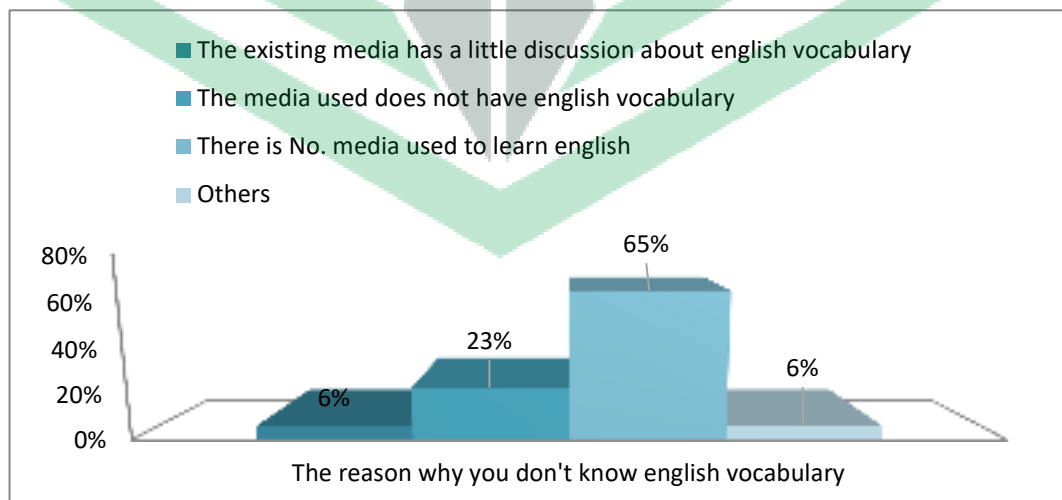


Chart 4.5 The Percentage Of The Reason Why Don't Know English



The percentage chart above shows that students don't know English vocabulary because, for the highest percentage, there are no media used for learning (65%). However, the media used does not have English vocabulary in second place with a rate (23%) ). Furthermore, students who answered the existing media had a little discussion about English vocabulary (6%) and finally chose another (6%) by not including an explanation of why they chose that answer.

### 3. Learning Need's

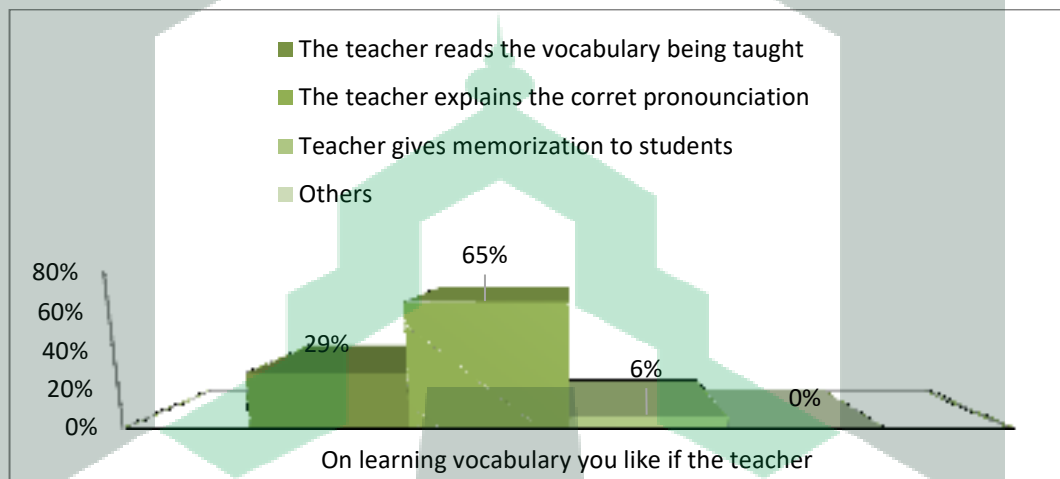


Chart 4.6 The Precentage Learn Vocabulary That You Like When The Teacer Teaches

The chart above visualizes the need for students to learn English. The questions focused on students' abilities, with 29% of students choosing the teacher to read the vocabulary taught, then 65% selecting the teacher to explain the correct pronunciation, then 6% of students memorizing the vocabulary.

#### 4) Wants Analysis Result

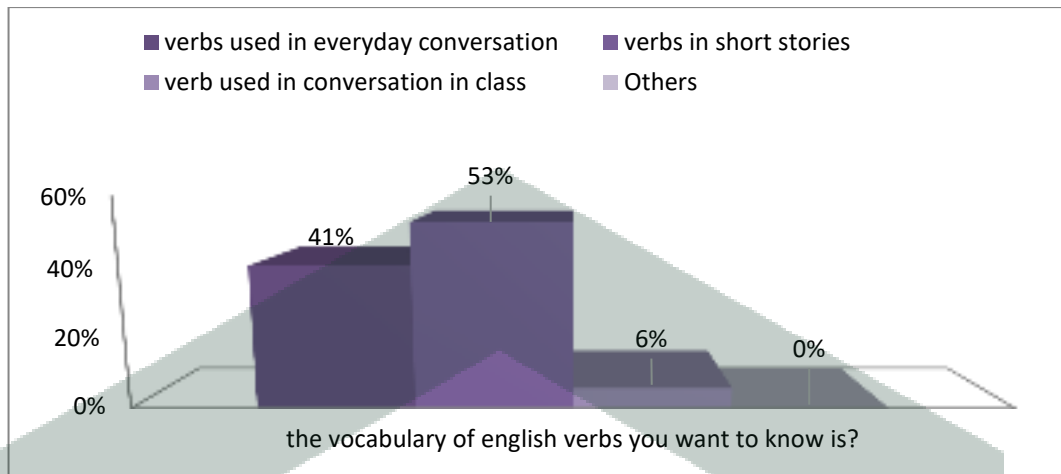


Chart 4.7 The Percentage Vocabulary of English Verbs Wanted to Know by Students

Regarding the type of vocabulary needed by students, it is asked in the third question. 41% of the total answers choose verbs in daily conversation. The rest of the answers chose the verbs used in the conversation in class with 53% of the total answers, 6% chose the verbs in the short story, and 0% of the students chose other parts. Students who chose another section did not add a reason why they chose another.

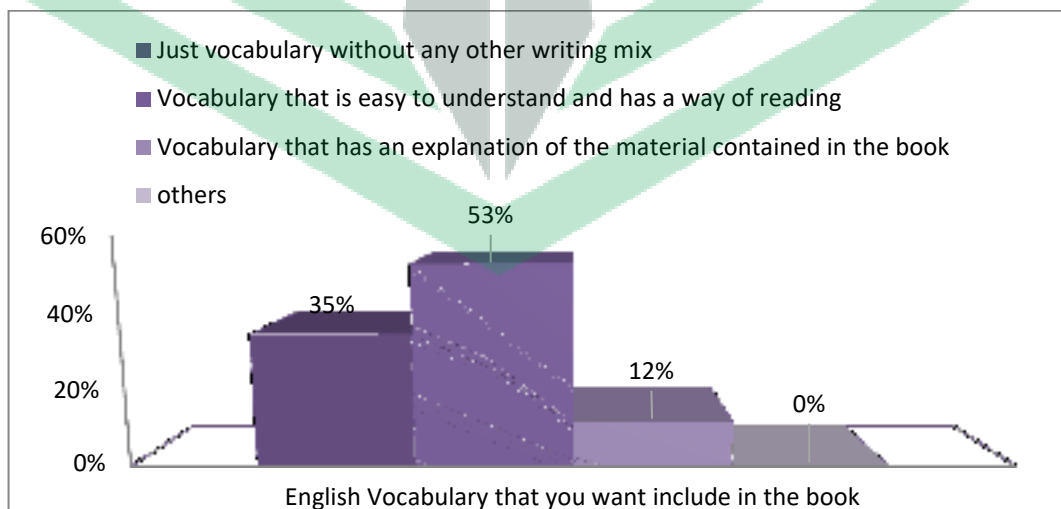


Chart 4.8 The Percentage English Vocabulary Include In The Book

The chart above shows that students choose the English vocabulary that you want to include in the book. As many as 53% of students choose vocabulary that is easy to understand and has a way of reading it. Furthermore, 35% of students chose only vocabulary without any other written mix. Next, 23%. Then 12% of students choose vocabulary that has an explanation of the material contained in the book. And 0% chose others for reasons not listed.

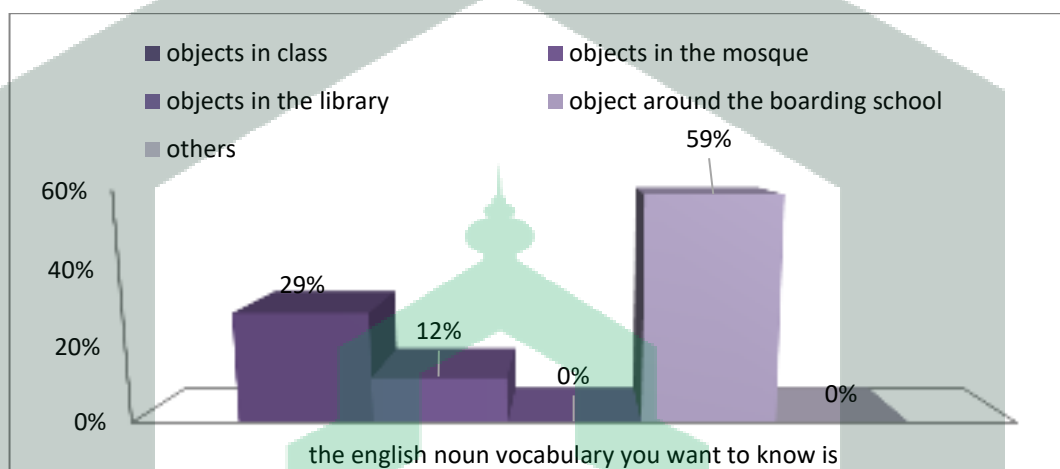


Chart 4.9 The Percentage English Noun Vocabulary Want To Know

Regarding the type of object vocabulary that students want to know in this question, namely: 59% of students want to know English vocabulary on objects around the pesantren. Furthermore, students who want to know the objects in the class are 29%. Another 12% of students want to know the different objects in the mosque. Then 0% of students want to know the objects in the library. And those who choose others for reasons that are known because they do not state the reasons.

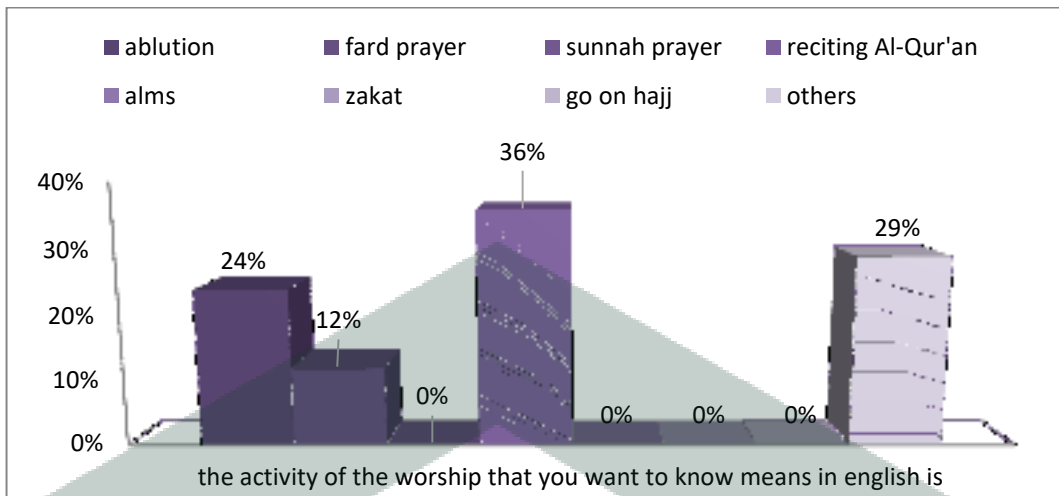


Chart 4.10 The Percentage Activities of the Worship that they want to Know in English

Regarding the chart that you want to know English vocabulary in worship activities. First, there are two 35% that are included in the same percentage, namely reading the Qur'an. Second, 29% where students want to know the vocabulary of ablution. Third, what you want to know about the vocabulary is fardhu prayers with a percentage of 12%. The four who chose the other with a percentage of 29% on the grounds that everyone wanted to know the meaning, and finally the sunnah prayers, almsgiving, zakat and pilgrimage have the same percentage, namely 0%.

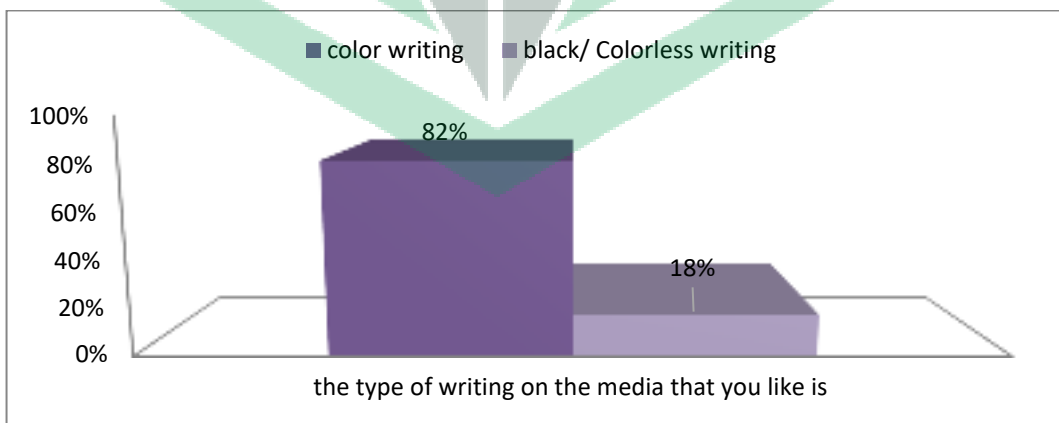


Chart 4.11 The Percentage Type Of Writing On The Media That Like

Regarding the type of writing that students prefer, there are two choices, namely, colored writing which is chosen by students with a percentage of 82% and the percentage of black / colorless writing is 18%.

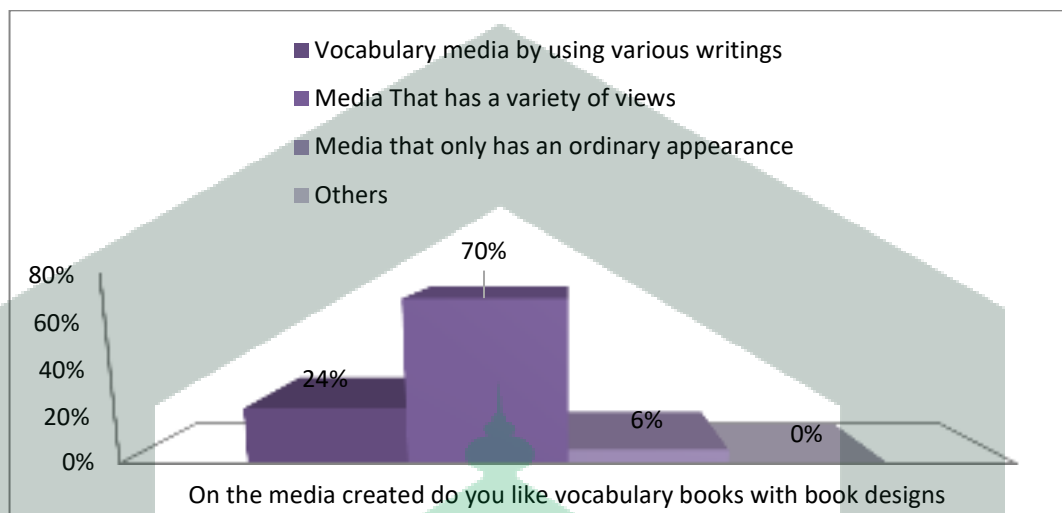


Chart 4.12 The Percentage Preferred Vocabulary Book Design

The chart above shows that students choose media in the design of English vocabulary books. First, it has the highest percentage, namely media that has a variety of appearances (70%), second, namely choosing vocabulary media using various writings (24%). Third, who chose media that only had a mediocre display (6%). And others as much as 0%.

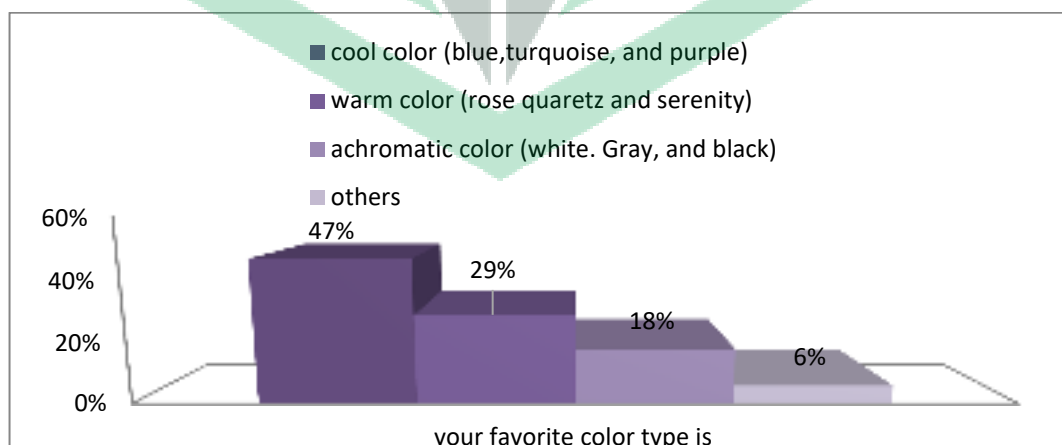


Chart 4.13 The Percentage of Favorite Color Type

Regarding the types of colors in the media that students like. As for 47% of students chose cool colors (blue, turquoise, and purple). Meanwhile, those who have a warm color (roze square and serenity) have a percentage of 29%. And 18% chose achromatic color (grey, white, and black). And 6% chose another without stating the reason.

## 2. Design

Table 4.1 The Blueprint of the Product

Theory	Dimension	Elements Of The Book	Objective
Vocabulary	Vocabulary mastery	Vocabulary With Colored Writing	Colored writing in vocabulary helps students mark easily what students want to read
		Phonetic Symbol	Help pronounce vocabulary correctly and fluently for students

Table 4.2 The Content of the Designed Product

Part	Theme	Goal
1.	Alphabet	<ul style="list-style-type: none"> <li>• The alphabet in English.</li> <li>• Vocabulary for each letter.</li> <li>• The pronunciation of the vocabulary.</li> <li>• The translation in Bahasa Indonesia</li> </ul>
2.	Personal Pronouns	<ul style="list-style-type: none"> <li>• In English</li> <li>• The pronunciation of the vocabulary.</li> <li>• The translation in Bahasa Indonesia</li> </ul>
3.	noun	<ul style="list-style-type: none"> <li>• Noun in English .</li> <li>• The Color, Number, Building, Transportation, Contain In Class, Family, Bedroom, Bathroom, Weather, Profession, Clothes, Foods, And Miscellany.</li> <li>• The pronunciation of the vocabulary.</li> <li>• The translation in Bahasa Indonesia</li> </ul>

4.	Verb	<ul style="list-style-type: none"> <li>• Verb vocabulary in English.</li> <li>• The regular and irregular verb forms.</li> <li>• The pronunciation of the vocabulary.</li> <li>• The translation on Bahasa Indonesia.</li> </ul>
5.	Adjective	<ul style="list-style-type: none"> <li>• Adjective in English.</li> <li>• The phisical forms and Personal character</li> <li>• The pronunciation of the vocabulary.</li> <li>• The translation on Bahasa Indonesia.</li> </ul>
6.	Adverb	<ul style="list-style-type: none"> <li>• Adverb in English.</li> <li>• The pronunciation of the vocabulary</li> <li>• The translation on Bahasa Indonesia.</li> </ul>
7.	Prepisation	<ul style="list-style-type: none"> <li>• Preposition</li> <li>• Common preposition</li> <li>• The pronunciation of the vocabulary</li> <li>• The translation on Bahasa Indonesia</li> </ul>
8.	Interjection	<ul style="list-style-type: none"> <li>• Interjection in English</li> <li>• The pronunciation of the vocabulary</li> <li>• The translation on Bahasa Indonesia</li> </ul>
9.	Conjunction	<ul style="list-style-type: none"> <li>• Conjunctionon in English</li> <li>• The pronunciation of the vocabulary</li> <li>• The translation on Bahasa Indonesia</li> </ul>
10.	Part of body	<ul style="list-style-type: none"> <li>• Part of the body in English</li> <li>• The pronunciation of the vocabulary</li> <li>• The translation on Bahasa Indonesia</li> </ul>
11.	Islamic Word	<ul style="list-style-type: none"> <li>• The Word In English</li> <li>• The pronunciation of the vocabulary</li> <li>• The translation on Bahasa Indonesia</li> </ul>
12.	Nature and its surrounding	<ul style="list-style-type: none"> <li>• The Nature and its surrounding in English</li> <li>• The pronunciation of the vocabulary</li> <li>• The translation on Bahasa Indonesia</li> </ul>

### 3. Develop

#### a. Validation of Questionnaire Result

Two experts validated the research instrument: Ermawati, S.Pd.I., M.Hum as material expert validators and Nur'Aini Mustak, S.Ak as language validators.

The details of the results of the validation of the research instrument are as follows:

Table 4.3 The Result of the Instrument's Validation of Language Expert

Aspects	Score
Contents	4
Scope of content	4,2
Language	4,2
<b>Average Score</b>	<b>4,1</b>

Table 4.4 The Results of the Instrument's Validation of Material Expert

Aspects	Score
Contents	4,0
Scope of Content	3,7
Language	4,0
<b>Average Score</b>	<b>3.9</b>

After the instrument was validated, the researcher continued to distribute the questionnaire to class VIII students. Twenty-one students answered the questionnaire for about 30 minutes.

#### **b. Experts' Judgment on the Designed product**

Three experts validate the designed product. The researcher prepared a questionnaire as an instrument to validate the product through the validator. The three validators are Ermawati, S.Pd.I., M.Hum as material expert validator and Nur'Aini Muatak,.S.Ak as language validator, and Fadliyah Rahmah Muin, S.Pd.I., M.Pd.I. as a design and layout validator. The results of the product prototype validation are summarized as follows:



Table 4.5 The Result of Validation of the Product Prototype

No	Indicators	Average Score	Categories	Expertise Suggestion
<b>A. Content</b>				
1.	The scope of the content of the material in the vocabulary pocketbook is in accordance with the needs if the students of Mts Darul Istiqamah Cilallang	3,0	Good	Can be utilized with a little nit revision
2.	The depth of vocabulary in the Pocketbook for the students at Mts Darul Istiqamah Cilallang is adequate.	3,5	Good	Can be utilized with a little nit revision
3.	The authenticity of vocabulary in the pocketbook for students at mts darul istiqamah cilallang	3,0	Good	Can be utilized with a little nit revision
<b>B. Language</b>				
4.	Vocabulary used in vocabulary pocketbook fits correctly	4,0	Excellen	Can be utilized without revision
5.	Vocabulary presented by the vocabulary pocketbook according to the level of cognitive development of students	4,0	Excellen	Can be utilized without revision
6.	The vocabulary presented is easy to understand	4,0	Excellen	Can be utilized without revision
7.	The overall vocabularies are according to the student's ability.	4,0	Excellen	Can be utilized without revision
<b>C. Input</b>				
8.	Vocabulary input in the Vocabulary Pocketbook helps improve the English skills of the students of Mts Darul istiqamah cilallang.	3,5	Good	Can be utilized with a little nit revision

9.	The input vocabulary in the vocabulary pocketbook is with the abilities of the students Of Mts Darul Istiqamah Cilallang.	3,5	Good	Can be utilized with a little nit revision
10.	The vocabulary input in the Vocabulary Pocketbook is interesting.	3,0	Good	Can be utilized with a little nit revision
11.	The input vocabulary in the Vocabulary Pocketbook is inaccordance with the language skills of the students of Mts Darul Istiqamah Cilallang.	3,0	Good	Can be utilized with a little nit revision
12.	The input vocabulary in the vocabulary pocketbook includes the correct language structure.	3,0	Good	It can be utilized with a little nit revision
13.	The input vocabulary in the vocabulary pocketbook includes the correct language structure.	3,5	Good	it Can be utilized with a little nit revision
14.	Vocabulary choice are in accordance with the characteristics of students.	3,0	Good	It can be utilized with a little nit revision
15.	Vocabulary input in the vocabulary pocketbook can add insight to the students of Mts Darul Istiqamah Cilallang.	3,0	Good	Can be utilized with a little nit revision
<b>D. Design and layout</b>				
16.	The color selection in the vocabulary pocketbook is interesting.	3,5	Good	Can be utilized with a little nit revision
17.	The cover of the vocabulary pocketbook is attractive.	3,5	Good	Can be utilized with a little nit revision
18.	The display of the contents of the vocabulary book is clear.	3,0	Good	Can be utilized with a little nit revision

19.	Use of proper punctuation.	3,0	Good	Can be utilized with a little nit revision
20.	Material arrangement in vocabulary pocketbook systematic.	3,0	Good	Can be utilized with a little nit revision
21.	The sources in the vocabulary pocketbook are cleare.	2,5	fairly	Can be utilized with much revision
22.	Appropriate spacing.	3,0	Good	Can be utilized with a little nit revision
<b>Total score</b>		<b>73</b>		

The mean (M) of the experts' validation calculate as follows:

$$M = \frac{B}{N} = \frac{73}{22} = 3,31$$

According to the mean, the percentage (x) of the experts' validation as follows:

$$x = \frac{3,31}{4} \times 100\% = 82,75\%$$

#### 4. Disseminate

##### a. The Result of the Product Implementation

The product was implemented directly for 17 students in eighth grade, the implementation was carried out for one meeting, namely on 06 Agustus, 2022. At the meeting, the researcher gave products and also an assessment questionnaire to students. The researcher distributed the students' perception questionnaire. The results of the questionnaire are as follows:

Table 4.6 The Result of Students' Perceptions

No	Statements	Average Score	Categories
1.	The material presented is in accordance with the basic level.	4,20	Excellent

2.	Developed materials are suitable to needs of students.	4,26	Excellent
3.	The material presented is able to improve student's ability to learn vocabulary independently	4,26	Excellent
4.	Overall material input is clear and understandable	4,73	Excellent
5.	The topic of material input has been in accordance with the needs of students from Mts Darul Istiqamah Cilallang	4,13	Excellent
6.	Overall vocabulary material is appropriate	4,80	Excellent
7.	The activities in each chapter encourage students to be more active in learning	4,40	Excellent
8.	Visual media according to what students want	4,60	Excellent
<b>Total score</b>		<b>34,38</b>	

According to the data, the calculation of the mean score of the student's perception of the product:

$$M = \frac{B}{N} = \frac{34,38}{8} = 4,42$$

The researcher calculated the percentage of the data by using the following formula:

$$x = \frac{4,42}{5} \times 100\% = 88,4 \%$$

According to the data, the mean score achieves 4,42 while the percentage is 88,4%, categorized as "Good." The calculation indicates that the product can be used with a little revision.

On the other hand, the data also supports students' opinions in the interview section with the researcher. Almost all students appreciate the designed product. The researcher developed the product according to student learning needs. Students like the color palette, product composition, and the simple content of the material in the module. Students said that the product was relevant to their

abilities and could encourage students to learn because there were no printed books for the eighth grade at the school. Moreover, the student stated several comments related to the product as follows:

"This pocketbook really helps us in the learning process because we can learn in a sequential and independent manner because the teacher concerned is on maternity leave".

## **B. Discussion**

Learning English is very important for students' knowledge. One of the improvements in English mastery is based on mastering English vocabulary. According to Schmitt (1997), learning vocabulary is like looking up new words in a dictionary and guessing words from context.<sup>24</sup> The statement is supported again by the idea of Decarrico (2001), which states that words should not be separated or memorized without understanding.<sup>25</sup> So learning a vocabulary must be able to find a good strategy and be able to understand the meaning of the vocabulary.

Vocabulary is very important in using language. Each vocabulary is connected and forms a sentence. According to Thornbury (2002), vocabulary means a collection of items.<sup>26</sup> Also, adding vocabulary is important because it enriches one's knowledge of words. Furthermore, Cameron (2001) believes that building a vocabulary is the center of foreign language learning at the elementary level.<sup>27</sup> Eighth-grade students at Mts Darul Istiqamah Cilallang have some difficulties conveying English sentences, and one of the reasons is the limited

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<sup>24</sup> Schmitt, N. (1997) "*Vocabulary Learning Strategies*. Cambridge: Cambridge University Press, 199

<sup>25</sup> Decarrico, J.S. (2001). *Vocabulary Learning And Teaching*. Boston, MA: Heinle and Heinle

<sup>26</sup> Thornbury, S. (2002). *How to Teach Vocabulary*. England: Person Education Limited

<sup>27</sup> Cameron, D. (2001). *Teaching Language To Young Learners*. Cambridge: Vambridge University Press.

English vocabulary. In addition, they cannot speak English because they do not know the English terms of the word, such as nouns, verbs, adjectives, adverb, preposition, interjection, conjunction, Islamic Word, Part Of Body, and Nature And Its Surroundin . On the other hand, students feel comfortable learning English using media that is easy to use and can be taken anywhere, especially vocabulary learning, with various writing colors.

This research focused on designing products that can improve students' English vocabulary. The content of the vocabulary adjusts to the needs of students in the needs analysis. The researcher adopted the 4D design model (Definition, Design, Develop, and Disseminate) and applied Romero's theory (title, purpose, theme, and theme cycle). In designing the product, the researcher also applies a thematic vocabulary based on Romero's theory, which consists of a title, a theme, a goal, and a themed cycle.

The research begins with the analysis phase. In this phase, the researcher analyzed through interviews and questionnaires through research instruments. The researcher also applies Romero's theory to determine the product's title, theme, and purpose. The researcher interviewed ustadzah Nur'aini Mustak, S.AK, an experienced English teacher at Mts Darul Istiqamah Cilallang, aiming to find out the abilities and problems of students in the learning process. Interviews with English teachers concluded that students find it difficult to speak English because of limited vocabulary and difficulties in memorizing English vocabulary.

The interview results concluded that students need products that can improve their English vocabulary because they need to speak English fluently.

Next, the researcher distributed a questionnaire to collect additional data about student activities, school objects, and favorite colors. Questionnaires and interview data are the basis for designing appropriate colorful products from English vocabulary books for first graders at MTs Darul Istiqamah Cilallang.

The data obtained at the analysis stage were processed at the design stage. Meanwhile, the researcher determined the product model with the product title, cover color palette and overall product and categorized the vocabulary from the analysis stage. Next, the researcher gave colored writing in the way of reading which would be attached to each vocabulary.

The designed product in this research has several similarities and differences from earlier research products. This research is in line with Soliha (2020) also developed an Islamic vocabulary pocketbook, Rahmatika Kayyis & Kholifah (2021), Ratih Hardianti (2020), and Siti Khanifatur Rohmah (2014).

## CHAPTER V CONCLUSIONS AND SUGGESTIONS

### A. Conclusion

The developed product is suitable for eighth graders at MTs Darul Istiqamah Cilallang and contains basic vocabulary. The product includes phonetic symbols to avoid vocabulary mispronunciations. The product consists of 1) the alphabet, 2) Personal Pronouns, 3) Noun, 4) Verb, 5) Adjective, 6) Adverb, 7) Preposition, 8) Interjection, 9) conjunction, 10) Islamic Word, 11) Part Of Body, 12) Nature And Its Surrounding . The expert's assessment of the product is 3,31 from the mean of 82,75 %, which meets the " Good " requirements. The score indicates that the product can be used with little revision. The language validator recommends adding phonetic symbols to the product. Design and layout validators suggest redesigning the cover design to showcase product content. Students' perceptions of the product reached an average of 4.42 and 88.40% in the "Good" category. It also indicates that the product can be used with a little revision.

### B. Suggestion

The researcher provides suggestions to teachers and students and furthers the researcher based on conclusions. A description of some of these suggestions is as follows:

1. This product is recommended as a learning medium for students. The product already provides vocabulary related to students at school. These products can help teachers instill new vocabulary in students learning English. This product



also provides how to pronounce it correctly. It helps students to speak fluently and no longer be afraid to speak English.

2. The product consists of more than 100 vocabularies. This pocketbook will help students to improve their vocabulary. The practical size and weight will be convenient to carry anywhere.



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**PEMERINTAH KABUPATEN LUWU**  
**DINAS PENANJIAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
Jl. Dr. Cipto Mangunkusumo 1, Kota Tobelo, 9091230115

<b>Nama</b>	JOHANNIS MAWATI WICAKMANTARA (1988)	<b>Kepala</b>	Yus. M. Dandi Sukandi Djalil
<b>Lahir</b>	-	<b>di</b>	-
<b>Sta</b>	Rusa	<b>Tempat</b>	-
<b>Pejabat</b>	Desa/kecamatan Sasa, lkn. Cagayan		

Restrukturisasi Badan Dalam Instansi Aparat Ibtidai Negeri Palopo : 1502M.104714-0001000003  
 (tanggal 05 Agustus 2022) tentang penunjukan lkn. Penelitian.  
 Dengan ini dibagikan kepada saudara (s) bahwa yang terdapat di bawah ini :

<b>Nama</b>	: Korika
<b>Tempat/Tgl Lahir</b>	: Cagayan / 14 September 1988
<b>lkn</b>	: 19 1212 0166
<b>Jurusan</b>	: Pendidikan Bahasa Inggris
<b>Alamat</b>	: Mangrove Tua Desa Malangka Kecamatan Malangka

Bermaksud akan mengadakan penelitian di desakab/kand. Saudara (s) dalam rangka penyusunan "SK/PS" dengan judul :

**DESIGNING A VOCABULARY POCKET BOOK FOR MTS. DARUL ISTIQOMAH CILALLANG**

Yang akan dilaksanakan di MTS. DARUL ISTIQOMAH CILALLANG, pada tanggal 05 Agustus 2022 s.d 05 November 2022

Selubungan hal tersebut di atas pada prinsipnya kami dapat membantu kegiatan tersebut dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melakukan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Upt. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyanggung dana/fin yang diberikan.
3. Membuat semua prosedur penunjang-hindangan yang berlaku.
4. Menyerahkan 1 (satu) set/par copy hasil penelitian kepada Bupati Luwu Upt. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Saat ini akan dilantik dan dinyatakan lkn. berlaku apabila ternyata pegawai tersebut tidak mendapat keabsahan-keabsahan tersebut di atas.



Dinas/Instansi/Pejabat/Instansi Luwu  
 Palopo, tanggal 05 Agustus 2022  
 Kepala Dinas

**Drs. H. RAHMATULLOHIPRANHA**  
 Pengantar : 15041231 109406 1073

- Dititipkan**
1. Bupati Luwu (150404 109406 1073)
  2. Kepala Bidang/Instansi Luwu (150404 109406 1073)
  3. Kepala Instansi Aparat Ibtidai Negeri Palopo
  4. Manubawa (s) Korika
  5. Arif



## معهد دار الإستقامة التثقيف

**PONDOK PESANTREN DARUL ISTIQAMAH CILALLANG**

Jl. Istiqamah Desa. Wara Kec. Kamanre Kab. Luwu Provinsi Sulawesi selatan

@mail : [Darulistiqamah@gmail.com](mailto:Darulistiqamah@gmail.com) Kode Pos : 91994



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Yang bertanda tangan dibawah ini:

Nama : Richallah, S.Pd.I  
Pekerjaan : Kepala Sekolah  
Unit Kerja : Mts Darul Istiqamah Cilallang  
Alamat : Jl. Istiqamah Cilallang, Desa Wara, Kec. Kamanre, Kab. Luwu

Dengan ini menerangkan :

Nama : Kartina  
Nim : 18 0202 0186  
Pekerjaan : Mahasiswa  
Fakultas/ jurusan : FTIK/ Pendidikan Bahasa Inggris  
Universitas : IAIN Palopo  
Alamat : Malangke, Kec. Malangke, Kab. Luwu Utara

Yang bersangkutan telah selesai melakukan penelitian di Mts Darul Istiqamah Cilallang dari Tanggal 25 Maret 2022 Sampai 05 November 2022 dengan judul " Designing A Vocabulary Pocket Book For Mts Darul Istiqamah Cilallang". Dengan demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kamanre, 05 November 2022



## KUESIONER EVALUASI UNTUK AHLI BAHASA

### A. Data Responden

Nama : \_\_\_\_\_  
 Umur : \_\_\_\_\_  
 Jenis Kelamin :  Laki-  laki  
 Pendidikan :  S1  S2  S3  Professor   
 Pengalaman Mengajar :  0-2 tahun  2-4 tahun  4-6 tahun  tahun > 6 tahun

### B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

#### Keterangan Poin Validitas:

- 4 : Sangat Baik
- 3 : Baik
- 2 : Kurang Baik
- 1 : Tidak Baik

No	Pernyataan	4	3	2	1
<b>A. Konten</b>					
1.	Cakupan isi materi dalam <i>vocabulary pocket book</i> sesuai dengan kebutuhan siswa MTs Darul Isitiqamah Cilalang.		✓		
2.	Kedalaman <i>vocabulary</i> dalam <i>vocabulary pocket book</i> untuk siswa di MTs Darul Isitiqamah Cilalang memadai.	✓			
3.	Keaslian <i>vocabulary</i> dalam <i>pictureal vocabulary English book</i> untuk siswa di MTs Darul Isitiqamah Cilalang memadai.	✓			
4.	Pemilihan gambar ilustrasi dapat merepresentasikan <i>vocabulary</i> .	✓			
Rangkuman Kualitatif:					
<b>B. Bahasa</b>					
5.	<i>Vocabulary</i> yang digunakan dalam <i>vocabulary pocket book</i> sesuai dengan benar.	✓			
6.	<i>Vocabulary</i> yang disajikan <i>vocabulary pocket book</i> sesuai dengan tingkatan perkembangan kognitif siswa.	✓			
7.	<i>Vocabulary</i> yang disajikan mudah dipahami	✓			
8.	Keseluruhan <i>vocabulary</i> sesuai dengan kemampuan siswa.	✓			



Rangkuman Kualitatif:

**C. Input**

9.	Input <i>vocabulary</i> dalam <i>vocabulary pocket book</i> membantu meningkatkan kemampuan Bahasa Inggris siswa MTs Darul Istiqamah Cilalang.	✓				
10.	Input <i>vocabulary</i> dalam <i>vocabulary pocket book</i> sesuai dengan kemampuan siswa MTs Darul Istiqamah Cilalang.		✓			
11.	Input <i>vocabulary</i> dalam <i>vocabulary pocket book</i> menarik.		✓			
12.	Input <i>vocabulary</i> dalam <i>vocabulary pocket book</i> sesuai dengan kemampuan berbahasa siswa MTs Darul Istiqamah Cilalang.		✓			
13.	Input <i>vocabulary</i> dalam <i>vocabulary pocket book</i> mencakup struktur bahasa yang benar.	✓				
14.	Pilihan <i>vocabulary</i> sesuai dengan karakteristik siswa.		✓			
15.	Input <i>vocabulary</i> dalam <i>vocabulary pocket book</i> dapat menambah wawasan siswa MTs Darul Istiqamah Cilalang.		✓			
16.	Pilihan gambar pada <i>vocabulary</i> sesuai dengan siswa MTs Darul Istiqamah Cilalang.	✓				

Rangkuman Kualitatif:

**D. Desain dan Layout**

17.	Pemilihan warna pada <i>vocabulary pocket book</i> menarik.	✓				
18.	Sampul <i>vocabulary pocket book</i> menarik.		✓			
19.	Lampiran ya <i>vocabulary pocket book</i> jelas.		✓			
20.	Penggunaan tanda baca tepat.		✓			
21.	Susunan materi dalam <i>vocabulary pocket book</i> sistematis.	✓				
22.	Sumber dalam <i>vocabulary pocket book</i> jelas.		✓			
23.	Jarak spasi sesuai.		✓			

Rangkuman Kualitatif:



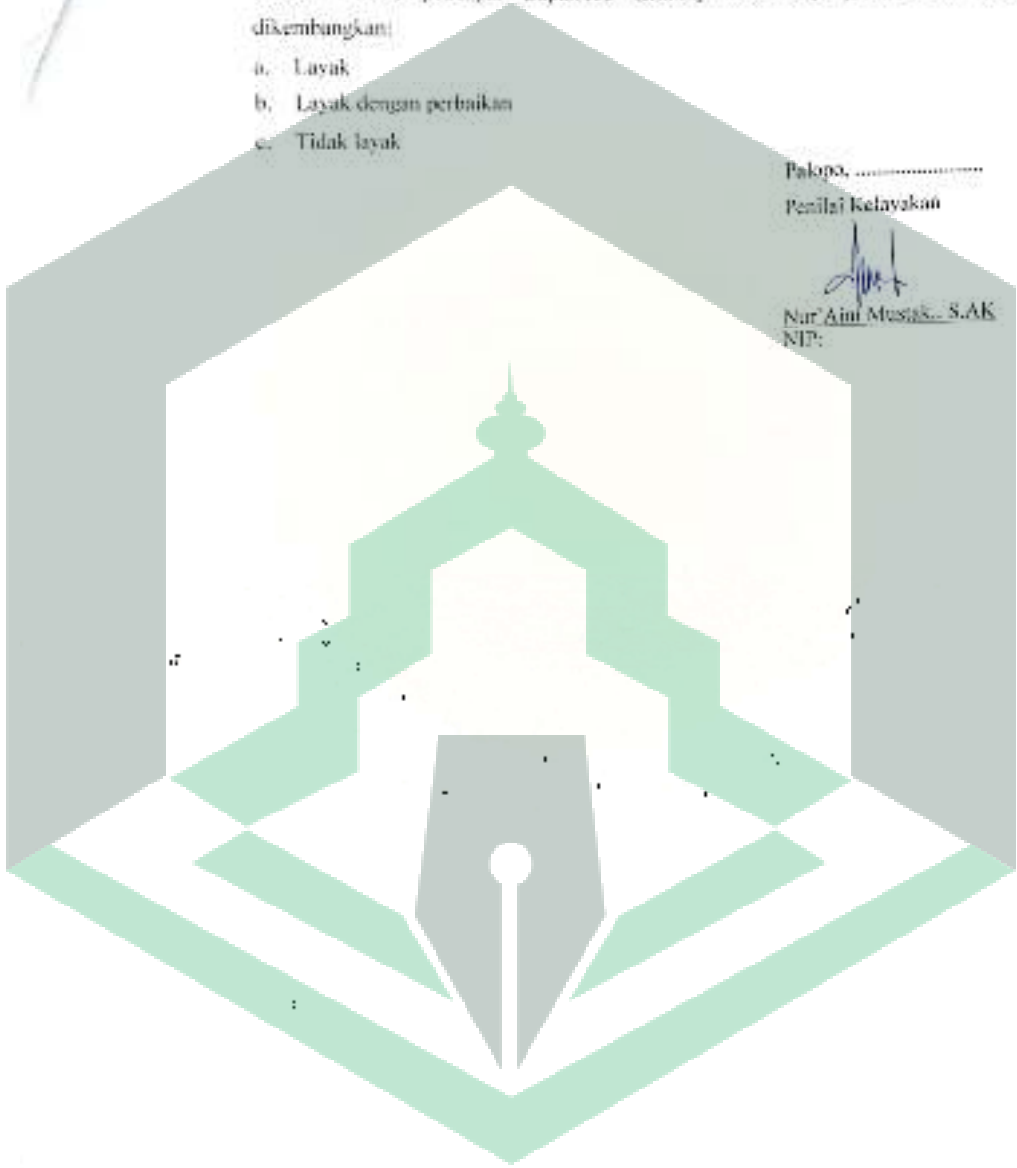
C. Kesimpulan

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

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

Palopo, .....  
Penilai Kelayakan

  
Nur' Ain Musyik, S.AK  
NIP: .....



## KUESIONER EVALUASI UNTUK AHLI

### A. Data Responden

Nama

Umur

Jenis Kelamin

Laki

Perempuan

Pendidikan







Pengalaman Mengajar







### B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

Keterangan Poin Validitas:

4 : Sangat Baik

3 : Baik

2 : Kurang Baik

1 : Tidak Baik

No	Pernyataan	4	3	2	1
<b>A. Konten</b>					
1.	Cakupan isi materi dalam <i>vocabulary pocket book</i> sesuai dengan kebutuhan siswa MTs Darul Istiqamah Cilallang.		✓		
2.	Kedalaman <i>vocabulary</i> dalam <i>vocabulary pocket book</i> untuk siswa di MTs Darul Istiqamah Cilallang memadai.		✓		
3.	Keaslian <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> untuk siswa di MTs Darul Istiqamah Cilallang memadai.			✓	
Rangkuman Kualitatif:					
Perlu ditambahkan materi yg lebih luas					
<b>B. Bahasa</b>					
4.	<i>Vocabulary</i> yang digunakan dalam <i>vocabulary pocket book</i> sesuai dengan benar.	✓			
5.	<i>Vocabulary</i> yang disajikan <i>vocabulary pocket book</i> sesuai dengan tingkatan perkembangan kognitif siswa.	✓			
6.	<i>Vocabulary</i> yang disajikan mudah dipahami	✓			



7.	Keseluruhan <i>vocabulary</i> sesuai dengan kemampuan siswa.	✓			
Rangkuman Kualitatif:					
<b>C. Input</b>					
8.	Input <i>vocabulary</i> dalam <i>vocabulary pocket book</i> membantu meningkatkan kemampuan Bahasa Inggris siswa MTs Darul Istiqamah Cilalang.	✓			
9.	Input <i>vocabulary</i> dalam <i>vocabulary pocket book</i> sesuai dengan kemampuan siswa MTs Darul Istiqamah Cilalang.	✓			
10.	Input <i>vocabulary</i> dalam <i>vocabulary pocket book</i> menarik.	✓			
11.	Input <i>vocabulary</i> dalam <i>vocabulary pocket book</i> sesuai dengan kemampuan berbahasa siswa MTs Darul Istiqamah Cilalang.	✓			
12.	Input <i>vocabulary</i> dalam <i>vocabulary pocket book</i> mencakup struktur bahasa yang benar.	✓			
13.	Pilihan <i>vocabulary</i> sesuai dengan karakteristik siswa.	✓			
14.	Input <i>vocabulary</i> dalam <i>vocabulary pocket book</i> dapat menambah wawasan siswa MTs Darul Istiqamah Cilalang.	✓			
15.	Pilihan gambar pada <i>vocabulary</i> sesuai dengan siswa MTs Darul Istiqamah Cilalang.		✓		
Rangkuman Kualitatif:					
<ul style="list-style-type: none"> <li>- Tambahkan vocab dengan Adverb <sup>keada jenis-jenisnya.</sup></li> <li>- Greeting &amp; common expressions pindahkan ke halaman belakang.</li> <li>- Gambar sewajarnya dengan kosakata</li> </ul>					
<b>D. Desain dan Layout</b>					
16.	Pemilihan warna pada <i>vocabulary pocket book</i> menarik.	✓			
17.	Sampul <i>vocabulary pocket book</i> menarik.	✓			
18.	Tampilan isi <i>vocabulary pocket book</i> jelas.	✓			
19.	Penggunaan tanda baca tepat.	✓			
20.	Susunan materi dalam <i>vocabulary pocket book</i> sistematis.		✓		
21.	Sumber dalam <i>vocabulary pocket book</i> jelas.			✓	
22.	Jarak spasi sesuai.	✓			

Rangkuman Kualitatif:

- Beri nomor di vocabularinya jadi kita bisa tahu jumlah kosak kata per sub bagian
- Tambahkan referensi

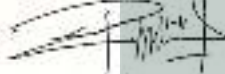
### C. Kesimpulan

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

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

Palopo, 3 Oktober 2020

Penilai Kelayakan



Ermanah, S.P.T., M.Hum.

**LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI BAHASA  
DESIGNING A VOCABULARY POCKET BOOK FOR MIS DARUL ISTIQAMAH  
CILALLANG**

**A. Petunjuk Pengisian**

1. Lembar penilaian kelayakan ini meliputi aspek penitahulan, isi, dan bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Interval skala yang digunakan sebagai berikut:
  - 1: Tidak layak
  - 2: Kurang layak
  - 3: Cukup layak
  - 4: Layak
  - 5: Sangat layak
4. Mohon kesediaannya untuk memberikan saran perbaikan di akhir lembar ini.

**B. Penilaian Kelayakan**

No.	Uraian	Kelayakan				
		1	2	3	4	5
<b>I</b>	<b>Aspek Isi (<i>content</i>)</b>					
a	Tujuan penelitian dinyatakan jelas				✓	
b	Tujuan kuesioner dinyatakan dengan jelas.				✓	
c	Petunjuk pengisian kuesioner mudah dipahami				✓	
<b>II</b>	<b>Aspek Cakupan (<i>scope of content</i>)</b>					
a	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.				✓	
b	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.				✓	
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.					✓
<b>III</b>	<b>Aspek Bahasa (<i>language</i>)</b>					
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

.....*masih Banyak Perbaikan yang harus  
sebaik*.....

D. Saran

.....*Tingkatkan Penggunaan Bahasa Indonesia  
yang Baik*.....

E. Kesimpulan

Instrument kuesioner ini (lingkari salah satu pilihan)

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

Palopo, 01 Agustus 2022

Penilai Kelayakan

Nur'Aini Mustak, S.A.K  
NIP:



**LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI BAHASA  
DESIGNING A VOCABULARY POCKET BOOK FOR MTs DARUL ISTIQAMAH  
CILALLANG**

**A. Petunjuk Pengisian**

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, dan bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Interval skala yang digunakan sebagai berikut:  
1: Tidak layak  
2: Kurang layak  
3: Cukup layak  
4: Layak  
5: Sangat layak
4. Mohon kesediaannya untuk memberikan saran perbaikan di akhir lembaran ini.

**B. Penilaian Kelayakan**

No.	Uraian	Kelayakan				
		1	2	3	4	5
<b>I</b>	<b>Aspek Isi (content)</b>					
a	Tujuan penelitian dinyatakan jelas		✓			
b	Tujuan kuesioner dinyatakan dengan jelas				✓	
c	Petunjuk pengisian kuesioner mudah dipahami				✓	
<b>II</b>	<b>Aspek Cakupan (scope of content)</b>	1	2	3	4	5
a	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi menandai.				✓	
b	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.				✓	
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.				✓	
<b>III</b>	<b>Aspek Bahasa (language)</b>	1	2	3	4	5
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**

Tambahkan tujuan penelitian & kuesionernya belum terjawab  
 10% lengkap penelitian

**D. Saran**

Gabahnya & kuesioner diberikan kepada validator  
 & boleh diberikan ke siswa

**E. Kesimpulan**

Instrument kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut  
 (sudah benar & tambahkan tujuan penelitian)

Palopo, 04 Agustus 2022

Penilai Kelayakan



Erwanadi S.Pd.P., M. Hum.

0911172020122019



## QUESTIONNAIRE

### Designing A Vocabulary Pocket Book For Mts Darul Istiqamah Cilalang

#### A. Data Responden

Nama : RINDI MUHAMMILAD WARSANI  
Kelas : VII (Kelas)  
Usia : 13  
Jenis Kelamin : LK

#### B. Petunjuk Pengisian

Berilah tanda (x) 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 SMP Datok Salaiman Putri Palopo.

1. Kumpulan kosakata Bahasa Inggris yang ingin anda ketahui artinya ialah...
  - a. Kosakata Bahasa Inggris pada kegiatan sehari-hari.
  - b. Kosakata Bahasa Inggris umum.
  - c. Kosakata Bahasa Inggris tentang tempat-tempat yang ada di Pesantren (seperti masjid, kelas).
2. Bagaimana tingkat penguasaan bahasa Inggris Anda saat ini?
  - a. Dasar
  - b. Menengah
  - c. lebih tinggi
  - d. Lainnya (Tuliskan bila ada)
3. Bagaimana tingkat penguasaan Bahasa Inggris anda?
  - a. Mengetahui sedikit kosakata
  - b. Dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek.
  - c. Dapat berkomunikasi secara baik pada topik tertentu dengan percakapan panjang.
  - d. Mampu berkomunikasi dengan lancar pada sebagian besar topik.
  - e. Lain-lainnya (tuliskan bila ada) ...
4. alasan Anda mengapa tidak mengetahui kosakata bahasa Inggris...
  - a. media yang anda memiliki sedikit pembahasan tentang kosakata bahasa Inggris

- h. media yang digunakan tidak terdapat kosakata bahasa Inggris
- e. tidak ada media yang digunakan untuk belajar bahasa Inggris
- ↳ lainnya (tuliskan jika ada)
5. Kesulitan yang saya dapatkan saat belajar kosakata bahasa Inggris?
- a. saya susah dalam mengingat kosakata yang dipelajari
- b. saya tidak tahu cara pengucapan yang benar
- ↳ materi yang diajarkan sangat sulit untuk difahami.
6. Pada belajar koskata Anda suka jika guru?
- a. guru membacakan kosakata yang diajarkan
- b. guru menjelaskan cara pengucapan yang benar
- ↳ guru memberikan pengulangan kepada siswa
7. Kosakata kata kerja Bahasa Inggris yang ingin anda ketahui adalah...
- a. Kata kerja yang digunakan dalam percakapan sehari-hari.
- b. Kata kerja yang terdapat dalam cerita pendek.
- c. Kata kerja yang digunakan dalam percakapan di dalam kelas.
- ↳ Lainnya (tuliskan bila ada)
8. Kosakata bahasa Inggris yang ingin Anda masukkan dalam buku?
- a. hanya kosakata saja tanpa ada campuran tulisan lainnya
- ↳ kosakata yang mudah dipamahami dan memiliki cara membacanya
- c. kosakata yang memiliki penjelasan tentang materi yang terdapat didalam buku
9. Kosakata kata benda Bahasa Inggris yang ingin anda ketahui adalah...
- a. Benda-benda di dalam kelas.
- ↳ Benda-benda di dalam masjid.
- c. Benda-benda di dalam perustakaan.
- d. Benda-benda yang ada di sekitar pesantren
- e. Lainnya (tuliskan bila ada)...
10. Kegiatan berkegiatan yang ingin anda ketahui artinya dalam Bahasa Inggris adalah...
- a. Berwidha
- b. Salat fardhu



- c. Salat-salat sunnah
- Membaca Al-Qur'an
- e. Berseleka
- f. Zakat
- g. Naik haji
- h. Lainnya (tuliskan bila ada)

11. Jenis tulisan pada media yang anda sukai adalah...

- a. Tulisan berwarna
- Tulisan hitam/tidak berwarna

12. pada media yang yang dibuat apakah Anda menyukai kosakata?

- a. media kosa kata dengan menggunakan tulisan yang beragam
- b. media yang memiliki tampilan yang beragam
- media yang hanya memiliki tampilan yang biasa saja

13. Jenis warna yang anda sukai adalah...

- a. Cool color (hija, toska, ungu)
- b. Warm color (rose quartz and serenity)
- c. Achromatic color (putih, abu-abu, dan hitam)
- Lainnya (tuliskan bila ada)



## QUESTIONNAIRE

### Designing A Vocabulary Pocket Book For Mts Darul Istiqamah Cilulung

#### A. Data Responden

Nama : Nur maha

Kelas : VII

Usia : 12 THN

Jenis kelamin : Perempuan

#### B. Petunjuk Pengisian

Berilah tanda (x) 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 penggunaan kosakata Bahasa Inggris di SMP Datok Sulaiman Putri Palopo.

1. Kumpulan kosakata Bahasa Inggris yang ingin anda ketahui artinya ialah . . .

- a. Kosakata Bahasa Inggris pada kegiatan sehari-hari.
- b. Kosakata Bahasa Inggris umum.
- c. Kosakata Bahasa Inggris tentang tempat-tempat yang ada di Pesantren (seperti masjid, kelas).

2. Bagaimana tingkat penguasaan bahasa Inggris Anda saat ini?

- a. Dasar
- b. Menengah
- c. Lebih tinggi
- d. Lainnya (Tuliskan bila ada)

3. Bagaimana tingkat penguasaan Bahasa Inggris anda?

- a. Mengetahui sedikit kosakata
- b. Dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek.
- c. Dapat berkomunikasi secara baik pada topik tertentu dengan percakapan panjang.
- d. Mampu berkomunikasi dengan lancar pada sebagian besar topik
- e. Lain-lainnya (tuliskan bila ada) . . .

4. alasan Anda mengapa tidak mengetahui kosakata bahasa inggris...

- a. media yang ada memiliki sedikit pembahasan tentang kosakata bahasa inggris



b. media yang digunakan tidak terdapat kosakata bahasa Inggris

c. tidak ada media yang digunakan untuk belajar bahasa Inggris

d. lainnya (tuliskan jika ada)

5. Kesulitan yang saya dapatkan saat belajar kosakata bahasa Inggris?

a. saya susah dalam mengingat kosakata yang dipelajari

b. saya tidak tahu cara pengucapan yang benar

c. materi yang diajarkan sangat sulit untuk dihafalkan

6. Cara belajar kosakata Anda suka jika guru?

a. guru membacakan kosakata yang diajarkan

b. guru menjelaskan cara pengucapan yang benar

c. guru memberikan penghafalan kepada siswa

7. Kosakata kata kerja Bahasa Inggris yang ingin anda ketahui adalah...

a. Kata kerja yang digunakan dalam percakapan sehari-hari.

b. Kata kerja yang terdapat dalam cerita pendek.

c. Kata kerja yang digunakan dalam percakapan di dalam kelas.

d. Lainnya (tuliskan bila ada)

8. Kosakata bahasa Inggris yang ingin Anda masukkan dalam buku?

a. hanya kosakata saja tanpa ada campuran tulisan lainnya

b. kosakata yang mudah dipahami dan memiliki cara membacanya

c. kosakata yang memiliki penjelasan tentang materi yang terdapat didalam buku

9. Kosakata kata benda Bahasa Inggris yang ingin anda ketahui adalah...

a. Benda-benda di dalam kelas.

b. Benda-benda di dalam masjid.

c. Benda-benda di dalam perpustakaan.

d. Benda-benda yang ada di sekitar pesantren

e. Lainnya (tuliskan bila ada)...

10. Kegiatan beribadah yang ingin anda ketahui artinya dalam Bahasa Inggris adalah...

a. Berwudhu

b. Salat fardhu



- c. Salat-salat sunnah
- d. Membaca Al-Qur'an
- e. Bersedekah
- f. Zakat
- g. Naik haji
- h. Lainnya (tuliskan bila ada)

11. Jenis tulisan pada media yang anda sukai adalah..

- a. Tulisan berwarna
- b. Tulisan hitam/tidak berwarna

12. pada media yang yang dibuat apakah Anda menyukai kosakata?

- a. media kosa kata dengan menggunakan tulisan yang beragam
- b. media yang memiliki tampilan yang beragam
- c. media yang hanya memiliki tampilan yang biasa saja

13. Jenis warna yang anda sukai adalah...

- a. Cool color (biru, toska, ungu,)
- b. Warm color (rose quartz and serenity)
- c. Achromatic color (putih, abu-abu, dan hitam)
- d. Lainnya (tuliskan bila ada)

## QUESTIONNAIRE

### Designing A Vocabulary Pocket Book For Mts Darul Istiqamah Cibaliang

#### A. Data Responden

Nama : MIFTAHUL CHAIR RAM  
Kelas : VII MTs  
Usia : 13 tahun  
Jenis kelamin : Perempuan

#### B. Petunjuk Pengisian

Berilah tanda (x) 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 SMP Darul Solaiman Putri Palopo.

1. Kumpulan kosakata Bahasa Inggris yang ingin anda ketahui artinya ialah . . .
  - a. Kosakata Bahasa Inggris pada kegiatan sehari-hari.
  - b. Kosakata Bahasa Inggris umum.
  - c. Kosakata Bahasa Inggris tentang tempat-tempat yang ada di Pesantren (seperti masjid, kelas).
2. Bagaimana tingkat penguasaan bahasa Inggris Anda saat ini?
  - a. Dasar
  - b. Menengah
  - c. lebih tinggi
  - d. Lainnya (Tuliskan bila ada)
3. Bagaimana tingkat penguasaan Bahasa Inggris anda?
  - a. Mengetahui sedikit kosokata
  - b. Dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek.
  - c. Dapat berkomunikasi secara baik pada topik tertentu dengan percakapan panjang.
  - d. Mampu berkomunikasi dengan lancar pada sebagian besar topik
  - e. Lain-lainnya (tuliskan bila ada) ....
4. alasan Anda mengapa tidak mengetahui kosokata bahasa inggris
  - a. media yang ada memiliki sedikit pembahasan tentang kosokata bahasa inggris

- b. media yang digunakan tidak terdapat kosakata bahasa Inggris  
 tidak ada media yang digunakan untuk belajar bahasa Inggris  
d. lainnya (tuliskan jika ada)
5. Kesulitan yang saya dapatkan saat belajar kosakata bahasa Inggris?  
 saya susah dalam mengingat kosakata yang dipelajari  
b. saya tidak tahu cara pengucapan yang benar  
c. materi yang diajarkan sangat sulit untuk dihafalkan.
6. Pada belajar kosakata Anda suka jika guru?  
a. guru membacakan kosakata yang diajarkan  
 guru menjelaskan cara pengucapan yang benar  
c. guru meherikan penghafalan kepada siswa
7. Kosakata kata kerja Bahasa Inggris yang ingin anda ketahui adalah...  
a. Kata kerja yang digunakan dalam percakapan sehari-hari.  
b. Kata kerja yang terdapat dalam cerita pendek.  
 Kata kerja yang digunakan dalam percakapan di dalam kelas.  
d. Lainnya (tuliskan bila ada)
8. Kosakata bahasa Inggris yang ingin Anda masukkan dalam buku?  
a. hanya kosakata saja tanpa ada campuran tulisan lainnya  
 kosakata yang mudah dipahaminya dan memiliki arti membacanya  
c. kosakata yang memiliki penjelasan tentang materi yang terdapat didalam buku
9. Kosakata kata benda Bahasa Inggris yang ingin anda ketahui adalah...  
a. Benda-benda di dalam kelas.  
b. Benda-benda di dalam masjid.  
c. Benda-benda di dalam perpustakaan.  
 Benda-benda yang ada di sekitar pesantren  
e. Lainnya (tuliskan bila ada)...
10. Kegiatan beribadah yang ingin anda ketahui artinya dalam Bahasa Inggris adalah...  
a. Berwudhu  
b. Salat fardhu



- c. Salat-salat sunnah
- d. Membaca Al-Qur'an
- e. Bersedekah
- f. Zakat
- g. Naik haji
- h. Lainnya (tuliskan bila ada) *Semuanya*

11. Jenis tulisan pada media yang anda sukai adalah...

- a. Tulisan berwarna
- b. Tulisan hitam/tidak berwarna

12. pada media yang yang dibuat apakah Anda menyukai kata-kata?

- a. media kosn kata dengan mengurakan tulisan yang beragam
- b. media yang memiliki tampilan yang beragam
- c. media yang hanya memiliki tampilan yang biasa saja

13. Jenis warna yang anda sukai adalah...

- a. Cool color (biru, toska, ungu,)
- b. Warm color (rose quartz and serenity)
- c. Achromatic color (putih, abu-abu, dan hitam)
- d. Lainnya (tuliskan bila ada)

## QUESTIONNAIRE

### Designing A Vocabulary Pocket Book For Mts Darul Istiqamah Cilalrang

#### A. Data Responden

Nama : Nailah Shofiyah

Kelas : VIII MTs

Usia : 13 Tahun

Jenis kelamin : Perempuan

#### B. Petunjuk Pengisian

Berilah tanda (x) 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 SMP Datok Sulaiman Putri Palopo.

1. Kumpulan kosakata Bahasa Inggris yang ingin anda ketahui artinya ialah ...
  - a. Kosakata Bahasa Inggris pada kegiatan sehari-hari.
  - b. Kosakata Bahasa Inggris umum.
  - c. Kosakata Bahasa Inggris tentang tempat-tempat yang ada di Pesantren (seperti masjid, kelas).
2. Bagaimana tingkat penguasaan bahasa Inggris Anda saat ini?
  - a. Dasar
  - b. Menengah
  - c. lebih tinggi
  - d. Lainnya (Tuliskan bila ada)
3. Bagaimana tingkat penguasaan Bahasa Inggris anda?
  - a. Mengetahui sedikit kosakata
  - b. Dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek.
  - c. Dapat berkomunikasi secara baik pada topik tertentu dengan percakapan panjang.
  - d. Mampu berkomunikasi dengan lancar pada sebagian besar topik
  - e. Lain-lainnya (tuliskan bila ada) ...
4. alasan Anda mengapa tidak mengetahui kosakata bahasa inggris...
  - a. media yang ada memiliki sedikit pembahasan tentang kosakata bahasa inggris



- b. media yang digunakan tidak terdapat kosakata bahasa Inggris  
 tidak ada media yang digunakan untuk belajar bahasa Inggris  
d. lainnya (tuliskan jika ada)
5. Kesulitan yang saya dapatkan saat belajar kosakata bahasa Inggris?  
a. saya susah dalam mengingat kosakata yang dipelajari  
 saya tidak tahu cara pengucapan yang benar  
c. materi yang diajarkan sangat sulit untuk dihafalkan.
6. Pada belajar kosakata Anda suka jika guru?  
a. guru membacakan kosakata yang diajarkan  
 guru menjetaskan cara pengucapan yang benar  
c. guru memberikan penghafalan kepada siswa
7. Kosakata kata kerja Bahasa Inggris yang ingin anda ketahui adalah...  
 Kata kerja yang digunakan dalam percakapan sehari-hari.  
b. Kata kerja yang terdapat dalam cerita pendek.  
c. Kata kerja yang digunakan dalam perencanaan di dalam kelas.  
d. Lainnya (tuliskan bila ada)
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d. Lainnya (tuliskan bila ada)...
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b. Salat fardhu

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- Lainnya (tuliskan bila ada)





## CURRICULUM VITAE



**KARTINA** she was born on 14<sup>th</sup> September 1999 in Malangke.

Her father's name is Rusli and her mother's name is Hasniar Azis. She has three sisters. She is the last child in her family.

She started her study on Elementary School (SDN 130 Petta Malangke) in 2006 and she graduated in 2012. After that, she continued her study at SMPN 1 Malangke. She graduated in 2015 and continued her study at SMAN 1 Malangke Barat, She graduated in 2018. After that in 2018 she continued her study at State Institute for Islamic Studies (IAIN) Palopo and taking English Department. She finished her study in 2022. In the end of her study at the State Institute for Islamic Studies (IAIN) Palopo, Wrote a thesis entitled is "Designing A Vocabulary Pocket Book For MTs Darul Istiqamah Cilallang".