

**DESIGNING A COLORFUL PICTORIAL ENGLISH VOCABULARY
BOOK FOR THE FIRST-GRADE STUDENTS OF SMP DATOK
SULAIMAN PUTRI PALOPO**

A Thesis

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



IAIN PALOPO

Submitted by

IMAM FADLI

18 0202 0031

Supervised by:

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

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

2022

**DESIGNING A COLORFUL PICTORIAL ENGLISH
VOCABULARY BOOK FOR THE FIRST-GRADE STUDENTS
OF SMP DATOK SULAIMAN PUTRI PALOPO**

A Thesis

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



IAIN PALOPO

Submitted by

IMAM FADLI

18 0202 0031

Supervised by:

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

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

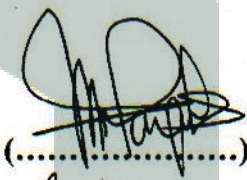
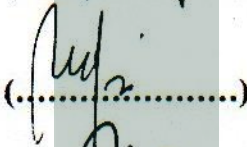
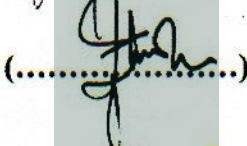


2022

THESIS APPROVAL

This thesis, entitled “**Designing a Colorful Pictorial English Vocabulary Book for The First-Grade Students of SMP Datok Sulaiman Putri Palopo**” written by **Imam Fadli, Reg. Number 18 0202 0031**, English Educational S1 Study Program of Tarbiyah and Teaching Training Faculty at State Islamic Institute of Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Wednesday, July 13th 2022 M**, coincided with **Dzulhijjah 14th 1443 H**. It is authorized and acceptable as a partial fulfillment of requirement for S.Pd degree in English language teaching.

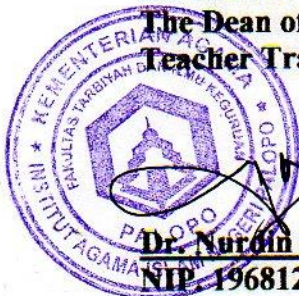
Palopo, July 13th 2022 M
Dzulhijjah 14th 1443 H

COMMITTEE OF EXAMINATION

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

Approved by:

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



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

The Head of English Educational
Study Program



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

STATEMENT OF ORIGINALITY

I, who undersigned below,

Name : Imam Fadli
Reg. number : 18 0202 0031
Study Program : English Education
Faculty : Tarbiyah and Teacher Training

With awareness and consciousness state exactly that:

1. This thesis is originally my own work, not the result of plagiarism duplication of others' work that I acknowledge as my own work or thought.
2. All parts of this thesis are my own works excepts the citation, whose original sources has been reported. All mistakes or errors in it are my responsibility.


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

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

Palopo, July 15th 2022

Regards,




Imam Fadli
18 0202 0031

Prof. Dr. Sahraini, M.Hum
Andi Tenrisanna, S.Pd., M.Pd

NOTA DINAS PEMBIMBING

Lamp. : -

Hal : skripsi an. Imam Fadli

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di

Palopo

Assalamu'alaikum wr. wb.

Setelah melakukan bimbingan, baik dari segi isi, bahasa maupun teknik penulisan terhadap naskah skripsi mahasiswa di bawah ini:

Nama : Imam Fadli

NIM : 18 0202 0031

Program studi : Pendidikan Bahasa Inggris


Judul skripsi : Designing a Pictorial Vocabulary English Book for
The First-grade Students of SMP Datok Sulaiman Putri
Palopo

menyatakan bahwa skripsi tersebut sudah memenuhi syarat-syarat akademik dan layak diajukan untuk diujikan pada ujian/seminar hasil penelitian.

Demikian disampaikan untuk proses selanjutnya.

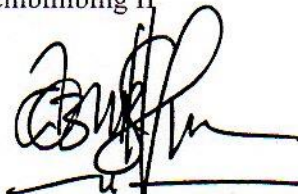
wassalamu'alaikum wr. wb.

Pembimbing I



Prof. Dr. Sahraini, M.Hum.
Tanggal: 6 Juni 2022

Pembimbing II



Andi Tenrisanna, S.Pd., M.Pd
Tanggal: 6 Juni 2022

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَلْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ
وَالْمُرْسَلِينَ سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَأَصْحَابِهِ أَجْمَعِينَ. (أَمَّا بَعْدُ)

All praise to the almighty Allah SWT for mercy and blessing so that the researcher can complete the thesis entitled “Designing a Colorful Pictorial English Vocabulary Book for The First-Grade Students of SMP Datok Sulaiman Putri Palopo”.

Furthermore, we always deliver *shalawat*, and *salam* to the beloved prophet Muhammad SAW, his family, companion, and adherence. The thesis is a requirement to achieve the *Sarjana Pendidikan* degree in the English Language Education Study Program at the State Islamic Institute of Palopo. The researcher realizes that several individuals support, suggest, and guide the researcher. In this opportunity, the researcher would like to express the highest appreciation to:

1. Prof. Dr Abdul Pirol, M. Ag, the rector of the State Islamic Institute of Palopo, for the sacrifices to the institute.
2. Dr. Nurdin K, M. Pd, the dean of Tarbiyah and Teacher Training Faculty, for the essential policy to the faculty.
3. Amalia Yahya, S.E., M. Hum, the English Language Education Study Program chief, constantly supports and advises the researcher.
4. Prof. Dr Sahraini, M. Hum, the first consultant and the researcher’s academic advisor, for not stopping to deliver valuable suggestions during the research.
5. Andi Tenrisanna Syam, S. Pd., M. Pd, the researcher’s second consultant, always gives some essential suggestions and ideas which assist the researcher in completing the research.

6. Dr. Jufriadi, S.S., M.Pd and Husnaini, S. Pd. I., M.Pd, the researcher's examiners for every suggestion and motivation to be more enthusiastic in conducting research and designing the product.
7. Dr. Masruddin, S.S., M. Hum, the language expert and a lecturer, continually support and guide the researcher from starting the research to completing the research.
8. Fadhliyah Rahmah Muin, S. Pd. I., M. Pd. The design and layout expert gives several essential suggestions about the visualization of the research product so that the product is much more enjoyable.
9. Muhtarul Hadi, S.Ag., M.Pd.I. The headmaster of Junior High School, Datok Sulaiman Putri Palopo, cooperated and excused the researchers from conducting the research.
10. Sufianti, S. Pd. The material expert and the teacher of the VII D class on SMP Datok Sulaiman Putri Palopo always be patient in conducting the research and for every positive feedback she gives.
11. The lecturers of IAIN Palopo have guided and motivated the researcher from the first semester to achieve the current opportunity.
12. All staff of UPB IAIN Palopo: Raodha Salwi, S. Pd; Ermawati, S.Pd., M.Pd; and Andi Yuni Utami Idrus, S. Pd.I have helped, supported, and motivated the researcher during thesis consultation.
13. The school stakeholders and the teachers of SMP Datok Sulaiman Putri Palopo permit the researcher to conduct the research. Also, SMP Datok Sulaiman Putri students, especially the VII D students, always cooperated while researching the school.
14. The researcher's family. Haidir and Rahmawati Baco Kumis as the research parents, and all the researcher's brothers for their prayers, sacrifices, love, motivations, and many financial-supports since the thesis's beginning.
15. Amelia, Ikhlasul Hamzah, and Suriani for assisting the researcher in collecting the data on SMP Datok Sulaiman Putri Palopo.

16. Nur Anisa, as the alumni of SMP Datok Sulaiman Putri Palopo, of valuable additions about the boarding school so that the researcher collects more data to design the product.
17. The BIG Dependable 18 classmates always spread positive feedback to researchers in every condition and become priceless mates.
18. The BID D Boys is always a healing treatment of the researcher when the researcher gets confused about the thesis and is a humor friend.
19. IAIN Palopo English Debating Society (IPEDS) for the experiences and knowledge while the researcher was studying on IAIN Palopo.
20. Everybody has given motivation, support, and positive feedback in constructing the thesis.

Hopefully get many rewards from Allah SWT. Aamiin.

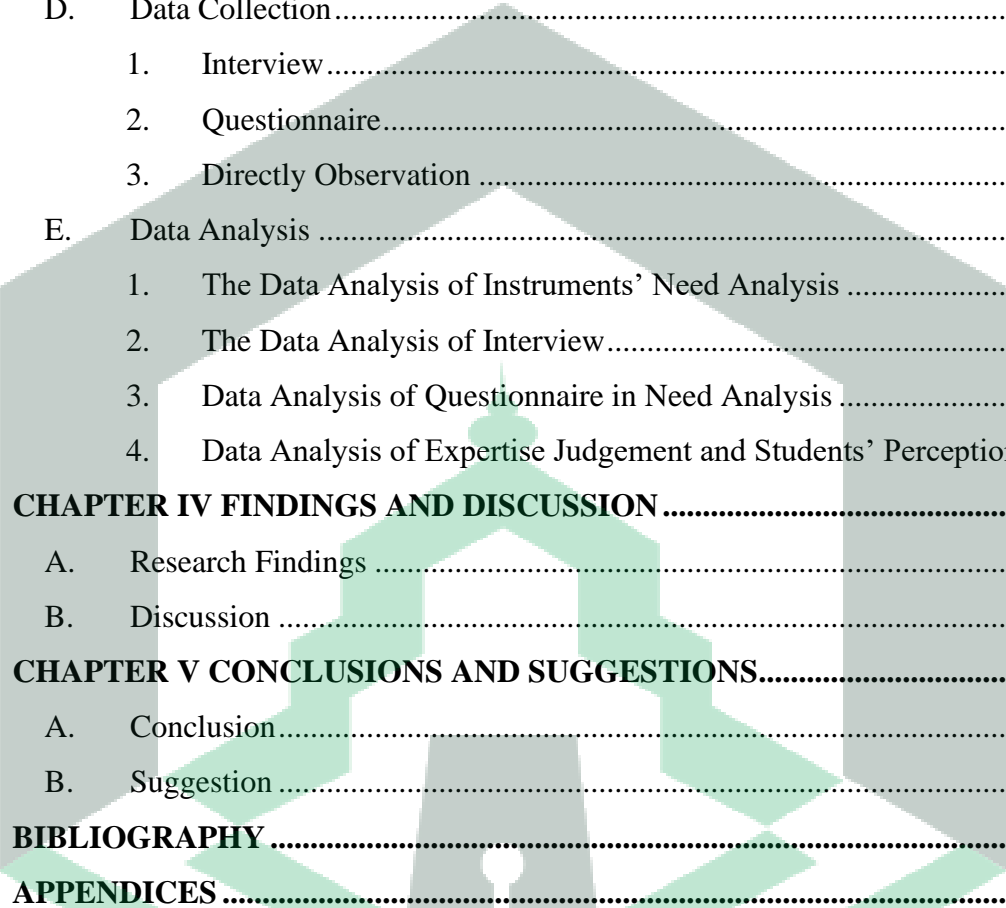
Palopo, July 2022

The Researcher

Imam Fadli
18 0202 0031

TABLE OF CONTENTS

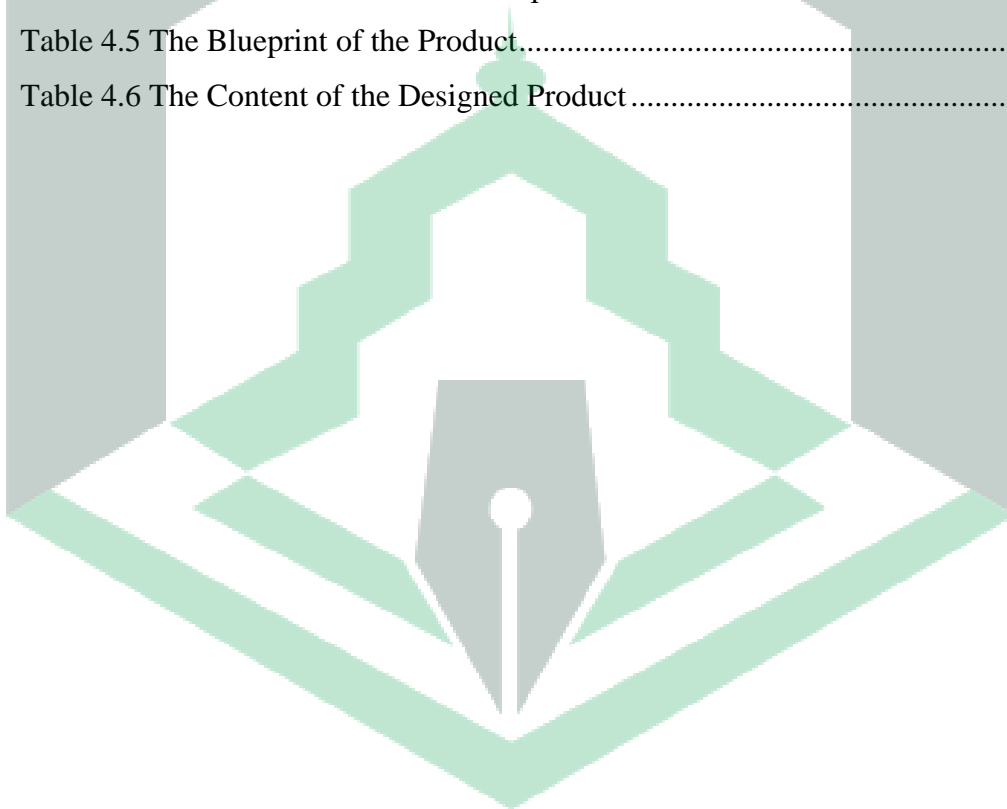
COVER PAGE	i
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	viii
LIST OF TABLES	x
LIST OF VERSE	xi
LIST OF FIGURE	xii
LIST OF CHARTS	xiii
LIST OF APPENDICES	xiv
ABSTRACT	xv
CHAPTER I INTRODUCTION	1
A. Background	1
B. Research Question	3
C. The Objective of the Research	4
D. The Specification of the Research	4
E. The Significance of the Research	4
F. The Assumption and Delimitation of the Research	5
CHAPTER II REVIEW OF RELATED LITERATURE	6
A. Review of Related Research Findings	6
B. Some Pertinent Ideas	8
1. Vocabulary Book	8
2. Santri and Modern Pesantren	10
3. Task-based Language Teaching (TBLT)	11
4. Instructional Design Model	13
C. Conceptual Framework	15
CHAPTER III METHODOLOGY OF RESEARCH	18
A. Research Design	18
B. Research Participants	18
C. Research Procedure	19
1. Analyze	19



2.	Design.....	19
3.	Develop.....	19
4.	Implement.....	20
5.	Evaluate	20
D.	Data Collection.....	20
1.	Interview	20
2.	Questionnaire.....	20
3.	Directly Observation	20
E.	Data Analysis	21
1.	The Data Analysis of Instruments' Need Analysis	21
2.	The Data Analysis of Interview.....	21
3.	Data Analysis of Questionnaire in Need Analysis	21
4.	Data Analysis of Expertise Judgement and Students' Perception..	22
CHAPTER IV FINDINGS AND DISCUSSION		24
A.	Research Findings	24
B.	Discussion	41
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....		49
A.	Conclusion.....	49
B.	Suggestion	49
BIBLIOGRAPHY		51
APPENDICES		54

LIST OF TABLES

Table 3.1 The Example of Data Conversion Table	21
Table 3.2 Qualification of Product Evaluation	23
Table 3.3 The Example of the Data Conversion Table.....	23
Table 3.4 The Example of an Expertise Validation Table.....	23
Table 3.5 The Example of Students' Perception Table.....	23
Table 4.1 The Result of the Instrument's Validation of Language Expert	35
Table 4.2 The Result of the Instrument's Validation of Material Expert	35
Table 4.3 The Result of Validation of the Product Prototype	36
Table 4.4 The Result of Students' Perceptions	39
Table 4.5 The Blueprint of the Product.....	44
Table 4.6 The Content of the Designed Product	45



LIST OF VERSE

QS Al-Mujadalah/58: 11	1
QS Al-Baqarah/2: 78.....	1



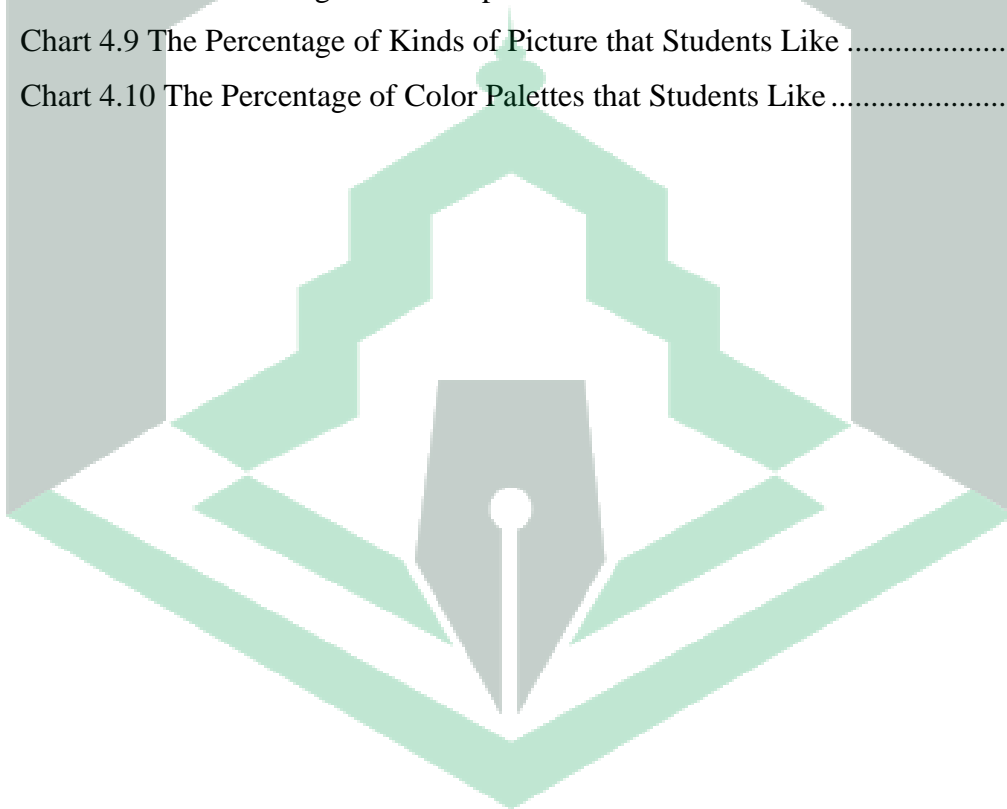
LIST OF FIGURE

Figure 2.1 Colorful Pictorial English Vocabulary	9
Figure 2.2 The Example of Multiple-choice	12
Figure 2.3 The Example of Gap-fill or Cloze Test	12
Figure 2.3 The Example of C-test	12



LIST OF CHARTS

Chart 2.1 Conceptual Framework	17
Chart 4.1 The Percentage Kinds of English Vocabulary	28
Chart 4.2 The Percentage of English Comprehension Ability	28
Chart 4.3 Kinds of Verb Vocabulary that Students Need	29
Chart 4.4 The Percentage of Activities that Students Do the Outside of Class. ...	30
Chart 4.5 The Percentage of Activities that Students Do in the Dormitory.....	30
Chart 4.6 The Percentage of Students Do in the Classroom	31
Chart 4.7 The Percentage of English Noun Vocabulary that Students Wanted....	31
Chart 4.8 The Percentage of Worship Activities that Students Wanted	31
Chart 4.9 The Percentage of Kinds of Picture that Students Like	33
Chart 4.10 The Percentage of Color Palettes that Students Like	34



LIST OF APPENDICES

- Appendix 1: Surat Izin Meneliti
- Appendix 2: Questionnaire's Instrument of Need Analysis
- Appendix 3: Instruments Validation by the Experts
- Appendix 4: The Result of the Instrument's Validation by Experts
- Appendix 5: The Result of the Questionnaire's Instrument of Need Analysis
- Appendix 6: The Interview's Questions to the Students
- Appendix 7: The Result of the Interview with the Students
- Appendix 8: Questionnaire of the Experts' Evaluation of the Product
- Appendix 9: The Result of the Experts' Evaluation Questionnaire of the Product
- Appendix 10: Lesson Plan
- Appendix 11: Questionnaire of Students' Perceptions
- Appendix 12: The Result of the Students' Perceptions
- Appendix 13: The Final Product of a Colorful Pictorial English Vocabulary Book
- Appendix 14: Documentations
- Appendix 15: Surat Keterangan Telah Meneliti
- Appendix 16: Surat Keterangan Plagiasi

ABSTRACT

Imam Fadli, 2022, “*Designing a Colorful Pictorial English Vocabulary Book for The First-grade Students of SMP Datok Sulaiman Putri Palopo*”. A thesis of English Language Education Study Program, Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Consultants (1) Sahraini and (2) Andi Tenrisanna Syam.

The research focused on designing an appropriate colorful pictorial English vocabulary book for the first-grade students of SMP Datok Sulaiman Putri Palopo. The research answered the question: How is the appropriate colorful pictorial English vocabulary book designed for the first-grade students of SMP Datok Sulaiman Putri Palopo. The research applied Research and Development method by implementing the ADDIE model (analysis, design, development, implementation, and evaluation). The designed product applied the thematic vocabulary based on Romero’s theory. 31 students on the VII D as the participants. The researcher chose the participants by implementing purposive sampling. The researcher collected the data through interviews and questionnaire instruments of need analysis, experts’ judgement of instruments and product validation, and students’ perceptions. The product’s design was according to students’ need analysis data on the first-grade students in SMP Datok Sulaiman Putri Palopo. The appropriate pictorial English vocabulary book should consist of: (1) alphabet with vocabulary for each letter, (2) objects in the school, (3) students’ activities in the school, (4) personal pronouns, and (5) students’ daily expressions. The designed product had tried out by 31 VII D students of SMP Datok Sulaiman Putri Palopo. The score of students’ perception gained 98,25% and had an “Excellent” category. The score supported by the students’ interview was summarized as follows: the book was comfortable to carry, the pictures were adorable, and the book could improve students’ vocabulary.

Keywords: *Research and Development, Pictorial and Colorful Book, English Vocabulary.*

ABSTRAK

Imam Fadli, 2022, “*Designing a Colorful Pictorial English Vocabulary Book for The First-grade Students of SMP Datok Sulaiman Putri Palopo*”. Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palopo. Dibimbing oleh (1) Sahraini dan (2) Andi Tenrisanna.

Penelitian ini berfokus untuk mendesain buku kosakata Bahasa Inggris gambar berwarna yang sesuai untuk siswa kelas satu di SMP Datok Sulaiman Putri Palopo. Penelitian ini menjawab pertanyaan tentang: Bagaimana desain buku kosakata Bahasa Inggris gambar berwarna yang tepat untuk siswa kelas satu di SMP Datok Sulaiman Putri Palopo. Penelitian ini mengaplikasikan metode penelitian dan pengembangan dengan mengimplementasikan ADDIE model (analisis, desain, pengembangan, pengimplementasian, dan pengevaluasian). Produk ini didesain dengan mengaplikasikan kosakata tematik berdasarkan teori Romero. Sebanyak seratus sembilan puluh tujuh siswa kelas satu menjadi populasi penelitian ini, dengan 31 siswa kelas VII D sebagai sampelnya dengan menggunakan *purposive sampling*. Data penelitian didapatkan melalui instrumen wawancara dan kuesioner dari analisa kebutuhan, penilaian ahli terhadap instrumen dan validitas produk, dan persepsi siswa. Produk ini didesain berdasarkan data dari analisa kebutuhan siswa kelas satu SMP Datok Sulaiman Putri Palopo. Buku kosakata Bahasa Inggris bergambar yang sesuai harus terdiri dari: (1) alfabet dengan kosakata di setiap huruf, (2) benda-benda di sekolah, (3) aktivitas siswa di sekolah, (4) kata ganti orang, dan (5) ungkapan sehari-hari siswa. Desain produk diuji cobakan kepada 31 siswa kelas VII D SMP Datok Sulaiman Putri. Hasil dari persepsi siswa mendapatkan 98,25% dengan kategori “Sangat baik”. Hasil tersebut juga didukung dengan wawancara siswa yang disimpulkan sebagai berikut: bukunya nyaman dibawah, gambar-gambarnya lucu, dan buku tersebut dapat meningkatkan kosakata siswa.

Kata kunci: *Penelitian dan Pengembangan, Buku Kosakata Bergambar, SMP Datok Sulaiman Putri Palopo.*

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-Mujadalah/58: 11.

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحَ اللَّهُ لَكُمْ
وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ
دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

“you who believe! When you are told to make room in the assemblies, (spread out and) make room. Allah will give you (ample) room (from His Mercy). Moreover, when you are told to rise up [for prayers, *Jihad* (holy fighting in Allah’s Cause), or for any other good deed], rise up. Allah will exalt in degree those of you who believe, and those who have been granted knowledge. Furthermore, Allah is Well-Acquainted with what you do.”

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 يَعْلَمُونَ الْكِتَابَ إِلَّا أَمَانِيَّ 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 requires mastering the vocabulary of the target language. Vocabulary is essential to mastering a language. Vocabulary helps the speaker to express ideas and communicate with people. In learning a foreign language, the EFL students should have several vocabularies as the bases for learning of language. The students in SMP Datok Sulaiman Putri Palopo are the EFL students that require a supporting product to enlarge their vocabulary capacity.

The researcher observed the students' comprehension in SMP Datok Sulaiman Putri Palopo on June 7th, 2021. At that moment, the researcher interviewed the English teacher about the students' ability in English. The students have problems with the limitation of vocabulary. Ameliah (2019) explains that pictures can be used in activities while learning the language to improve vocabulary. The students are more interested in colorful and entertaining designs. Pictures can help the students focus more on noticing the structure of a sentence. Furthermore, the variety of patterns also constructs the students' interest.¹

After the observation, the researcher found out that the students in SMP Datok Sulaiman Putri are interested in learning by pictures. The students easily memorize the new vocabulary but do not know the English term around them. For that reason, the researcher is trying to design a vocabulary pocketbook to increase the students' vocabulary. Several factors cause students not to desire to speak English, and the limitation of vocabulary is one of the factors. Vocabulary is the fundamental element in learning English, especially for EFL students. Without vocabulary, the students cannot use English (Amalia & Anggraeni, 2021). While learning English, increasing the vocabulary is highly recommended.² Furthermore, the researcher found the problem while learning English as a foreign language in SMP Datok Sulaiman Putri: the students are limited in common noun and activities vocabulary.

There are several studies related to vocabulary with pictures. Khanna Soliha (2020) stated that vocabulary as the main component of language proficiency is essential to learning English. Vocabulary supports the four skills of English; speaking, writing, listening, and reading. Furthermore, various vocabularies will help the students to become experts the English. Multiple vocabularies take part as the core because vocabulary can effectively and efficiently express the speaker's

¹ Mewa Ameliah et al., "Using Picture Media To Enhance Writing Ability in Procedure Text," *Exposure Journal 48 English Education Department* 8, no. 1 (2019): 48–59, doi:10.26618/exposure.v8i1.2072.

² Rizka Dinda Amalia and Anita Anggraeni, "Limitation Vocabulary Can Be One of Factor The Students Do Not Want To Speak English," *PROJECT (Professional Journal of English Education)*, 2021, doi:10.22460/project.v4i1.p75-79.

ideas and emotions. There are several ways to improve the students' vocabulary capacity; one is with a pocketbook of vocabulary.³

In addition, as cited in Bawawa and Winarsih (2020), Philips explained that learning the vocabulary will be easier if students can illustrate the meaning by using the picture. Learning vocabulary using pictures is essential because students can see the object of the word directly.⁴ Learning vocabulary using the picture stimulates students to understand and imagine the meaning. When they find a new term in English, EFL students will try to translate it into their first language and are sometimes make them confused if the meaning is complicated.

Furthermore, in their article, Bates and Son (2020) described that vocabularies presented as pictures could help students interact with the target language. Using pictures while learning vocabulary is highly recommended because the picture can express the word's meaning and make it memorable. Moreover, pictures also illustrate words that have complicated meanings.⁵ The picture can encourage the students to find out the word's meaning by looking at the picture. It can help the students quickly understand the word's meaning and use it in the sentence.

According to the problems and the previous study explained earlier, the researcher was motivated to begin this study with "Designing A Colorful Pictorial English Vocabulary Book for the First-grade of SMP Datok Sulaiman Putri Palopo."

B. Research Question

English is one of the subjects in SMP Datok Sulaiman Putri Palopo. The students in SMP Datok Sulaiman Putri Palopo, especially the first-grade students, cannot speak English because of vocabulary limitations. On the other hand, the

³ Soliha, Khanna. "Developing Pocket Book of Islamic Vocabulary for the First-Grade Students of Madrasah Tsanawiyahh 32 Lamasi." IAIN Palopo, 2020. <http://repository.iainpalopo.ac.id/>.

⁴ Marni Bawawa and Sri Winarsih, "Improving Students' Vocabulary Comprehension In Learning English Through Picture," *Musamus Journal of Language and Literature* 02, no. 02 (2020): 112–21, doi:10.35724.

⁵ Bates, James, and Jeong Bae Son. "English Vocabulary Learning with Simplified Pictures." *TESL-EJ* (2020).

students can quickly memorize the vocabulary in English by using a picture. These observations of the problems aim the researcher to formulate the problem as a research question: “How is the appropriate colorful pictorial English vocabulary book designed for the first-grade students of SMP Datok Sulaiman Putri Palopo?”

C. The Objective of the Research

The research objective is to design a colorful pictorial English vocabulary book for the first-grade students of SMP Datok Sulaiman Putri Palopo. The colorful pictorial English vocabulary book can help the student’s problems while learning English. The ability of students to memorize vocabulary quickly will be more effortless if the pictures accompany the vocabulary.

D. The Specification of the Research

The expected product specification in this research will be: (1) Romero’s theory applied in designing the pictorial English vocabulary book. The title for each unit is related to the students’ interests and covers every unit. The goal is to explicitly explain the students’ expectations so that the students understand the accomplished objectives. After considering the topics students are interested in, the themes are selected, assessed, and sorted based on the textbooks and syllabus. Theme-cycle, in this component, there are two parts warming activities and strengthening activities. Furthermore, the thematic vocabulary has several pictures to increase the students’ understanding and interest in the product. (2) The designed colorful pictorial English vocabulary book for the students would be improved based on students’ need analysis.

E. The Significance of the Research

Theoretically, the research contributed to designing an appropriate colorful pictorial English vocabulary book for the first-grade students of SMP Datok Sulaiman Putri Palopo. Practically, the study is helpful to be:

1. A medium for the English teacher to teach English, especially vocabulary building.
2. Supporting material for the first-grade students at SMP Datok Sulaiman Putri to improve their English vocabulary.

3. A reference to the next researcher researching the same topic for the further adviser.

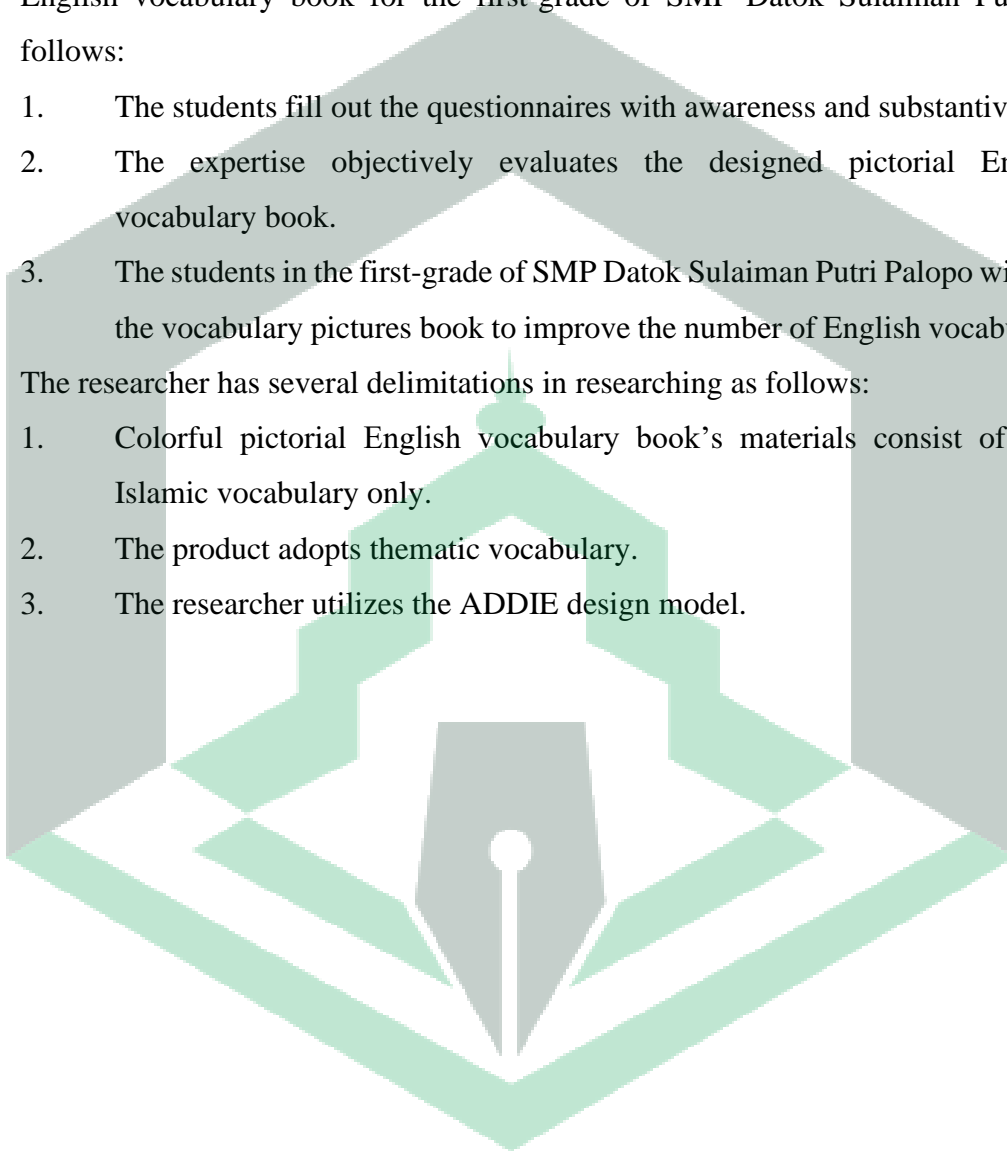
F. The Assumption and Delimitation of the Research

The researcher has some assumptions while designing the colorful pictorial English vocabulary book for the first-grade of SMP Datok Sulaiman Putri as follows:

1. The students fill out the questionnaires with awareness and substantively.
2. The expertise objectively evaluates the designed pictorial English vocabulary book.
3. The students in the first-grade of SMP Datok Sulaiman Putri Palopo will use the vocabulary pictures book to improve the number of English vocabulary.

The researcher has several delimitations in researching as follows:

1. Colorful pictorial English vocabulary book's materials consist of only Islamic vocabulary only.
2. The product adopts thematic vocabulary.
3. The researcher utilizes the ADDIE design model.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Research Findings

Khanna Soliha (2020), in her thesis entitled “*Developing Pocket Book of Islamic Vocabulary for the First-Grade Students of Madrasah Tsanawiyah 32 Lamasi*”⁶, explains that vocabulary as the main component of language proficiency is essential to learning English. Furthermore, vocabulary supports the four skills of English; speaking, writing, listening, and reading skill. Moreover, various vocabularies will help the students to become experts the English. Multiple vocabularies take part as the core because vocabulary can effectively and efficiently express the speaker’s ideas and emotions. There are several ways to improve the students’ vocabulary capacity, one of them is with a pocketbook of vocabulary. Although Soliha’s thesis discusses the development of Islamic pocketbook vocabularies for Madrasah Tsanawiyah, it differs from this research a vocabulary pictures book for boarding school student school. Although, the thesis also has several similarities with this research, which are applying Research and Development (R & D) method and developing an Islamic vocabulary book.

Nur Aisyah (2021), in her thesis entitled “*Developing Daily Expression Pocketbook for Islamic Boarding School Student at Muhammadiyah Boarding School Putra Palopo.*”⁷. Aisyah stated that vocabulary is a substantial language needed to learn a language to communicate effectively. To communicate effectively, the students facilitate with a learning media: a pocketbook. She developed an English vocabulary pocketbook at Muhammadiyah Boarding School (an Islamic school), which is different from this research, whereas designing a vocabulary pictures book. Despite that, Aisyah’s thesis also has some similarities

⁶ Khanna Soliha, “Developing Pocket Book of Islamic Vocabulary for the First-Grade Students of Madrasah Tsanawiyahh 32 Lamasi.” (IAIN Palopo, 2020), <http://repository.iainpalopo.ac.id/>.

⁷ Nur Aisyah, “Developing Daily Expression Pocketbook for Islamic Boarding School Student at Muhammadiyah Boarding School Putra Palopo” (IAIN Palopo, 2021), <http://repository.iainpalopo.ac.id/id/eprint/4029/>.

with this rese: developing a product for building the English vocabularies of Islamic students and applying the Research and Development method.

Bates and Son (2020) conducted research entitled “*English Vocabulary Learning with Simplified Pictures.*”⁸ it states that vocabularies presented as pictures increase the students’ interest and help students interact with the target language while learning. A new written and spoken vocabulary usually requires explanation and presentation in foreign language learning. Thus, using a picture to illustrate a word’s meaning is proper in learning vocabulary because the learning process involves the first language and the second language principally. Furthermore, textbooks and learning tools, one of which is a vocabulary book accompanied by pictures, cause it looks more exciting and helping for students comprehend. At the end of the journal, the researchers suggest applying simple pictorial forms in vocabulary learning and teaching methods because the pictorial forms have potential in the learning process. The journal has similarities with the research: it explains the vocabulary building and the use of pictures in vocabulary building of EFL students. The article utilizes an experimental method and differs from this research.

In contrast to the three previous studies, the product in this study has its characteristics. The most prominent feature of this product is the presence of illustrated pictures in each written vocabulary. The pictures are designed based on the students in SMP Datok Sulaiman Putri Palopo, all female students. Furthermore, the palate color was collected from the students’ interests and visualized for the teenage students. The vocabularies are collected based on the actual situation in school (the objects, students’ daily activity, and daily conversations). By applying Romero’s theory about thematic-based vocabulary, the list of vocabularies is categorized based on its theme. In addition, the vocabulary is also equipped with the phonetic symbol to be easier for the students to pronounce the word correctly.

⁸ James Bates and Jeong Bae Son, “English Vocabulary Learning with Simplified Pictures,” *TESL-EJ* 24, no. 3 (2020).

B. Some Pertinent Ideas

1. Vocabulary Book

a. Introduction of Vocabulary Book

A vocabulary book is a group of vocabulary that contains a wordlist for learners or foreign learners in learning the second language. Furthermore, the learners can receive other terms of their first language in the wordlist accompanied by their meaning in the second language. Likewise, Thornbury (2002) states that vocabulary book covers various English needs.⁹ Vocabulary book sometimes aims to meet specific requirements, for example, vocabulary book for Common European Framework of Reference for Languages (CEFR) levels and English for Specific Purposes (ESP) learners.

Vocabulary books assist teachers during the teaching process and enable students to learn independently. The student-centered learning process has forced teachers to apply creative learning methods in the last decade. Additional instruments such as books or learning materials that are easily accessible to students are needed. Using a vocabulary book helps students support their English language skills. However, a vocabulary book that only lists words and meanings in the second language is less effective for students new to these terms. Therefore, students will find it more leisure to identify and remember a new vocabulary used in the second language with a picture of vocabulary.

b. Colorful Pictorial Vocabulary

Colorful pictorial vocabulary is a vocabulary that visualizes the meaning in the form of a picture. In mastering the vocabulary, pictures are more accessible to students to interpret the words' meaning. Turnip et al. (2017) explain that pictures are suitable for learning English, especially mastering vocabulary.¹⁰ According to Turnip, pictures as a medium will assist the students in memorizing the words, meaning, and the physical of the object. It allows for improving students'

⁹ Scott Thornbury, *How to Teach Vocabulary* (Harlow: Pearson Education Limited, 2002), www.longman.com.

¹⁰ Merry Christina Turnip, Linus Rumapea, and Anna Stasya Prima Sari, "Improving Students' Vocabulary Mastery by Using Pictures Media To The Seventh Grade Students of SMP Negeri 21 Medan," *Kairos English Language Teaching Journal*, 2020, doi:10.54367/kairos.v1i3.716.

vocabulary in learning English. Bates and Son (2020) approved that the words presented in pictures support students' interaction with the target vocabulary.¹¹ The words presented as a picture represent the meaning of a word by providing a visual layout. The learning materials (for instance, textbooks and learning software) are filled with graphic representations and change the material to be more understandable and assist the students in comprehending a second language.

Santri quickly understands and remembers words in new terms (second language) by examining pictorial words. Some words are relatively easy to present in pictures (e.g., concrete noun), but presenting the abstract noun with complex meanings is tricky. However, pictures are helpful for students in developing new vocabulary. As in the example of the word “Mosque” (in Bahasa Indonesia is Masjid), it will be easier for students to recognize and remember that “Masjid” in English is “Mosque” if there is a picture of a mosque. Nevertheless, a word like “Charity” (in Bahasa Indonesia is Amal) requires more explanation rather than only a picture.



Figure 2.1 Colorful Pictorial English Vocabulary¹²

¹¹ Bates, James, and Jeong Bae Son. “English Vocabulary Learning with Simplified Pictures.” *TESL-EJ* (2020).

¹² Englishan, “Classroom Vocabulary with Images and Flashcards,” accessed February 17, 2022, <https://englishan.com/classroom-vocabulary>.

c. Thematic Vocabulary-based

The thematic vocabulary is an arrangement of a word group that includes a specific schema.¹³ The words included in a thematic group, such as book, ruler, notebook, and blackboard, are thematically in the classroom group. Tinkham in Gholami and Khezrlou (2013) explain that using a thematic vocabulary in learning a second language emphasizes better retention of lexical items.¹⁴

According to Romero (2009), thematic vocabulary-based consists of four components as follows:¹⁵

- Title: The title for each unit is related to the students' interests and covers every unit.
- Goal: The goal is to explicitly explain the students' expectations so that the students understand the accomplished objectives.
- Theme: After considering the topics students are interested in, the themes are selected, assessed, and sorted based on the textbooks and syllabus.
- Theme-cycle: In this component, there are two parts, namely warming activities and strengthening activities.

2. Santri and Modern Pesantren

Santri is a term for students who learn about their faith and live in a boarding school (Pesantren). Madjid, as cited in Gufron, explains that there are two opinions about the origin of santri. First, "santri" is originally from Sanskrit "Shastri," which means literate. The *santri* is a student trying to learn their religion through holy books written in original Arabic. Second, the term "santri" is originally from the Javanese language "cantrik", which means a person who always follows his teacher (*kyai*) wherever he stays.¹⁶

¹³ Javad Gholami and Sima Khezrlou, "Semantic and Thematic List Learning of Second Language Vocabulary," *The CATESOL Journal*, 2013.

¹⁴ Javad Gholami and Sima Khezrlou, 2013.

¹⁵ Yanillis Romero, "Promoting Language Learning through a Thematic Vocabulary-Based Syllabus in Different Grades," *Latin American Journal of Content and Language Integrated Learning*, 2009, doi:10.5294/laclil.2009.2.1.6.

¹⁶ Iffan Ahmad Gufron, "Santri dan Nasionalisme," *Islamic Insights Journal*, 2019, doi:10.21776/ub.ijj.2019.001.01.4.

Pesantren is a boarding school of *santri* to learn and live. Nowadays, there are two kinds of *Pesantren*, there are Salafi *Pesantren* and Khalafi *Pesantren*. Almira et al. explain that Salafi *Pesantren* or commonly known as Traditional *Pesantren* focuses on studying the classic book or familiar known as “*Kitab Kuning*.”¹⁷ In this type of *Pesantren*, the learning method applies the “*Sorongon*” and “*Bandongan*” systems and uses the Javanese Language as the translator language. In contrast, Khalafi *Pesantren* (familiar known as Modern *Pesantren*) already teaches general subjects, and the usage of the classic book is not the main study. *Kitab Kuning* becomes the subject in the learning process. In Modern *Pesantren*, the *santri* already learn other languages, Arabic and English, and applying curriculum slightly same with the regular school.

3. Task-based Language Teaching (TBLT)

Task-based language teaching is an approach in language teaching which aims to classroom activity as a task (pedagogical task). Nunan, in his book, explains that task-based language teaching (TBLT) is a pedagogical task involving students understanding, manipulating, producing, or engaging in the target language, aiming to their grammatical knowledge.¹⁸ The development of grammatical knowledge is to express meaning, whereas meaning and form are highly interrelated.

The test is crucial in English vocabulary learning. Without some tests, there are no reliable answers about the learning effectiveness. Testing vocabulary provides some feedback not only to the student but also to the teacher. Thornbury explains that testing motivates the students to review their vocabulary, and the learning process will be more serious.¹⁹ With tests, students will be motivated to review their understanding of what they have learned. In addition, teachers are also able to measure their learning achievement through a given test. Teachers can also be able to provide additional repetitions for students who are considered to need more explanation.

¹⁷ Bella Almira, Yunani Hasan, and Aulia Novemy Dhita, “Perkembangan *Pesantren* Di Indonesia,” *Sindang: Jurnal Pendidikan Sejarah Dan Kajian Sejarah* 3, no. 1 (2021): 52–61, <http://ojs.stkipgri-lubuklinggau.ac.id/index.php/JS/index>.

¹⁸ David Nunan, *Task-Based Language Teaching* (New York: Cambridge University Press, 2004).

¹⁹ Thornbury, *How to Teach Vocabulary*.

Thornbury, in his book, states that there are three types of vocabulary tests: multiple-choice, gap-fill or cloze test, and c-test. The multiple-choice test is a standard test with some options and only one correct answer for each question. Gap-fill, commonly known as the cloze test, is a test with blank spaces in sentences or texts requiring students to recall memory vocabulary to complete the blanks. C-test is one vocabulary test where a portion of a word is removed. For more cognition of the types of tests, here are some examples.

Please choose the correct answer below!

1. Write is a ...
 - a. Adjective
 - b. Adverb
 - c. Noun
 - d. Verb
2. Memasak refers to ...
 - a. Cook
 - b. Drink
 - c. Read
 - d. Write

Figure 2.2 The Example of Multiple-choice

Please fill the blank space with the answer below!

Breakfast Drinks Goes
 Aisyah usually (1) _____ a cup of water every morning.
 She usually has a (2) _____ at 06.30 am. After that, she (3)
 _____ to school with her father and learn with her friends.

Figure 2.3 The Example of Gap-fill or Cloze Test

Please fill the blank space with the correct answer!

Aisyah usually dri_ _ _ a cup of water every morning. She
 usually has a break_ _ _ _ at 06.30 am. After that, she go_ _
 to school with her father and learn with her friends.

Figure 2.3 The Example of C-test

In the other references, as cited on Nunan, Pattison sets out several types of tasks in language teaching: question and answer (letting students create a secret and personal choice), dialogues, and role-plays (creating an activity that students can play a role and discuss), matching activities (connecting two or more items that have the same category), communication strategies (designing an activity that students can practice their speaking skill), picture and picture stories (an activity that can stimulate speaking skill by using pictures, i.e., memory test, spot the difference, and sequencing pictures), puzzles and problems (students can employ their imagination and test their ability of logical reasoning), and discussions and decisions (students required to discuss and decide the decisions).

4. Instructional Design Model

a. ADDIE

ADDIE is an approach to developing or designing a product that stands for Analyze, Design, Develop, Implement, and Evaluate. Creating a product using the ADDIE approach is one of the compelling methods. ADDIE served as a guiding framework so that it is capable of complex situations. Also, ADDIE is appropriate for developing a product for education and other learning materials.²⁰ Branch, in his book, explains that ADDIE has five phases in developing a product are as follows:

- 1) **Analyze:** The first phase aims to identify the possible reason for a student's performance gap. Once completing the first phase, the researcher should determine suggested strategies for the possibility of success and shut the performance gap based on the empirical evidence.
- 2) **Design:** It includes generating a performance objective and conducting a design brief. To collect the analysis summary, verifying the desired performance and appropriate testing methods are needed.
- 3) **Develop:** The development phase aims to generate and validate the selected learning resources. At the end of the phase, the researcher should identify the learning resources. Furthermore, this phase of ADDIE also creates a

²⁰ Robert Maribe Branch, *Instructional Design: The ADDIE Approach*, Springer, 1st ed., vol. 53 (New York: Springer, Boston, MA, 2009), doi:10.1007/978-0-387-09506-6.

product prototype, chooses or develops assisting media, and conducts the formative review.

- 4) Implement: The implementation phase aims to create the learning atmosphere and involve the students. After finishing the implementation phase, the researcher should conduct the implementation strategy. Usually, some revisions are needed to make the product better.
- 5) Evaluate: Evaluate the quality of the product. The evaluation process conducts not only after the implementation but also before the implementation. At the end of the evaluation phase, the researcher should identify the result, several improvement suggestions, and an evaluation plan.

b. Borg and Gall

As cited in Tarbiatunnisa, Borg and Gall explain ten steps in developing the learning materials by using Borg and Gall approach.²¹ In general, the ten steps classify into three main steps. They are pre-study, development process, and validation.

- The pre-study phase consists of research and information collection, which means doing a classroom observation, reviewing the literature, and preparing an art report.
- The development process consists of six phases. The first is planning which consists of determining skill objectives, preparing course orders, and small-scale feasibility tests—after that, developing a prior product by preparing the instructional books, evaluation device, and materials. The next step is prior field testing. We are revising the main product and testing the main product, and revising the operational product.
- The validation process involves testing the operational product, final product revision, and dissemination and implementation.

²¹ Enhana Tarbiatunnisa, “Developing Basic English Speaking Module for the English Club Program At Senior High School of Modern Islamic Boarding School English Educational Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo Developing Basic Englis,” *Thesis* (IAIN Palopo, 2021), <http://repository.iainpalopo.ac.id/id/eprint/3602>.

c. 4-D model

The 4-D model developed by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel consists of defining, designing, developing, and disseminating.²² Defining phase aims to identify the target needs (needs, lacks, and wants). In the designing phase, the researcher analyses the target needs to produce and design a product. Once the designing phase is complete, the researcher develops the product accompanied by the expert and target validity. Furthermore, the product gets revised based on some feedback. Once developing and revising the product is already done, the product enters the disseminating phase, in which the product will publish through the seminar, social media, or journal.

The ADDIE model is appropriate and practical to solve this study's target need, designing a pictorial vocabulary of English. Furthermore, Branch²³ emphasized that the ADDIE model is appropriate for developing a product for education and other learning materials. For this reason, the researcher applies the ADDIE models in this research.

C. Conceptual Framework

Vocabulary is essential while learning a foreign language. The students in the first-grade of SMP Datok Sulaiman Putri Palopo, who has English as one of the subjects, require a supporting product to improve their vocabulary.

A colorful pictorial English vocabulary book is a book that contains colorful pictures and wordlist of English, which can assist the students in SMP Datok Sulaiman Putri Palopo in mastering the vocabulary. In designing the product, the researcher applies Romero's theory which is: 1) Title, the title for each unit is related to the students' interests and covers every unit, 2) Goal, the goal is to explicitly explain the students' expectations so that the students understand the accomplished objectives, 3) Theme, after considering the topics that students are interested in, the themes are selected, assessed, and sorted based on the textbooks and syllabus, and 4) Theme-cycle, in this component, there are two parts, there are

²² Reski Jayanti Sagita, Andi Tennisanna Syam, and Sahraini, "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>.

²³ Branch, *Instructional Design: The ADDIE Approach*.

warming activities and strengthening activities. Furthermore, several pictures in the thematic vocabulary increase the students' understanding and interest in the product.

In the designing phase, the researcher utilizes Research and Development method by applying the ADDIE model. First, the researcher analyzes the learner's necessities by interviewing the first-grade English teacher of SMP Datok Sulaiman Putri Palopo. After collecting the data, the researcher designs the pictorial English vocabulary book according to the earlier analysis data. After designing, the researcher develops the pictorial English vocabulary book and includes the expertise to evaluate the product. Next, the researcher implements the product by conducting a try-out directly to the target. It aims to identify the product's validity, reliability, and properness. The researcher evaluates the product using a questionnaire and interviewing the target. The collected data will become the reference to design the final product of the pictorial English vocabulary book for the first-grade students of SMP Datok Sulaiman Palopo.



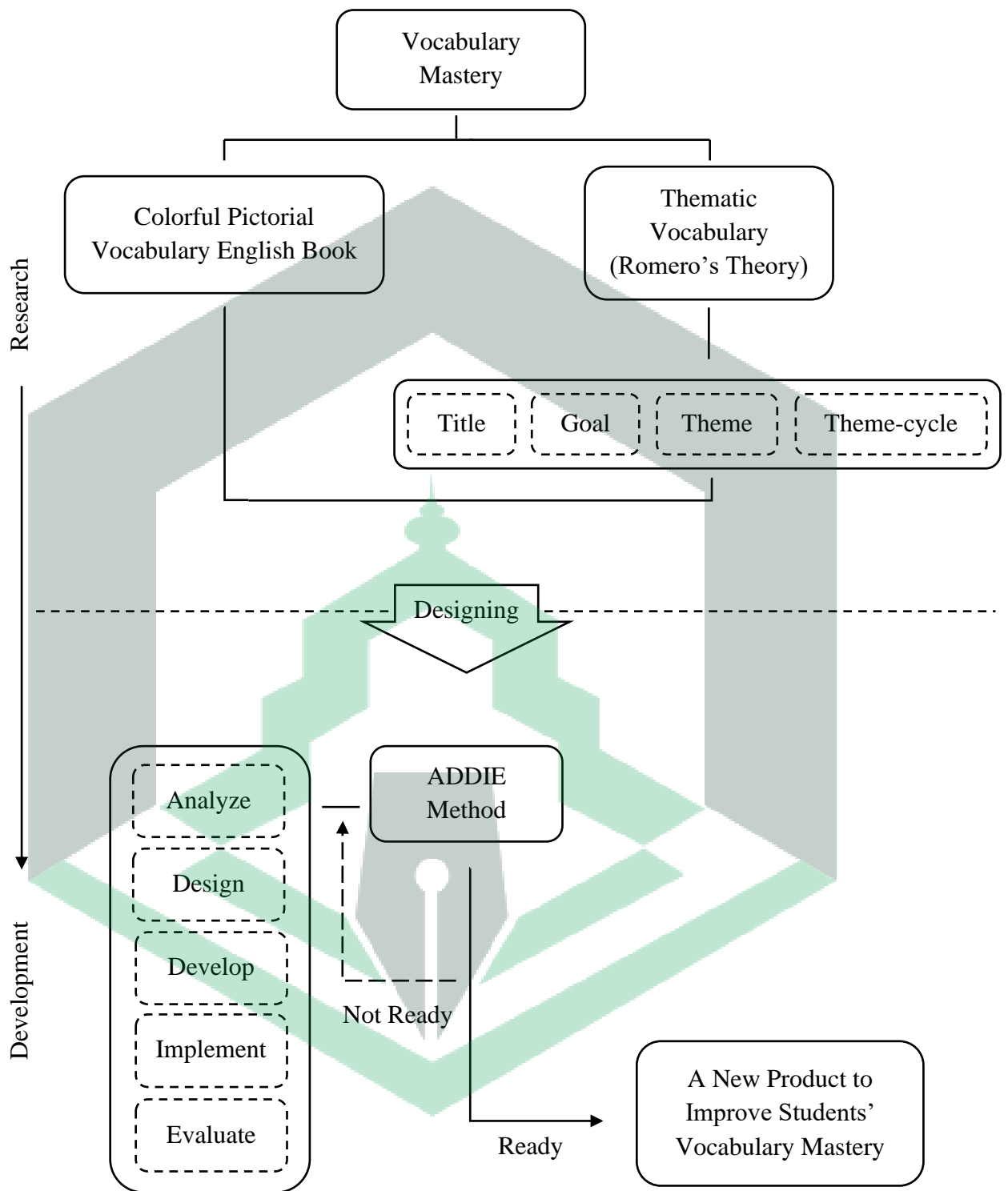


Chart 2.1 Conceptual Framework

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Design

The researcher applied research and Development (R & D) in the following research. R & D aimed to validate and develop a product. To validate a product, the researcher should test the effectiveness or validity of the existing product. In developing the product, the researcher should be able to update the existing product (to provide a more practical, effective, and efficient product) or create the new one that did not exist. The product could be a book, a worksheet, a syllabus, a program, or a module.

In designing the product, the researcher conducted a need analysis through qualitative and quantitative survey, designed a prototype product, developed the product based on the expertise suggestions, implemented the product to the target, and evaluated the product based on the data collected in the implementation phase. Furthermore, the researcher applied the ADDIE model (analyze, design, develop, implement, and evaluate). The researcher designed a colorful pictorial English vocabulary book for this research.

B. Research Participants

The English teacher and the students participated in the research. The researcher interviewed *ustadzah* Dra. Hj. Ernawati Husain, S.Pd as the English teacher of SMP Datok Sulaiman Putri Palopo. One hundred ninety-seven students consisting of six classes will merge into the research population. Furthermore, the researcher collaborated with *ustadzah* Sufianti, S.Pd as the English teacher in the VII D class. *Ustadzah* Sufianti taught Thirty-one students between 13 and 14 years old. The researcher applied purposive sampling.

In addition to the number of students in the research population, the research also consisted of three validators: Dr. Masruddin, S.S., M.Hum as the validator of language expert, Sufianti, S.Pd as the material validator, and Fadhliyah Rahmah Muin, S.Pd.I., M.Pd as the validator of design and visualization of the product. To

evaluate the product directly to the students, the researcher tried out the product with a minimum of 20 students on the research sample.

C. Research Procedure

ADDIE model was applied in the research to design a new colorful pictorial English vocabulary book for first-grade students of SMP Datok Sulaiman Putri Palopo. There were five phases in the ADDIE model: analysis, design, development, implementation, and evaluation.

1. Analyze

The researcher analyzed the students' needs (lacks, wants, and necessities) to construct the product in the analysis phase. At the end of that phase, the researcher determined the prototype design of the product to improve students' English vocabulary. The researcher applied the purposive sampling to the VII grade students and chose the VII D class. Furthermore, the researcher used a questionnaire to collect the data based on the students' needs. Also, the researcher interviewed the teacher, *ustadzah* Dra. Hj. Ernawati Husain, S.Pd, as the English teacher in SMP Datok Sulaiman Putri Palopo.

2. Design

The researcher analyzed the data of the analysis phase to design a new product. The product was designed based on the data of the analyzed phase and the school's curriculum. In the design phase, the researcher generated the content in the colorful pictorial English vocabulary book and the instrument to validate the design. While designing the book, the researcher finds out about the activity of the students outside of class.

3. Develop

The researcher developed the product prototype, the colorful pictorial English vocabulary book, in the development phase. The product prototype will validate by validators using the instrument arranged in the design phase. Validators would assess the design to account for feasibility, appropriateness of language, presentation feasibility, visual feasibility, and the suitability of the approach used on the product—the validation until the prototype was ready to implement directly to the students.

4. Implement

The implementation was going to the next phase after developing the product. The researcher implemented and tried the product directly on the students of SMP Datok Sulaiman Putri Palopo. The researcher aimed to know the product's effectiveness in the implementation phase. Furthermore, the implementation phase conducted a purposive sampling with 31 students in the VII D class of SMP Datok Sulaiman Putri Palopo.

5. Evaluate

The evaluation phase provided an accurate account of the product appropriate to students of SMP Datok Sulaiman Putri Palopo. In the last phase, evaluation, the researcher conducted the last revision towards the colorful pictorial English vocabulary book. The revision was according to the students' questionnaires and expert opinions of the colorful pictorial English vocabulary book.

D. Data Collection

1. Interview

The researcher interviewed *ustadzah* Dra. Hj. Ernawati Husain, S.Pd as the English teacher of SMP Datok Sulaiman Putri Palopo on the need analysis phase. The researcher prepared seven questions for the students needing analysis. Ten questions discuss students' comprehension of English vocabulary. Furthermore, the interview also collected the students' perceptions of the validated product.

2. Questionnaire

The questionnaire assisted the researcher in collecting the data related to the target needs (necessity, lacks, and wants). The questionnaire was distributed to analyze students' perceptions and collected the expertise evaluation while developing the product. The questionnaire consisted of 14 questions on need analysis of the students, 13 questions about students' perception of the product, and 24 questions on experts' validation.

3. Directly Observation

Directly observation was conducted to observe the objects in school, students' activities, and the daily conversations. The data collected through direct

observation would be the additional contents for the product. The objects observed should be the school facilities and things familiar to the students in daily routines. Meanwhile, the activities vocabulary consisted of the students' routines as boarding school students. The researcher also observed the students' common expressions in the school and became additional content on the product.

E. Data Analysis

1. 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	
Average Score	

2. The Data Analysis of Interview

The researcher utilized the descriptive qualitative method in analyzing the data collected in the interview.

3. Data Analysis of Questionnaire in Need Analysis

The researcher analyzed the data by applying the quantitative descriptive method. The most frequent answer chosen by students indicated the most agreed

option. It became the data for the researcher to design a colorful pictorial English vocabulary book. The researcher used a column chart according to the data to visualize the data. In addition, the researcher applied the following formula to calculate the data.²⁴

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

X = score

$\sum X$ = the number of students' answer

N = the total of students

4. Data Analysis of Expertise Judgement and Students' Perception

The researcher applied the *Likert scale* to calculate the data of expert judgment and students' perceptions. The researcher calculated the result of the data by the average of the respondents' answers. To determine the students' perception, the researcher used the range as follows:²⁵

The number of *Excellent* answer : $4,2 > M \leq 5,0$

The number of *Good* answer : $3,4 > M \leq 4,1$

The number of *Average* answer : $2,6 > M \leq 3,3$

The number of *Poor* answer : $1,8 > M \leq 2,5$

The number of *Very poor* answer : $1,0 > M \leq 1,7$

To find the percentage (x), firstly, the researcher averaged the total score (Mean) by using the following formula:

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

M: Mean score

B: Total score

N: The number topic of materials

²⁴ Sagita, Syam, and Sahraini, "Designing English Syllabus for Islamic Education Study Program at IAIN Palopo."

²⁵ Aisyah, "Developing Daily Expression Pocketbook for Islamic Boarding School Student at Muhammadiyah Boarding School Putra Palopo."

After collecting the average (Mean), the researcher calculates the average to find the percentage (x) by using the formula as follows:

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

X = Percentage (%)

M = Mean Score

N = Highest rate of value

The mean score and percentage result which categorized in the following data conversion table.

Table 3.2 Qualification of Product Evaluation

Score (M)	Percentage (X)	Qualification	Categories
3,6 – 4,0	90% - 100%	Excellent	Can be utilized without revision.
2,6 – 3,59	65% - 89%	Good	Can be utilized with a little revision.
1,6 – 2,59	40% - 64%	Fairly	Can be utilized with many revisions.
0 – 1,59	0% - 39%	Poor	Cannot be utilized.

Table 3.3 The Example of the Data Conversion Table

Score (M)	Percentage (X)	Qualification	Classification

Table 3.4 The Example of an Expertise Validation Table

No	Indicators	Average Score	Categories	Expertise Suggestion

Table 3.5 The Example of Students' Perception Table

No	Statements	Average Score	Categories

CHAPTER IV

FINDINGS AND DISCUSSION

The fourth chapter discusses the findings and process of designing a colorful pictorial English vocabulary book for the first-grade students of SMP Datok Sulaiman Putri Palopo.

A. Research Findings

1. The Result of the Interview

The researcher interviewed *ustadzah* Dra. Hj. Ernawati Husain, S.Pd as the English teacher about the English vocabulary comprehension of the students. According to *ustadzah* Ernawati, the students could not speak English because of the limitation of the English vocabulary. Moreover, the researcher interviewed by asking the following questions to collect the data: (1) What is *ustadzah*'s experience while teaching English? (2) what is your opinion about the students' ability in English? (3) Are there any obstacles for the students to learning English vocabulary? (4) what are those obstacles? (5) Has *ustadzah* ever used picture media when learning English, especially when planting English vocabulary to the students? (6) do students need a product to support their vocabulary comprehension in English? (7) do students interest in studying by using a picture? (8) if the researcher researches designing a product of vocabulary with a picture, will it enhance the students learning, especially in English vocabulary? (9) as a teacher, what is *ustadzah* opinion if the students facilitated with that product, is the learning process more effective or not? (10) what kind of English vocabulary is needed? There were answers by *ustadzah* Ernawati:

“I have taught English since 2006 in MTS Model Palopo for two years. In 2008, and asked for a mutation to SMP Datok Sulaiman Putri Palopo as an English teacher today. While teaching English, the students gain good scores, especially in the final test with above the average score.” (Interviewed on 26 February 2022).

“Students attempt to mastery the English vocabulary that aims to improve speaking ability and practice pronouncing English in daily activity.” (Interviewed on 26 February 2022).

“The obstacles that the students face are the students are still lacking or sometimes shy and not confident. Then, less time to study. Third, it is difficult to memorize vocabulary because there are many other assignments and lessons.” (Interviewed on 26 February 2022).

“Students need products or results to support understanding vocabulary in English. The goal is to master basic things in English. the vocabulary needs to understand the meaning and sound by requiring the product to produce more vocabulary with good quality which will practice learning English.” (Interviewed on 26 February 2022).

“Of course, students are very interested in learning vocabulary by using media or pictures where the media motivates students to develop themselves in vocabulary mastery further.” (Interviewed on 26 February 2022).

“Students will be interested in using the product because they can apply their vocabulary by using the product.” (Interviewed on 26 February 2022).

“Learning will be effective if the product is applied in the learning process and can be realized and produced according to students’ vocabulary mastery skills by adding insight and memorizing students’ vocabulary and practicing in English.” (Interviewed on 26 February 2022).

“The required vocabulary started from vowels introductory article, personal pronouns, adjectives, verbs (regular and irregular), nouns.” (Interviewed on 26 February 2022).

The researcher also interviewed VII D students with 29 students to collect the data. Based on the interview, the student’s vocabulary improves while learning English in the classroom. The teacher writes the list of vocabulary on the

whiteboard every meeting so that the students can quickly memorize the vocabulary. Furthermore, the students should mention the vocabulary every Friday to the student council administrator. In the other situation, the students are not facilitated with supporting products, such as vocabulary books, to improve the students' vocabulary, which the students require. Moreover, the students require a colorful pictorial vocabulary around the school. The results of the interview with students are as follows:

- a. Does the classroom class of English improve the vocabulary after studying? Why?

The students answered that their English vocabulary improved in learning English in the classroom. The teacher writes the vocabulary on the whiteboard, and students can quickly memorize the words. Furthermore, the students should mention the English vocabulary every Friday to the student council administrator. (Interviewed on 18 May 2022).

- b. Does SMP Datok Sulaiman Putri have a book or any other teaching material to assist English vocabulary?

The students answered that they do not have any books or other teaching material to assist their English vocabulary. SMP Datok Sulaiman Putri provides the students with material English books in general for learning, but it does not specific to vocabulary building. (Interviewed on 18 May 2022).

- c. What are the strengths and weaknesses of available books?

The available book for learning English aims to the educational curriculum. The book has the strength to improve the comprehension of English in general, such as grammar and tense. On the other hand, the book has several weaknesses, for instance, the book does not focus on vocabulary building, and the size is not practical to carry everywhere. (Interviewed on 18 May 2022).

d. Do the available teaching materials assist in improving English vocabulary?

According to the students, the available teaching materials do not improve their vocabulary. The provided product only improves the students' comprehension of English, such as grammar and tense. (Interviewed on 18 May 2022).

e. Do you like learning English, especially its vocabulary, by using pictures?

The students answered that they like to learn English vocabulary by using pictures. According to the students, the teacher sometimes teaches using a picture to enhance the students' comprehension of the material. Furthermore, the researcher asks what kind of pictures they like. Some of them answered with an illustration picture (cartoon), and some answered with a picture of a real object. (Interviewed on 18 May 2022).

f. Is an illustrated English vocabulary book needed for 7th-grade students SMP Datok Sulaiman Putri Palopo to improve their English vocabulary?

The students simultaneously answered yes about the necessity of an English vocabulary book. The students expect the product to contain several vocabularies that can improve their English vocabulary. (Interviewed on 18 May 2022).

g. Do you need to include the vocabulary of the objects, everyday expressions, and the activities that you often do every day at the Islamic Boarding School?

The students answered that mostly they needed all of the options. They should be able to know about the English term for objects in school, their activity, and their daily expressions. (Interviewed on 18 May 2022).

2. The Result of the Questionnaire in Need Analysis

Twenty-nine students answered the questionnaire needing analysis. The researcher collected the data in the VII D class, and the students answered the questionnaire for about 30 minutes. The results of the questionnaire elaborate below:

a. Need analysis' result

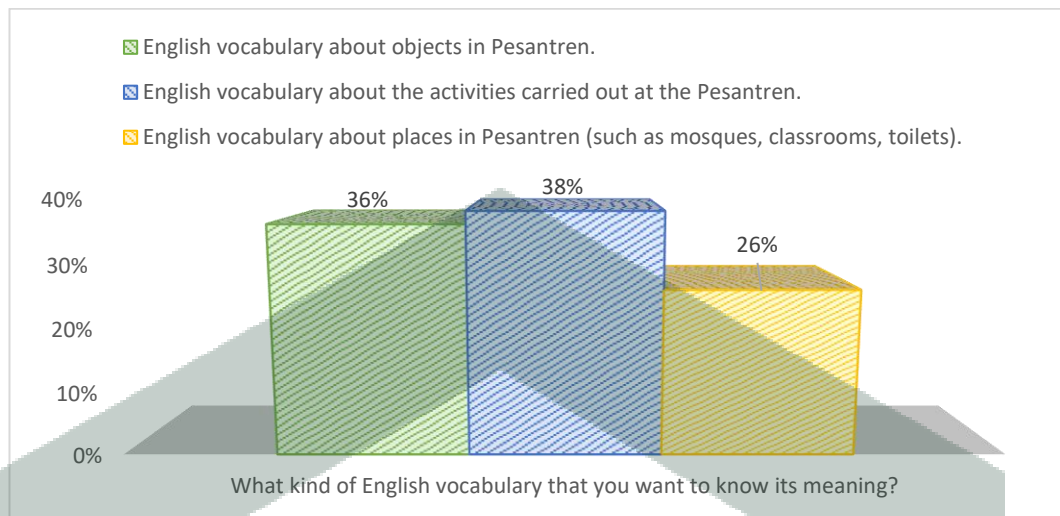


Chart 4.1 The Percentage Kinds of English Vocabulary.

The first question concerns the kinds of vocabulary included in the product. 36% of students chose English vocabulary about objects in the boarding school, 38% chose English vocabulary about the activities carried out at the boarding school, and 26% chose English vocabulary about places in boarding school. The following column chart is a visualization of the data.

b. Lack of analysis' result

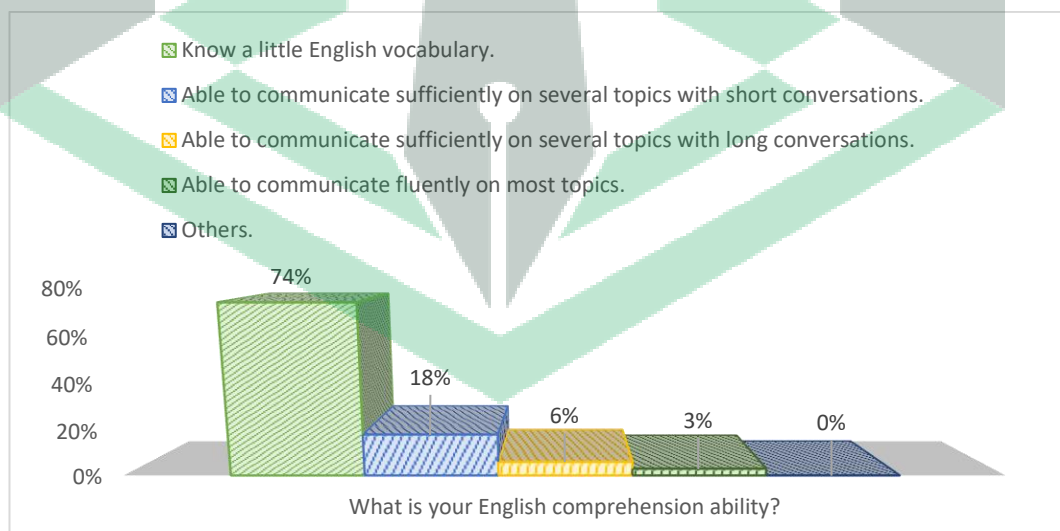


Chart 4.2 The percentage of English Comprehension Ability.

The chart visualizes the lack of students in English. The question focuses on the students' ability, with 74% of students only knowing a little English vocabulary. Meanwhile, 18% of students can communicate on several topics with short conversations. The students who can communicate sufficiently on several topics with long conversations gain 6% of the students. Furthermore, 3% of students can communicate fluently on most topics.

c. Wants analysis' result

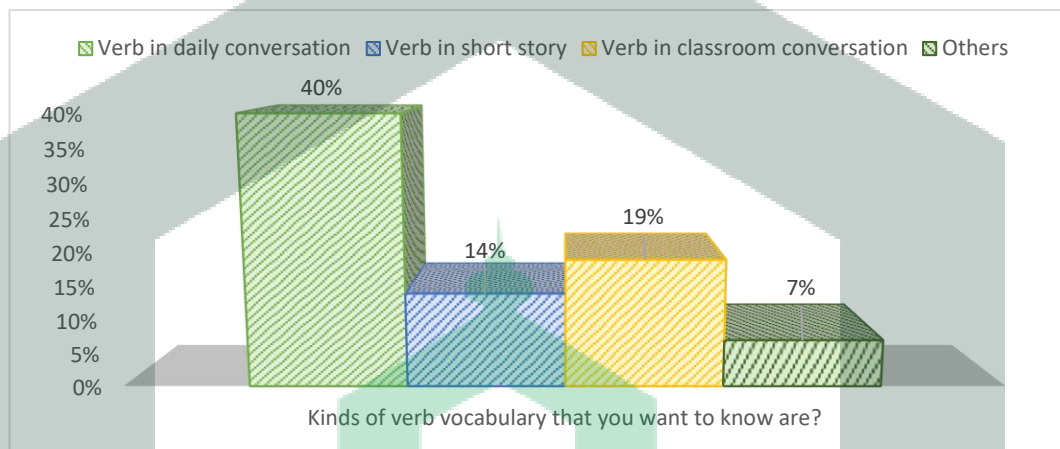


Chart 4.3 Kinds of Verb Vocabulary that Students Need.

Concerning kinds of vocabulary that students' needs are asked in the third question. 40% of the total answers choose a verb in daily conversation. The rest of the answers selected verbs in classroom conversation with 19% of the total answers, 14% selected verbs in the short story, and 7% of students chose the others section. The students who selected the other section added a vocabulary used in communication and vocabulary used in daily conversation. According to the data, it assumes that students need verb vocabulary used in daily conversation.

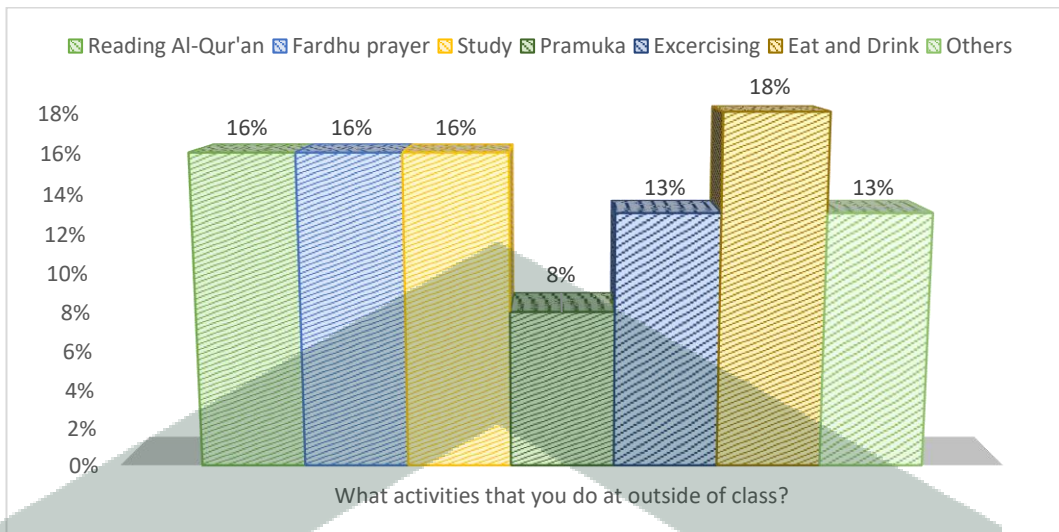


Chart 4.4 The Percentage of Activities that Students Do the Outside of Class.

Chart 4.4 illustrates the percentage of activities that students do outside of class. 18% of the total answers choose to eat and drink. 16% choose reading Al-Qur'an, fard prayer, and study. 8% choose extracurricular (Pramuka). 13% choose exercising and students' addition. Furthermore, the students add several answers to the other section, such as community service, washing and drying clothes, shopping, snacking, going to the mosque, eating on the santri mart, dhikr, reading Al-Qur'an, and meeting the guess.

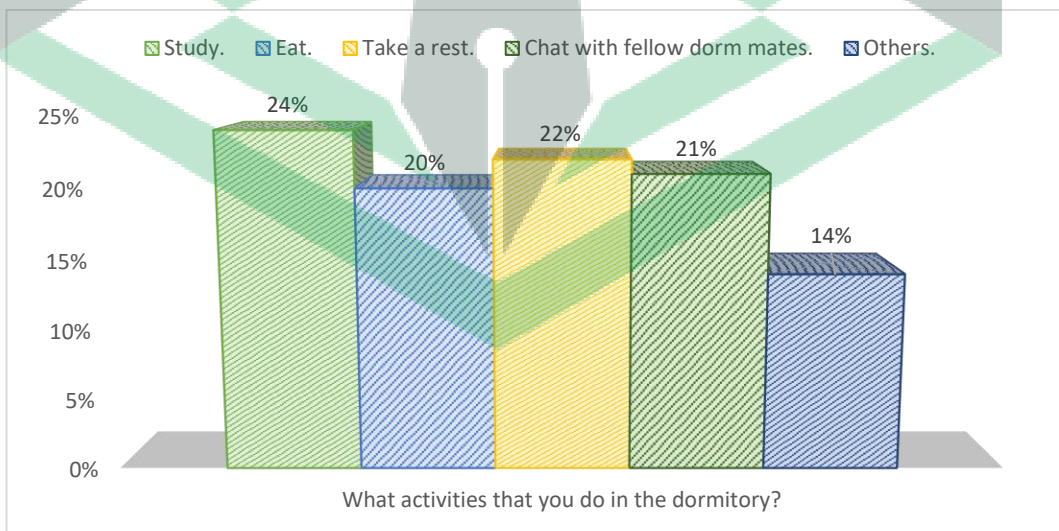


Chart 4.5 The Percentage of Activities that Students Do in the Dormitory.

Students' activities in the dormitory visualize in chart 4.5. 24% of the total answers choose to study, 22% choose to take a rest, 21% select chat with fellow dorm mates, 20% select eat, and the rest of 14% select the other section. The 14% answer of other sections states praying, taking a bath, singing, watching together, punished, exercising, calling, doing homework, playing mafia, playing cops, and lying down and talking.

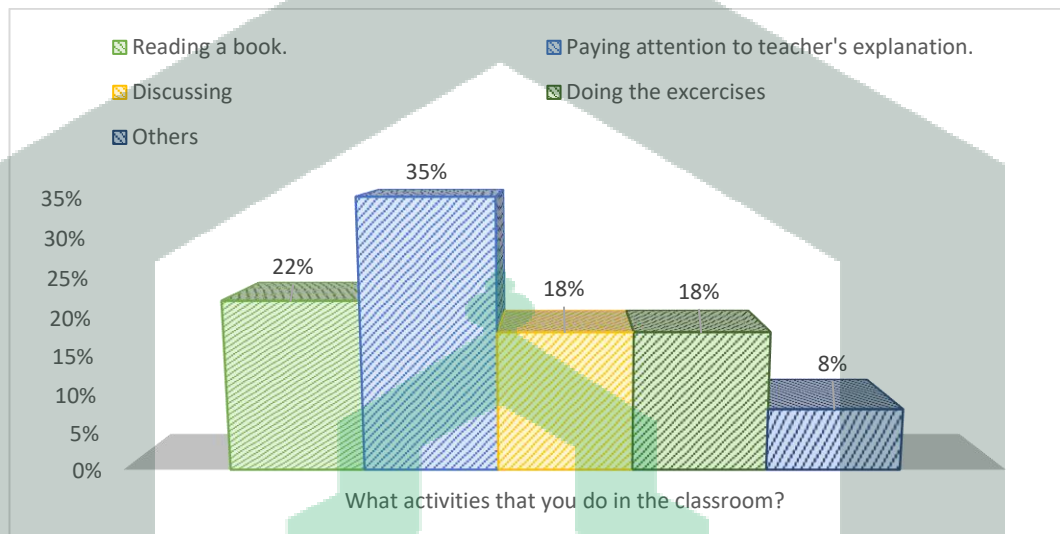


Chart 4.6 The Percentage of Students Do in the Classroom.

Chart 4.6 illustrates the percentage of students' answers to activities in the classroom. There are five selections, with 35% of the total answers choosing to pay attention to the teacher's explanation, 22% choosing to read a book, 18% choosing to discuss and do exercises, and the rest 8% answering in the others section. The additional answers in other sections are answering the teacher's questions, memorizing, lying down, chatting, and singing.

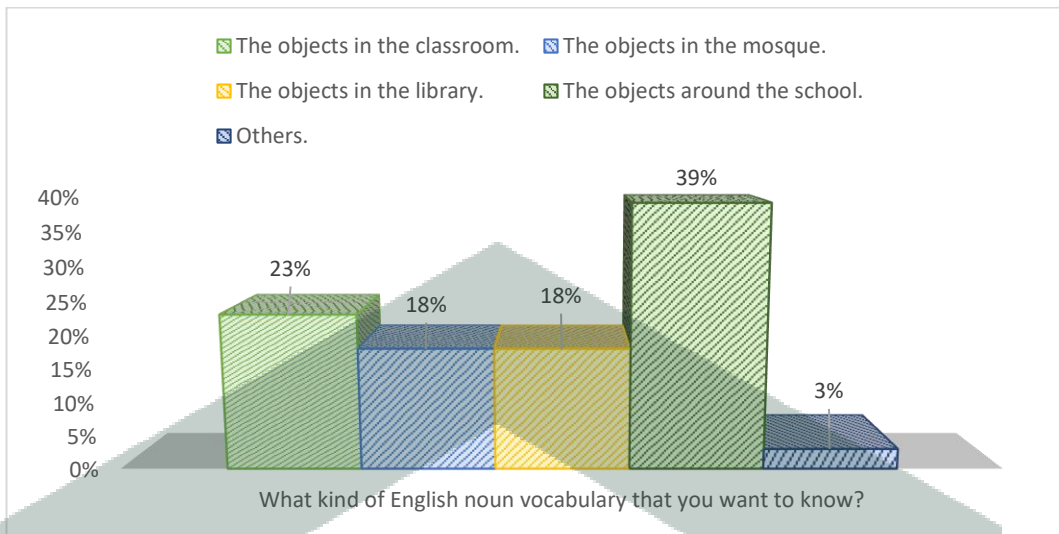


Chart 4.7 The Percentage of English Noun Vocabulary that Students Wanted.

Chart 4.7 illustrates the percentage of the actual answers about the kinds of English noun vocabulary required. 39% of the total answers chose the objects around the school. Meanwhile, 23% answered to choose the objects in the classroom, 18% of the objects in the library and mosque. The rest of the 3% answered in the others section. The students who answered in other sections mentioned objects outside the dormitory, all options, and the dormitory objects.

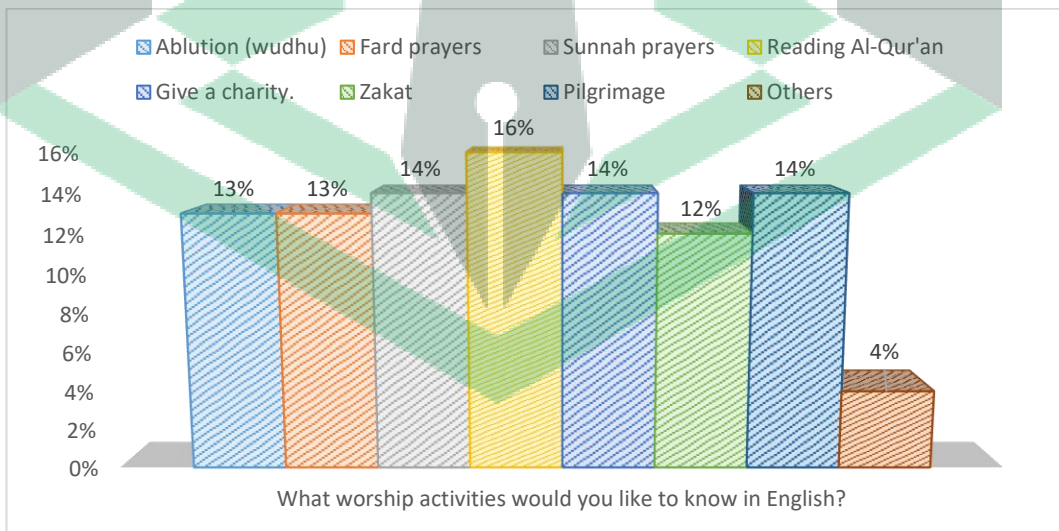


Chart 4.8 The Percentage of Worship Activities that Students Wanted.

The provided chart 4.8 summarizes about kinds of worship activities that students want. There are 16% of the total answers selected read Al-Qur'an. Meanwhile, 14% of the total answers select Sunnah prayer, giving a charity, and pilgrimage. 13% of answers choose ablution and fard prayers. 12% chose zakat and the rest 4% answered in the others section. The students write several worship activities in the others section, such as all of the answers, fasting, reading the Holy Qur'an, and praying.

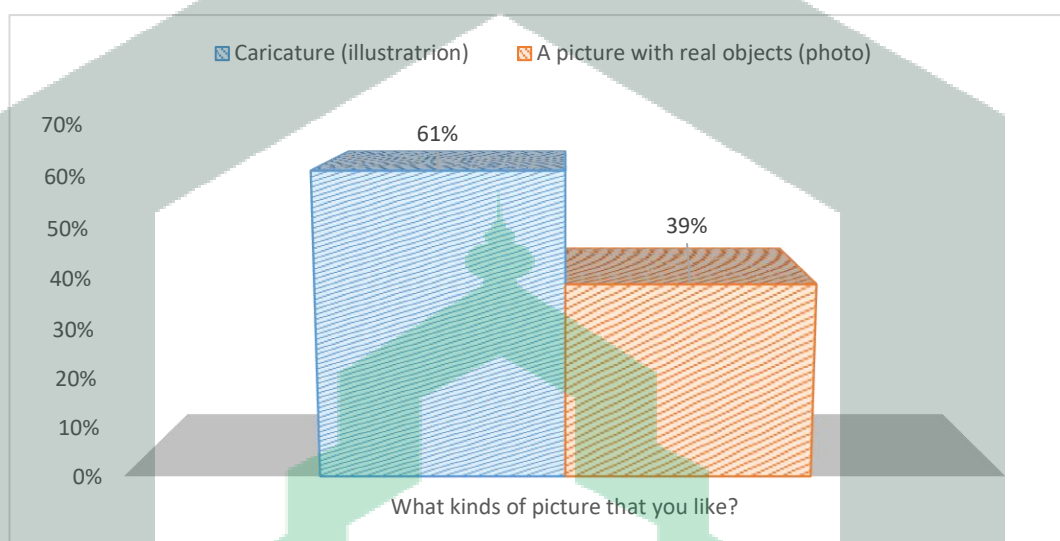


Chart 4.9 The Percentage About Kinds of Picture that Students Like.

There are two options for the kinds of pictures that will be the base of the picture in the designed product. The supplied Chart 4.9 illustrates the percentage of pictures the students like. 61% of the total answers chose the caricature picture; meanwhile, 39% of answers chose real object pictures.

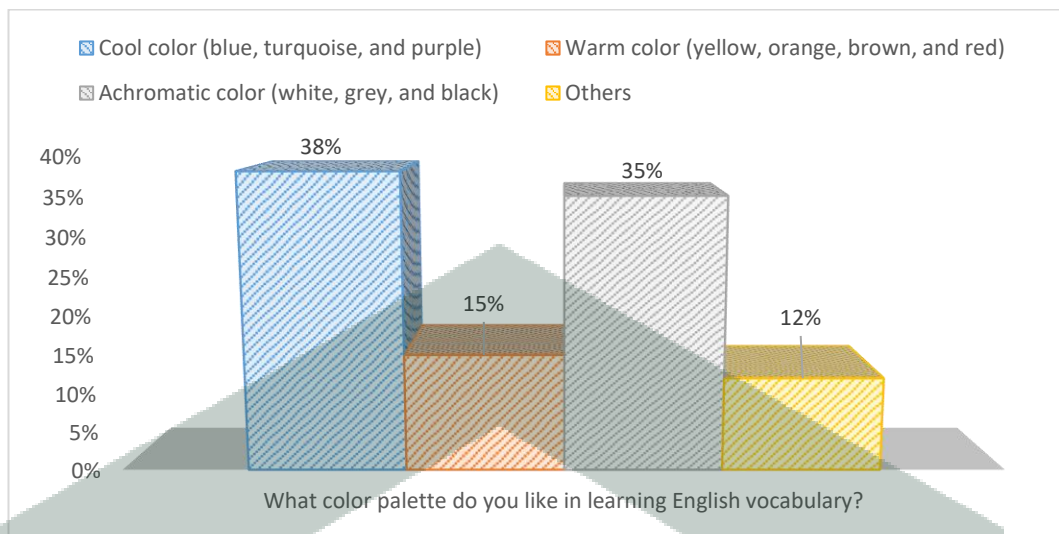


Chart 4.10 The Percentage of Color Palettes that Students Like.

Chart 4.10 summarizes the students' answers about the color palette that students like. 38% of the total answers choose the calm color (blue, turquoise, and purple). The achromatic color (white, grey, and black) gains 35% of the total answers. Meanwhile, 15% of answers select the warm color (yellow, orange, brown, and red). Meanwhile, 12% of the other sections' answers are pink, pastel color, navy blue, green, dark green, violet, light blue, and light pink.

The rest of the four questions on the questionnaire are the short essay answers. The first question is about activities that students do in scout extracurriculars. Several answers state that students learn about the line of march, line variation, yelling, team working, physical training, discipline training, making a stretcher, learning the code in scout, and semaphore practice. The second question is about activities that students do in sports extracurricular. Students' answers are warm-up, volleyball, basketball, badminton, run, gymnastics, long jump, shot put, and baseball. The third question asks about objects in scout extracurriculars. Students' answers are stick, neckerchief, semaphore, whistle, Boni hat, pocketbook, scout uniform, ring woggle, shoes, and stretcher. The last question questions the objects in sports extracurriculars: ball, shuttlecock, badminton racket, tennis ball, mattress, sports clothes, and net.

3. Product Validation

a. Expert judgement on research instruments

Two experts validate the research instruments: Dr. Masruddin, S.S., M.Hum as the language validator and Sufianti, S.Pd as the material validator. The questionnaire consists of 14 questions related to the target and learner needs. The details of the results of validation research instruments are as follows:

Table 4.1 The Result of the Instrument's Validation of Language Expert

Aspects	Score
Contents	4,7
Scope of content	5,0
Language	5,0
Average Score	4,9

Table 4.2 The Result of the Instrument's Validation of Material Expert

Aspects	Score
Contents	5,0
Scope of content	5,0
Language	5,0
Average Score	5,0

Once the instrument was validated, the researcher continued distributing the questionnaire to the VII D students. Twenty-nine students answered the questionnaire for about 30 minutes.

b. Expertise judgement on the designed product

Three experts validate the designed product. The researcher prepares questionnaires as an instrument to validate the product through validators. The three validators are Dr. Masruddin, S.S., M.Hum as the language validator, Sufianti, S.Pd as the material validator, and Fadhliyah Rahma Muin, S.Pd.I., M.Pd as the design and layout validator. The result of the validation of the product prototype recapitulates as follows:

Table 4.3 The Result of Validation of the Product Prototype

No	Indicators	Average Score	Categories	Expertise Suggestion
A. Content				
1.	The scope of material in the pictorial English vocabulary book is appropriate to the needs of the VII grade students in SMP Datok Sulaiman Putri Palopo.	4,0	Excellent	It can use without a revision
2.	The depth of vocabulary in the pictorial English vocabulary book for the VII grade students of SMP Datok Sulaiman Putri Palopo is adequate.	3,3	Excellent	It can use without a revision
3.	The originality of vocabulary in the pictorial English vocabulary book for the VII grade students in SMP Datok Sulaiman Putri Palopo is adequate.	4,0	Excellent	It can use without a revision
4.	The selection of illustration pictures can represent the vocabulary.	3,7	Excellent	It can use without a revision
B. Language				
5.	The usage of vocabularies in pictorial English vocabulary book are correct.	3,7	Excellent	It can use without a revision
6.	The vocabularies represented in pictorial English vocabulary book are appropriate to students' cognitive development.	4,0	Excellent	It can use without a revision
7.	The presented vocabularies are easy to understand.	4,0	Excellent	It can use without a revision
8.	The overall vocabularies are according to the student's ability.	3,7	Excellent	Add the phonetics symbol

C. Input				
9.	Vocabulary input in the pictorial English vocabulary book helps improve the English skills of the VII grade students in SMP Datok Sulaiman Putri Palopo.	3,7	Excellent	It can use without a revision
10.	The input vocabulary in the pictorial English vocabulary is per the abilities of the VII grade students in SMP Datok Sulaiman Putri Palopo.	4,0	Excellent	It can use without a revision
11.	The vocabulary input in the pictorial English vocabulary book is fascinating.	3,7	Excellent	It can use without a revision
12.	The input vocabulary in the pictorial English vocabulary book is per the language skills of the VII grade students of SMP Datok Sulaiman Putri Palopo.	3,7	Excellent	It can use without a revision
13.	The input vocabulary in the pictorial English vocabulary book includes the correct language structure.	4,0	Excellent	It can use without a revision
14.	Vocabulary choices are per the characteristics of the VII grade students.	4,0	Excellent	It can use without a revision
15.	Vocabulary input in the pictorial English vocabulary book can add insight to the students of the VII grade PMDS Putri Palopo.	3,7	Excellent	It can use without a revision
16.	The choice of pictures in the vocabulary is per the VII grade students of SMP Datok Sulaiman Putri Palopo.	4,0	Excellent	It can use without a revision

D. Design and layout				
17.	The choice of colors in the pictorial English vocabulary book is fascinating.	4,0	Excellent	It can use without a revision
18.	The pictorial cover of the pictorial English vocabulary book is attractive.	3,7	Excellent	Revise the cover by using an illustration picture
19.	The display of the contents of the pictorial English vocabulary book is clear.	4,0	Excellent	It can use without a revision
20.	Use of proper punctuation.	4,0	Excellent	It can use without a revision
21.	The composition of the material in the pictorial English vocabulary book is systematic.	4,0	Excellent	It can use without a revision
22.	The sources in the pictorial English vocabulary book are precise.	4,0	Excellent	It can use without a revision
23.	Appropriate spacing.	4,0	Excellent	It can use without a revision
Total score		88,7		

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

$$M = \frac{B}{N} = \frac{88,7}{23} = 3,86$$

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

$$x = \frac{3,86}{4} \times 100\% = 96,38\%$$

The calculation shows that the mean is 3,86 with 96,38%, which qualified as “Excellent”. Based on the result of experts’ judgments, it concluded that the product could use without revision.

4. The Result of the Product Implementation

The product was implemented directly to the VII D of 31 students with additional two students from the need analysis. The implementation had conducted for two meetings on May 18th and May 19th 2022. In the first meeting, the researcher presented about the phonetics symbol. The reason is that the product mostly used a phonetics symbol for each vocabulary. At the end of the meeting, the researcher gave a designed product to the students. The students reviewed and took notes according to their opinion about the product and handed them in the next day. The researcher presented part four of the product in the next meeting, a personal pronoun. The researcher used part four because the topic was related to the school’s syllabi. At the end of the presentation, the researcher distributed the questionnaire on students’ perceptions. The results of the questionnaire are detailed as follows.

Table 4.4 The Result of Students’ Perceptions

No	Statements	Average Score	Categories
1.	The pictorial English vocabulary book material is suitable for basics.	4,97	Excellent
2.	The overall materials in the pictorial English vocabulary book are per the VII grade students’ needs on SMP Datok Sulaiman Putri Palopo.	4,93	Excellent
3.	The overall materials in the pictorial English vocabulary book are varied.	4,86	Excellent
4.	The overall materials in the pictorial English vocabulary book assist the students in communicating English fluently.	4,97	Excellent
5.	The overall materials in the pictorial English vocabulary book are exciting and easy to understand.	4,86	Excellent
6.	The topic of the pictorial English vocabulary book is overall per the VII grade students’ need on SMP Datok Sulaiman Putri Palopo.	4,90	Excellent

7.	The topic in the pictorial English vocabulary book is easy to understand and implemented every day in the SMP Datok Sulaiman Putri Palopo area.	4,97	Excellent
8.	The chosen pictures in the pictorial English vocabulary book are exciting and appropriate for the VII grade students in SMP Datok Sulaiman Putri Palopo.	4,97	Excellent
9.	The font and font size in the pictorial English vocabulary book are exciting and comfortable to read.	4,83	Excellent
10.	The chosen color for the pictorial English vocabulary book is exciting and delightful to read.	4,90	Excellent
11.	The cover of the pictorial English vocabulary book is attractive.	4,93	Excellent
12.	The design of the pictorial English vocabulary book is attractive.	4,97	Excellent
13.	The pictorial English vocabulary book size is proper, practical, and easy to carry everywhere.	4,83	Excellent
Total score		63,86	

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

$$M = \frac{B}{N} = \frac{63,86}{13} = 4,91$$

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

$$x = \frac{4,91}{5} \times 100\% = 98,25\%$$

According to the data, the mean score achieves 4,91 while the percentage is 98,25%, categorized as "Excellent". The calculation indicates that the product can use without revision.

On the other hand, the data also supports the students' opinions in the interview section with the researcher. Overall, the students highly appreciated the designed product. The designed product is appropriate and required according to

the students' statement. The students like the color palette, the composition of the product, and the picture illustration. The students enhance that the product is relevant to the student's ability and easy to carry everywhere. Moreover, the students stated several comments related to the product as follows:

“My personal opinion about the “A Pictorial Vocabulary English Book”, my opinion is excellent and also interesting to read because the character is cute, the vocabularies are easy to understand because the explanation is also excellent. The book is beneficial to me, and I would like to thank Prof. Dr. Sahraini, M.Hum, and ma'am Andi Tenrisanna, S.Pd., M.Pd, and I would like to thank Mr. Imam Fadli, and I want to say thank you to Mr. Imam Fadli.”

“This book is fascinating because this book is easy to understand. Also, the character in the book assists us in memorizing the English vocabulary. Moreover, we can learn how to pronounce the vocabulary in English, increasing my knowledge of English vocabulary. The VII D class picture should be retaken because I was not in the picture.”

“I think the book is excellent. From this book, we can learn what we do not know, such as vocabulary, personal pronouns, and daily expression, and we can learn how to pronounce English better. The picture of the character is also great. From this book, I can also differentiate which verb, adjective, adverb, and noun.”

B. Discussion

Vocabulary is essential in using a language. Each vocabulary connected and constructed a sentence. The VII grade students in SMP Datok Sulaiman Putri Palopo have several difficulties in delivering English sentences, and one of the reasons is the limitation of English vocabulary. They cannot speak English because they do not know the English term of the word, such as nouns, verbs, adjectives, and several common expressions daily. On the other hand, the students are comfortable learning English using a picture, especially a vocabulary learning.

Color takes a main role in a visual element. Brown and Macpherson explain that color is the center of work in vision, and vision sometimes dominates the perceptions' philosophy. Furthermore, colors inform our understanding of the perceptual of nature, the appearance-reality, and phenomenal perceptual character.²⁶ The color can represent things and people's emotions, character, and psychology. Each color has different characteristics that influence psychology; for instance, red represents a warm color and evokes an emotion of anger and hostility. Through color, people are able to determine the physical form of objects that they see. In order to determine the object, the presence of color highly required so that people can be easily to interpret the object.

The cool color is the base palate of the product. It consists of blue, turquoise, and purple. According to students' need analysis through the questionnaire, the cool color scored the highest with 38% of total answers (see Chart 4.10). The students also append in the interview section that the cool color in the product is delightful, interesting, and comfortable to read. It is also relevant to Kumi et al. theory that cool colors represent water and sky, or ice and snow, which elicit pleasure, relaxation, and calm feelings.²⁷ Moreover, the English teacher states that the chosen color is accurate for junior high school students, especially in SMP Datok Sulaiman Putri Palopo.

Pictures combined with striking colors are attractive in learning vocabulary. Pictures reflect the visual and gesture modalities that make it easier to understand L2 vocabulary meaning. There are two options in need analysis questionnaire about the types of pictures: caricature (illustration pictures) and real object pictures. The caricature picture is the highest score with 61% of the total answers; meanwhile, the real object picture only 39% answers (see Chart 4.9). By merging with the cool color, the visual of the product brings many positive feedbacks from the teacher, students, and validators. According to the teacher, who is also the validator, the

²⁶ Derek H. Brown and Fiona Macpherson, *The Routledge Handbook of Philosophy of Colour*, *The Routledge Handbooks in Philosophy*, 2020, doi:10.4324/9781351048521.

²⁷ Richard Kumi et al., "Learning in Color: How Color and Affect Influence Learning Outcomes," *IEEE Transactions on Professional Communication* 56, no. 1 (2013): 2–15, doi:10.1109/TPC.2012.2208390.

visual of the product is highly interesting and enhances the students' attractiveness in learning English. The teacher also states that the caricature picture also accurate to the junior high school students. Through the students' perception, the students are positively interested in the visualization of the product, which has been proved to gain 98,25% of the percentage in students' perception score. In addition, the validators were also impressed with the product and gained a 96,38% score in product validation.

The vocabulary in the product consists of nouns, verbs, and daily expressions. The vocabulary is collected through questionnaires, interviews, and direct observation. The noun vocabularies are obtained by need analysis instruments (questionnaire to the students, interview with the teacher, and direct observation of the object in the SMP Datok Sulaiman Putri Palopo). Through the questionnaire of students' analysis, the students most require the verb in daily conversation with 40% of total answers (see Chart 4.3). Furthermore, the students mostly require vocabulary of the object around the school, with 39% of total answers (see Chart 4.7). By combining the caricature picture and cool colors, the researcher designs an English vocabulary book according to the data of needed analysis instruments.

The research focuses on designing a product capable of improving the students' English vocabulary. The vocabulary content adapts to the students' needs in need analysis. The researcher adopted an ADDIE (analysis, design, development, implementation, and evaluation) design model and applied Romero's theory (title, goal, theme, and theme-cycle). In designing the product, the researcher also applies a thematic vocabulary based on Romero's theory, consisting of title, theme, goal, and theme-cycle.

1. Analyze

The research started with analyzing phase. In this phase, the researcher analyzed through interviews and questionnaires through research instruments. The researcher also applied Romero's theory to determine the product's title, theme, and goal. The researcher interviewed *ustadzah* Dra. Hj. Ernawati Husain, S.Pd as the experienced English teacher in SMP Datok Sulaiman Putri Palopo, aimed to

discover students' abilities and problems in the learning process. The interview with the English teacher concluded that students were difficult to speak English because of the limitation of vocabulary and difficulty in memorizing the English vocabulary.

Furthermore, the researcher analyzed the VII grade students through interviews and questionnaires. The interview concluded that students were required a product that able to improve their English vocabulary because the students needed to speak English fluently, and every Friday, they should mention several vocabularies to the students' council. Furthermore, the researcher distributed questionnaires to collect additional data on the students' activities, school objects, and favorite colors. The questionnaire and interview data were fundamental in designing the appropriate colorful product of a colorful pictorial English vocabulary book for the first-grade students of SMP Datok Sulaiman Putri Palopo.

2. Design

The data gained on analyze phase would process in the designing phase. The researcher applied the blueprint and model to the next phase of the ADDIE design. The book's blueprint consisted of theory, dimension, elements of the book, and objective.²⁸ Meanwhile, the researcher determined the product's model with the product's title, the color palette of the cover and the entire product and categorized the vocabulary from the analysis phase. Furthermore, the researcher designed assets of illustration pictures that would be attached to each vocabulary. The following table explains the blueprint of the product.

Table 4.5 The Blueprint of the Product

Theory	Dimension	Elements of the book	Objective
Colorful pictorial vocabulary	Vocabulary mastery	Vocabulary with pictures	Providing English vocabulary with pictures that able to improve students' interest and comprehension of the vocabulary.

²⁸ Husnaini, "Development of Self Esteem-Oriented Micro Teaching Materials for IAIN Palopo English Education Students," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 10, no. English study program of IAIN Palopo (2022): 538–60.

	Phonetic symbol	Pronouncing the vocabulary correctly and fluently for the students.
Discover students' ability	List of vocabulary and vocabulary test	Assisting the students in arranging vocabulary for each part and providing the students to discover their vocabulary mastery.

Table 4.6 The Content of the Designed Product

Part	Theme	Goal
1.	Alphabet	<ul style="list-style-type: none"> • The alphabet in English. • Vocabulary for each letter. • The pronunciation of the vocabulary. • The vocabulary picture illustration. • The translation in Bahasa Indonesia
2.	Things in the school	<ul style="list-style-type: none"> • Noun vocabulary on the school. • The pronunciation of the vocabulary. • The vocabulary picture illustration. • The translation in Bahasa Indonesia
3.	Activities in the school	<ul style="list-style-type: none"> • Verb vocabulary in the school. • The regular and irregular verb forms. • The pronunciation of the vocabulary. • The vocabulary picture illustration. • The translation on Bahasa Indonesia.
4.	Personal pronoun	<ul style="list-style-type: none"> • The personal pronoun in English. • The pronunciation of the vocabulary. • The picture illustration for each vocabulary, • The example in an English word.

		<ul style="list-style-type: none"> • The translation on Bahasa Indonesia.
5.	Daily expressions	<ul style="list-style-type: none"> • The Islamic daily expressions. • The translation on Bahasa Indonesia.

3. Develop

The third phase of ADDIE is the developing phase. The researcher developed a pictorial English vocabulary book based on the design phase. The researcher developed the prototype product using Adobe Illustrator CC 2017 and Adobe InDesign CC 2018. The researcher developed a pictured illustration developed in Adobe Illustrator CC 2017 application. Meanwhile, the layout of the product used Adobe InDesign CC 2018. Once the product prototype was complete, the researcher validated the draft to three experts, Dr. Masruddin, S.S., M.Hum as the language validator, Sufianti, S.Pd as the material validator, and Fadhliah Rahmah Muin, S.Pd.I., M.Pd as the design and layout validator. The score gained 3,86 of the mean, and 96,38% of the percentage qualified as “Excellent” (see Table 4.3).

4. Implementation

The validated product goes to the implementation phase with limited implementation for the VII D students of SMP Datok Sulaiman Putri Palopo. There were two meetings of implementing the product which the researcher taught the phonetic symbol in the first meeting and personal pronouns in the next meeting. The researcher selected the phonetic symbol for the first meeting because four of five topics contain phonetic symbols on the product. The researcher chose the personal pronoun because the topic was related to the students’ syllabi. In addition, the researcher adopted a PPP lesson plan which consists of the present, practice, and production. At the end of the implementation phase, the researcher asked about the student’s perception of the product. The researcher interviewed the students and also distributed the questionnaire. The questionnaire’s score achieved 4,91 while the percentage is 98,25%, categorizing “excellent.” The calculation indicates that the product can use without revision.

5. Evaluation

The last phase of the ADDIE model is the evaluation. After collecting the students' perceptions and experts' suggestions, the researcher evaluated the product to become the final product. The language validator suggests adding the phonetic symbol, so students avoid mispronouncing a word. Meanwhile, the design and layout validator suggests redesigning the cover page to design the cover layout more present the content of the product. In addition, the students suggest adding their photos to the product. After revising the product based on several suggestions, the product becomes the final product and attach to the appendix.

The designed product in this research has several similarities and differences from earlier research products. Nur Aisyah (2021) also developing about the vocabulary pocketbook entitled "Developing Daily Expression Pocketbook for Islamic Boarding School Student at Muhammadiyah Boarding School Putra Palopo."²⁹ Aisyah developed a pocketbook of Islamic daily expressions for Muhammadiyah boarding school students in her thesis. The aims of Aisyah's product related to the researcher's aim to improve Islamic English vocabulary in the Islamic boarding school. Furthermore, several pictures in both products enhance the students' interest and comprehension. Although Aisyah's product only focuses on the daily expressions of the Islamic students, the researcher's product focuses on vocabulary in the school. The pictures on Aisyah's pocketbook are only at the beginning of each chapter. Khanna Soliha (2020) also developed an Islamic vocabulary pocketbook entitled "Developing Pocket Book of Islamic Vocabulary for the First-Grade Students of Madrasah Tsanawiyahh 32 Lamasi".³⁰ Khanna's product is also related to the research's product which is designing an Islamic English vocabulary for the first-grade students. In her product, Khanna designed a list of vocabulary thematically of nouns, adjectives, and verbs, similar to the researcher's product. In addition, there are pictures on her product to enhance the

²⁹ Aisyah, "Developing Daily Expression Pocketbook for Islamic Boarding School Student at Muhammadiyah Boarding School Putra Palopo."

³⁰ Soliha, "Developing Pocket Book of Islamic Vocabulary for the First-Grade Students of Madrasah Tsanawiyahh 32 Lamasi."

students' interest. Meanwhile, Khanna's product does not include the daily expressions to improve more vocabulary of the students. Furthermore, there was only one repetition picture on each page of her product.

The research limits the VII grade students of SMP Datok Sulaiman Putri Palopo. The data obtained from the real conditions of class VII SMP Datok Sulaiman Putri Palopo, so it is only limited to class VII SMP Putri Palopo. The vocabulary in the product adjusts to the students in boarding school, specifically for the junior high school students. Furthermore, the provided pictures also adjust to the junior high school students, especially for the Islamic students. The product can be applied in traditional junior schools but is not as effective as in Islamic schools.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

The appropriate pictorial English vocabulary book for the first-grade students of SMP Datok Sulaiman Putri Palopo should consist of fundamental vocabulary related to the students. The product should include illustration pictures to enhance students' interest and comprehend the vocabulary. Furthermore, the phonetic symbol adds to avoid the mispronouncing of vocabulary. The product consists of 1) alphabet; 2) things in school; 3) activities in school; 4) personal pronoun; and 5) daily expressions. The experts' judgements of the product are 3,86 of the mean with 96,38%, which qualified as "Excellent". The score indicates that the product could use without revision. The language validator suggests adding a phonetic symbol to the product. The design and layout validator also suggests redesigning the cover design to exhibit the content of the product. The students' perceptions of the product achieve 4,91 of the mean and 98,25%, categorising as "Excellent". It also indicates that the product could use without revision. The interview with the students also supported the result of the score.

B. Suggestion

The researcher provides suggestions to the teachers, students, and future researchers based on the conclusion. The description of several suggestions is as follows:

1. The product is recommended as a learning medium while the teacher teaches English subjects in the classroom. The product already provided the vocabulary related to the students at the school. The product can assist the teacher in implanting new vocabulary in students who start to learn English. In teaching English, the teacher should enhance the students by using several pictures because the students highly enjoy learning with pictures. The product also provides illustration pictures for each vocabulary and how to pronounce it correctly. It helps the students to speak fluently and no longer be afraid to speak English.

2. The product consists of more than 100 vocabularies. It will help the students to improve their vocabulary where every Friday, the students should memorize several English vocabularies to the student council. The size and weight that are practical will be comfortable to carry everywhere. The picture illustration of each vocabulary will assist in finding the meaning of the word and easily memorizing the students.
3. The researcher realizes that the product is not perfect. Therefore, the researcher suggests developing vocabulary and increasing the quality of the product. The product has the potential to become an application which can use on smartphones and is more accessible. Moreover, the addition of the pronouncing sound will improve the product.



BIBLIOGRAPHY

- Aisyah, Nur. "Developing Daily Expression Pocketbook for Islamic Boarding School Student at Muhammadiyah Boarding School Putra Palopo." IAIN Palopo, 2021. <http://repository.iainpalopo.ac.id/id/eprint/4029/>.
- Almira, Bella, Yunani Hasan, and Aulia Novemy Dhita. "Perkembangan Pesantren Di Indonesia." *Sindang: Jurnal Pendidikan Sejarah Dan Kajian Sejarah* 3, no. 1 (2021): 52–61. <http://ojs.stkipgri-lubuklinggau.ac.id/index.php/JS/index>.
- Amalia, Rizka Dinda, and Anita Anggraeni. "Limitation Vocabulary Can Be One of Factor The Students Do Not Want To Speak English." *PROJECT (Professional Journal of English Education)*, 2021. doi:10.22460/project.v4i1.p75-79.
- Ameliah, Mewa, Umami Khaerati Syam, Nunung Anugrawati, Ismail Sangkala, and Nurdevi Bte Abdul. "Using Picture Media To Enhance Writing Ability in Procedure Text." *Exposure Journal 48 English Education Department* 8, no. 1 (2019): 48–59. doi:10.26618/exposure.v8i1.2072.
- Andrä, Christian, Brian Mathias, Anika Schwager, Manuela Macedonia, and Katharina von Kriegstein. "Learning Foreign Language Vocabulary with Gestures and Pictures Enhances Vocabulary Memory for Several Months Post-Learning in Eight-Year-Old School Children." *Educational Psychology Review*, 2020. doi:10.1007/s10648-020-09527-z.
- Bates, James, and Jeong Bae Son. "English Vocabulary Learning with Simplified Pictures." *TESL-EJ* 24, no. 3 (2020).
- Bawawa, Marni, and Sri Winarsih. "Improving Students' Vocabulary Comprehension In Learning English Through Picture." *Musamus Journal of Language and Literature* 02, no. 02 (2020): 112–21. doi:10.35724.
- Branch, Robert Maribe. *Instructional Design: The ADDIE Approach*. Springer. 1st ed. Vol. 53. New York: Springer, Boston, MA, 2009. doi:10.1007/978-0-387-09506-6.
- Brown, Derek H., and Fiona Macpherson. *The Routledge Handbook of Philosophy*

- of Colour. *The Routledge Handbooks in Philosophy*, 2020. doi:10.4324/9781351048521.
- Englishan. "Classroom Vocabulary with Images and Flashcards." Accessed February 17, 2022. <https://englishan.com/classroom-vocabulary>.
- Gholami, Javad, and Sima Khezrlou. "Semantic and Thematic List Learning of Second Language Vocabulary." *The CATESOL Journal*, 2013.
- Gufron, Iffan Ahmad. "Santri Dan Nasionalisme." *Islamic Insights Journal*, 2019. doi:10.21776/ub.ijj.2019.001.01.4.
- Husnaini. "Development of Self Esteem-Oriented Micro Teaching Materials for IAIN Palopo English Education Students." *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 10, no. English study program of IAIN Palopo (2022): 538–60.
- Kumi, Richard, Christopher M. Conway, Moez Limayem, and Sandeep Goyal. "Learning in Color: How Color and Affect Influence Learning Outcomes." *IEEE Transactions on Professional Communication* 56, no. 1 (2013): 2–15. doi:10.1109/TPC.2012.2208390.
- Nunan, David. *Task-Based Language Teaching*. New York: Cambridge University Press, 2004.
- Romero, Yanillis. "Promoting Language Learning through a Thematic Vocabulary-Based Syllabus in Different Grades." *Latin American Journal of Content and Language Integrated Learning*, 2009. doi:10.5294/laclil.2009.2.1.6.
- Sagita, Reski Jayanti, Andi Tenrisanna Syam, and Sahraini. "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>.
- Soliha, Khanna. "Developing Pocket Book of Islamic Vocabulary for the First-Grade Students of Madrasah Tsanawiyahh 32 Lamasi." IAIN Palopo, 2020. <http://repository.iainpalopo.ac.id/>.
- Tarbiatunnisa, Enhana. "Developing Basic English Speaking Module for the English Club Program At Senior High School of Modern Islamic Boarding School English Educational Study Program Tarbiyah and Teacher Training

Faculty State Islamic Institute of Palopo Developing Basic Englis.” *Thesis*. IAIN Palopo, 2021. <http://repository.iainpalopo.ac.id/id/eprint/3602>.

Thornbury, Scott. *How to Teach Vocabulary*. Harlow: Pearson Education Limited, 2002. www.longman.com.

Turnip, Merry Christina, Linus Rumapea, and Anna Stasya Prima Sari. “Improving Students’ Vocabulary Mastery by Using Pictures Media To The Seventh Grade Students of SMP Negeri 21 Medan.” *Kairos English Language Teaching Journal*, 2020. doi:10.54367/kairos.v1i3.716.



**A
P
P
E
N
D
I
C
E
S**



APPENDIX 1
SURAT IZIN MENELITI



1 2 0 2 2 1 9 0 0 9 0 2 3 1

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

ASLI

IZIN PENELITIAN
 NOMOR : 231/IP/DPMPSTP/III/2022

DASAR HUKUM :

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

MEMBERIKAN IZIN KEPADA

Nama : IMAM FADLI
 Jenis Kelamin : Laki-Laki
 Alamat : Dsn. Batusitanduk Kab. Luwu
 Pekerjaan : Mahasiswa
 NIM : 18 0202 0031

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

DESIGNING A PICTORIAL VOCABULARY ENGLISH BOOK FOR THE SANTRI AT PESANTREN MODERN DATOK SULAIMAN PUTRI PALOPO

Lokasi Penelitian : PESANTREN MODERN DATOK SULAIMAN (PMDS) PUTRI PALOPO
 Lamanya Penelitian : 17 Maret 2022 s.d. 17 Juni 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

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

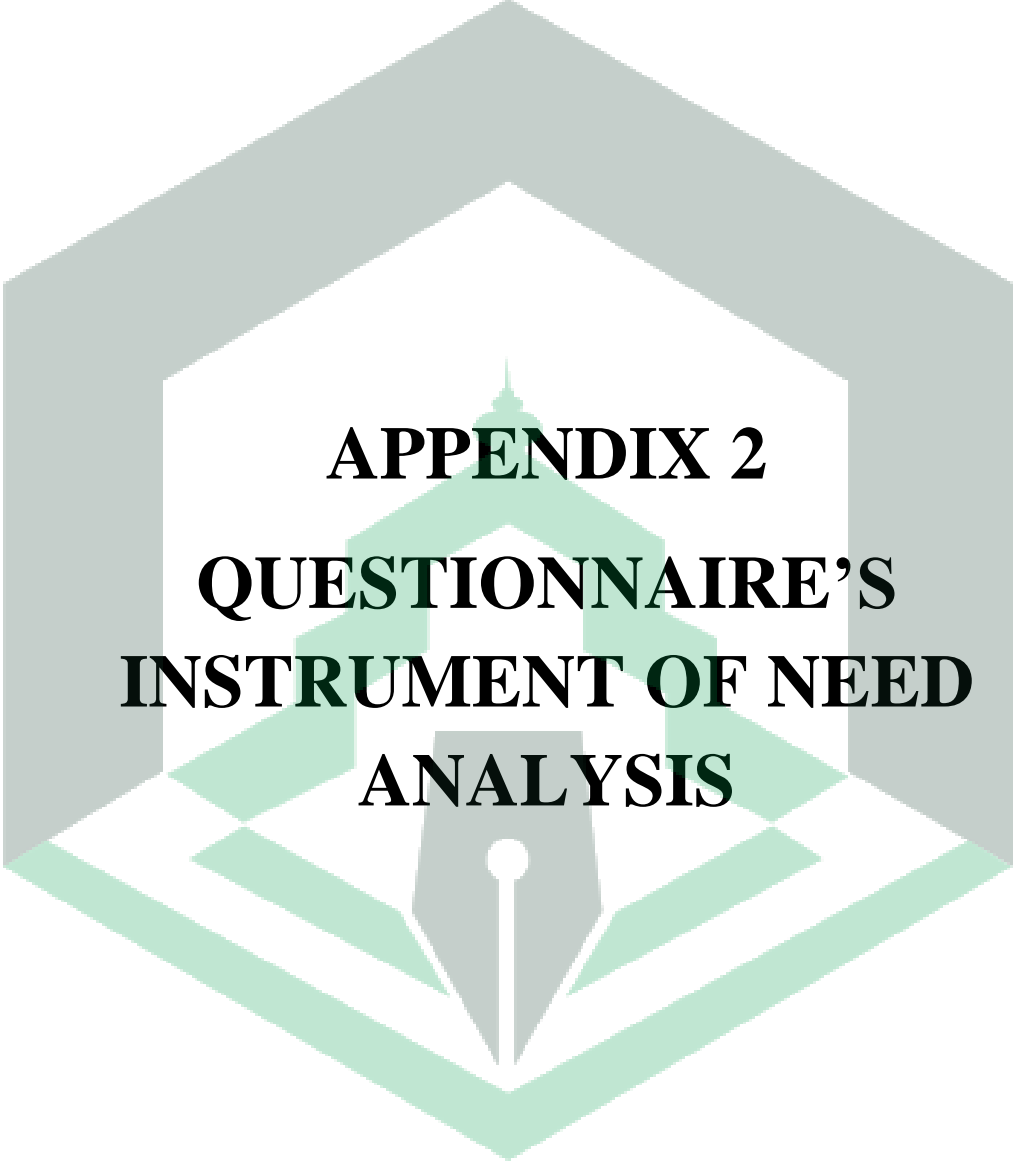
Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
 Pada tanggal : 18 Maret 2022
 plk Kepala Dinas Penanaman Modal dan PTSP

MUH. IHSAN ASHARUDDIN, S.STP, M.SI
 Pangkat : Pembina Tk.I
 NIP : 19780611 199612 1 001

Tembusan :

1. Kepala Badan Kesbang Prov. Sulawesi
2. Walikota Palopo
3. Danram 14R3 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian



APPENDIX 2
QUESTIONNAIRE'S
INSTRUMENT OF NEED
ANALYSIS

THE BLUEPRINT OF THE NEED ANALYSIS QUESTIONNAIRE

Designing A Pictorial Vocabulary English Book at The First Grade of SMP Datok

Sulaiman Putri Palopo

A. Data Responden

Nama : Jenis Kelamin : Perempuan

Usia : Kelas :

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 Pesantren Modern Datok Sulaiman Putri Palopo.

Criteria of the question		Indicator/Theory	Questions
Target Need	Need	<p>Hutchinson & Waters (1987: 59) The demand of the target situation determines the type of need.</p>	<p>1. Kumpulan kosakata Bahasa Inggris yang ingin anda ketahui artinya ialah . . .</p> <p>a. Kosakata Bahasa Inggris tentang benda-benda di Pesantren.</p> <p>b. Kosakata Bahasa Inggris tentang kegiatan yang dilakukan saat di Pesantren.</p> <p>c. Kosakata Bahasa Inggris tentang tempat-tempat yang ada di Pesantren (seperti masjid, kelas, toilet).</p>
	Lack	<p>Hutchinson & Waters (1987: 56) To know what the learner already knows of English.</p>	<p>2. Bagaimana tingkat penguasaan Bahasa Inggris anda?</p> <p>a. Mengetahui sedikit kosakata</p> <p>b. Dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek.</p> <p>c. Dapat berkomunikasi secara baik pada topik tertentu dengan percakapan panjang.</p>

			<ul style="list-style-type: none"> d. Mampu berkomunikasi dengan lancar pada sebagian besar topik e. Lain-lainnya (tuliskan bila ada)
Learner Need	Want	<p>Gholami and Khezrlou (2013) The thematic vocabulary is an arrangement of a word group that includes a specific schema.</p>	<ul style="list-style-type: none"> 3. Kosakata kata kerja Bahasa Inggris yang ingin anda ketahui adalah... <ul style="list-style-type: none"> 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) 4. Kegiatan yang anda lakukan selama di luar kelas adalah... <ul style="list-style-type: none"> a. Membaca Al-Qur'an b. Salat <i>Fardhu</i> c. Belajar d. Pramuka e. Berolahraga f. Makan dan minum g. Lainnya (tuliskan semua bila masih ada) 5. Kegiatan yang anda lakukan saat di dalam asrama adalah... <ul style="list-style-type: none"> a. Belajar b. Makan c. Beristirahat d. Bercerita dengan sesama santri e. Lainnya (tuliskan semua bila masih ada)

			<p>6. Kegiatan yang anda lakukan saat di dalam kelas adalah...</p> <ol style="list-style-type: none"> Membaca buku Memperhatikan penjelasan <i>ustadz</i> atau <i>ustadzah</i> Berdiskusi Mengerjakan latihan Lainnya (tuliskan semua bila masih ada) <p>7. Kosakata kata benda Bahasa Inggris yang ingin anda ketahui adalah...</p> <ol style="list-style-type: none"> Benda-benda di dalam kelas. Benda-benda di dalam masjid. Benda-benda di dalam perpustakaan. Benda-benda yang ada di sekitar pesantren Lainnya (tuliskan bila ada)... <p>8. Kegiatan beribadah yang ingin anda ketahui artinya dalam Bahasa Inggris adalah...</p> <ol style="list-style-type: none"> Berwudhu Salat <i>fardhu</i> Salat-salat sunnah Membaca Al-Qur'an Bersedekah Zakat Naik haji Lainnya (tuliskan bila ada)
--	--	--	--

		<p>Suyanto (2007) Visual media can be seen and touched, for example, pictures, photos, natural objects, maps, flashcards, and realia.</p> <p>Kumi et al. (2013) Different color dimensions affect emotions and attitudes. For instance, cool colors (blue, turquoise, and violet), warm colors (yellow, orange, brown, and red), and achromatic colors (white, grey, and black).</p>	<p>9. Jenis gambar yang anda sukai adalah...</p> <ol style="list-style-type: none"> Karikatur (gambar kartun) Gambar sesuai objek aslinya <p>10. Jenis warna yang anda sukai adalah...</p> <ol style="list-style-type: none"> <i>Cool color</i> (biru, toska, dan ungu) <i>Warm color</i> (kuning, oranye, coklat dan merah) <i>Achromatic color</i> (putih, abu-abu, dan hitam) Lainnya (tuliskan bila ada)
		<p>The curriculum of PMDS Putri Palopo</p>	<p>11. Kegiatan apa saja yang anda lakukan di ekstrakurikuler pramuka? Jawab: _____</p> <p>12. Kegiatan apa saja yang anda lakukan saat melakukan ekstrakurikuler olahraga? Jawab: _____</p> <p>13. Benda-benda apa saja yang anda gunakan di ekstrakurikuler pramuka? Jawab: _____</p> <p>14. Benda-benda apa saja yang anda gunakan di ekstrakurikuler olahraga? Jawab: _____</p>

QUESTIONNAIRE

Designing A Pictorial Vocabulary English Book at The First Grade of SMP Datok
Sulaiman Putri Palopo

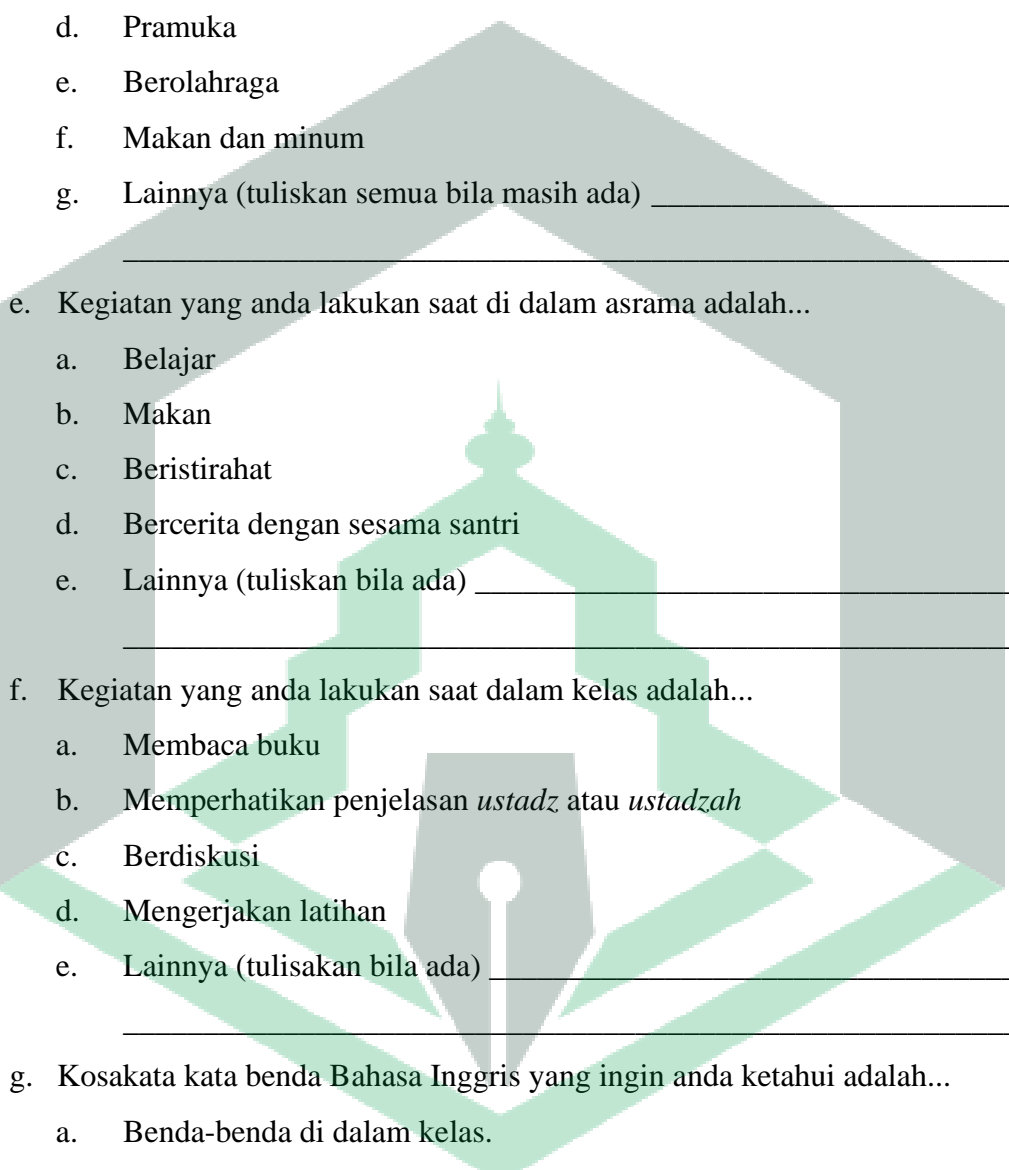
A. Data Responden

Nama : Jenis Kelamin : Perempuan
Usia : Kelas :

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.

- a. Kumpulan kosakata Bahasa Inggris yang ingin anda ketahui artinya ialah . . .
 - a. Kosakata Bahasa Inggris tentang benda-benda di Pesantren.
 - b. Kosakata Bahasa Inggris tentang kegiatan yang dilakukan saat di Pesantren.
 - c. Kosakata Bahasa Inggris tentang tempat-tempat yang ada di Pesantren (seperti masjid, kelas, toilet).
- b. 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) _____
- c. 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) _____

- 
- d. Kegiatan yang anda lakukan selama di luar kelas adalah...
- Membaca Al-Qur'an
 - Salat *Fardhu*
 - Belajar
 - Pramuka
 - Berolahraga
 - Makan dan minum
 - Lainnya (tuliskan semua bila masih ada) _____

- e. Kegiatan yang anda lakukan saat di dalam asrama adalah...
- Belajar
 - Makan
 - Beristirahat
 - Bercerita dengan sesama santri
 - Lainnya (tuliskan bila ada) _____

- f. Kegiatan yang anda lakukan saat dalam kelas adalah...
- Membaca buku
 - Memperhatikan penjelasan *ustadz* atau *ustadzah*
 - Berdiskusi
 - Mengerjakan latihan
 - Lainnya (tuliskan bila ada) _____

- g. Kosakata kata benda Bahasa Inggris yang ingin anda ketahui adalah...
- Benda-benda di dalam kelas.
 - Benda-benda di dalam masjid.
 - Benda-benda di dalam perpustakaan.
 - Benda-benda yang ada di sekitar pesantren
 - Lainnya (tuliskan bila ada) _____

h. 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) _____

i. Jenis gambar yang anda sukai adalah...

- a. Karikatur (gambar kartun)
- b. Gambar sesuai objek aslinya.

j. Dalam mempelajari kosakata menggunakan gambar, anda lebih tertarik pada gambar yang...

- a. *Cool color* (biru, toska, dan ungu)
- b. *Warm color* (kuning, oranye, coklat, dan merah)
- c. *Achromatic color* (putih, abu-abu, dan hitam)
- d. Lainnya (tuliskan bila ada) _____

k. Kegiatan apa saja yang anda lakukan di ekstrakurikuler pramuka?

Jawab: _____

l. Kegiatan apa saja yang anda lakukan di ekstrakurikuler olahraga?

Jawab: _____

m. Benda-benda apa saja yang anda gunakan di ekstrakurikuler pramuka?

Jawab: _____

n. Benda-benda apa saja yang anda gunakan di ekstrakurikuler olahraga?

Jawab: _____





APPENDIX 3
INSTRUMENTS VALIDATION
BY THE EXPERTS

LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI BAHASA

Designing A Pictorial Vocabulary English Book at The First Grade of SMP Datok
Sulaiman Putri Palopo

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				
I	Aspek Isi (<i>content</i>)	1	2	3	4	5
a	Tujuan penelitian dinyatakan jelas					
b	Tujuan kuesioner dinyatakan dengan jelas.					
c	Petunjuk pengisian kuesioner mudah dipahami					
II	Aspek Cakupan (<i>scope of content</i>)	1	2	3	4	5
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.					
III	Aspek Bahasa (<i>language</i>)	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

.....

.....

.....

.....

.....

D. Saran

.....

.....

.....

.....

.....

E. Kesimpulan

Instrumen kuesioner ini (lingkari salah satu pilihan)

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

.....

.....

.....

.....

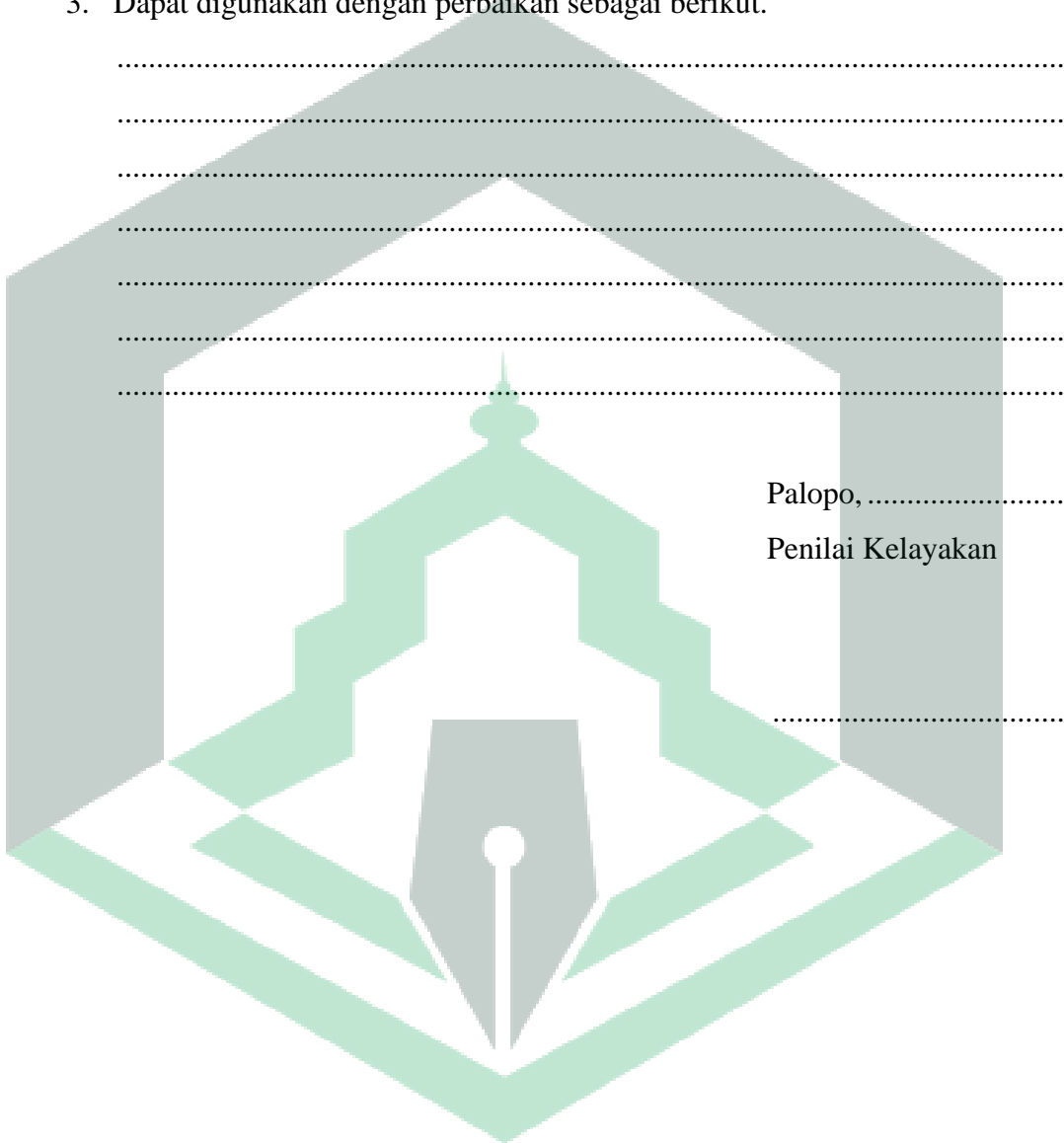
.....

.....

.....

Palopo,

Penilai Kelayakan



LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI MATERI

Designing A Pictorial Vocabulary English Book at The First Grade of SMP Datok
Sulaiman Putri Palopo

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				
I	Aspek Isi (<i>content</i>)	1	2	3	4	5
a	Tujuan penelitian dinyatakan jelas					
b	Tujuan kuesioner dinyatakan dengan jelas.					
c	Petunjuk pengisian kuesioner mudah dipahami					
II	Aspek Cakupan (<i>scope of content</i>)	1	2	3	4	5
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.					
III	Aspek Bahasa (<i>language</i>)	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

.....

.....

.....

.....

.....

D. Saran

.....

.....

.....

.....

.....

.....

E. Kesimpulan

Instrumen kuesioner ini (lingkari salah satu pilihan)

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

.....

.....

.....

.....

.....

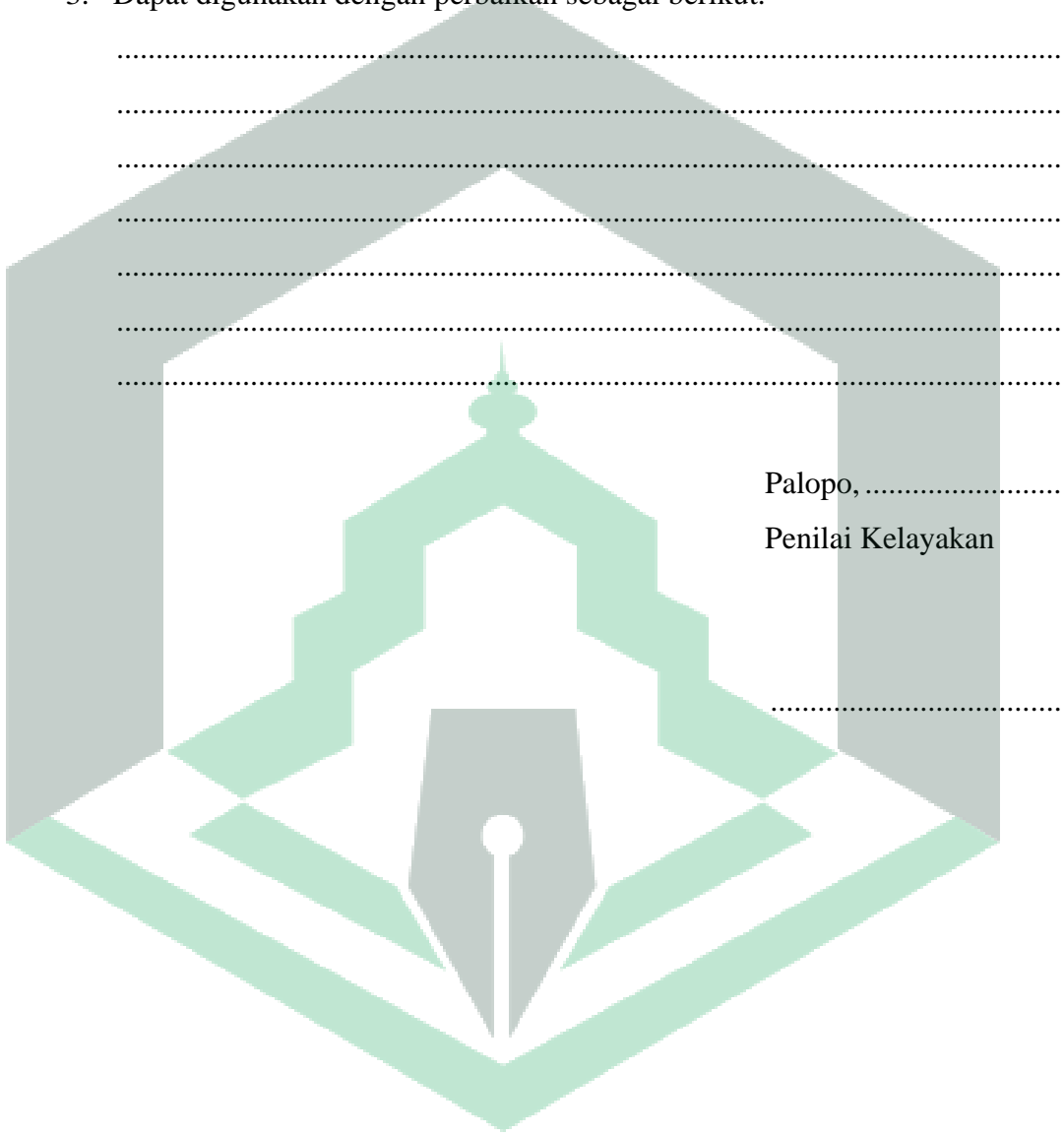
.....


.....

.....

Palopo,

Penilai Kelayakan





APPENDIX 4
THE RESULT OF THE
INSTRUMENT'S VALIDATION
BY EXPERTS

LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI MATERI

Designing A Pictorial Vocabulary English Book for The Santri at Pesantren

Modern Datuk Sulaiman Putri Palopo

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				
I	Aspek Isi (<i>content</i>)	1	2	3	4	5
a	Tujuan penelitian dinyatakan jelas					✓
b	Tujuan kuesioner dinyatakan dengan jelas.					✓
c	Petunjuk pengisian kuesioner mudah dipahami					✓
II	Aspek Cakupan (<i>scope of content</i>)	1	2	3	4	5
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.					✓
III	Aspek Bahasa (<i>language</i>)	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. Komentor

.....

.....

.....

.....

.....

D. Saran

.....

.....

.....

.....

.....

E. Kesimpulan

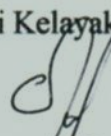
Instrumen kuesioner ini (lingkari salah satu pilihan)

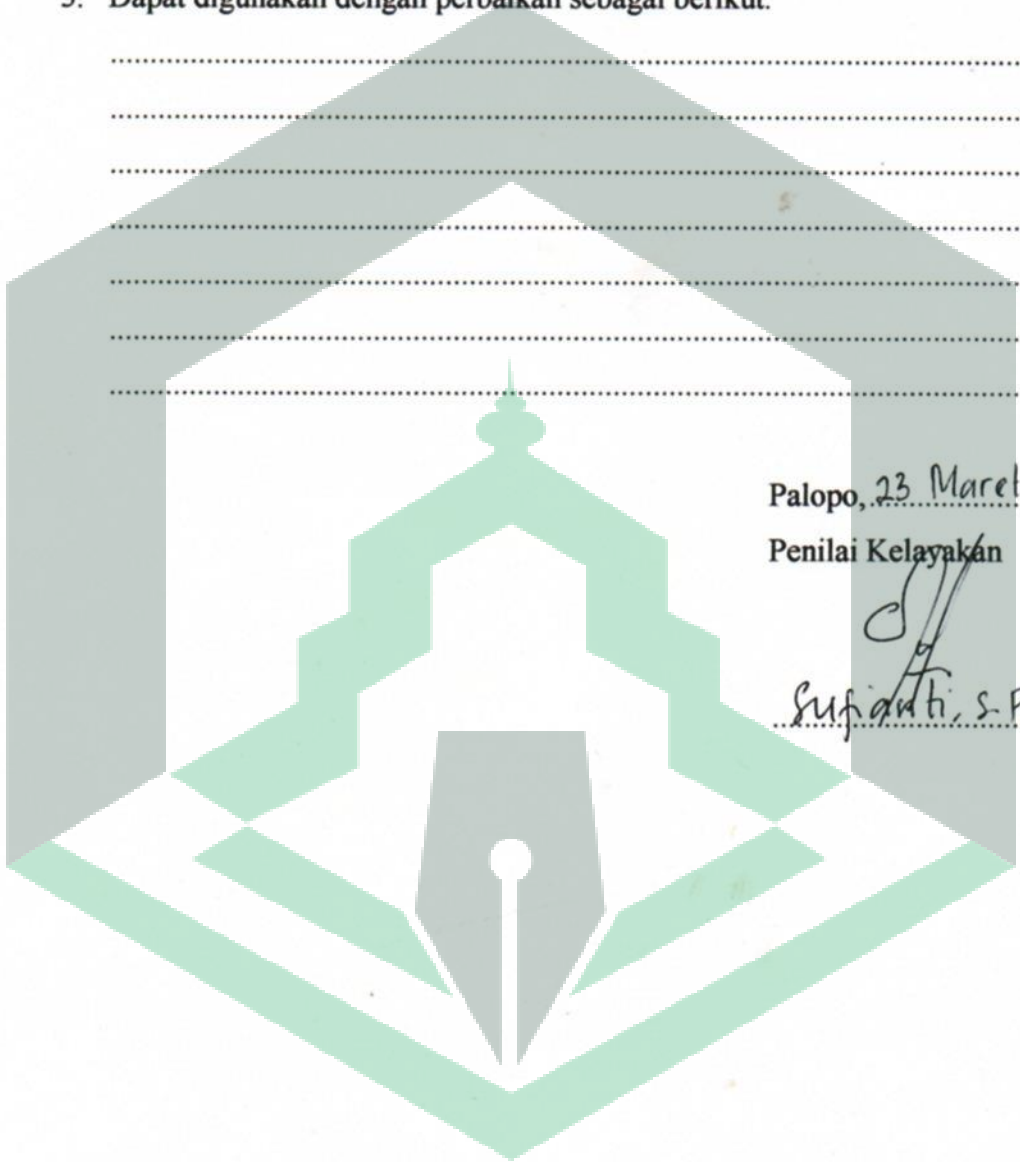
1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut.

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

Palopo, 23 Maret 2022

Penilai Kelayakan


Sufianti, S.Pd



LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI BAHASA

Designing A Pictorial Vocabulary English Book for The Santri at Pesantren
Modern Datuk Sulaiman Putri Palopo

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				
I	Aspek Isi (<i>content</i>)	1	2	3	4	5
a	Tujuan penelitian dinyatakan jelas				✓	
b	Tujuan kuesioner dinyatakan dengan jelas.					✓
c	Petunjuk pengisian kuesioner mudah dipahami					✓
II	Aspek Cakupan (<i>scope of content</i>)	1	2	3	4	5
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.					✓
III	Aspek Bahasa (<i>language</i>)	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. Komentor

.....

.....

.....

.....

.....

D. Saran

.....

.....

.....

.....

.....

E. Kesimpulan

Instrumen kuesioner ini (lingkari salah satu pilihan)

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

.....

.....

.....

.....

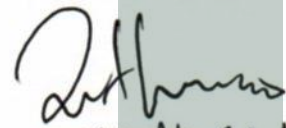
.....

.....

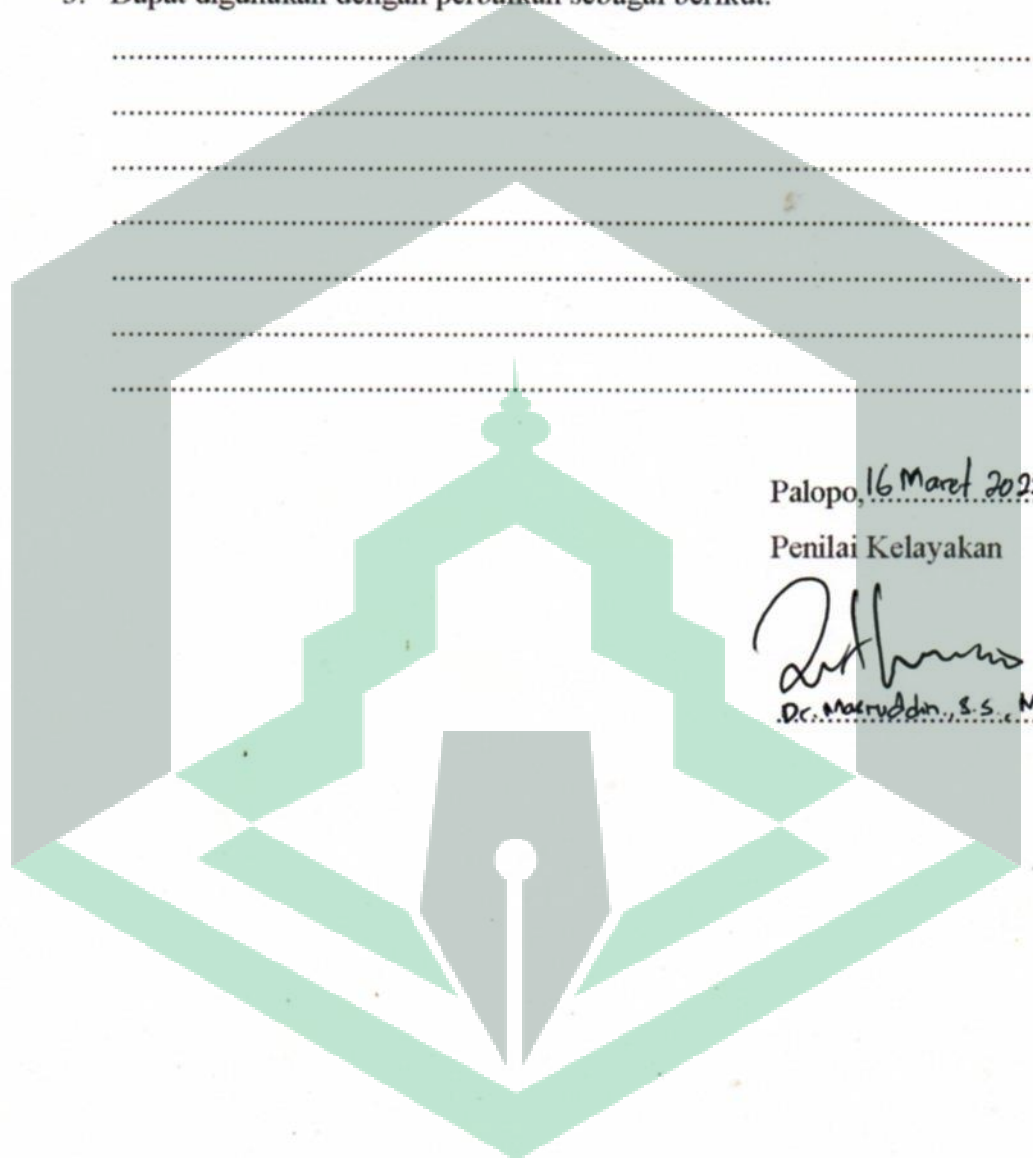
.....

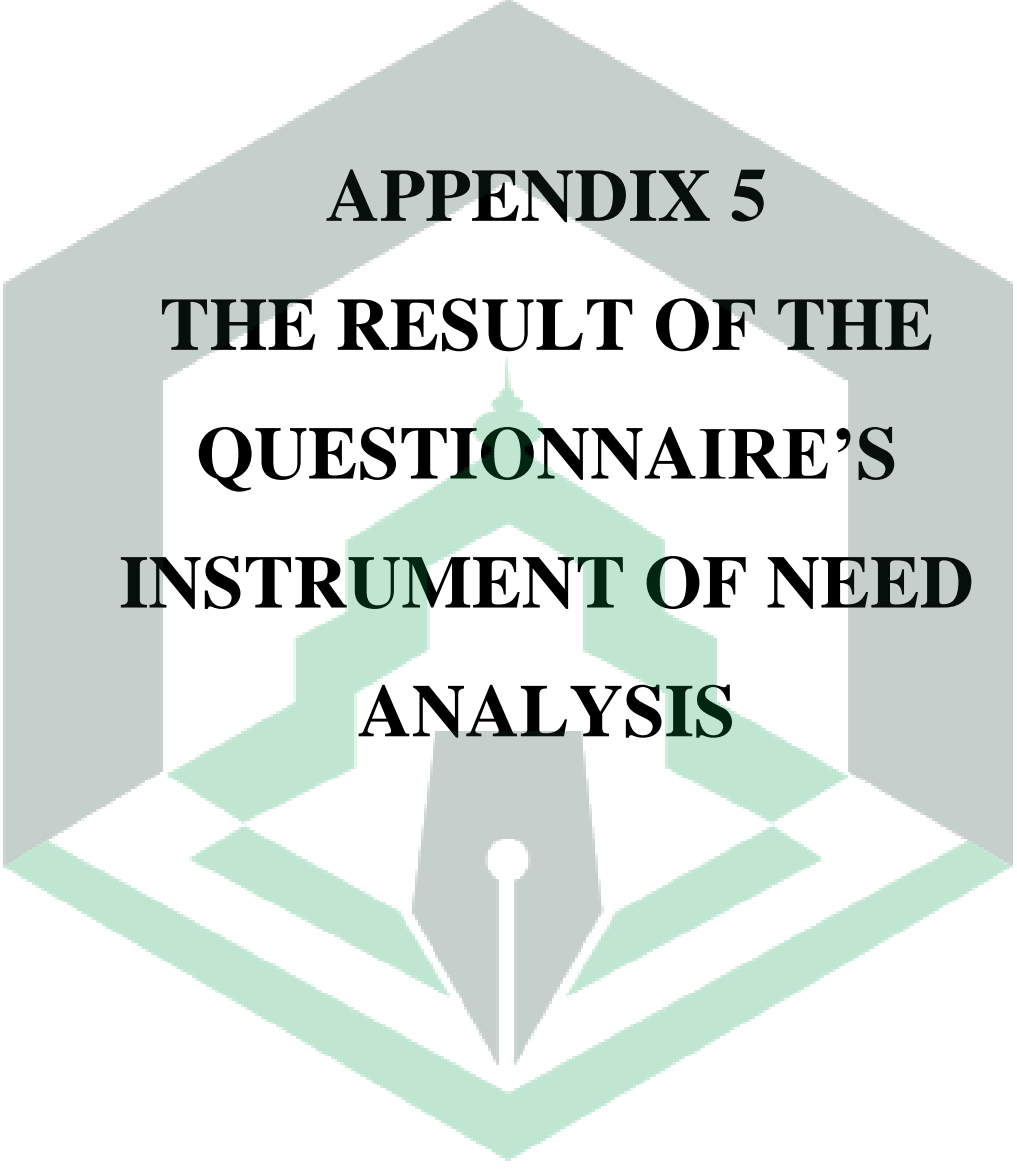
Palopo, 16 Maret 2022

Penilai Kelayakan



Dr. Maeruddin, S.S., M.Hum





APPENDIX 5
THE RESULT OF THE
QUESTIONNAIRE'S
INSTRUMENT OF NEED
ANALYSIS

03

QUESTIONNAIRE

Designing A Pictorial Vocabulary English Book at The First Grade of SMP Datok
Sulaiman Putri Palopo

A. Data Responden

Nama : Jenis Kelamin : Perempuan
Usia : Kelas : VII

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 kosakasa Bahasa Inggris di SMP Datok Sulaiman Putri Palopo.

1. Kumpulan kosakata Bahasa Inggris yang ingin anda ketahui artinya ialah ...
 - a. Kosakata Bahasa Inggris tentang benda-benda di Pesantren.
 - Kosakata Bahasa Inggris tentang kegiatan yang dilakukan saat di Pesantren.
 - Kosakata Bahasa Inggris tentang tempat-tempat yang ada di Pesantren (seperti masjid, kelas, toilet).
2. Bagaimana tingkat penguasaan Bahasa Inggris anda?
 - 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) _____
3. 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 percakapan di dalam kelas.
 - d. Lainnya (tuliskan bila ada) _____

4. Kegiatan yang anda lakukan selama di luar kelas adalah...

- a. Membaca Al-Qur'an
- b. Salat *Fardhu*
- c. Belajar
- d. Pramuka
- e. Berolahraga
- f. Makan dan minum
- g. Lainnya (tuliskan semua bila masih ada) _____

5. Kegiatan yang anda lakukan saat di dalam asrama adalah...

- a. Belajar
- b. Makan
- c. Beristirahat
- d. Bercerita dengan sesama santri
- e. Lainnya (tuliskan bila ada) Sholat, Istirahat, makan dan minum, mandi, mencuci,

6. Kegiatan yang anda lakukan saat dalam kelas adalah...

- a. Membaca buku
- b. Memperhatikan penjelasan *ustadz* atau *ustadzah*
- c. Berdiskusi
- d. Mengerjakan latihan
- e. Lainnya (tuliskan bila ada) _____

7. 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) benda - benda di luar asrama

8. 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) _____

9. Jenis gambar yang anda sukai adalah...

- a. Karikatur (gambar kartun)
- b. Gambar sesuai objek aslinya.

10. Dalam mempelajari kosakata menggunakan gambar, anda lebih tertarik pada gambar yang...

- a. *Cool color* (biru, toska, dan ungu)
- b. *Warm color* (kuning, oranye, coklat, dan merah)
- c. *Achromatic color* (putih, abu-abu, dan hitam)
- d. Lainnya (tuliskan bila ada) _____

11. Kegiatan apa saja yang anda lakukan di ekstrakurikuler pramuka?

Jawab: Memperthankan diri di hutan
Memelajari hadap kiri dan kanan membuat
Yel - yel Pramuka, belajar tongkat

12. Kegiatan apa saja yang anda lakukan di ekstrakurikuler olahraga?

Jawab: bulu tangkis, basket, voli, lari, Manjat
Senam, lompat tinggi, loncat

13. Benda-benda apa saja yang anda gunakan di ekstrakurikuler pramuka?

Jawab: tongkat, kaca,

14. Benda-benda apa saja yang anda gunakan di ekstrakurikuler olahraga?

Jawab: bola, raket,



QUESTIONNAIRE

Designing A Pictorial Vocabulary English Book for The Santri at Pesantren Modern Datuk Sulaiman Putri Palopo

A. Data Responden

Nama : _____ Jenis Kelamin : Perempuan
 Usia : _____ Kelas : VII . D

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 kosakasa Bahasa Inggris di Pesantren Modern Datuk Sulaiman Putri Palopo.

1. Kumpulan kosakata Bahasa Inggris yang ingin anda ketahui artinya ialah . . .
 - Kosakata Bahasa Inggris tentang benda-benda di Pesantren.
 - Kosakata Bahasa Inggris tentang kegiatan yang dilakukan saat di Pesantren.
 - Kosakata Bahasa Inggris tentang tempat-tempat yang ada di Pesantren (seperti masjid, kelas, toilet).

2. Bagaimana tingkat penguasaan Bahasa Inggris anda?
 - Mengetahui sedikit kosakata
 - Dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek.
 - Dapat berkomunikasi secara baik pada topik tertentu dengan percakapan panjang.
 - Mampu berkomunikasi dengan lancar pada sebagian besar topik
 - Lain-lainnya (tuliskan bila ada) _____

3. Kosakata kata kerja Bahasa Inggris yang ingin anda ketahui adalah...
 - Kata kerja yang digunakan dalam percakapan sehari-hari.
 - Kata kerja yang terdapat dalam cerita pendek.
 - Kata kerja yang digunakan dalam percakapan di dalam kelas.
 - Lainnya (tuliskan bila ada) _____

4. Kegiatan yang anda lakukan selama di luar kelas adalah...

- Membaca Al-Qur'an
- Salat *Fardhu*
- Belajar
- Pramuka
- Berolahraga
- Makan dan minum
- g. Lainnya (tuliskan semua bila masih ada) tidur, mencuci, mandi

5. Kegiatan yang anda lakukan saat di dalam asrama adalah...

- Belajar
- Makan
- Beristirahat
- Bercerita dengan sesama santri
- e. Lainnya (tuliskan bila ada) _____

6. Kegiatan yang anda lakukan saat dalam kelas adalah...

- Membaca buku
- Memperhatikan penjelasan *ustadz* atau *ustadzah*
- Berdiskusi
- Mengerjakan latihan
- e. Lainnya (tuliskan bila ada) _____

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

- 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) _____

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

- Berwudhu
- Salat *fardhu*
- Salat-salat sunnah
- Membaca Al-Qur'an
- Bersedekah
- Zakat
- Naik haji

h. Lainnya (tuliskan bila ada) _____

9. Jenis gambar yang anda sukai adalah...

- Karikatur (gambar kartun)

b. Gambar sesuai objek aslinya.

10. Dalam mempelajari kosakata menggunakan gambar, anda lebih tertarik pada gambar yang...

- a. *Cool color* (biru, toska, dan ungu)
- b. *Warm color* (kuning, oranye, coklat, dan merah)
- Achromatic color* (putih, abu-abu, dan hitam)
- d. Lainnya (tuliskan bila ada) _____

11. Kegiatan apa saja yang anda lakukan di ekstrakurikuler pramuka?

Jawab: buat tandu, belajar sandi-sandi, baris berbaris, smapor,

12. Kegiatan apa saja yang anda lakukan di ekstrakurikuler olahraga?

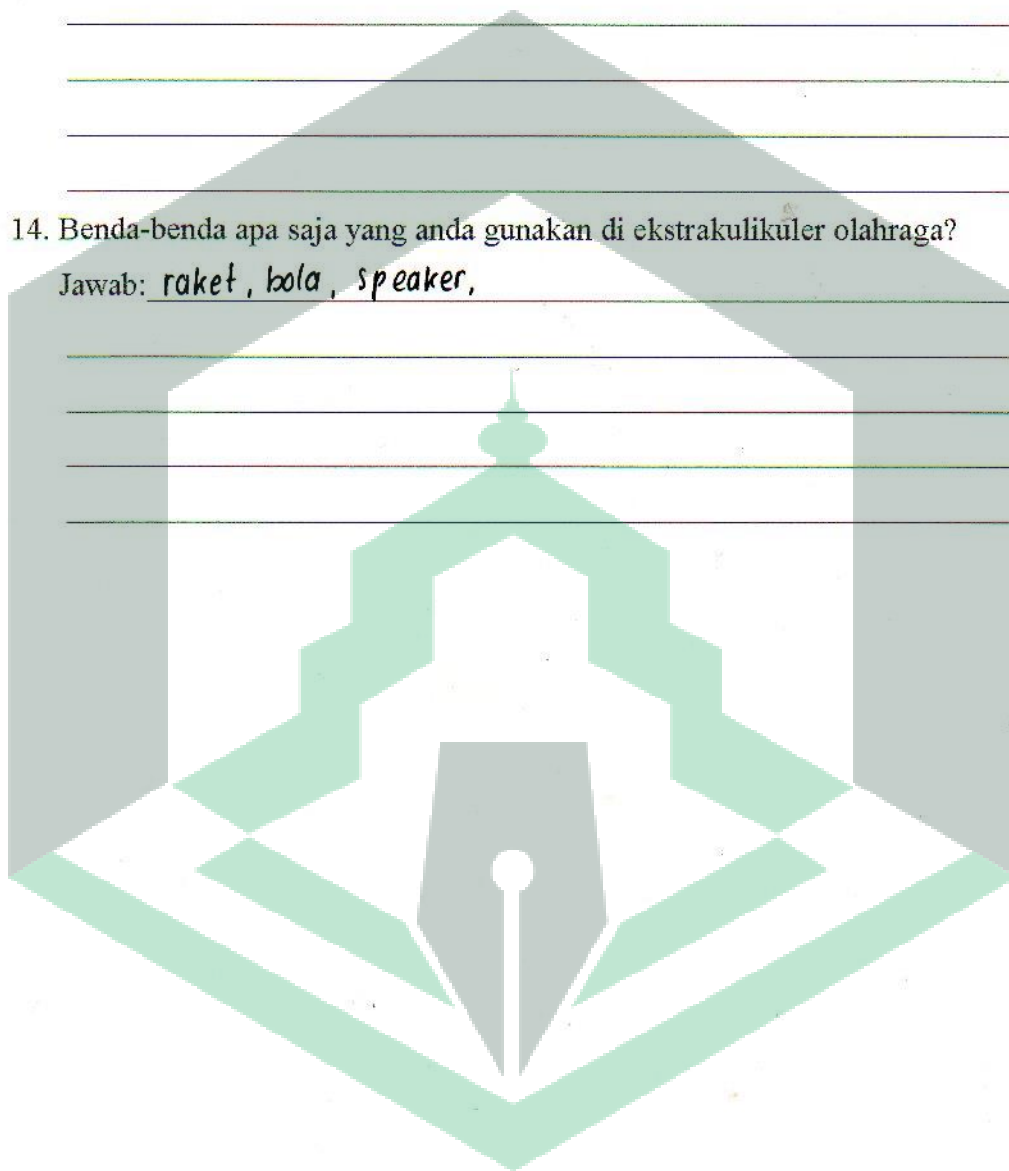
Jawab: bulutangkis, voli, basket, senam

13. Benda-benda apa saja yang anda gunakan di ekstrakurikuler pramuka?

Jawab: *buku, tongkat, kaca, tali*

14. Benda-benda apa saja yang anda gunakan di ekstrakurikuler olahraga?

Jawab: *raket, bola, speaker,*



01

QUESTIONNAIRE

Designing A Pictorial Vocabulary English Book at The First Grade of SMP Datok
Sulaiman Putri Palopo

A. Data Responden

Nama : Jenis Kelamin : Perempuan

Usia : Kelas : VII.D / 7.D

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 tentang benda-benda di Pesantren.
 - b. Kosakata Bahasa Inggris tentang kegiatan yang dilakukan saat di Pesantren.
 - c. Kosakata Bahasa Inggris tentang tempat-tempat yang ada di Pesantren (seperti masjid, kelas, toilet).
2. 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) _____
3. 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) _____

4. Kegiatan yang anda lakukan selama di luar kelas adalah...

- a. Membaca Al-Qur'an
- b. Salat *Fardhu*
- c. Belajar
- d. Pramuka
- e. Berolahraga
- f. Makan dan minum
- g. Lainnya (tuliskan semua bila masih ada) _____

5. Kegiatan yang anda lakukan saat di dalam asrama adalah...

- a. Belajar
- b. Makan
- c. Beristirahat
- d. Bercerita dengan sesama santri
- e. Lainnya (tuliskan bila ada) _____

6. Kegiatan yang anda lakukan saat dalam kelas adalah...

- a. Membaca buku
- b. Memperhatikan penjelasan *ustadz* atau *ustadzah*
- c. Berdiskusi
- d. Mengerjakan latihan
- e. Lainnya (tuliskan bila ada) _____

7. 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) _____

8. 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) _____

9. Jenis gambar yang anda sukai adalah...

- a. Karikatur (gambar kartun)
- b. Gambar sesuai objek aslinya.

10. Dalam mempelajari kosakata menggunakan gambar, anda lebih tertarik pada gambar yang...

- a. *Cool color* (biru, toska, dan ungu)
- b. *Warm color* (kuning, oranye, coklat, dan merah)
- c. *Achromatic color* (putih, abu-abu, dan hitam)
- d. Lainnya (tuliskan bila ada) _____

11. Kegiatan apa saja yang anda lakukan di ekstrakurikuler pramuka?

Jawab: Belajar tentang baris - ~~baris~~ berbaris
variasi barisan
Yei - yei
Bekerja sama dalam ke kompakkan

12. Kegiatan apa saja yang anda lakukan di ekstrakurikuler olahraga?

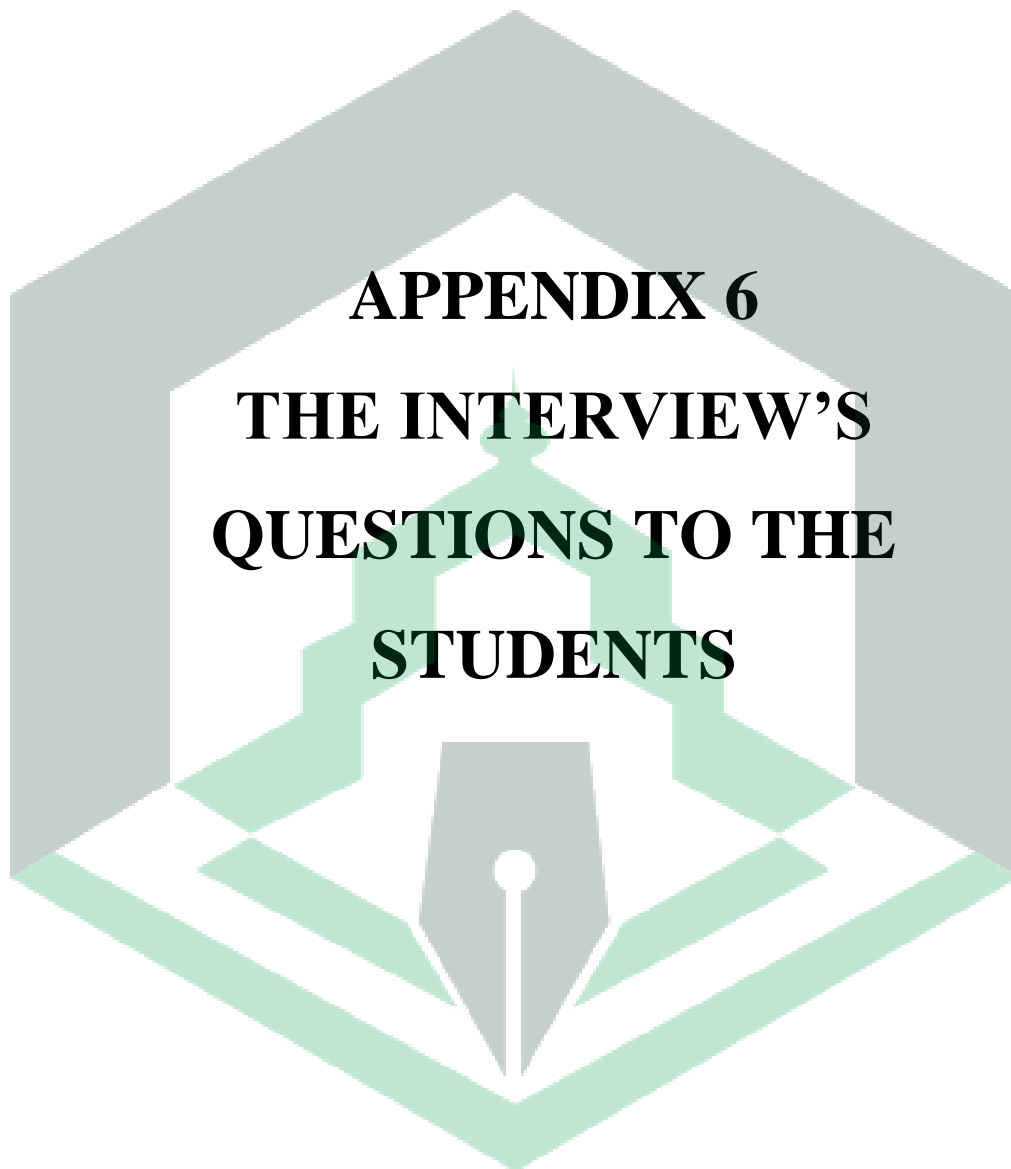
Jawab: Praktek yang dipelajari di buku

13. Benda-benda apa saja yang anda gunakan di ekstrakurikuler pramuka?

Jawab: Tongkat Pramuka
Kayu

14. Benda-benda apa saja yang anda gunakan di ekstrakurikuler olahraga?

Jawab: Alat
Bulu tangkis
markas



APPENDIX 6
THE INTERVIEW'S
QUESTIONS TO THE
STUDENTS

**PERTANYAAN WAWANCARA UNTUK SISWA SMP KELAS VII
DATOK SULAIMAN PUTRI PALOPO**

Designing A Pictorial Vocabulary English Book at The First Grade of SMP Datok
Sulaiman Putri Palopo

1. Apakah anda merasa kemampuan kosakata bahasa Inggris anda meningkat setelah belajar di kelas? Mengapa?

Jawab: _____

2. Apakah SMP Datok Sulaiman memiliki buku/media ajar yang membantu dalam meningkatkan kemampuan kosakata bahasa Inggris anda?

Jawab: _____

3. Apa kelebihan dan kekurangan dari buku ajar yang tersedia?

Jawab: _____

4. Apakah bahan ajar yang tersedia membantu anda dalam meningkatkan kosakata anda?

Jawab: _____

5. Apakah anda menyukai belajar bahasa Inggris khususnya kosakatanya dengan menggunakan gambar?

Jawab: _____

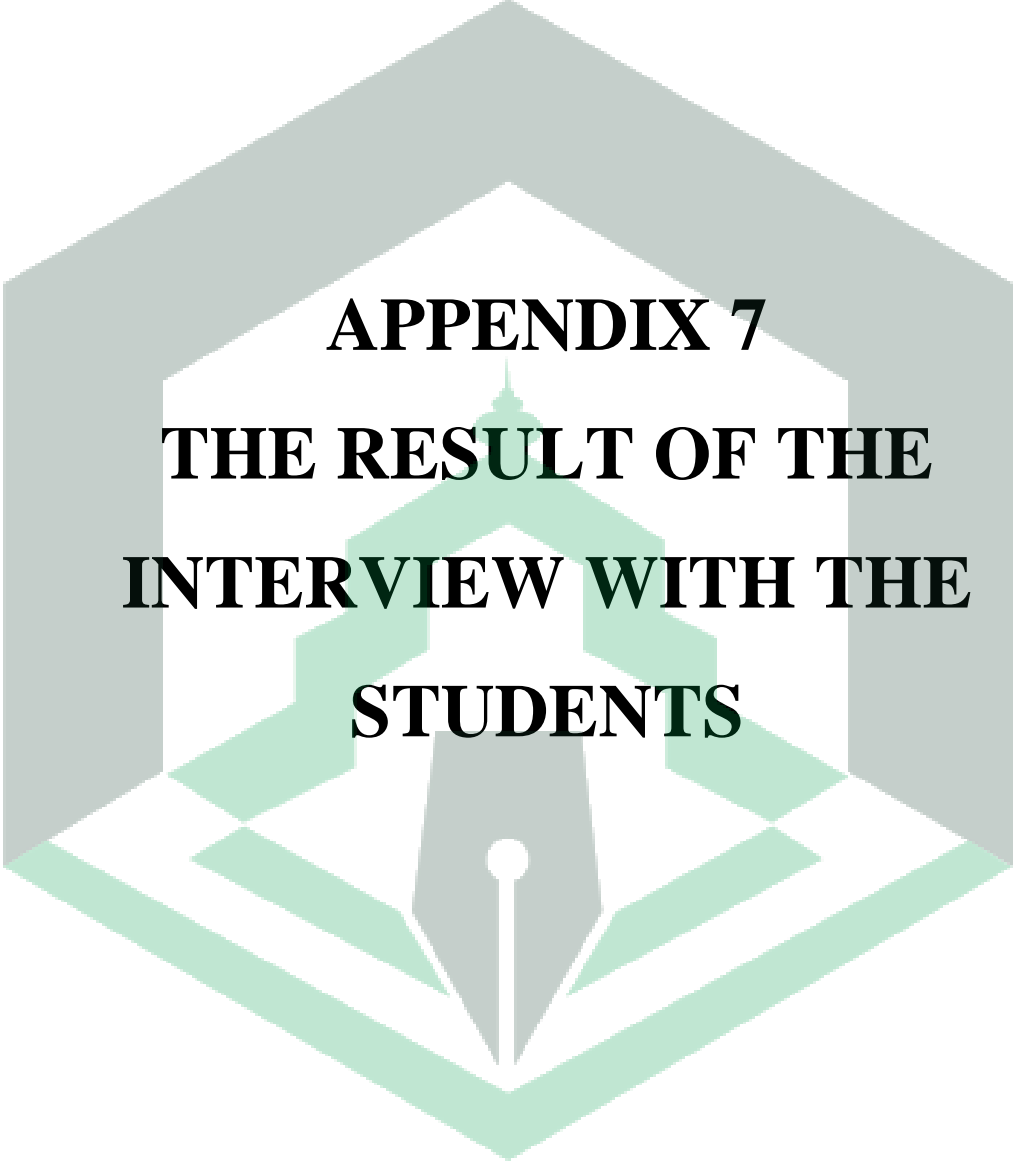
6. Apakah diperlukan buku kosakata bahasa Inggris bergambar untuk SMP Datok Sulaiman Putri kelas VII dalam meningkatkan kosakata bahasa Inggrisnya?

Jawab: _____

7. Perlukah memasukkan kosakata benda-benda di sekitar, ungkapan sehari-hari, dan kegiatan-kegiatan yang sering anda lakukan tiap hari di Pesantren?

Jawab: _____






APPENDIX 7
THE RESULT OF THE
INTERVIEW WITH THE
STUDENTS

Designing A Pictorial Vocabulary English Book at The First Grade of SMP Datok
Sulaiman Putri Palopo

1. Apakah anda merasa kemampuan kosakata bahasa Inggris anda meningkat setelah belajar di kelas? Mengapa?
Jawab: Iya, karena guru biasa menulis kosakata Bahasa Inggris di papan tulis. Setiap hari Jumat siswa harus menyetor kosakata ke pengurus OSIS sekolah.
2. Apakah SMP Datok Sulaiman memiliki buku/media ajar yang membantu dalam meningkatkan kemampuan kosakata bahasa Inggris anda?
Jawab: Tidak punya, hanya buku paket Bahasa Inggris.
3. Apa kelebihan dan kekurangan dari buku ajar yang tersedia?
Jawab: Buku yang tersedia hanya mengajarkan Bahasa Inggris secara umum dan tidak berfokus pada kosakata.
4. Apakah bahan ajar yang tersedia membantu anda dalam meningkatkan kosakata anda?
Jawab: Iya, namun tidak signifikan.
5. Apakah anda menyukai belajar bahasa Inggris khususnya kosakatanya dengan menggunakan gambar?
Jawab: Sangat suka.
6. Apakah diperlukan buku kosakata bahasa Inggris bergambar untuk SMP Datok Sulaiman Putri kelas VII dalam meningkatkan kosakata bahasa Inggrisnya?
Jawab: Sangat diperlukan.
7. Perlukah memasukkan kosakata benda-benda di sekitar, ungkapan sehari-hari, dan kegiatan-kegiatan yang sering anda lakukan tiap hari di Pesantren?
Jawab: Perlu, khususnya kosakata di sekitar pesantren.



APPENDIX 8
QUESTIONNAIRE THE
EXPERTS' EVALUATION OF
THE PRODUCT

KUESIONER EVALUASI UNTUK AHLI MATERI

A. Data Responden

Nama : _____

Umur : _____

Jenis Kelamin : _____

Pendidikan : S1 S2 S3 Professor

Pengalaman Mengajar : 0-2 tahun 2-4 tahun 4-6 tahun
 \geq 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
A. Konten					
1.	Cakupan isi materi dalam <i>pictorial vocabulary English book</i> sesuai dengan kebutuhan santri PMDS Putri Palopo.				
2.	Kedalaman <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> untuk siswa di PMDS Putri Palopo memadai.				
3.	Keaslian <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> untuk siswa di PMDS Putri Palopo memadai.				
4.	Pemilihan gambar ilustrasi dapat merepresentasikan <i>vocabulary</i> .				
Rangkuman Kualitatif:					
B. Bahasa					
5.	<i>Vocabulary</i> yang digunakan dalam <i>pictorial vocabulary English book</i> sesuai dengan benar.				

6.	<i>Vocabulary</i> yang disajikan <i>pictorial vocabulary English 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>pictorial vocabulary English book</i> membantu meningkatkan kemampuan Bahasa Inggris siswa PMDS Putri Palopo.				
10.	Input <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> sesuai dengan kemampuan siswa PMDS Putri Palopo.				
11.	Input <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> menarik.				
12.	Input <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> sesuai dengan kemampuan berbahasa siswa PMDS Putri Palopo.				
13.	Input <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> mencakup struktur bahasa yang benar.				
14.	Pilihan <i>vocabulary</i> sesuai dengan karakteristik siswa.				
15.	Input <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> dapat menambah wawasan siswa PMDS Putri Palopo.				
16.	Pilihan gambar pada <i>vocabulary</i> sesuai dengan siswa PMDS Putri Palopo.				
Rangkuman Kualitatif:					
D. Desain dan Layout					
17.	Pemilihan warna pada <i>pictorial vocabulary English book</i> menarik.				
18.	Sampul <i>pictorial vocabulary English book</i> menarik.				
19.	Tampilan isi <i>pictorial vocabulary English book</i> jelas.				
20.	Penggunaan tanda baca tepat.				

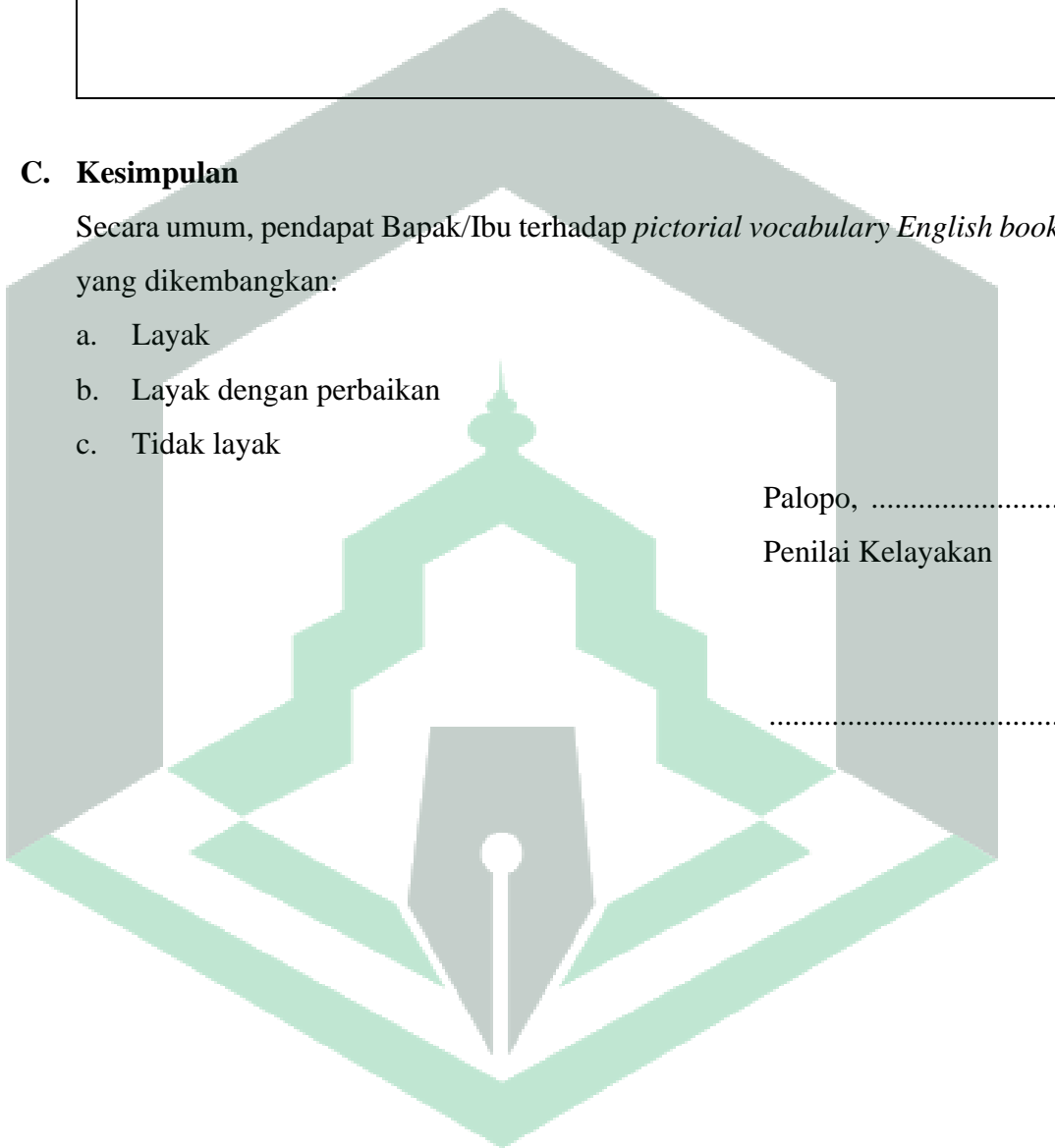
21.	Susunan materi dalam <i>pictorial vocabulary English book</i> sistematis.				
22.	Sumber dalam <i>pictorial vocabulary English book</i> jelas.				
23.	Jarak spasi sesuai.				
Rangkuman Kualitatif:					

C. Kesimpulan

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

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

Palopo,
 Penilai Kelayakan



KUESIONER EVALUASI UNTUK AHLI BAHASA

A. Data Responden

Nama : Dr. Masruddin, S.S., M.Hum
 Umur :
 Jenis Kelamin : Laki-laki
 Pendidikan : S1 S2 S3 Professor
 Pengalaman Mengajar : 0-2 tahun 2-4 tahun 4-6 tahun
 \geq 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
A. Konten					
1.	Cakupan isi materi dalam <i>pictorial vocabulary English book</i> sesuai dengan kebutuhan siswa PMDS Putri Palopo.				
2.	Kedalaman <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> untuk siswa di PMDS Putri Palopo memadai.				
3.	Keaslian <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> untuk siswa di PMDS Putri Palopo memadai.				
4.	Pemilihan gambar ilustrasi dapat merepresentasikan <i>vocabulary</i> .				
Rangkuman Kualitatif:					

B. Bahasa				
5.	<i>Vocabulary</i> yang digunakan dalam <i>pictorial vocabulary English book</i> sesuai dengan benar.			
6.	<i>Vocabulary</i> yang disajikan <i>pictorial vocabulary English 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>pictorial vocabulary English book</i> membantu meningkatkan kemampuan Bahasa Inggris siswa PMDS Putri Palopo.			
10.	Input <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> sesuai dengan kemampuan siswa PMDS Putri Palopo.			
11.	Input <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> menarik.			
12.	Input <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> sesuai dengan kemampuan berbahasa siswa PMDS Putri Palopo.			
13.	Input <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> mencakup struktur bahasa yang benar.			
14.	Pilihan <i>vocabulary</i> sesuai dengan karakteristik siswa.			
15.	Input <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> dapat menambah wawasan siswa PMDS Putri Palopo.			
16.	Pilihan gambar pada <i>vocabulary</i> sesuai dengan siswa PMDS Putri Palopo.			
Rangkuman Kualitatif:				

D. Desain dan Layout				
17.	Pemilihan warna pada <i>pictorial vocabulary English book</i> menarik.			
18.	Sampul <i>pictorial vocabulary English book</i> menarik.			
19.	Tampilan isi <i>pictorial vocabulary English book</i> jelas.			
20.	Penggunaan tanda baca tepat.			
21.	Susunan materi dalam <i>pictorial vocabulary English book</i> sistematis.			
22.	Sumber dalam <i>pictorial vocabulary English book</i> jelas.			
23.	Jarak spasi sesuai.			
Rangkuman Kualitatif:				

C. Kesimpulan

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

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

Palopo,
 Penilai Kelayakan

.....

KUESIONER EVALUASI UNTUK AHLI *DESIGN* DAN *LAYOUT*

A. Data Responden

- Nama : _____
Umur : _____
Jenis Kelamin : _____
Pendidikan : S1 S2 S3 Professor
Pengalaman Mengajar : 0-2 tahun 2-4 tahun 4-6 tahun
 \geq 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
A. Konten					
1.	Cakupan isi materi dalam <i>pictorial vocabulary English book</i> sesuai dengan kebutuhan siswa SMP Datok Sulaiman Putri Palopo.				
2.	Kedalaman <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> untuk siswa di SMP Datok Sulaiman Putri Palopo memadai.				
3.	Keaslian <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> untuk siswa di SMP Datok Sulaiman Putri Palopo memadai.				
4.	Pemilihan gambar ilustrasi dapat merepresentasikan <i>vocabulary</i> .				
Rangkuman Kualitatif:					

B. Bahasa				
5.	<i>Vocabulary</i> yang digunakan dalam <i>pictorial vocabulary English book</i> sesuai dengan benar.			
6.	<i>Vocabulary</i> yang disajikan <i>pictorial vocabulary English 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>pictorial vocabulary English book</i> membantu meningkatkan kemampuan Bahasa Inggris siswa SMP DATOK SULAIMAN Putri Palopo.			
10.	Input <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> sesuai dengan kemampuan siswa SMP Datok Sulaiman Putri Palopo.			
11.	Input <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> menarik.			
12.	Input <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> sesuai dengan kemampuan berbahasa siswa SMP Datok Sulaiman Putri Palopo.			
13.	Input <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> mencakup struktur bahasa yang benar.			
14.	Pilihan <i>vocabulary</i> sesuai dengan karakteristik siswa.			
15.	Input <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> dapat menambah wawasan siswa SMP Datok Sulaiman Putri Palopo.			
16.	Pilihan gambar pada <i>vocabulary</i> sesuai dengan siswa SMP Datok Sulaiman Putri Palopo.			
Rangkuman Kualitatif:				

D. Desain dan Layout				
17.	Pemilihan warna pada <i>pictorial vocabulary English book</i> menarik.			
18.	Sampul <i>pictorial vocabulary English book</i> menarik.			
19.	Tampilan isi <i>pictorial vocabulary English book</i> jelas.			
20.	Penggunaan tanda baca tepat.			
21.	Susunan materi dalam <i>pictorial vocabulary English book</i> sistematis.			
22.	Sumber dalam <i>pictorial vocabulary English book</i> jelas.			
23.	Jarak spasi sesuai.			
Rangkuman Kualitatif:				

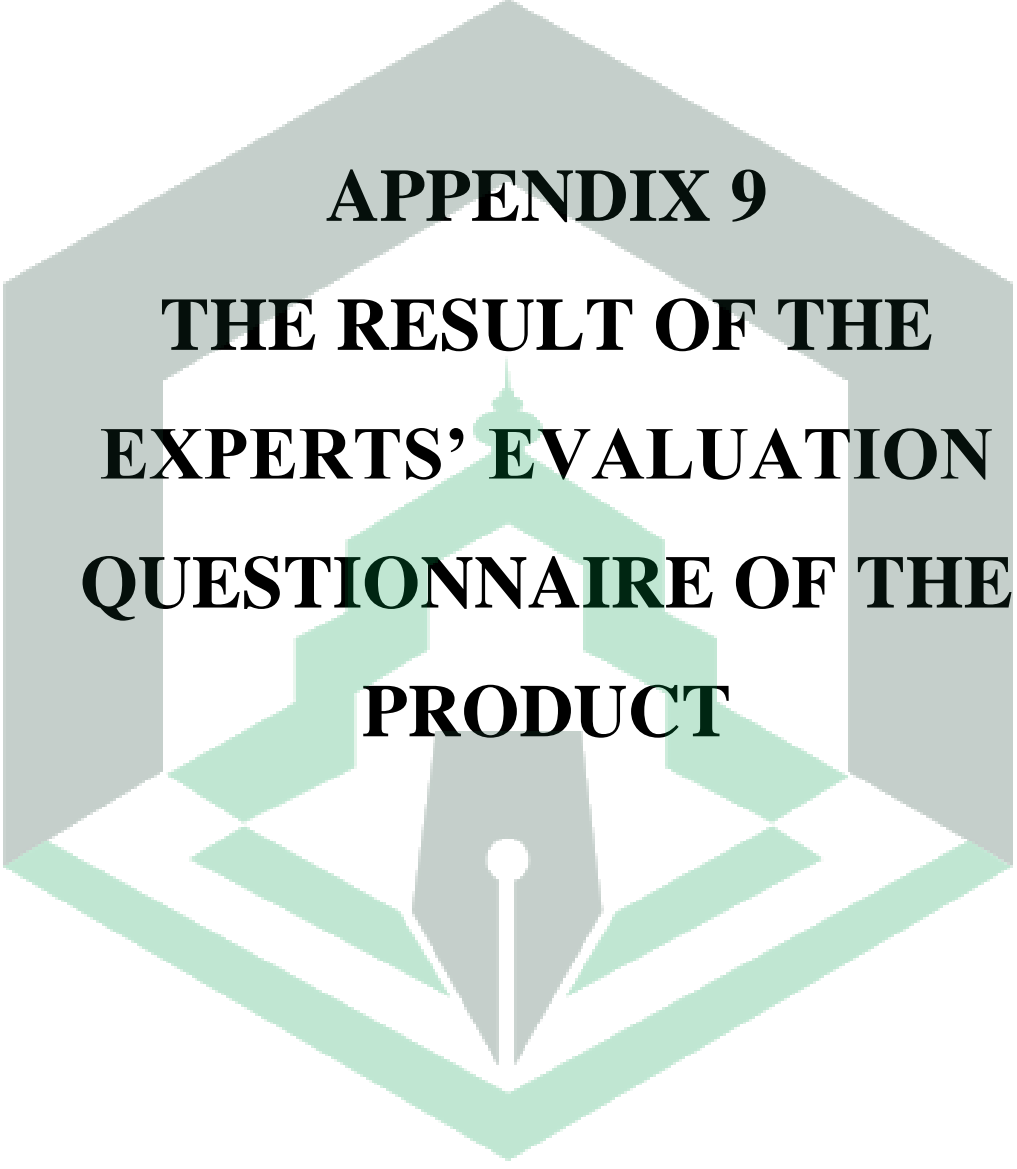
C. Kesimpulan

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

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

Palopo,
 Penilai Kelayakan

.....



APPENDIX 9
THE RESULT OF THE
EXPERTS' EVALUATION
QUESTIONNAIRE OF THE
PRODUCT

KUESIONER EVALUASI UNTUK AHLI MATERI

A. Data Responden

Nama : Sufianti
 Umur : 25
 Jenis Kelamin : Perempuan
 Pendidikan : S1 S2 S3 Professor
 Pengalaman Mengajar : 0-2 tahun 2-4 tahun 4-6 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
A. Konten					
1.	Cakupan isi materi dalam <i>pictorial vocabulary English book</i> sesuai dengan kebutuhan santri PMDS Putri Palopo.	✓			
2.	Kedalaman <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> untuk siswa di PMDS Putri Palopo memadai.	✓			
3.	Keaslian <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> untuk siswa di PMDS Putri Palopo memadai.	✓			
4.	Pemilihan gambar ilustrasi dapat merepresentasikan <i>vocabulary</i> .	✓			
Rangkuman Kualitatif:					
B. Bahasa					
5.	<i>Vocabulary</i> yang digunakan dalam <i>pictorial vocabulary English book</i> sesuai dengan benar.	✓			

6.	<i>Vocabulary</i> yang disajikan <i>pictorial vocabulary English 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>pictorial vocabulary English book</i> membantu meningkatkan kemampuan Bahasa Inggris siswa PMDS Putri Palopo.	✓			
10.	Input <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> sesuai dengan kemampuan siswa PMDS Putri Palopo.	✓			
11.	Input <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> menarik.	✓			
12.	Input <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> sesuai dengan kemampuan berbahasa siswa PMDS Putri Palopo.		✓		
13.	Input <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> mencakup struktur bahasa yang benar.	✓			
14.	Pilihan <i>vocabulary</i> sesuai dengan karakteristik siswa.	✓			
15.	Input <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> dapat menambah wawasan siswa PMDS Putri Palopo.	✓			
16.	Pilihan gambar pada <i>vocabulary</i> sesuai dengan siswa PMDS Putri Palopo.	✓			
Rangkuman Kualitatif:					
D. Desain dan Layout					
17.	Pemilihan warna pada <i>pictorial vocabulary English book</i> menarik.	✓			
18.	Sampul <i>pictorial vocabulary English book</i> menarik.	✓	✓		
19.	Tampilan isi <i>pictorial vocabulary English book</i> jelas.	✓			
20.	Penggunaan tanda baca tepat.	✓			

21.	Susunan materi dalam <i>pictorial vocabulary English book</i> sistematis.	✓			
22.	Sumber dalam <i>pictorial vocabulary English book</i> jelas.	✓			
23.	Jarak spasi sesuai.	✓			
Rangkuman Kualitatif:					

C. Kesimpulan

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

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

Palopo, 17 Mei 2022

Penilai Kelayakan

Sufianti, S. Pd

KUESIONER EVALUASI UNTUK AHLI BAHASA

A. Data Responden

Nama : Dr. Masruddin, S.S., M.Hum
 Umur :
 Jenis Kelamin : Laki-laki
 Pendidikan : S1 S2 S3 Professor
 Pengalaman Mengajar : 0-2 tahun 2-4 tahun 4-6 tahun
 \geq 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
A. Konten					
1.	Cakupan isi materi dalam <i>pictorial vocabulary English book</i> sesuai dengan kebutuhan siswa PMDS Putri Palopo.	✓			
2.	Kedalaman <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> untuk siswa di PMDS Putri Palopo memadai.		✓		
3.	Keaslian <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> untuk siswa di PMDS Putri Palopo memadai.	✓			
4.	Pemilihan gambar ilustrasi dapat merepresentasikan <i>vocabulary</i> .	✓			
Rangkuman Kualitatif:					

B. Bahasa				
5.	<i>Vocabulary</i> yang digunakan dalam <i>pictorial vocabulary English book</i> sesuai dengan benar.	✓		
6.	<i>Vocabulary</i> yang disajikan <i>pictorial vocabulary English 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>pictorial vocabulary English book</i> membantu meningkatkan kemampuan Bahasa Inggris siswa PMDS Putri Palopo.	✓		
10.	Input <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> sesuai dengan kemampuan siswa PMDS Putri Palopo.	✓		
11.	Input <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> menarik.	✓		
12.	Input <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> sesuai dengan kemampuan berbahasa siswa PMDS Putri Palopo.	✓		
13.	Input <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> mencakup struktur bahasa yang benar.	✓		
14.	Pilihan <i>vocabulary</i> sesuai dengan karakteristik siswa.	✓		
15.	Input <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> dapat menambah wawasan siswa PMDS Putri Palopo.	✓		
16.	Pilihan gambar pada <i>vocabulary</i> sesuai dengan siswa PMDS Putri Palopo.	✓		
Rangkuman Kualitatif:				

D. Desain dan Layout				
17.	Pemilihan warna pada <i>pictorial vocabulary English book</i> menarik.	✓		
18.	Sampul <i>pictorial vocabulary English book</i> menarik.	✓		
19.	Tampilan isi <i>pictorial vocabulary English book</i> jelas.	✓		
20.	Penggunaan tanda baca tepat.	✓		
21.	Susunan materi dalam <i>pictorial vocabulary English book</i> sistematis.	✓		
22.	Sumber dalam <i>pictorial vocabulary English book</i> jelas.	✓		
23.	Jarak spasi sesuai.	✓		
Rangkuman Kualitatif:				

C. Kesimpulan

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

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

Palopo, 11 Mei 2022

Penilai Kelayakan



DR. MASRUDDIN, SS, M-HUM

KUESIONER EVALUASI UNTUK AHLI *DESIGN* DAN *LAYOUT*

A. Data Responden

Nama : Fadhlidar R Muin
 Umur :
 Jenis Kelamin :
 Pendidikan : S1 S2 S3 Professor
 Pengalaman Mengajar : 0-2 tahun 2-4 tahun 4-6 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
A. Konten					
1.	Cakupan isi materi dalam <i>pictorial vocabulary English book</i> sesuai dengan kebutuhan siswa SMP Datok Sulaiman Putri Palopo.	✓			
2.	Kedalaman <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> untuk siswa di SMP Datok Sulaiman Putri Palopo memadai.		✓		
3.	Keaslian <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> untuk siswa di SMP Datok Sulaiman Putri Palopo memadai.	✓			
4.	Pemilihan gambar ilustrasi dapat merepresentasikan <i>vocabulary</i> .		✓		
Rangkuman Kualitatif:					

B. Bahasa					
5.	<i>Vocabulary</i> yang digunakan dalam <i>pictorial vocabulary English book</i> sesuai dengan benar.		✓		
6.	<i>Vocabulary</i> yang disajikan <i>pictorial vocabulary English 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>pictorial vocabulary English book</i> membantu meningkatkan kemampuan Bahasa Inggris siswa SMP DATOK SULAIMAN Putri Palopo.		✓		
10.	Input <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> sesuai dengan kemampuan siswa SMP Datok Sulaiman Putri Palopo.	✓			
11.	Input <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> menarik.		✓		
12.	Input <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> sesuai dengan kemampuan berbahasa siswa SMP Datok Sulaiman Putri Palopo.	✓			
13.	Input <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> mencakup struktur bahasa yang benar.	✓			
14.	Pilihan <i>vocabulary</i> sesuai dengan karakteristik siswa.	✓			
15.	Input <i>vocabulary</i> dalam <i>pictorial vocabulary English book</i> dapat menambah wawasan siswa SMP Datok Sulaiman Putri Palopo.		✓		
16.	Pilihan gambar pada <i>vocabulary</i> sesuai dengan siswa SMP Datok Sulaiman Putri Palopo.	✓			
Rangkuman Kualitatif:					

D. Desain dan Layout				
17.	Pemilihan warna pada <i>pictorial vocabulary English book</i> menarik.	✓		
18.	Sampul <i>pictorial vocabulary English book</i> menarik.	✓		
19.	Tampilan isi <i>pictorial vocabulary English book</i> jelas.	✓		
20.	Penggunaan tanda baca tepat.	✓		
21.	Susunan materi dalam <i>pictorial vocabulary English book</i> sistematis.	✓		
22.	Sumber dalam <i>pictorial vocabulary English book</i> jelas.	✓		
23.	Jarak spasi sesuai.	✓		
Rangkuman Kualitatif:				

C. Kesimpulan

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

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

Palopo, 11 Mei 2022

Penilai Kelayakan

Fadhlillah R. Murni



LESSON PLAN

The First Meeting (Phonetic Symbol)

Class/level : VII D/basic-low

Objectives : The students can understand and pronounce the phonetic symbol correctly.

Vocabulary : see, any, sit, ten, hat, arm, got, saw, put, school, usual, cup, fur, ago, pay, five, home, now, join, near, hair, pure, pen, bad tea, did, cat, got, chin, June, fall, van, thin, so, zoo, she, vision, how, man, no, sing, leg, red, yes, wet, vowel and consonant.

Material : Loudspeaker, whiteboard, laptop, slide presentation, LCD, marker, and handout.

Time : 90 minutes.

Attention grabber : “Repeat after me” the teacher said,
“repeat after you” the students said.

Potential problems : Blackout, classroom size, and destructive behavior of students.

Present activity	Interaction	Time
<ul style="list-style-type: none"> • Greet the students and ask the students' conditions. • Warm-up Read a commonly mispronounced word in English: mosque, Samsung, Alms, expensive, and microphone. • Lead-in Asking about a phonetic symbol in the dictionary. • Present the material using a PowerPoint presentation. 	T-SS	60 minutes
Practice activity	Interaction	Time
<ul style="list-style-type: none"> • Check the students' comprehension by asking several questions related to the presentation. 	T-SS	15 minutes.

<ul style="list-style-type: none"> Ask the students to read the phonetic symbol on the provided handout. 		
Produce activity	Interaction	Time
<ul style="list-style-type: none"> Ask the students to read phonetic symbols on the provided handout, and the teacher will give corrections. Ask the students to conclude the topic. The teacher gives the students the validated product and informs the next topic. 	SS	15 minutes

The Second Meeting (Personal Pronoun)

Class/level : VII D/basic-low

Objectives : The students can understand the personal pronoun in English (subject and object pronoun).

Vocabulary : I, you, we, they, she, he, it, me, us, them, her, and his.

Material : Whiteboard, laptop, slide presentation, LCD, marker, and handout.

Time : 90 minutes.

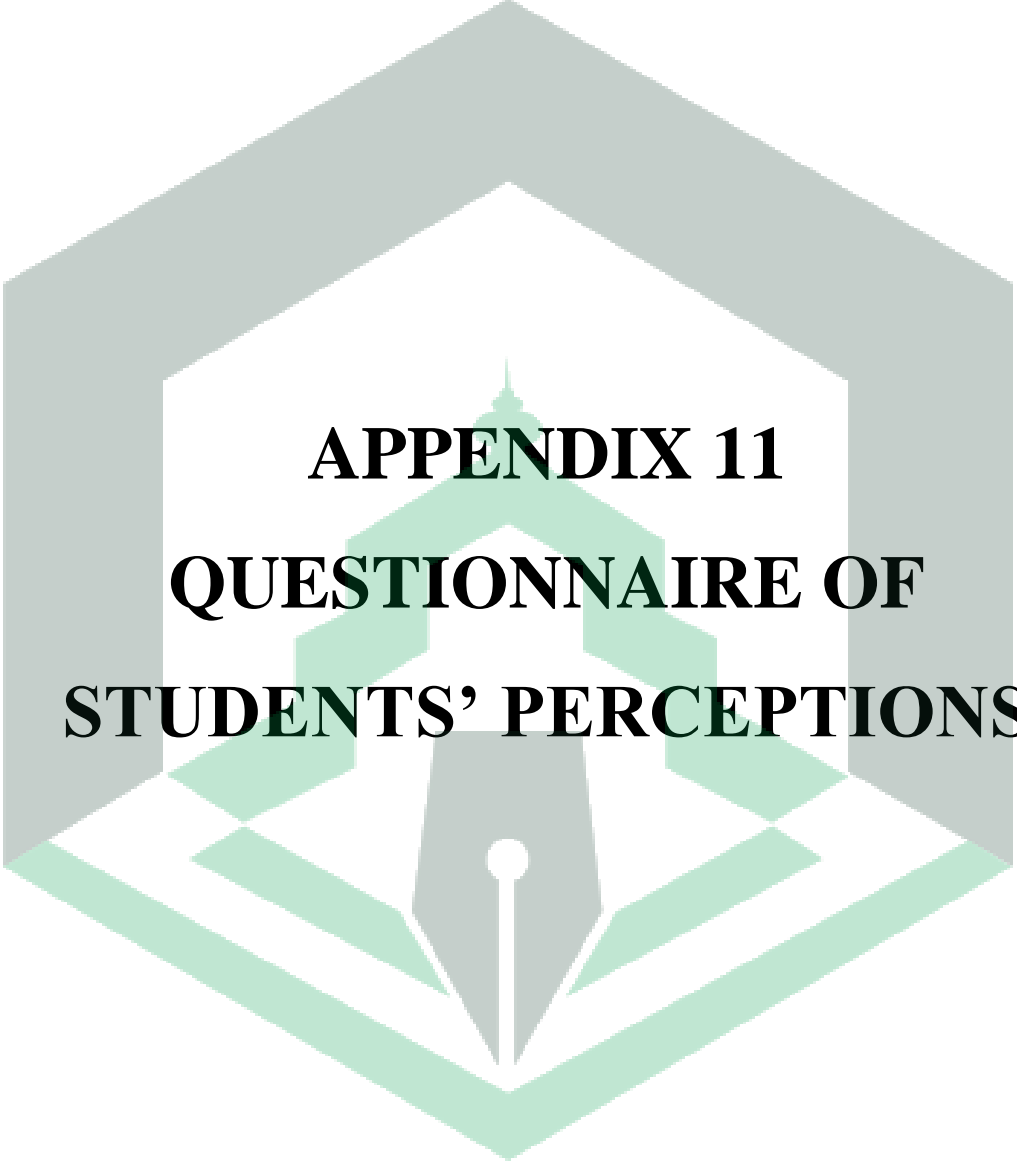
Attention grabber : “Repeat after me,” the teacher said,
“repeat after you” the students said.

Potential problems : Blackout, classroom size, and destructive behaviour of students.

Present activity	Interaction	Time
<ul style="list-style-type: none"> Greet the students and ask the students' conditions. Prior knowledge Ask about the previous topic. Lead-in Asking about the personal pronoun in English. Present the material using a PowerPoint presentation. 	T-SS	60 minutes
Practice activity	Interaction	Time
<ul style="list-style-type: none"> Check the students' comprehension by asking several 	T-SS	15 minutes.

<p>questions related to the presentation.</p> <ul style="list-style-type: none"> • Ask the students to read several sentences and analyze which subject and object of the sentence. 		
Produce activity	Interaction	Time
<ul style="list-style-type: none"> • Ask the students to write several sentences using the subject and object of the pronoun. • The teacher gives feedback related to the students' answers. • Ask the students to conclude the topic. 	SS	15 minutes





APPENDIX 11
QUESTIONNAIRE OF
STUDENTS' PERCEPTIONS

**KUESIONER EVALUASI UNTUK PENGGUNA
PICTORIAL VOCABULARY ENGLISH BOOK
(SISWA KELAS VII SMP DATOK SULAIMAN PUTRI PALOPO)**

A. Data Responden

Nama:

Kelas:

B. Petunjuk

Berikut ini merupakan beberapa pernyataan terkait dengan buku yang telah diberikan sebelumnya. Berilah tanda centang (✓) pada salah satu jawaban saja.

Keterangan:

SS : Sangat Setuju

S : Setuju

R : Ragu-ragu

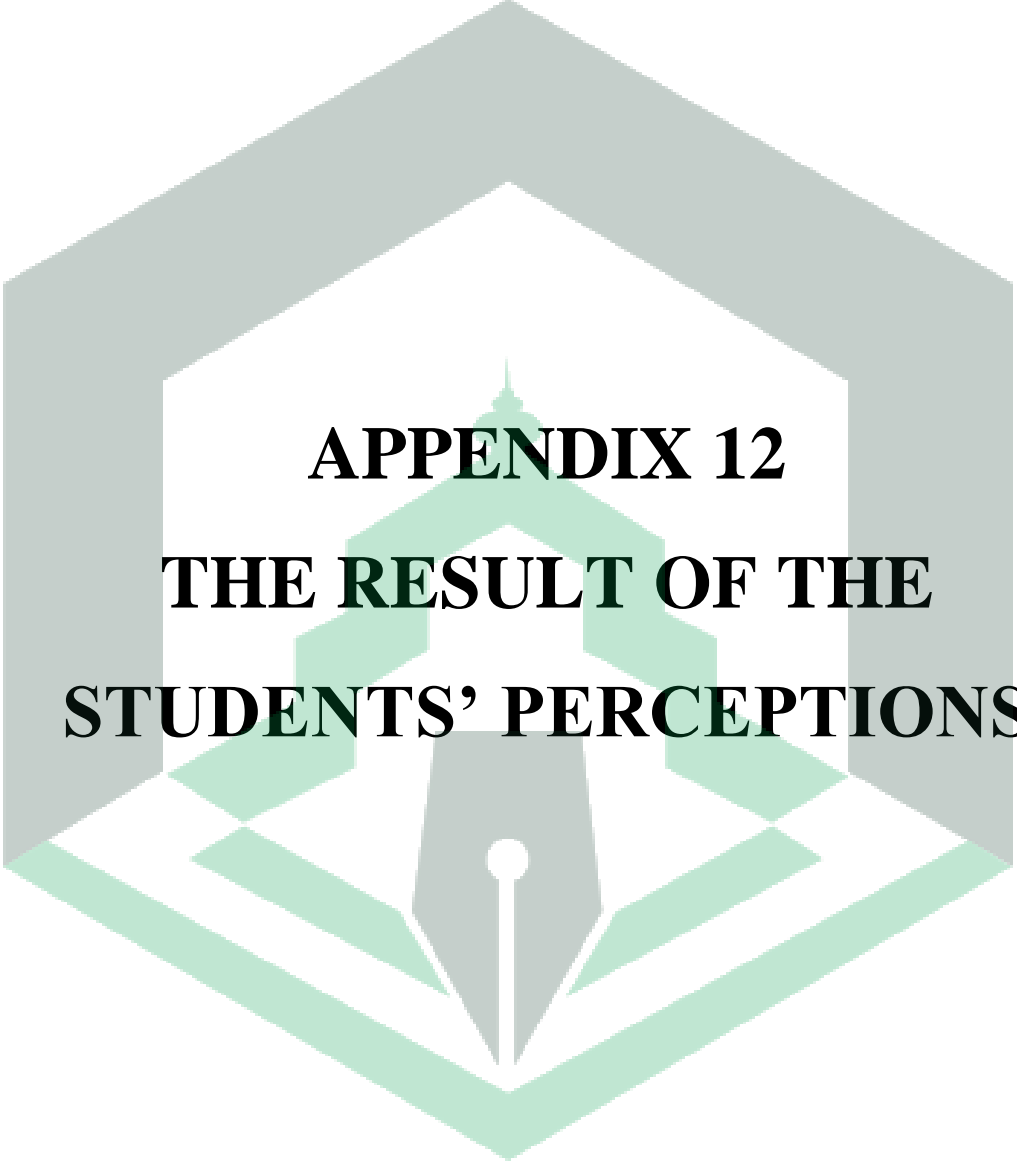
TS : Tidak Setuju

STS: Sangat Tidak Setuju

No.	Pernyataan	SS	S	R	TS	STS
1.	Materi buku <i>Pictorial Vocabulary English Book</i> sesuai dengan pemula.					
2.	Materi buku <i>Pictorial Vocabulary English Book</i> secara keseluruhan sesuai dengan kebutuhan santri di PMDS Putri Palopo.					
3.	Materi buku <i>Pictorial Vocabulary English Book</i> secara keseluruhan beragam.					
4.	Materi buku <i>Pictorial Vocabulary English Book</i> secara keseluruhan membantu santri untuk berkomunikasi dalam Bahasa Inggris dengan baik.					
5.	Materi buku <i>Pictorial Vocabulary English Book</i> secara keseluruhan menarik dan mudah dipahami.					
6.	Topik materi buku <i>Pictorial Vocabulary English Book</i> secara keseluruhan sesuai dengan kebutuhan siswa di PMDS Putri Palopo.					
7.	Topik materi buku <i>Pictorial Vocabulary English Book</i> mudah dipelajari dan diaplikasikan setiap hari di area PMDS Putri Palopo.					
8.	Pemilihan gambar di buku <i>Pictorial Vocabulary English Book</i> menarik dan tepat untuk santri di PMDS Putri Palopo.					

9.	Pemilihan jenis dan ukuran huruf pada buku <i>Pictorial Vocabulary English Book</i> menarik dan nyaman dibaca.					
10.	Pemilihan warna pada buku <i>Pictorial Vocabulary English Book</i> menarik dan menyenangkan untuk dibaca.					
11.	Sampul buku <i>Pictorial Vocabulary English Book</i> menarik.					
12.	Desain buku <i>Pictorial Vocabulary English Book</i> menarik.					
13.	Ukuran buku <i>Pictorial Vocabulary English Book</i> sudah tepat, praktis, dan mudah dibawa kemana-mana.					





APPENDIX 12
THE RESULT OF THE
STUDENTS' PERCEPTIONS

KUESIONER EVALUASI UNTUK PENGGUNA
PICTORIAL VOCABULARY ENGLISH BOOK
(SISWA KELAS VII SMP DATOK SULAIMAN PUTRI PALOPO)

A. Data Responden

Nama:

Kelas: VII.D (70)

B. Petunjuk

Berikut ini merupakan beberapa pernyataan terkait dengan buku yang telah diberikan sebelumnya. Berilah tanda centang (✓) pada salah satu jawaban saja.

Keterangan:

SS : Sangat Setuju

S : Setuju

R : Ragu-ragu

TS : Tidak Setuju

STS: Sangat Tidak Setuju

No.	Pernyataan	SS	S	R	TS	STS
1.	Materi buku <i>Pictorial Vocabulary English Book</i> sesuai dengan pemula.	✓				
2.	Materi buku <i>Pictorial Vocabulary English Book</i> secara keseluruhan sesuai dengan kebutuhan santri di PMDS Putri Palopo.	✓				
3.	Materi buku <i>Pictorial Vocabulary English Book</i> secara keseluruhan beragam.	✓				
4.	Materi buku <i>Pictorial Vocabulary English Book</i> secara keseluruhan membantu santri untuk berkomunikasi dalam Bahasa Inggris dengan baik.	✓				
5.	Materi buku <i>Pictorial Vocabulary English Book</i> secara keseluruhan menarik dan mudah dipahami.	✓				
6.	Topik materi buku <i>Pictorial Vocabulary English Book</i> secara keseluruhan sesuai dengan kebutuhan siswa di PMDS Putri Palopo.	✓				
7.	Topik materi buku <i>Pictorial Vocabulary English Book</i> mudah dipelajari dan diaplikasikan setiap hari di area PMDS Putri Palopo.	✓				
8.	Pemilihan gambar di buku <i>Pictorial Vocabulary English Book</i> menarik dan tepat untuk santri di PMDS Putri Palopo.	✓				

9.	Pemilihan jenis dan ukuran huruf pada buku <i>Pictorial Vocabulary English Book</i> menarik dan nyaman dibaca.	✓				
10.	Pemilihan warna pada buku <i>Pictorial Vocabulary English Book</i> menarik dan menyenangkan untuk dibaca.	✓				
11.	Sampul buku <i>Pictorial Vocabulary English Book</i> menarik.	✓				
12.	Desain buku <i>Pictorial Vocabulary English Book</i> menarik.	✓				
13.	Ukuran buku <i>Pictorial Vocabulary English Book</i> sudah tepat, praktis, dan mudah dibawa kemana-mana.	✓				



**KUESIONER EVALUASI UNTUK PENGGUNA
PICTORIAL VOCABULARY ENGLISH BOOK
(SISWA KELAS VII SMP DATOK SULAIMAN PUTRI PALOPO)**

A. Data Responden

Nama:

Kelas: VII.D

B. Petunjuk

Berikut ini merupakan beberapa pernyataan terkait dengan buku yang telah diberikan sebelumnya. Berilah tanda centang (✓) pada salah satu jawaban saja.

Keterangan:

SS : Sangat Setuju

S : Setuju

R : Ragu-ragu

TS : Tidak Setuju

STS: Sangat Tidak Setuju

No.	Pernyataan	SS	S	R	TS	STS
1.	Materi buku <i>Pictorial Vocabulary English Book</i> sesuai dengan pemula.		✓			
2.	Materi buku <i>Pictorial Vocabulary English Book</i> secara keseluruhan sesuai dengan kebutuhan santri di PMDS Putri Palopo.		✓			
3.	Materi buku <i>Pictorial Vocabulary English Book</i> secara keseluruhan beragam.		✓			
4.	Materi buku <i>Pictorial Vocabulary English Book</i> secara keseluruhan membantu santri untuk berkomunikasi dalam Bahasa Inggris dengan baik.		✓			
5.	Materi buku <i>Pictorial Vocabulary English Book</i> secara keseluruhan menarik dan mudah dipahami.		✓			
6.	Topik materi buku <i>Pictorial Vocabulary English Book</i> secara keseluruhan sesuai dengan kebutuhan siswa di PMDS Putri Palopo.			✓		
7.	Topik materi buku <i>Pictorial Vocabulary English Book</i> mudah dipelajari dan diaplikasikan setiap hari di area PMDS Putri Palopo.		✓			
8.	Pemilihan gambar di buku <i>Pictorial Vocabulary English Book</i> menarik dan tepat untuk santri di PMDS Putri Palopo.		✓			

9.	Pemilihan jenis dan ukuran huruf pada buku <i>Pictorial Vocabulary English Book</i> menarik dan nyaman dibaca.		✓			
10.	Pemilihan warna pada buku <i>Pictorial Vocabulary English Book</i> menarik dan menyenangkan untuk dibaca.		✓			
11.	Sampul buku <i>Pictorial Vocabulary English Book</i> menarik.		✓			
12.	Desain buku <i>Pictorial Vocabulary English Book</i> menarik.		✓			
13.	Ukuran buku <i>Pictorial Vocabulary English Book</i> sudah tepat, praktis, dan mudah dibawa kemana-mana.			✓		



**KUESIONER EVALUASI UNTUK PENGGUNA
PICTORIAL VOCABULARY ENGLISH BOOK
(SISWA KELAS VII SMP DATOK SULAIMAN PUTRI PALOPO)**

A. Data Responden

Nama: _____
Kelas: 7D (VII D)

B. Petunjuk

Berikut ini merupakan beberapa pernyataan terkait dengan buku yang telah diberikan sebelumnya. Berilah tanda centang (✓) pada salah satu jawaban saja.

Keterangan:

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

No.	Pernyataan	SS	S	R	TS	STS
1.	Materi buku <i>Pictorial Vocabulary English Book</i> sesuai dengan pemula.	✓				
2.	Materi buku <i>Pictorial Vocabulary English Book</i> secara keseluruhan sesuai dengan kebutuhan santri di PMDS Putri Palopo.		✓			
3.	Materi buku <i>Pictorial Vocabulary English Book</i> secara keseluruhan beragam.			✓		
4.	Materi buku <i>Pictorial Vocabulary English Book</i> secara keseluruhan membantu santri untuk berkomunikasi dalam Bahasa Inggris dengan baik.	✓				
5.	Materi buku <i>Pictorial Vocabulary English Book</i> secara keseluruhan menarik dan mudah dipahami.			✓		
6.	Topik materi buku <i>Pictorial Vocabulary English Book</i> secara keseluruhan sesuai dengan kebutuhan siswa di PMDS Putri Palopo.		✓			
7.	Topik materi buku <i>Pictorial Vocabulary English Book</i> mudah dipelajari dan diaplikasikan setiap hari di area PMDS Putri Palopo.	✓				
8.	Pemelihan gambar di buku <i>Pictorial Vocabulary English Book</i> menarik dan tepat untuk santri di PMDS Putri Palopo.	✓				

9.	Pemilihan jenis dan ukuran huruf pada buku <i>Pictorial Vocabulary English Book</i> menarik dan nyaman dibaca.			✓		
10.	Pemilihan warna pada buku <i>Pictorial Vocabulary English Book</i> menarik dan menyenangkan untuk dibaca.			✓		
11.	Sampul buku <i>Pictorial Vocabulary English Book</i> menarik.	✓				
12.	Desain buku <i>Pictorial Vocabulary English Book</i> menarik.	✓				
13.	Ukuran buku <i>Pictorial Vocabulary English Book</i> sudah tepat, praktis, dan mudah dibawa kemana-mana.		✓			



Nama :

Kelas : VII D / 7D

Sebuah : Smp datok sulaiman bagian Putri Palopo

Perdapat saya tentang buku

"A Pictorial Vocabulary

English Book "

menurut saya tentang buku "A Pictorial Vocabulary

English Book " menurut saya sangat bagus dan

juga menarik untuk dibaca. Nama karakter

nya yg lucu, kosakata nya pun mudah di pahami

dan penerjemahannya pun sangat bagus, artinya

sangat bermanfaat dan berfaedah bagi saya, dan

saya juga berterimah kasih kepada kakak "Prof.

Dr. Sahraini. M. Hum " dan kakak "Andi Terrisana.

S. Pd. M. Pd " dan saya juga sangat berterimah

kasih kepada kakak "Imam Fadli " and I wanna

say thank you for kak "Imam Fadli "



REMEMBER - MEMORY



Nama :

Kelas : VII D / 7D

sebuah : pondok pesantren datok sulaiman palopo

Pendapat saya tentang buku "A Pictorial Vocabulary English Book "

menurut pendapat saya, buku ini sangat bagus dan menarik. I

mulai dari gambar yang membuat bukunya sangat menarik, dan

buku ini membuat saya jadi senang untuk belajar bahasa Inggris.

Buku ini sangat menginspirasi saya untuk lebih giat belajar di pesantren.

Buku ini sangat bagus karena banyak kosakata bahasa Inggris yang

mudah di pahami. gambar yang ada di dalam buku ini sangat bermanfaat

didalam buku ini terdapat banyak kegiatan-kegiatan yang

menyenangkan di dalam asrama / pesantren.

saya sangat berterimakasih kepada kak " Imam Fadli " yang telah

mendisain yang sangat elegan. menarik dan sangat berfaedah,

And I wanna say thank you for kak " Imam Fadli " Very - Very much !

semangat kak ! semoga impiannya cepat tercapai kak, sukses selalu.



SARAN

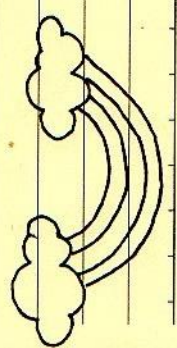
Saran saya... ~~best~~ foto yang ada di buku-nya sedikit kurang kak,

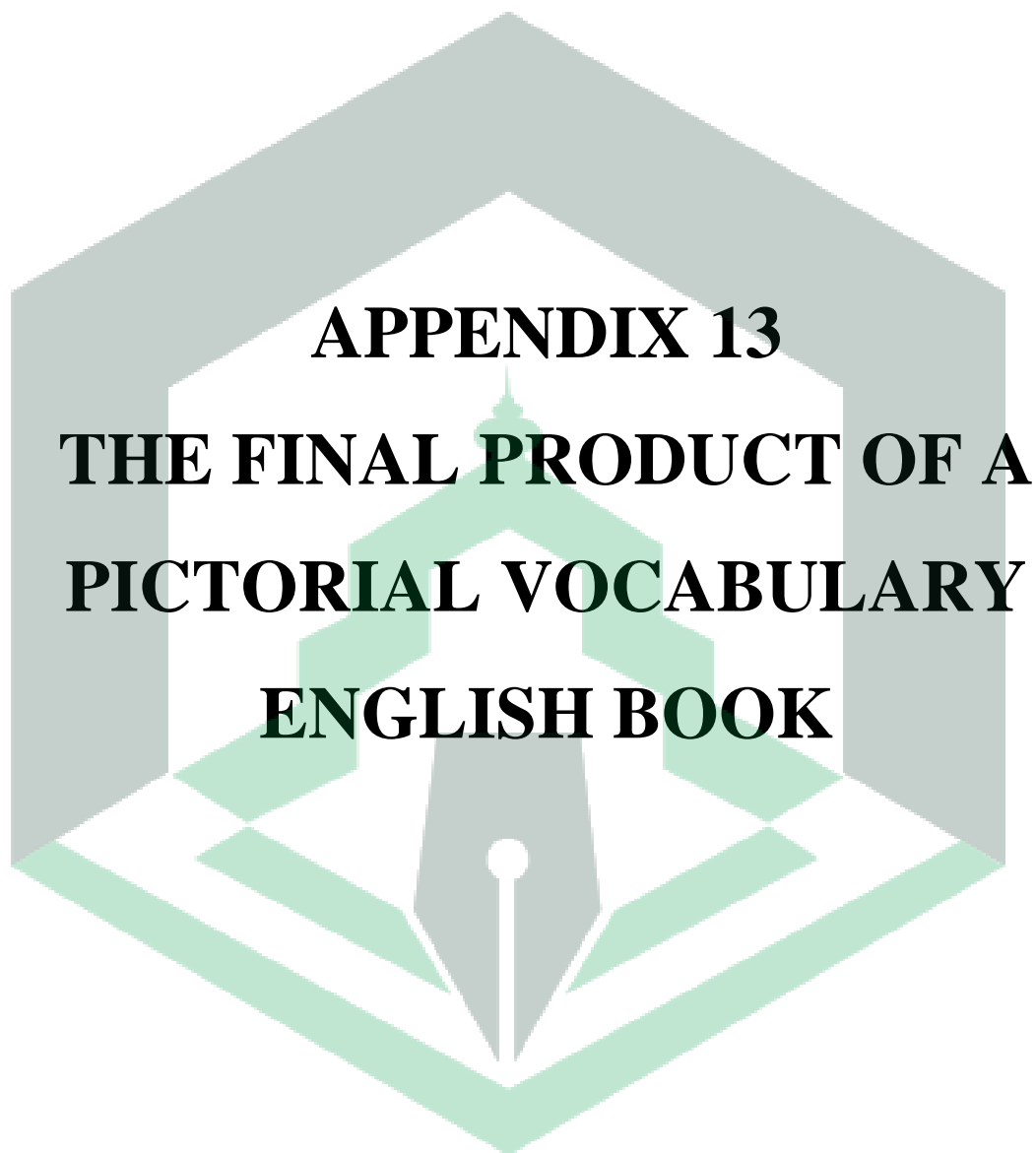
karena foto tersebut hanya beberapa orang yang terlihat,

saya berharap fotonya diganti menjadi foto seluruh kelas 7D yang

semuanya terlihat kak makasih !! tapi, bukunya tetap bagus kak kak

VERY VERY GOOD !





APPENDIX 13
THE FINAL PRODUCT OF A
PICTORIAL VOCABULARY
ENGLISH BOOK

A PICTORIAL ENGLISH VOCABULARY BOOK

FOR

THE FIRST GRADE STUDENTS OF SMP DATOK SULAIMAN PUTRI PALOPO

A PICTORIAL ENGLISH VOCABULARY BOOK

FOR

THE FIRST GRADE OF SMP DATOK SULAIMAN PUTRI PALOPO

Kosakata merupakan poin mendasar dalam penguasaan Bahasa Inggris. Tanpa menguasai beberapa kosakata akan membuat pembicara merasa sulit berbahasa Inggris. Ditambah lagi, banyaknya istilah-istilah Bahasa Inggris yang berbeda dengan Bahasa Indonesia.

Buku ini ditujukan untuk siswa SMP Datok Sulaiman Putri Palopo kelas VII dalam proses pengembangan kosakata Bahasa Inggris. Buku ini juga dilengkapi dengan gambar ilustrasi sehingga memudahkan siswa dalam memahami istilah dalam Bahasa Inggris.



SCAN ME FOR E-BOOK

A PICTORIAL ENGLISH VOCABULARY BOOK
FOR THE FIRST GRADE STUDENTS OF SMP DATOK
SULAIMAN PUTRI PALOPO

Designed by:
Imam Fadli

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

A PICTORIAL ENGLISH VOCABULARY BOOK FOR THE FIRST GRADE STUDENTS OF SMP DATOK SULAIMAN PUTRI PALOPO

Designed by:
Imam Fadli

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

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

KATA PENGANTAR

Puji syukur kehadiran Allah SWT., atas limpahan rahmat dan karunia-Nya sehingga kami dapat menyusun sebuah buku yang berjudul "A Pictorial English Vocabulary Book for The First Grade Students of SMP Datok Sulaiman Putri Palopo."

Penyusun berharap buku ini dapat membantu siswa dan guru di SMP Datok Sulaiman Putri dalam mengembangkan kosakata Bahasa Inggris khususnya kosakata di lingkungan pesantren.

Penyusun.

A Pictorial Vocabulary English Book

SMP Datok Sulaiman Putri Palopo

PANDUAN BUKU

Huruf awal kosakata.



School (n)
/sku:l/
sekolah



Simbol fonetik.

Gambar sesuai kosakata.

Terjemahan.

Kosakata Bahasa Inggris.

Kelas kata:

- **N (noun)** berarti kata benda,
- **V (verb)** berarti kata kerja,
- **Adj (adjective)** berarti kata sifat, dan
- **Adv (adverb)** berarti kata keterangan.

EJAJAN FONETIK

EJAJAN VOKAL

Simbol Fonetik	Contoh Kata
i:	/si:/ see (melihat)
i	/'eni/ any (beberapa)
I	/sɪt/ sit (duduk)
e	/ten/ ten (sepuluh)
æ	/hæt/ hat (topi)
ɑ:	/ɑ:m/ arm (lengan)
ɒ	/gɒt/ got (mendapatkan)
ɔ:	/sɔ:/ saw (gergaji)
ʊ	/pʊt/ put (taruh)
u:	/sku:l/ school (sekolah)
u	/'ju:ʒuel/ usual (biasanya)
ʌ	/kʌp/ cup (cangkir)
ɜ:	/fɜ:(r)/ fur (bulu)
ə	/ə'geu/ ago (yang lalu)
eɪ	/peɪ/ pay (bayar)
aɪ	/faɪv/ five (lima)

Kata Kerja

Bentuk kosakata Kata Kerja. (Verb 1 - Verb 2 - Verb 3).



Eat (v)

eat - ate - eaten

/i:t/ - /eɪt/ - /'i:tn/

makan

Kelas kata (v, berarti **verb** atau kata kerja)

Simbol fonetik.

Gambar sesuai kosakata.

Terjemahan.

Simbol Fonetik		Contoh Kata
əʊ	/həʊm/	home (rumah)
aʊ	/naʊ/	now (sekarang)
ɔɪ	/dʒɔɪn/	join (gabung)
ɪə	/nɪə(r)/	near (dekat)
eə	/heə(r)/	hair (rambut)
ʊə	/pjʊə(r)/	pure (murni)

EJAJAN KONSONAN

Simbol Fonetik		Contoh Kata
p	/pen/	pen (pulpen)
b	/bæd/	bad (buruk)
t	/ti:/	tea (teh)
d	/did/	did (melakukan)
k	/kæt/	cat (kucing)
g	/got/	got (mendapatkan)
tʃ	/tʃɪn/	chin (dagu)
dʒ	/dʒu:n/	June (Juni)
f	/fɔ:l/	fall (jatuh)

Simbol Fonetik		Contoh Kata
v	/væn/	van (mobil van)
θ	/θɪn/	thin (tipis)
ð	/ðen/	then (kemudian)
s	/səʊ/	so (jadi)
z	/zu:/	zoo (kebun binatang)
ʃ	/ʃi:/	she (dia perempuan)
ʒ	/'vɪʒn/	vision (penglihatan)
h	/haʊ/	how (bagaimana)
m	/mæn/	man (laki-laki)
n	/nəʊ/	no (tidak)
ŋ	/sɪŋ/	sing (menyanyi)
l	/leg/	leg (kaki)
r	/red/	red (merah)
j	/jes/	yes (iya)
w	/wet/	wet (basah)

v

vi

DAFTAR ISI

KATA PENGANTAR ii

PANDUAN BUKU iii

EJAJAN FONETIK iv

DAFTAR ISI vii

BAGIAN 1 ALFABET 1

BAGIAN 2 BENDA-BENDA DI SEKOLAH 9

A. Benda-benda di Masjid 10

B. Benda-benda di Kelas 13

C. Benda-benda di dalam Asrama 15

D. Benda-benda di Sekitar Sekolah 18

E. Benda-benda di Tempat Makan 21

F. Perlengkapan Pramuka 25

G. Benda-benda saat Berolahraga 27

BAGIAN 3 AKTIVITAS DI SEKOLAH 29

A. Regular Verb (Kata Kerja Beraturan) 30

B. Irregular Verb (Kata Kerja Tidak Beraturan) 41

C. Kegiatan di Luar Kelas 52

D. Kegiatan di dalam Asrama 55

E. Kegiatan di dalam Kelas 57

F. Kegiatan dalam Beribadah 59

G. Kegiatan dalam Berolahraga 61

BAGIAN 4 KATA GANTI ORANG 64

A. Subject Pronoun (Kata Ganti Subjek) 65

B. Object Pronoun (Kata Ganti Objek) 69

BAGIAN 5 UNGKAPAN SEHARI-HARI 73

DAFTAR PUSTAKA 78

UCAPAN TERIMA KASIH 80

vii

viii

BAGIAN 1

ALFABET

Di bagian ini, anda akan mempelajari tentang:

- Alfabet dalam Bahasa Inggris.
- Kosakata tiap hurufnya.
- Cara menyebutannya.
- Gambar ilustrasi di setiap kosakata.
- Terjemahan dalam Bahasa Indonesia.

A B
C

01

Bagian 1

D

Dhikr (n)
/ˈðɪkə/
zikir



E

Expensive (adj)
/ɪkˈspensɪv/
mahal



F

Family (n)
/ˈfæməli/
keluarga



G

God (n)
/ɡɒd/
Tuhan



3

A

Alms (n)
/ɑ:mz/
zakat



B

Bag (n)
/bæg/
tas



C

Charity (n)
/ˈtʃærəti/
amal



2

Alfabet

H

Honest (adj)
/ˈɒnɪst/
jujur

True!

Assalamu'alaikum.
My name is Imam Fadli



I

Introduce (v)
/ˌɪntrəˈdju:s/
memperkenalkan diri

J

Job (n)
/dʒɒb/
pekerjaan



Key (n)
/ki/
kunci

K

4



Library (n)
/ˈlaɪbrəri/
perpustakaan



Mosque (n)
/ˈmɒsk/
masjid



Nice (adj)
/naɪs/
bagus



Outside (adv)
/ˌaʊtˈsaɪd/
di luar
the marker is outside of the box.



Prophet (n)
/ˈprɒfɪt/
nabi



Qur'an (n)
/kəˈrɑːn/
Al-Qur'an



Read (v)
/riːd/
membaca



School (n)
/skuːl/
sekolah



5

6



Teacher (n)
/ˈtiːtʃə(r)/
guru



University (n)
/ˌjuːnɪˈvɜːsəti/
universitas



Village (n)
/ˈvɪlɪdʒ/
desa



Win (v)
/wɪn/
menang



Xylophone (n)
/ˈzaɪləfəʊn/
gambang



Yard (n)
/jɑːd/
halaman



Zipper (n)
/ˈzɪpə(r)/
ritsleting



7

8

BAGIAN 2

BENDA-BENDA DI SEKOLAH

Di bagian ini, anda akan mempelajari:

- Kosakata kata benda di sekolah.
- Cara penyebutannya kosakatanya.
- Gambar ilustrasi setiap kosakata.
- Terjemahan dalam bahasa Indonesia.

A
B
C

02

Bagian 2

A. Benda-benda di Masjid



Fan (n)
/fæn/
kipas angin



Prayer rug (n)
/'preə rʌg/
sajadah

Microphone (n)
/'maɪkrəfəʊn/
mikrophone

Berikut adalah beberapa contoh benda di dalam masjid.



Minbar (n)
/'mɪnbɑː/
mimbar



10

Benda-benda di Sekolah



Digital Clock (n)
/'dɪdʒɪtl klɒk/
jam digital



Loudspeaker (n)
/ˌlaʊdˈspiːkə(r)/
pengeras suara

Calligraphy (n)
/kəˈlɪgrəfi/
tulisan kaligrafi

Wall (n)
/wɔːl/
tembok



Door (n)
/dɔː(r)/
pintu

Window (n)
/'wɪndəʊ/
jendela

Floor (n)
/'flɔː(r)/
lantai

Ceiling (n)
/'siːlɪŋ/
plafon

Ceiling Lamp (n)
/'siːlɪŋ læmp/
lampu plafon



Ceiling fan (n)
/'siːlɪŋ fæn/
kipas angin plafon

Dome (n)
/dəʊm/
kubah

Minaret (n)
/'mɪnəˈret/
menara masjid

Ablution place (n)
/əˈbluːʃn pleɪs/
tempat berwudhu



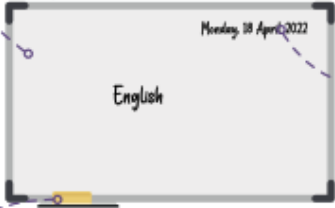
11

12

B. Benda-benda di Kelas

Whiteboard (n)

/ˈwaɪtbɔ:d/
papan tulis



Date (n)

/deɪt/
tanggal

Board eraser (n)

/bɔ:d ɪˈreɪzə(r)/
penghapus papan tulis

Berikut adalah contoh benda-benda di dalam kelas.



Clock (n)

/klɒk/
jam dinding



Vase (n)

/va:z/
vas bunga

Marker (n)

/'ma:kə(r)/
spidol

Chair (n)

/tʃeə(r)/
kursi



Pen (n)

/pen/
pulpen

Table (n)

/'teɪbl/
meja

Book (n)

/bʊk/
buku

Apabila bukunya banyak (plural) maka bahasa Inggrisnya menjadi Books (banyak buku).



Bookshelf (n)

/'bʊkʃelf/
rak buku

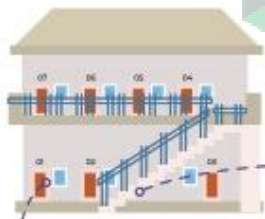
13

14

C. Benda-benda di dalam Asrama

Dormitory (n)

/'dɔ:metri/
asrama



Stairs (n)

/'steə(r)s/
tangga

Room (n)

/'ru:m/
kamar

Dormitory (n) adalah sebuah ruangan yang digunakan sebagai tempat tinggal siswa.

Rug (n)

/'rʌg/
karpet

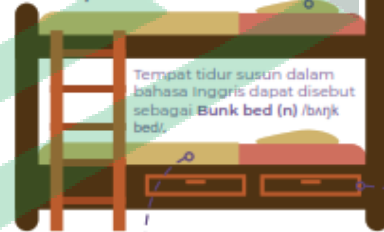


Bed (n)

/'bed/
tempat tidur

Pillow (n)

/'pɪləʊ/
bantal



Tempat tidur susun dalam bahasa Inggris dapat disebut sebagai Bunk bed (n) /bʌŋk bed/.

Blanket (n)

/'blæŋkɪt/
selimut

Drawer (n)

/'drɔ:(r)/
laci

Cupboard (n)

/'kʌbəd/
lemari

Mirror (n)

/'mɪrə(r)/
cermin



15

16



Hijab (n)

/hi'dʒɑ:b/
jilbab

School uniform (n)

/,sku:l 'ju:nifo:m/
Seragam sekolah

Skirt (n)

/skɜ:t/
rok

Desk Lamp (n)

/desk læmp/
lampu meja



Suitcase (n)

/'su:tkeɪs/
tas pakaian

Study desk (n)

/'stʌdi desk/
meja belajar

D. Benda-benda di Sekitar Sekolah

Boarding school (n)

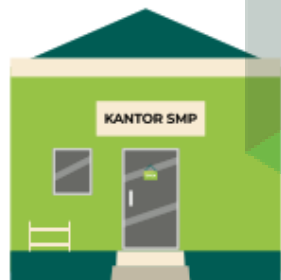
/'bɔ:diŋ sku:l/
pesantren



Boarding school (n) adalah sekolah dimana siswa dapat menetap selama bersekolah.

Gazebo (n)

/gə'zi:bəʊ/
gazebo

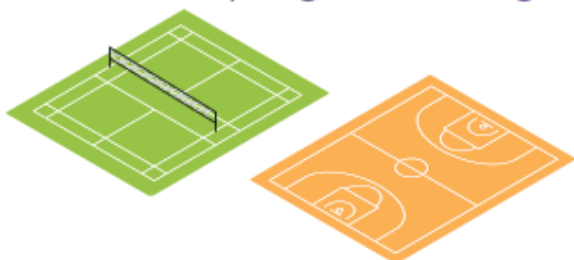


Office (n)

/'ɒfɪs/
kantur sekolah

Badminton court (n)

/'bædmɪntən kɔ:t/
lapangan bulutangkis



Basketball court (n)

/'bɑ:skɪtbɔ:l kɔ:t/
lapangan basket

Flag (n)

/flæɡ/
bendera

Flagpole (n)

/'flæɡpəʊl/
tiang bendera

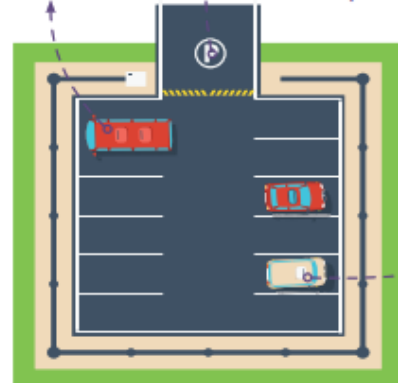


Bus (n)

/bʌs/
mobil bus

Parking lot (n)

/'pɑ:kɪŋ lɒt/
tempat parkir



Car (n)

/kɑ:(r)/
mobil

E. Benda-benda di Tempat Makan



Dining table (n)
/ˈdaɪnɪŋ teɪbl/
meja makan



Dining chair (n)
/ˈdaɪnɪŋ tʃeə(r)/
kursi makan



Bowl (n)
/bɔʊl/
mangkuk

Plate (n)
/pleɪt/
piring



21

Spoon (n)
/spu:n/
sendok



Fork (n)
/fɔ:k/
garpu



Water dispenser (n)
/ˈwɔ:tə(r) dɪˈspense(r)/
dispenser air



Water gallon (n)
/ˈwɔ:tə(r) ˈgælən/
galon air

Tiffin carrier (n)
/ˈtɪfɪn kæriə(r)/
rantang



22



Cup (n)
/kʌp/
cangkir

Saucer (n)
/ˈsɔ:sə(r)/
ceper (piring kecil)

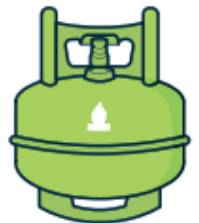
Mug (n)
/mʌg/
mug



Gas stove (n)
/gæs stəʊv/
kompor gas



LPG (n)
/ˌel pi: ˈdʒi:/
GAS elpiji



Glass (n)
/glɑ:s/
gelas

Trash bin (n)
/ˈtræʃ bɪn/
tempat sampah



Rice bucket (n)
/raɪs ˈbʌkɪt/
termos nasi

23

24

F. Perlengkapan Pramuka

Boni hat (n)
/boni hæ't/
topi pramuka perempuan

Neckerchief (n)
/'neketʃi:f/
kacu

Ring woggle (n)
/rɪŋ 'wɒgl/
ring kacu

Uniform (n)
/'ju:nɪfɔ:m/
seragam

Stick (n)
/stɪk/
tongkat

Shoe (n)
/ʃu:/
sepatu

Semaphore (n)

/'seməfo:(r)/
semafor



Whistle (n)

/'wɪsl/
peluit

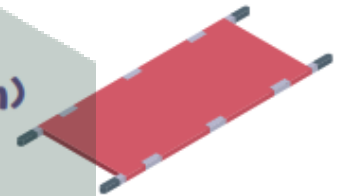


Pocketbook (n)

/'pɒkɪtbʊk/
buku saku

Stretcher (n)

/'stretʃə(r)/
tandu



25

26

G. Benda-benda saat Berolahraga



Basket ball (n)

/'bɑ:skɪt bɔ:l/
bola basket



Volley ball (n)

/'vɒli bɔ:l/
bola volly



Badminton racket (n)

/'bædmɪntən 'rækɪt/
raket bulutangkis



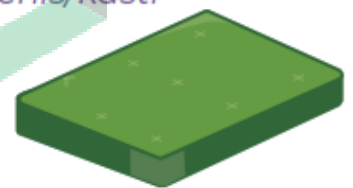
Shuttlecock (n)

/'ʃʌtlɪkɒk/
kok



Tennis ball (n)

/'tenɪs bɔ:l/
bola tenis/kasti



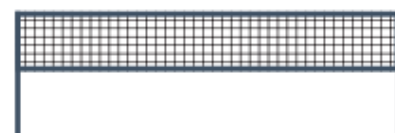
Mattress (n)

/'mætrəs/
matras



Sport clothes (n)

/'spɔ:t kləʊz/
baju olahraga



Net (n)

/net/
jaring

27

28

BAGIAN 3 AKTIVITAS DI SEKOLAH

Di bagian ini, anda akan mempelajari:

- Kosakata kata kerja di sekolah.
- Kata kerja beraturan dan tidak beraturan
- Cara penyebutan kosakatanya.
- Gambar ilustrasi setiap kosakatanya.
- Terjemahan dalam Bahasa Indonesia.



03

A. Regular Verb (Kata Kerja Beraturan)

Regular verb (kata kerja beraturan) adalah kata kerja yang dapat berubah secara teratur. Perubahan itu menambahkan huruf -d atau -ed pada akhir kata kerja pertama (verb 1) sehingga membentuk kata kerja kedua (verb 2) dan ketiga (verb 3).

No	Verb 1	Verb 2	Verb 3	Terjemahan
1	Ablute /ə'blu:t/	Abluted /ə'blu:tɪd/	Abluted /ə'blu:tɪd/	 Berwudhu
2	Agree /ə'gri:/	Agreed /ə'gri:d/	Agreed /ə'gri:d/	 Setuju
3	Answer /'ɑ:nsə(r)/	Answered /'ɑ:nsəd/	Answered /'ɑ:nsəd/	 Jawab






30






4	Ask /ɑ:sk/	Asked /ɑ:skt/	Asked /ɑ:skt/	 Bertanya
5	Avoid /ə'vɔɪd/	Avoided /ə'vɔɪdɪd/	Avoided /ə'vɔɪdɪd/	 Menghindar
6	Boil /bɔɪl/	Boiled /bɔɪld/	Boiled /bɔɪld/	 Merebus
7	Book /kɔ:l/	Booked /kɔ:ld/	Booked /kɔ:ld/	 Memesan
8	Calculate /'kælkjuleɪt/	Calculated /'kælkjuleɪtɪd/	Calculated /'kælkjuleɪtɪd/	 Hitung






31






9	Call /kɔ:l/	Called /kɔ:ld/	Called /kɔ:ld/	 Menelpon
10	Chat /tʃæt/	Chatted /'tʃætɪd/	Chatted /'tʃætɪd/	 Mengobrol
11	Collect /kə'lekt/	Collected /kə'lektɪd/	Collected /kə'lektɪd/	 Kumpul
12	Cook /kuk/	Cooked /kukt/	Cooked /kukt/	 Memasak
13	Cry /kraɪ/	Cried /kraɪd/	Cried /kraɪd/	 Menangis





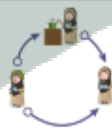
32






14	Discuss /dɪ'skʌs/	Discussed /dɪ'skʌst/	Discussed /dɪ'skʌst/	 Diskusi
15	Enter /'entə(r)/	Entered /'entəd/	Entered /'entəd/	 Masuk
16	Fast /fɑ:st/	Fasted /'fɑ:stɪd/	Fasted /'fɑ:stɪd/	 Puasa
17	Finish /'fɪnɪʃ/	Finished /'fɪnɪʃt/	Finished /'fɪnɪʃt/	 Selesai
18	Fix /fɪks/	Fixed /fɪkst/	Fixed /fɪkst/	 Perbaiki

19	Focus /'fəʊkəs/	Focused /'fəʊkəst/	Focused /'fəʊkəst/	 Fokus
20	Introduce /,ɪntrə'dju:sl/	Introduced /,ɪntrə'dju:st/	Introduced /,ɪntrə'dju:st/	 Kenal
21	Jump /dʒʌmp/	Jumped /dʒʌmpɪt/	Jumped /dʒʌmpɪt/	 Lompat
22	Lift /lɪft/	Lifted /'lɪftɪd/	Lifted /'lɪftɪd/	 Angkat
23	Listen /'lɪsn/	Listened /'lɪsnd/	Listened /'lɪsnd/	 Dengar



24	Memorize /'meməraɪz/	Memorized /'meməraɪzɪd/	Memorized /'meməraɪzɪd/	 Hafal
25	Open /'əʊpən/	Opened /'əʊpənd/	Opened /'əʊpənd/	 Membuka
26	Pack /pæk/	Packed /pækt/	Packed /pækt/	 Kemas
27	Pilgrim /'pɪlgrɪm/	Pilgrimed /'pɪlgrɪmt/	Pilgrimed /'pɪlgrɪmt/	 Naik Haji
28	Plant /plɑ:nt/	Planted /'plɑ:ntɪd/	Planted /'plɑ:ntɪd/	 Tanam

29	Play /pleɪ/	Played /pleɪd/	Played /pleɪd/	 Main
30	Pray /preɪ/	Prayed /preɪd/	Prayed /preɪd/	 Berdoa
31	Present /'prezənt/	Presented /'prezəntɪd/	Presented /'prezəntɪd/	 Presentasi
32	Print /prɪnt/	Printed /'prɪntɪd/	Printed /'prɪntɪd/	 Cetak
33	Pull /pʊl/	Pulled /pʊld/	Pulled /pʊld/	 Tarik

34	Punish /'pʌnɪʃ/	Punished /'pʌnɪʃt/	Punished /'pʌnɪʃt/	 Hukum
35	Push /puʃ/	Pushed /puʃt/	Pushed /puʃt/	 Dorong
36	Relax /rɪ'læks/	Relaxed /rɪ'læks/	Relaxed /rɪ'læks/	 Santai
37	Remember /rɪ'membə(r)/	Remembered /rɪ'membəd/	Remembered /rɪ'membəd/	 Ingat
38	Repeat /rɪ'pi:t/	Repeated /rɪ'pi:tɪd/	Repeated /rɪ'pi:tɪd/	 Ulang

39	Replace /rɪ'pleɪs/	Replaced /rɪ'pleɪst/	Replaced /rɪ'pleɪst/	 Ganti
40	Shop /ʃɒp/	Shopped /ʃɒpt/	Shopped /ʃɒpt/	 Belanja
41	Snack /snæk/	Snacked /snækt/	Snacked /snækt/	 Camil
42	Study /'stʌdi/	Studied /'stʌdɪd/	Studied /'stʌdɪd/	 Belajar
43	Talk /tɔ:k/	Talked /tɔ:kt/	Talked /tɔ:kt/	 Bercerita






44	Use /ju:z/	Used /ju:zd/	Used /ju:zd/	 Pakai
45	Wait /weɪt/	Waited /'weɪtɪd/	Waited /'weɪtɪd/	 Tunggu
46	Walk /wɔ:k/	Walked /wɔ:kt/	Walked /wɔ:kt/	 Jalan
47	Wash /wɒʃ/	Washed /wɒʃt/	Washed /wɒʃt/	 Mencuci
48	Watch /wɒtʃ/	Watched /wɒtʃt/	Watched /wɒtʃt/	 Nonton

48	Work /wɜ:k/	Worked /wɜ:kt/	Worked /wɜ:kt/	 Kerja
50	Worship /'wɜ:ʃɪp/	Worshipped /'wɜ:ʃɪpt/	Worshipped /'wɜ:ʃɪpt/	 Beribadah

B. Irregular Verb (Kata Kerja Tidak Beraturan)

Irregular verb (kata kerja tidak beraturan) adalah jenis kata kerja yang perubahan bentuk katanya tidak beraturan atau tidak memiliki aturan yang pasti.

No	Verb 1	Verb 2	Verb 3	Terjemahan
1	Begin /bɪˈɡɪn/	Began /bɪˈɡæn/	Begun /bɪˈɡʌn/	 Memulai
2	Bite /baɪt/	Bit /bɪt/	Bitten /ˈbɪtn/	 Mengigit
3	Blow /bləʊ/	Blew /bluː/	Blown /bləʊn/	 Meniup

4	Catch /kætʃ/	Caught /kɔ:t/	Caught /kɔ:t/	 Tangkap
5	Choose /tʃu:z/	Chose /tʃəʊz/	Chosen /ˈtʃəʊzn/	 Memilih
6	Cut /kʌt/	Cut /kʌt/	Cut /kʌt/	 Memotong
7	Draw /drɔ:/	Drew /dru:/	Drawn /dro:n/	 Menggambar
8	Dream /dri:m/	Dreamt /dremt/	Dreamt /dremt/	 Mimpi

41



42

9	Drink /drɪŋk/	Drank /dræŋk/	Drunk /drʌŋk/	 Minum
10	Drive /draɪv/	Drove /draʊv/	Driven /ˈdrɪvn/	 Mengemudi
11	Eat /i:t/	Ate /eɪt/	Eaten /ˈi:tn/	 Makan
12	Fall /fɔ:l/	Fell /fel/	Fallen /ˈfɔ:lən/	 Jatuh
13	Find /faɪnd/	Found /faʊnd/	Found /faʊnd/	 Mencari

14	Fly /flaɪ/	Flew /flu:/	Flown /fləʊn/	 Terbang
15	Forget /fəˈget/	Forgot /fəˈgɒt/	Forgotten /fəˈgɒtn/	 Lupa
16	Give /ɡɪv/	Gave /geɪv/	Given /ˈɡɪvn/	 Memberi
17	Go /ɡəʊ/	Went /went/	Gone /ɡɒn/	 Pergi
18	Hide /haɪd/	Hid /hɪd/	Hidden /ˈhɪdn/	 Sembunyi

43

44






19	Hit /hɪt/	Hit /hɪt/	Hit /hɪt/	 Memukul
20	Hold /həʊld/	Held /held/	Held /held/	 Menahan
21	Hurt /hɜ:t/	Hurt /hɜ:t/	Hurt /hɜ:t/	 Terluka
22	Keep /ki:p/	Kept /kept/	Kept /kept/	 Menyimpan
23	Leave /li:v/	left /left/	left /left/	 Meninggalkan



24	Lend /lend/	Lent /lent/	Lent /lent/	 Meminjam
25	Light /laɪt/	Lit /lɪt/	Lit /lɪt/	 Menerangi
26	Lose /lu:z/	Lost /lɒst/	Lost /lɒst/	 Hilang
27	Make /meɪk/	Made /meɪd/	Made /meɪd/	 Membuat
28	Meet /mi:t/	Met /met/	Met /met/	 Bertemu

29	Pay /peɪ/	Paid /peɪd/	Paid /peɪd/	 Bayar
30	Put /pʊt/	Put /pʊt/	Put /pʊt/	 Taruh
31	Run /rʌn/	Ran /ræn/	Run /rʌn/	 Berlari
32	Read /ri:d/	Read /red/	Read /red/	 Membaca
33	See /si:/	Saw /so:/	Seen /si:n/	 Melihat

34	Send /send/	Sent /sent/	Sent /sent/	 Kirim
35	Shake /ʃeɪk/	Shook /ʃʊk/	Shaken /'ʃeɪkən/	 Kocok
36	Sing /sɪŋ/	Sang /sæŋ/	Sung /sʌŋ/	 Menyanyi
37	Sit /sɪt/	Sat /sæt/	Sat /sæt/	 Duduk
38	Sleep /sli:p/	Slept /slept/	Slept /slept/	 Tidur


39	Speak /spi:k/	Spoke /spəuk/	Spoken /'spəukən/	 Bicara
40	Spell /spel/	Spelt /spelt/	Spelt /spelt/	 Mengeja
41	Stand /stænd/	Stood /stud/	Stood /stud/	 Berdiri
42	Steal /sti:l/	Stole /stəul/	Stolen /'stəulən/	 Mencuri
43	Swear /swæ(r)/	Swore /swɔ:(r)/	Sworn /swɔ:n/	 Berjanji

44	Swim /swim/	Swam /swæm/	Swum /swʌm/	 Berenang
45	Teach /ti:tʃ/	Taught /tɔ:t/	Taught /tɔ:t/	 Mengajar
46	Tell /tel/	Told /təuld/	Told /təuld/	 Mengatakan
47	Think /θɪŋk/	Thought /θɔ:t/	Thought /θɔ:t/	 Berpikir
48	Throw /θrəʊ/	Threw /θru:/	Thrown /θrəʊn/	 Melempar

49	Win /wɪn/	Won /wʌn/	Won /wʌn/	 Menang
50	Write /raɪt/	Wrote /rəʊt/	Written /'rɪtn/	 Menulis

C. Kegiatan di Luar Kelas

Community service (v)
/kə'mju:nəti 'sɜ:vɪs/
kerja bakti (lokas)



Dry the clothes (v)
/'draɪ ðə kləʊz/
menjemur pakaian



Eat (v)
eat - ate - eaten
/i:t/ - /eɪt/ - /'i:tn/
makan





Meet the guest (v)
/mi:t ðə ges/
bertemu dengan tamu



Shop (v)
shop - shopped - shopped
/ʃɒp/ - /ʃɒpt/ - /ʃɒpt/
berbelanja



Study (v)
snack - studied - studied
/'stʌdi/ - /'stʌdið/ - /'stʌdið/
belajar



Snack (v)
snack - snacked - snacked
/'snæk/ - /'snækt/ - /'snækt/
mencamil

Sport (v)
sport - sported - sported
/'spɔ:t/ - /'spɔ:tɪd/ - /'spɔ:tɪd/
berolahraga



Wash (v)
wash - washed - washed
/wɒʃ/ - /wɒʃt/ - /wɒʃt/
mencuci

53

54

D. Kegiatan di dalam Asrama



Do homework (v)
/du: 'həʊmwɜ:k/
mengerjakan PR



Lie down and talk (v)
/laɪ daʊn ən tɔ:k/
baring sambil bercerita



Be punished (v)
/bi 'rʌnɪʃ/
dihukum



Sing (v)
sing - sang - sung
/sɪŋ/ - /sæŋ/ - /sʌŋ/
menyanyi



Sleep (v)
sleep - slept - slept
/sli:p/ - /slept/ - /slept/
tidur



Take a bath (v)
/teɪk ə bɑ:θ/
mandi



Watch the movie together (v)
/'wɒtʃɪŋ 'mu:vi tə'geðə(r)/
nonton bersama/bareng

55

56

E. Kegiatan di dalam Kelas



Answer to teacher's questions (v)
 /ɑ:nʌ(r) tu 'ti:tʃə(r)s 'kwɛstʃən/
 menjawab pertanyaan guru



Discuss (v)
 discuss - discussed - discussed
 /dɪ'skʌs/ - /dɪ'skʌst/ - /dɪ'skʌst/
 diskusi



Do exercise (v)
 /du:'eksəsaɪz/
 mengerjakan soal



Focus (v)
 focus - focused - focused
 /'fəʊkəs/ - /'fəʊkəst/ - /'fəʊkəst/
 fokus



Memorize (v)
 memorize - memorized - memorized
 /'meməraɪz/ - /'meməraɪzd/ - /'meməraɪzd/
 menghafal

Lay down (v)
 /leɪ daʊn/
 baring (di atas meja)



Read a book (v)
 /ri:d ə bu:k/
 membaca buku

F. Kegiatan dalam Beribadah



Ablute (v)
 ablute - abluted - abluted
 /ə'blu:t/ - /ə'blu:tɪd/ - /ə'blu:tɪd/
 berwudhu



Fard prayer (v)
 /fɑ:d preə(r)/
 salat fardhu



Sunnah prayer (v)
 /sʊnə preə(r)/
 salat sunnah



Fast (v)
 fast - fasted - fasted
 /fɑ:st/ - /'fɑ:stɪd/ - /'fɑ:stɪd/
 puasa



Pilgrim (v)
 pilgrim - pilgrimed - pilgrimed
 /'pɪlgrɪm/ - /'pɪlgrɪmt/ - /'pɪlgrɪmt/
 naik haji



Read the Holy Qur'an (v)
 /ri:d ðə 'həʊli kə'ra:n/
 membaca Al-Qur'an

G. Kegiatan dalam Berolahraga



Warm up (v)

/wɔ:m ʌp/
pemanasan



Play volleyball (v)

/pleɪ 'vɒlibɔ:l/
bermain bola volly



Play basketball (v)

/pleɪ 'bɑ:skɪtbɔ:l/
bermain bola basket



Play baseball (v)

/pleɪ 'beɪsbɔ:l/
bermain baseball/kasti



Play shot put (v)

/pleɪ 'ʃɒt 'pʊtɪŋ/
bermain tolak peluru



Play badminton (v)

/pleɪ 'bædmɪntən/
bermain bulutangkis

61

62



Do long jump (v)

/du: 'lɒŋ dʒʌmp/
melakukan lompat jauh



Do gymnastics (v)

/du: dʒɪm 'næstɪks/
melakukan senam

63

BAGIAN 4 KATA GANTI ORANG

Di bagian ini, anda akan mempelajari:

- Kata ganti orang dalam Bahasa Inggris.
- Cara penyebutan kosakatanya.
- Gambar ilustrasi setiap kosakata.
- Contoh kalimat dalam Bahasa Inggris
- Terjemahan dalam Bahasa Indonesia.


A
B
C

04

Personal pronoun atau kata ganti orang adalah kata yang mewakili atau menggantikan seseorang. *Personal pronoun* dibedakan menjadi *personal pronoun* yang berkedudukan sebagai subjek (*Subject Pronoun*) dan objek (*Object Pronoun*).

A. Subject Pronoun (Kata Ganti Subjek)

Subject pronoun dapat ditempatkan pada awal kalimat, sebelum kata kerja, atau setelah kata tanya (*WH-question*).

Subject Pronoun	Terjemahan	Contoh Kalimat
I /aɪ/	Saya	 I am Aisyah. (Nama saya Aisyah)

Subject Pronoun	Terjemahan	Contoh Kalimat
You /ju/	Kamu	 You are my friend. (Kamu adalah teman saya)
We /wi:/	Kita	 We watch the TV. (Kita menonton TV).
They /ðei/	Mereka	 They don't watch the TV. (Mereka tidak menonton TV).



Subject Pronoun	Terjemahan	Contoh Kalimat
She /ʃi:/	Dia (perempuan)	 She reads a book. (Dia membaca buku)
He /hi:/	Dia (laki-laki)	 He reads a book. (Dia membaca buku).
It /ɪt/	Dia (benda atau hewan)	 It is very expensive. (Tas ini sangat mahal)




Subject pronoun juga dapat ditempatkan pada setelah kata tanya (*WH-questions*). Contoh kalimatnya sebagai berikut:



- What are **you** doing?
Apa yang kamu lakukan?
- Where do I find **your** books?
Dimana saya bisa menemukan buku kamu?
- Why do **you** like that movie?
Mengapa kamu suka film itu?
- With whom did **she** go?
Dengan siapa dia (perempuan) pergi?
- When does **she** go?
Kapan dia (perempuan) pergi?
- How do **we** get to the mosque?
Bagaimana kita pergi ke masjid?
- Lewat mana kita ke masjid?

B. Object Pronoun (Kata Ganti Objek)

Object pronoun dapat ditempatkan pada posisi objek, setelah kata kerja, setelah preposisi, atau di antara kata kerja dan preposisi.

Object Pronoun	Terjemahan	Contoh Kalimat
Me /mi:/	Saya	 She called me . (Dia memanggilku).
You /ju/	Kamu	 I need you . (Saya membutuhkanmu).

Object Pronoun	Terjemahan	Contoh Kalimat
Us /ʌs/	Kita	 She cooked for us . (Dia memasak untuk kita).
Them /ðem/	Mereka	 Aisyah gave foods to them . (Aisyah memberikan makan untuk mereka).
Her /hɜ:(r)/	Dia (perempuan)	 Aisyah reads a story for her . (Aisyah membacakan cerita untuknya).

Object Pronoun	Terjemahan	Contoh Kalimat
Him /hɪm/	Dia (laki-laki)	 Aisyah gave the alms to him . (Aisyah memberikan zakat kepadanya).
It /ɪt/	Dia (benda atau hewan)	 I sit on it . (Saya duduk di atas kursi).

Object pronoun juga dapat ditempatkan pada setelah preposisi, atau di antara kata kerja dan preposisi. Contoh kalimatnya sebagai berikut:

- Setelah preposisi.
 - Ustadzah gives a blanket to **me**.
Ustadzah memberikan selimut kepada ku.
 - Aisyah is sitting with **us**.
Aisyah sedang duduk bersama kita.
 - I bring some books for **them**.
Saya membawa beberapa buku untuk mereka.
 - Aisyah is taller than **him**.
Aisyah lebih tinggi daripada dia (laki-laki).
 - Do you see my room key? I am looking for **it**.
Apakah kamu melihat kunci kamar ku? Saya sedang mencarinya.
- Di antara kata kerja dan preposisi.
 - Aisyah asks **me** to call **you**.
Aisyah meminta ku untuk memanggilmu.
 - We beg **her** to live with **us**.
Kami memohon dia untuk tinggal bersama kami.
 - Ustadzah punishes **them** for being late.
Ustadzah menghukum mereka karena terlambat.
 - We watch **you** on TV.
Kami menonton mu di TV.

BAGIAN 5

UNGKAPAN SEHARI-HARI

Di bagian ini, anda akan mempelajari:

- Ungkapan sehari-hari dalam Bahasa Inggris.
- Terjemahan dalam Bahasa Indonesia.

A
B
C

05



Berikut adalah beberapa ungkapan sehari-hari (*daily expressions*) dalam Bahasa Inggris beserta terjemahannya dalam Bahasa Indonesia.

No	Daily Expressions	Terjemahan
1	Dawn pray	salat subuh
2	Midday pray	salat zuhur
3	Afternoon pray	salat asar
4	Evening pray	salat magrib
5	Isha pray	salat isya
6	Call to pray	adzan
7	Have a breakfast	sarapan
8	Have a lunch	makan siang
9	Have a dinner	makan malam
10	I am starving!	saya lapar
11	I am full	saya kenyang
12	It is delicious	Ini enak

Bagian 5

Ungkapan Sehari-hari

No	Daily Expressions	Terjemahan
13	It is too salty	Ini terlalu asin
14	I am sleepy	saya mengantuk
15	I am exhausted	saya sangat capek
16	I want to take a bath	Saya mau mandi
17	Don't forget to bring your Holy Qur'an	Jangan lupa membawa Al-Qur'an mu
18	Have you taken ablution?	Apakah kamu sudah berwudhu?
19	If you pray don't mess around	Jika sedang salat jangan main-main
20	It is time for evening pray	Waktunya salat magrib
21	It is time for isha pray	Waktunya salat isya
22	Is the call to pray finished?	Apakah adzan telah selesai?
23	Make it fast, the call to pray will stop soon	Cepat, ikamah akan segera selesai
24	Where is your prayer rug?	Dimana sajadah mu?

No	Daily Expressions	Terjemahan
25	You have to focus on pray	Kamu harus fokus saat salat
26	It is time for midday pray	Waktunya salat zuhur
27	It is time for afternoon pray	Waktunya salat asar
28	I forgot my book	Buku ku ketinggalan
29	Anybody knows where is my book?	Ada yang tahu dimana buku ku?
30	How was the class?	Bagaimana pelajaran di kelas tadi?
31	How was the exam?	Bagaimana ujiannya?
32	English is not my thing	Bahasa Inggris bukan keahlianku
33	She is a fluent speaker of English	Dia lancar berbahasa Inggris
34	She is the best student in the class	Dia adalah yang terbaik di kelas
35	I need to take a dumb	Saya mau buang air besar
36	I need to take a leak	Saya mau buang air kecil

No	Daily Expressions	Terjemahan
37	Wait a minute	Tunggu sebentar!
38	Pay attention, please!	Tolong perhatikan!
39	Be quick, please!	Tolong cepatlah!
40	Let me see	Coba ku lihat
41	Are you done?	Sudah selesai?
42	Don't tell lie	Jangan bohong
43	Don't be sad	Jangan bersedih
44	Don't make noisy	Jangan ribut
45	Don't be partial	Jangan pilih kasih
46	Don't cry	Jangan menangis
47	Don't be chicken	Jangan jadi pengecut
48	Take it easy	Santai saja
49	Messing up	Mengacak-acak
50	Good idea	Ide bagus

DAFTAR PUSTAKA

- Aghadhia, D. *Muslim Hijab Girl Set Free Vector*. Vecteezy.com. Eezy. <https://www.vecteezy.com/vector-art/1962562-muslim-hijab-girl-set>
- Aisyah, Nur. "Developing Daily Expression Pocketbook for Islamic Boarding School Student at Muhammadiyah Boarding School Putra Palopo." IAIN Palopo, 2021. <http://repository.iainpalopo.ac.id/id/eprint/4029/>.
- Dictionaries, Oxford Learners. "The Oxford 3000™" Oxford University Press, 2022. https://www.oxfordlearnersdictionaries.com/wordlist/american_english/oxford3000/.
- Junaid, Rusdiana, dkk. *FUNDAMENTAL ENGLISH DASAR-DASAR PENGUASAAN BAHASA INGGRIS*. Cetakan kedua (Malang: Intimedia, 2014), 28.
- Lexico. "Definition, Meaning, & Spanish Translation | Lexico.com." <https://www.lexico.com/>.
- RF, Graphics. *Board template with muslim family in colorful clothes free vector*. Vecteezy.

77

com. Eezy. <https://www.vecteezy.com/vector-art/446568-board-template-with-muslim-family-in-colorful-clothes>

Soliha, Khanna. "Developing Pocket Book of Islamic Vocabulary for the First-Grade Students of Madrasah Tsanawiyahh 32 Lamasi." IAIN Palopo, 2020. <http://repository.iainpalopo.ac.id/>.

Wijaya. *FITRAH BOOK*. (Lamongan: 2001), 99.

78

UCAPAN TERIMA KASIH

Alhamdulillahrabbi'alamin.

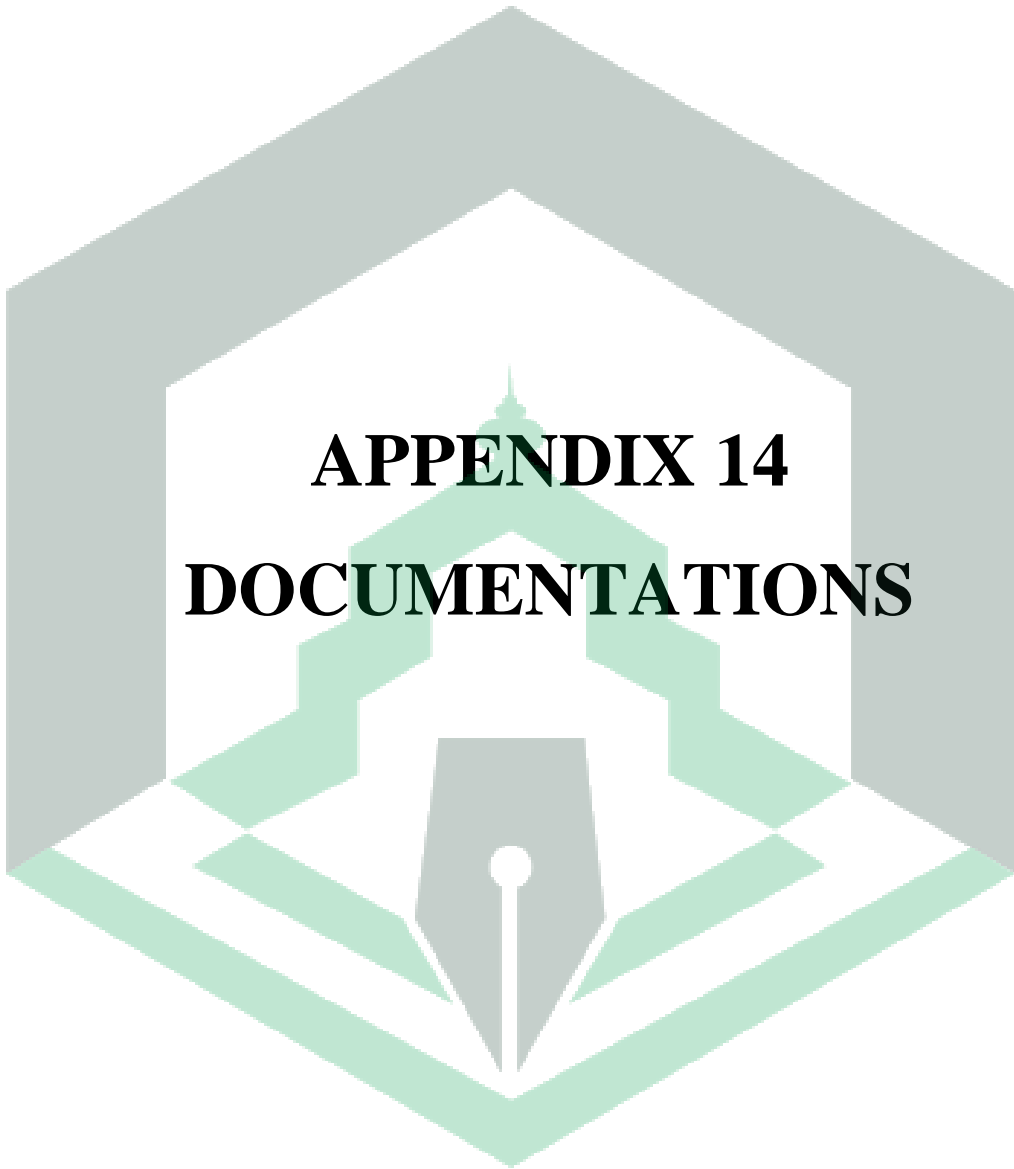
Ucapan rasa syukur yang setinggi-tingginya penyusun sampaikan kepada Allah SWT. atas rahmat-Nya sehingga kami dapat menyelesaikan buku ini. Ucapan terima kasih yang setinggi-tingginya penyusun sampaikan kepada Kepala Sekolah SMP Datok Sulaiman Putri Palopo beserta jajaran dan Ibu/Bapak guru atas bantuan dan kerja samanya dalam penyusunan buku ini.

Ucapan terima kasih juga penyusun sampaikan kepada siswa kelas VII D SMP Datok Sulaiman Putri Palopo atas kerja samanya sehingga buku ini dapat disesuaikan dengan kebutuhan siswa kelas VII di SMP Datok Sulaiman Putri Palopo. Semoga buku ini bermanfaat.



79

80



APPENDIX 14
DOCUMENTATIONS



Students' need analysis



Teacher's need analysis



The implementation of the product



Students' perception to the product



APPENDIX 15

**SURAT KETERANGAN
TELAH MENELITI**



**PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SMP DATOK SULAIMAN PALOPO**

Sekretariat : Jl. DR. Ratulangi Telepon (0471) 21476 Kota Palopo



SURAT KETERANGAN PENELITIAN

NOMOR : 160/SMP-DS/PLP/V/2022

Yang bertanda tangan di bawah ini Kepala SMP Datok Sulaiman Palopo menerangkan bahwa:

Nama : **IMAM FADLI**
Pekerjaan : Mahasiswa IAIN Palopo
Prodi/Fakultas : Pendidikan Bahasa Inggris/FTIK
Alamat : Dusun Batusitanduk, Kab. Luwu

Yang bersangkutan telah melakukan penelitian di SMP Datok Sulaiman Palopo sejak tanggal 17 Maret 2022 s/d 30 Mei 2022. Dengan judul Skripsi "**DESIGNING A PICTORIAL VOCABULARY ENGLISH BOOK FOR THE FIRST-GRADE STUDENTS OF SMP DATOK SULAIMAN PUTRI PALOPO**".

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Atas perhatian dan kerjasama yang baik kami ucapkan terima kasih.

Palopo, 31 Mei 2022

Kepala Sekolah,

MUHTARUL HADI, S.Ag., M.Pd.I.

NIP. 19730403 200701 1 029



APPENDIX 16

**SURAT KETERANGAN
PLAGIASI**



SURAT KETERANGAN

No.1315/In.19/FTIK/PBI/PP.00.9/06/2022

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

Nama : Imam Fadli
NIM : 18.0202.0031
Semester : VIII (delapan)
Program Studi : Pendidikan Bahasa Inggris
Keperluan : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 15 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 02 Juni 2022

Mengetahui,
Ketua Prodi,

Admin Turnitin PBI,



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

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