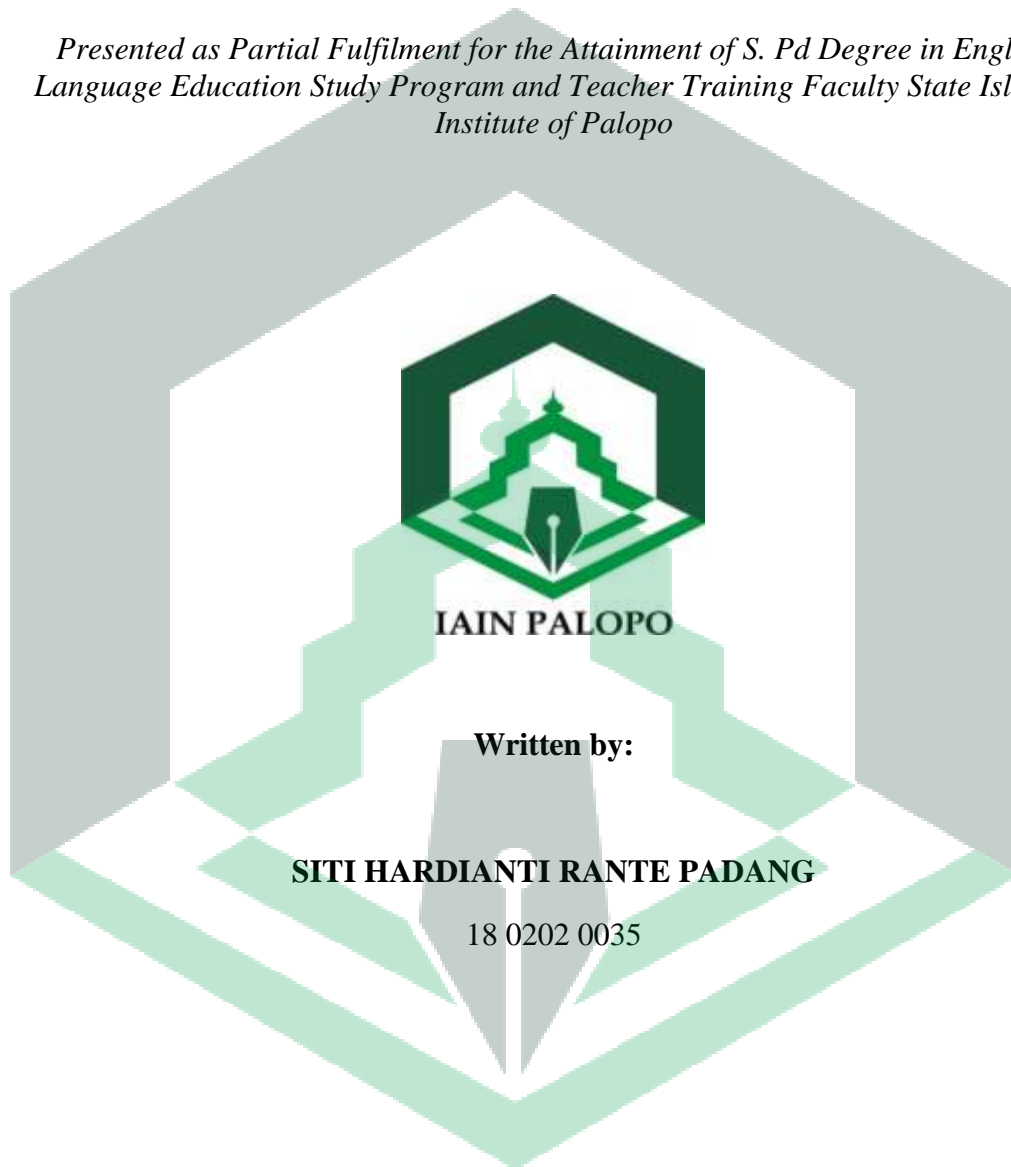


**DESIGNING ENGLISH VOCABULARY APPLICATION FOR  
THE SEVENTH GRADE STUDENTS OF SMP DATOK  
SULAIMAN PALOPO**

*A Thesis*

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



**IAIN PALOPO**

**Written by:**

**SITI HARDIANTI RANTE PADANG**

18 0202 0035

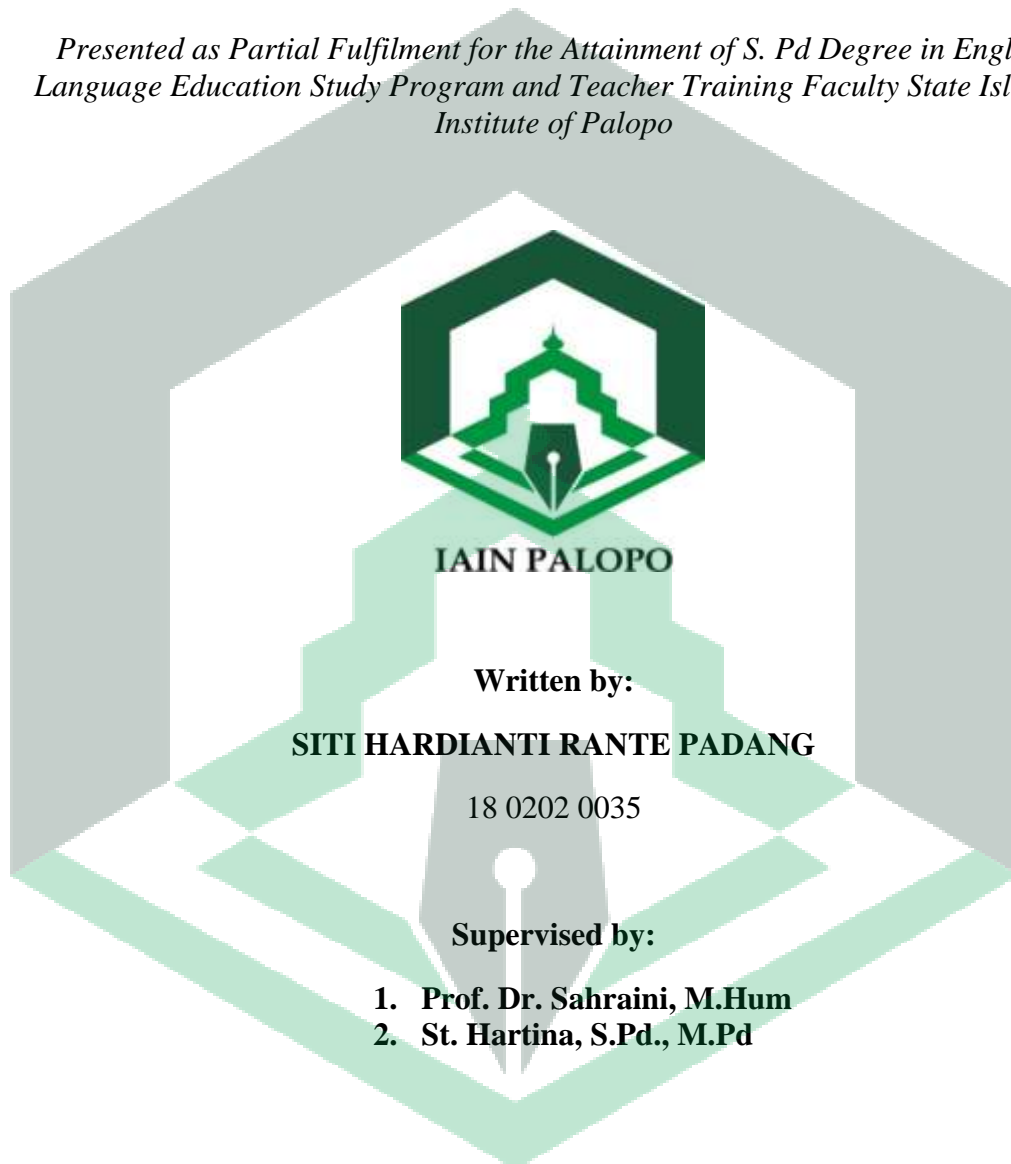
**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO**

**2023**

## STATEMENT OF ORIGINALITY

I, who undersigned below:

Name : Siti Hardianti Rante Padang  
Registration Number : 18 0202 0035  
Faculty : Tarbiyah and Teacher Training  
Study Program : English Language Education Study Program

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

Palopo, February 13<sup>th</sup>, 2023

Regards,



Siti Hardianti Rante Padang  
18 0202 0035

## THESIS APPROVAL

This thesis, entitled "Designing English Vocabulary Application for the Seventh Grade Students of SMP Datok Sulaiman Palopo", which was written by Siti Hardianti Rante Padang, Reg. Number 18 0202 0035, a student of S1 English Language Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo, has been examined and defended in MUNAQASYAH session which was carried out on Monday, February 27<sup>th</sup> 2023 M, coincided with Sya'ban 06<sup>th</sup> 1444 H, it is authorized and acceptable as a partial fulfillment requirement for S.Pd. degree in English Language Education Study Program.

Palopo, February 27<sup>th</sup>, 2023 M  
Sya'ban 06<sup>th</sup>, 1444 H

### COMMITTEE OF EXAMINATION


- |                                |               |         |
|--------------------------------|---------------|---------|
| 1. Amalia Yahya, S.E., M.Hum   | Chairman      | (.....) |
| 2. Wahibah, S.Ag., M.Hum       | Examiner I    | (.....) |
| 3. Dewi Furwana, S.Pd.I., M.Pd | Examiner II   | (.....) |
| 4. Prof. Dr. Sahraini, M.Hum   | Consultant I  | (.....) |
| 5. St. Hartina, S.Pd., M.Pd    | Consultant II | (.....) |

### Approved by:

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

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

The Head of English  
Language Education Study  
Program

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

**CONSULTANT APPROVAL**

**Thesis Entitled : Designing English Vocabulary Application for the Seventh Grade Students of SMP Datok Sulaiman Palopo.**

**Written By :**

**Name : Siti Hardianti Rante Padang**  
**Reg. Numb : 18 0202 0035**  
**Faculty : Tarbiyah and Teacher Training**  
**Study Program : English Language Education**

**Has been corrected and approved to be examined.**

**Palopo, February 02<sup>nd</sup>, 2023**

**Approved**

**Consultant I**



**Prof. Dr. Sahraini, M.Hum**  
**NIP. 19691231 199903 2 001**

**Consultant II**



**St. Hartina, S.Pd., M.Pd**  
**NIP. 199109092019032 021**

## NOTA DINAS PEMBIMBING

Palopo, February 02<sup>nd</sup>, 2023

Lampiran : -

Hal : Skripsi

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di

Palopo

*Assalamu'alaikum Warahmatullahi Wabarakatuh.*

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut dibawah ini:

Nama : Siti Hardianti Rante Padang  
NIM : 18 0202 0035  
Prodi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Judul : Designing English Vocabulary Application for the  
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Consultant I



Prof. Dr. Sahraini, M.Hum  
NIP. 19691231 199903 2 001

**NOTA DINAS PEMBIMBING**

Palopo, February 02<sup>nd</sup>, 2023

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Consultant II



St. Hartina, S.Pd., M.Pd  
NIP. 199109092019032 021

**EXAMINER APPROVAL**

Thesis Entitle : **Designing English Vocabulary Application for the Seventh Grade Students of SMP Datok Sulaiman Palopo.**

Written By

Name : **Siti Hardianti Rante Padang**

Reg. Number : **18 0202 0035**

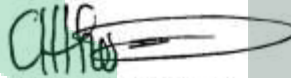
Faculty : **Tarbiyah and Teachers Training**

Study Program : **English Language Education**

Has been corrected and approved to be examined Munaqasyah thesis.

Palopo, February 20<sup>th</sup>, 2023

Examiner I



**Wahibah, S.Ag., M.Hum.**  
NIP. 19690504 200312 2 002



**EXAMINER APPROVAL**

**Thesis Entitle** : **Designing English Vocabulary Application for the Seventh Grade Students of SMP Datok Sulaiman Palopo.**

**Written By**

**Name** : Siti Hardianti Rante Padang

**Reg. Number** : 18 0202 0035

**Faculty** : Tarbiyah and Teachers Training

**Study Program** : English Language Education

Has been corrected and approved to be examined Munaqasyah thesis.

Palopo, February 20<sup>th</sup>, 2023

**Examiner II**

  
**Dewi Furwana, S.Pd.I., M.Pd.**  
**NIP. 19870831 201503 2 006**

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2. Dr. Nurdin Kaso, M.Pd. as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Palopo and Mr./Mrs. Vice Dean I, II, III of Tarbiyah and Teacher Training Faculty of IAIN Palopo.
3. Amalia Yahya, S.E., M.Hum. As the Head of English Education Study Program of IAIN Palopo.
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Palopo, February 27<sup>th</sup>, 2023

The researcher,

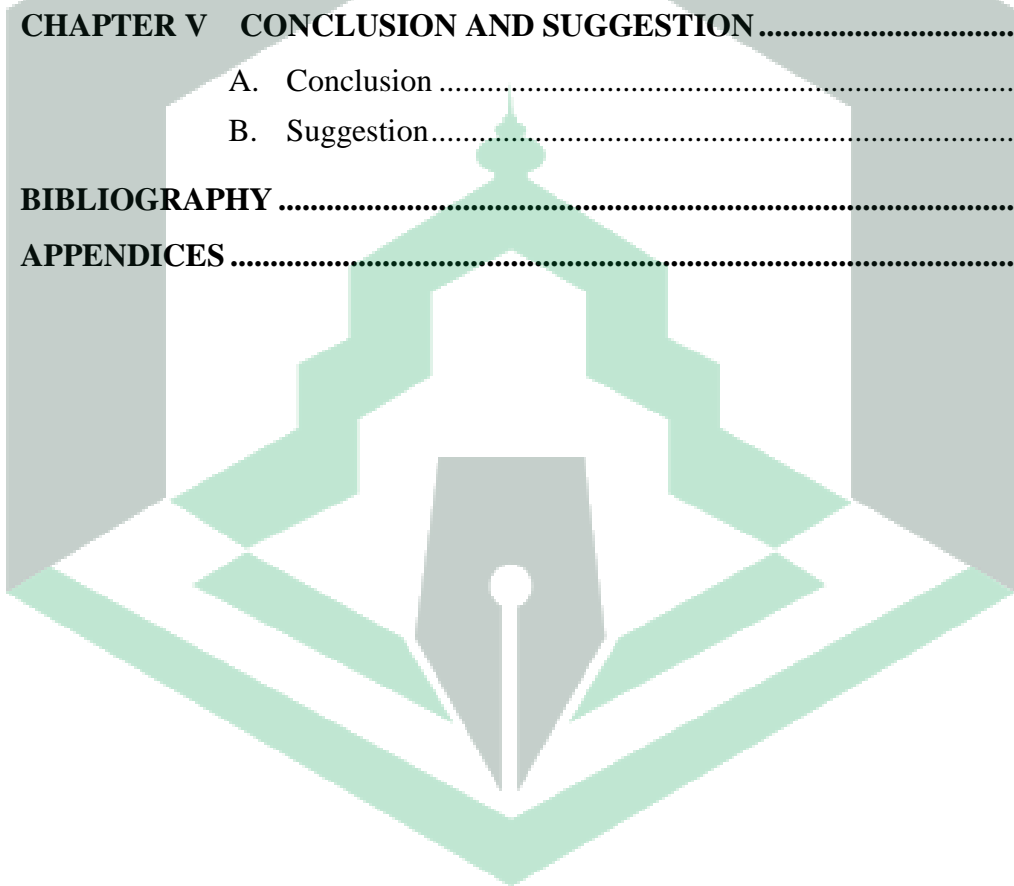


Siti Hardianti Rante Padang  
NIM 18 0202 0035

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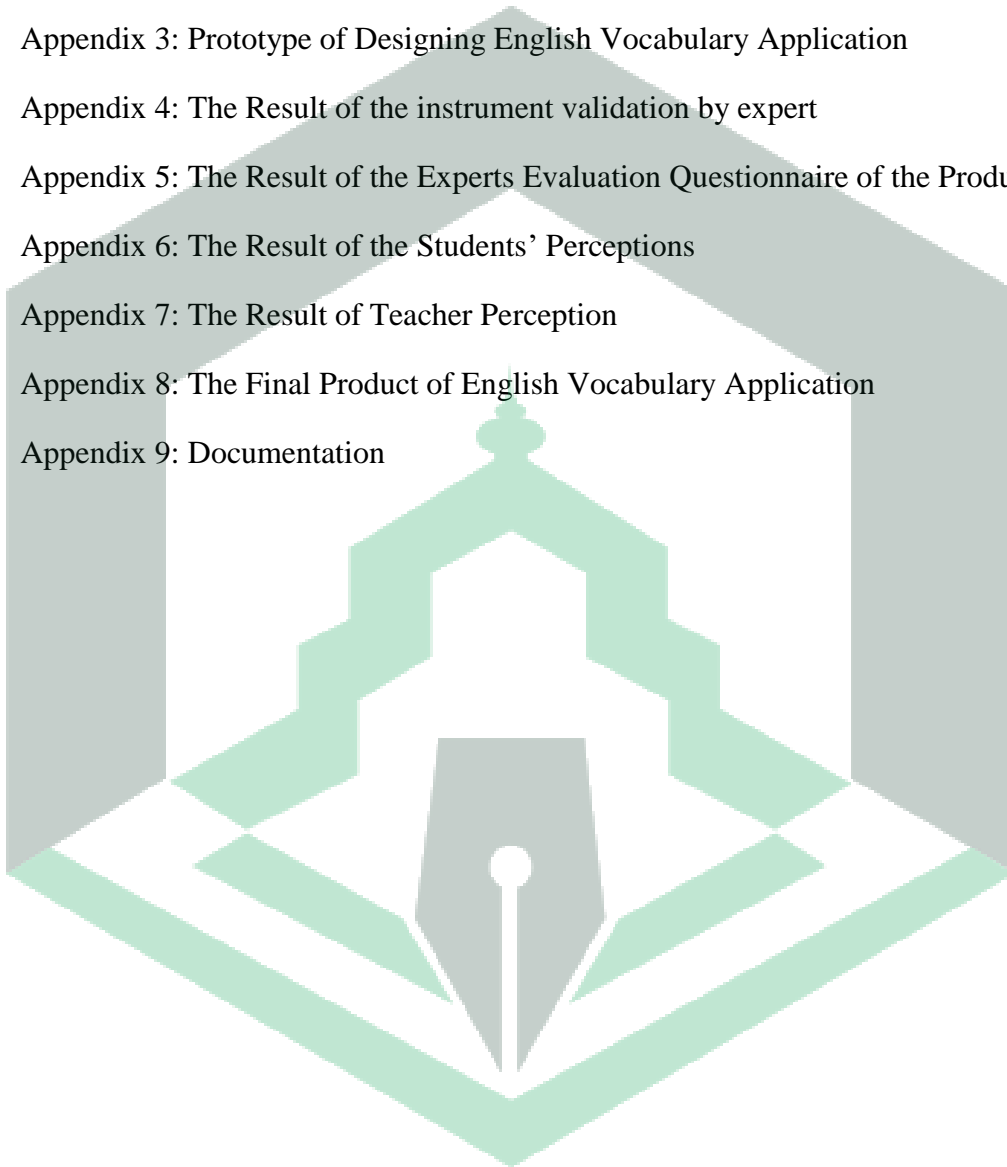
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## ABSTRACT

**Siti Hardianti Rante Padang, 2023**, “Designing English Vocabulary Application for the Seventh Grade Students of SMP Datok Sulaiman Palopo”. A Thesis of English Language Education Study Program of Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Consultants (1) Sahraini and (2) St. Hartina.

This research focused on Designing English Vocabulary Application for the Seventh Grade Students of SMP Datok Sulaiman Palopo. This research answered the question: How is the design of English vocabulary application for the seventh grade students of SMP Datok Sulaiman Palopo. This research used Research and Development methods by implemented the ADDIE model (analysis, design, development, implementation, and evaluation). This research conducted at SMP Datok Sulaiman Palopo. The subjects of this research were class 7B which consist of 34 students from 254 totals of students in grade 7. The data for this research were obtained through questionnaires and interviews, expert assessment of the instrument, product validity, and students and teacher perceptions. The topic of English vocabulary application consists of; (1) the alphabet with vocabulary in each letter, (2) things in school, (3) activities in school, (4) personal pronouns, and (5) students daily expressions. The English vocabulary application was designed by using Macromedia Flash. The English vocabulary application for the seventh grade students of SMP Datok Sulaiman Palopo was designed in interactive multimedia which consists of vocabulary and daily expressions, completed with audio pronunciation, phonetic symbols, vocabulary list, exercise and colorful image. The product design was tested on students of class VII B of SMP Datok Sulaiman Palopo. The results of students' perceptions are 4.45 mean score with 91% percentages with categories “Very Good” which indicated that English vocabulary application is feasible to use.

**Keyword:** *Research and Development, Designing, English Vocabulary Application*

# CHAPTER I

## INTRODUCTION

### A. Background

Vocabulary is an essential component of language learning. Language is made up of various vocabularies that combine to form a single language. According to Norbert Schmitt and Diane Schmitt (2020), mastery of L2 (second language) one of the important aspects of learning a foreign language is vocabulary<sup>1</sup>. Studying and mastering vocabulary is crucial if learning a new language because vocabulary is a language component that can be used to communicate, express feelings, and comprehend language<sup>2</sup>. Related to these opinions, learning and mastering a foreign language's vocabulary is crucial for anyone learning that language to be able to communicate in that language.

Vocabulary divided into several types there are speaking vocabulary, reading vocabulary, listening vocabulary, and writing vocabulary<sup>3</sup>. In speaking skills, in addition to mastering vocabulary and grammar rules, it is also necessary to pay attention to the pronunciation in the language being studied<sup>4</sup>. This is because

---

<sup>1</sup> Norbert Schmitt and Diane Schmitt, 'Vocabulary in Language Teaching' <<https://books.google.co.id/books?hl=id&lr=&id=jJLoDwAAQBAJ&oi=fnd&pg=PR13&dq=Vocabulary+is+a+fundamental+component+of+learning+a+language,+formed+from+a+variety+of+vocabulary+so+as+to+create+a+single+language&ots=HXSQkfogeZ&sig=1kU0ydhGhGhNq8siPMimHqwvO4>> [accessed 20 June 2022].

<sup>2</sup> English Education and others, 'ENGLISH SPEAKING PROBLEMS IN DARUSSALAM ISLAMIC BOARDING SCHOOL By NANDA KURNIA SAFITRI', 2021.

<sup>3</sup> Judy K Montgomery, 'Types of Vocabulary', *The Bridge of Vocabulary: Evidence Based Activities for Academic Success*, 2007, 136 <[https://www.srsdeaf.org/Downloads/Bridge\\_of\\_Vocabulary.pdf](https://www.srsdeaf.org/Downloads/Bridge_of_Vocabulary.pdf)>.

<sup>4</sup> Agus Sholeh and Uun Muhaji, 'Pronunciation Difficulties Encountered By EFL Students in Indonesia', *Jurnal Inspiraasi Pendidikan Universitas Kanjuruhan Malang*, 5.2 (2015), 698–707.

when communicating, the message is conveyed properly and can be understood by the recipient of the message. Besides knowing the meaning of vocabulary, knowing the pronunciation is also important. By learning how to pronounce the vocabulary, it is hoped that it can reduce misunderstanding and mispronunciation when speaking.

SMP Datok Sulaiman Palopo is a pesantren-based school that teaches English and Arabic as compulsory language use, it is necessary for students to be able to use English as foreign language. The implementation of foreign languages at SMP Datok Sulaiman Palopo, the students experienced several obstacles in using English. The preliminary observation of an English teacher on Thursday, June 16, 2022, the teacher also said the students need learning media that can help students in mastering English vocabulary, especially for the seventh grade students. It causes of the seventh grade students of SMP Datok Sulaiman have background that have not learning English in elementary school before, so they difficult in learning English especially in communicate in English cause lack of English vocabulary. In addition, based on observation of the students, especially the seventh grade students, many of them were insecure, embarrassed and even chose remain silent during English day, it cause of they were lacking of English vocabulary, difficult in pronouncing so they embarrassed cause did not know how to speak in English. So, from the observation the researcher got the point the students need learning media in mastering English vocabulary with audio pronunciation to make it easy for students in mastering English vocabulary.

There is previous research by Imam Fadli (2022) at SMP Datok Sulaiman entitled “Designing a Colorful Pictorial English Vocabulary Book for the First Grade Students of SMP Datok Sulaiman Putri Palopo.” The researcher chose to continue the previous research because the problems that the researcher and previous researchers found had in common, namely the lack of English vocabulary mastery of students at SMP Datok Sulaiman, especially in grade 7 and the material in the previous researcher's book was related to students' vocabulary needs, so the researcher decided to continue the previous research by developing the previous research book into an application that could cover the vocabulary material students needed with audio pronunciation so that students could more easily learn new vocabulary.

In addition, the Al-Quran mentions the usage of learning media as part of the process of learning in Surah al-Alaq: 3-4:

إِقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤)

*The meaning: Recite, and your Lord is the Most Generous (3), Who taught by the pen (4).*

Verse 4, implicitly explains the learning media based on the word "pen". The use of the word pen has the meaning of a learning medium, which has a much

broader meaning, not only as a pen but also as a learning medium that can be developed according to the times and technology<sup>5</sup>.

Based on the description, the researcher is interested in conducting a research entitled "*Designing English Vocabulary Application for the Seventh Grade Students of SMP Datok Sulaiman Palopo*".

### **B. Research Question**

The researcher formulated the problem question as follows based on the context:

“How to Design of English vocabulary Application for the Seventh Grade Students of SMP Modern Datok Sulaiman Palopo?”

### **C. The Objective of the Research**

The objective of this research is to design English vocabulary application for the seventh grade students of SMP Datok Sulaiman Palopo.

### **D. The Significance of the Research**

The significance of the research is divided into two, there are:

#### 1. Theoretically

The results of this research are expected to be the basis or solution to developing learning media, especially in learning English vocabulary, as well

---

<sup>5</sup> Mihmidaty Ya'cub, 'Media Pendidikan Perspektif Al Quran Hadits Dan Pengembangannya', *CENDEKIA: Jurnal Studi Keislaman*, 4.2 (2018) <<https://doi.org/10.37348/cendekia.v4i2.60>>.



is expected to be an added value for science in the field of English language education.

## 2. Practically

### a. For Teacher

Learning media that is being developed is expected to include more media references in the process of teaching and learning which are expected to support learning activities.

### b. For Students

The media expected students to understand the material more easily and to be more motivated to learn English vocabulary.

### c. For researcher

It is a good experience for the researcher that can be used as an innovation to develop teaching materials.

### d. For another researcher

As a resource and source of inspiration for future research on the creation, innovation, and development of instructional media.

## E. Specification of the Expected Product

In this research, the researcher will devise an English vocabulary application for seventh grade students at SMP Datok Sulaiman Palopo, with the following specifications:

1. This research is the continuation of the previous research by Imam Fadli with the title "*Designing a Colorful Pictorial English Vocabulary Book For the First Grade Students of SMP Datok Sulaiman Putri Palopo*"

2. This application is a multimedia interactive application for English vocabulary that contains vocabulary and daily expressions list completed with audio pronunciation, phonetics symbols, exercise and picture.
3. Kinds of this vocabulary containing English vocabulary that was adopted from A Colorful Pictorial English Vocabulary Book by Imam Fadli.
4. This application is designed by using Macromedia Flash.
5. This application includes of home button, menu button, kinds of English vocabulary for the first grade students at PMDS Putri Palopo buttons, next button, previous button, profile button, exit button and clock.
6. The application is an offline application.
7. The application is operated by computer only.

#### **F. Assumption and Delimitation of the Research**

The researcher makes the following assumptions when designing an English vocabulary application for the seventh grade students at SMP Datok Sulaiman Palopo:

1. The questionnaire was answered by the students.
2. Experts evaluate objectively in evaluated the design of English vocabulary application.
3. The English vocabulary application would be helpful for the students as a learning media of English Vocabulary.

The researcher has several limitations in conducting the research, namely as follows:

1. The material in the application is taken from a research product book by Imam Fadli with the title “*Designing a Colorful Pictorial English Vocabulary Book for the First Grade Students of SMP Datok Sulaiman Putri Palopo.*”
2. The kinds of vocabulary in this application are the alphabet, things in school, activities in the school, and personal pronouns.
3. The sound in this application uses British accents.
4. The application product is operated by computer only.
5. The research uses the ADDIE model.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research

There is some previous research that is relevant to this research, as follows:

1. Imam Fadli (2020) in the research entitled “*Designing A Colorful Pictorial English Vocabulary Book for The First-Grade Students of SMP Datok Sulaiman Palopo*”. The research aimed to design a colorful pictorial English vocabulary book to improve student’s vocabulary. The result of the research gained 98.25% percentage of students’ perception with “Excellent” category, so the research was appropriate to the students need, and could improve students’ vocabulary. The similarity both of these researches focus on designing English vocabulary learning media for the seventh grade students of SMP Datok Sulaiman Palopo and use research and development method. The difference both of these researches is the previous research designing English vocabulary book while the current research is focus on designing English vocabulary application.
2. Kurnianti, W. (2020) in the research entitled “*Developing Macromedia flash Learning Media on Vocabulary for Seventh Grade of SMPN 1 Ngambur Pesisir Barat Regency*”. This research aimed to design learning media to improve students' vocabulary. The result of validity of the media obtained an average score of 3.33 from material expert and 3.73 from media expert then, 3.67 from the attractiveness of the media, so that research was feasible and

interesting to be used in learning English<sup>6</sup>. The similarity, both of these researches focus on English vocabulary learning media research and use the research and development method. The difference between these researches is the previous research was developing Macromedia flash learning media on vocabulary for the seventh grade of SMPN 1 Ngambur while this current research is designing an English vocabulary pronunciation application for the seventh grade students at SMP PMDS Putri Palopo.

3. Abigael Sampebua, Deby Marisa, and Mingsep R. Sampebua (2020) in the research entitled "*The Design of English Vocabulary Learning Application*". This research aimed to design learning media to improve students' ability in mastering English vocabulary, increase students motivation and interest in learning students in learning. The result of the research is English vocabulary learning application can improve students' motivation, trig students' creativities, building students independence learning vocabulary and learning process can be flexible<sup>7</sup>. The similarity both of these researches, focus on design English vocabulary learning media research. The difference between these researches is the objective of the researches, previous research is designing an android application for English vocabulary learning media and this current research is designing English vocabulary application based on computer as English vocabulary learning media.

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<sup>6</sup> Wahyu Kurniato, 'Developing Macromedia Flash Learning Media On Vocabulary For The Seventh Grade Of SMPN 1 Ngambur Pesisir Barat Regency', *International Journal in English*, 20.12 (2020).

<sup>7</sup> Abigael Sampebua, Deby Marisa, and Mingsep R. Sampebua, 'The Design of English Vocabulary Learning Application', *International Journal of Computer Science and Information Security (IJCSIS)*, 18.10 (2020), 55–60.

4. Much Deiniatur in the research entitled (2019) “*Developing Learning Media Through Macromedia Flash Application for English Phonology Class*”. This research aimed to develop a learning media model using Macromedia Flash application for learning English Phonology. The result of the research is effectively used by students of English Language Department of IAIN Metro Lampung in learning the English vocabulary process<sup>8</sup>. The similarity both of these researches used Macromedia Flash as media to develop English learning media. The difference of these researches is the previous research focus on develop English Phonology learning media and the current research focus on design English vocabulary learning media.

## **B. Some Pertinent Ideas**

### **1. English Vocabulary**

#### **a. The Nature of Vocabulary**

Vocabulary is a list or collection of words that have meaning. In this case, Sudianto and Tuti (2020) also argue that vocabulary is a collection of words or vocabulary or terms that are owned by a language in a certain environment<sup>9</sup>.

The importance of learning vocabulary according to Mahniza (2018) argues that vocabulary is one aspect of language that must be learned to be able to use a language in communication. Without mastering vocabulary it is impossible to

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<sup>8</sup> Much Deiniatur, ‘Developing Learning Media through Macromedia Flash Application for English Phonology Class’, *Jurnal Smart*, 5.1 (2019), 45–59 <<https://doi.org/10.26638/js.781.203X>>.

<sup>9</sup> I F Rozi, E Larasati, and V A Lestari, ‘Developing Vocabulary Card Base on Augmented Reality (AR) for Learning English’, *IOP Conference Series: Materials Science and Engineering*, 1073.1 (2021), 012061 <<https://doi.org/10.1088/1757-899X/1073/1/012061>>.

communicate well. In addition, in learning vocabulary, students must know the meaning and function of words and also understand how to use them in context<sup>10</sup>.

In addition, Rozi et al (2021) argue that students need to be given adequate vocabulary mastery in learning a language and know how to use vocabulary in spoken language. The importance of mastering vocabulary is which aims to support communication<sup>11</sup>.

From some of these opinions, it can be understood that vocabulary is a sentence in a language that can be reached by its users in communication. In addition, based on Dakhi (2019) talks about the importance of vocabulary, there is vocabulary as a basis for communication, vocabulary as a reflection of social reality, vocabulary as a driver of emotion, and vocabulary as a predictor of academic ability<sup>12</sup>.

In his book, Mawardin (2021) also argues that learning vocabulary is largely about remembering and that students must generally see, say, and write newly learned words many times before they can be said to have learned them<sup>13</sup>.

<sup>10</sup> Melda Mahniza, 'THE IMPACT OF PRIMARY SCHOOL STUDENTS' UNDERSTANDING ON ENGLISH VOCABULARIES IN USING GADGETS', *Jurnal Pembangunan Wilayah & Kota*, 1.3 (2018), 82–91.

<sup>11</sup> Rozi, Larasati, and Lestari.

<sup>12</sup> Saniago Dakhi and Tira Nur Fitria, 'The Principles and the Teaching of English Vocabulary: A Review', *JET (Journal of English Teaching)*, 5.1 (2019), 15 <<https://doi.org/10.33541/jet.v5i1.956>>.

<sup>13</sup> 'English Vocabulary - Dr. Mawardin M. Said, M.Hum. - Google Buku' <[https://books.google.co.id/books?hl=id&lr=&id=-sM3EAAAQBAJ&oi=fnd&pg=PA1&dq=english+vocabulary+classes&ots=CyXEFgvhmT&sig=DwUQa06h857yy\\_RI3KY5PrDYR9Q&redir\\_esc=y#v=onepage&q=english+vocabulary+classes&f=false](https://books.google.co.id/books?hl=id&lr=&id=-sM3EAAAQBAJ&oi=fnd&pg=PA1&dq=english+vocabulary+classes&ots=CyXEFgvhmT&sig=DwUQa06h857yy_RI3KY5PrDYR9Q&redir_esc=y#v=onepage&q=english+vocabulary+classes&f=false)> [accessed 17 July 2022].

So, as a foreign student, English vocabulary is important to learn as a basic effort in mastering English. Moreover, English is a lingua franca or a universal language<sup>14</sup>. As a universal language, English is used as a communication tool in various fields, including communication, politics, economics, society, education, and technology.

#### b. Types of Vocabulary

According to Dakhi et al (2019), there are two known categories of vocabulary, namely receptive vocabulary and productive vocabulary<sup>15</sup>. Receptive vocabulary is defined as the type of vocabulary that learners encounter while reading and listening. They are the words that readers and listeners use to understand a given message. Meanwhile, productive vocabulary refers to a collection of words used to produce productive messages such as speaking, writing, and pronouncing. This vocabulary type is used to express ideas and feelings.

In addition, there are two kinds of vocabulary namely active vocabulary and passive vocabulary<sup>16</sup>. Active vocabulary is made up of words that come to mind and are used to create spoken or written sentences. Passive vocabulary refers to words that people understand when they hear or read them.

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<sup>14</sup> Sudianto and Tuti, 'INFLUENCE IMAGE MEDIA TO IMPROVE ENGLISH VOCABULARY Sudianto1', *Tulip, Jurnal Tulisan Ilmiah Pendidikan*, 9.2 (2020), 38–52.

<sup>15</sup> Rakhi and Fitria.

<sup>16</sup> Seftia Ani Fidyningrum, Shafira Artanita Dewayanti, and Nailul Authar, 'Improving Young Learners Vocabulary Mastery Through Game-Based Learning Using "MOFIN Mystery Box"', *Child Education Journal*, 3.2 (2021), 129–36 <<https://doi.org/10.33086/cej.v3i2.2433>>.



In addition, Montgomery (2007) divided the types of vocabulary into 4 types, this types according to the use of vocabulary in four skills in English, namely<sup>17</sup>:

#### 1) Listening vocabulary

Listening vocabulary is a collection of vocabulary that is heard of sense hearing and can be understood. For example, Andi talks to Ani, "where are you going?" and Ani heard, can identify what Andi said, and understand the word. That is the listening vocabulary, that some of the words that can hear, identify and understand. Humans have been able to detect sounds since they were in the womb at the time of the fetus as early as 16 weeks. Along with its development, humans continue to learn new words as they grow. By the time they reach adulthood, humans can recognize and understand nearly 50,000 words.

#### 2) Speaking Vocabulary

Speaking vocabulary is a collection of vocabularies that use when speaking. For example go, learn, eat, walk, sit, beautiful, mmm, a, hi, etc. Sometimes speaking vocabulary more simple than writing vocabulary as active vocabulary or productive vocabulary because speaking vocabulary can brief or use sound to represent the speaker's meaning such as mmm, yeah, lemme (let me), isn't (is not), aren't (are not), hadn't (had not), etc. Speaking vocabulary is relatively limited. Most adults use only 5,000 to 10,000 words for conversation or instruction. This number is much less than listening vocabulary it may be due to ease of use.

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<sup>17</sup> Montgomery.

### 3) Reading Vocabulary

Reading vocabulary is a collection of vocabulary that use in writing and then someone read such as in an article, book, magazine, or other forms of reading and can be understood, and also used to learn new vocabulary. Reading new terms can help a person's vocabulary grow. However, it will happen if someone reads frequently, but it is difficult to increase a person's vocabulary if they rarely read.

### 4) Writing Vocabulary

Writing vocabulary is the vocabulary used to express feelings, ideas, and thoughts in writing. Writing vocabulary is usually widely used in literary works and other forms of writing. Writing vocabulary is strongly influenced by the words that can be spelled. Writing vocabulary is more challenging than speaking vocabulary because spoken language can be clarified through body language and expressions, whereas writing vocabulary cannot. Furthermore, writing vocabulary, particularly in academic writing, is regulated by a set of grammatical rules.

#### c. English vocabulary classes

The English vocabulary has eight-word classes or commonly known as parts of speech that have functions in sentences. The eight-word classes are divided into two parts, namely content words and function words<sup>18</sup>. Content words or also known as lexical words are nouns, verbs, adjectives, and adverbs. Meanwhile,

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<sup>18</sup> Sahiini Lemaina Veikho, *Word Classes* (Brill, 2021)  
<<https://brill.com/display/book/9789004437982/BP000004.xml>> [accessed 15 February 2023].

function words are determinants, modals, verbs, and prepositions. In English grammar, there are eight categories of parts of speech; noun, pronoun, adjective, verb, adverb, preposition, conjunction, and interjection. Recognizing word classes will make it easier to understand how English functions and how to use it properly and appropriately<sup>19</sup>.

### 1) Noun

A noun is a word that describes a person, place, thing, or idea. For example Teachers, tree, bird, world, clever, sports, and anxiety are some examples of the noun. Some nouns describe a general class of people, places, or things. This is referred to as "general." It does not capitalize unless it is used to start a sentence. For example, tables, books, buildings, and vacations. Some nouns are specific to individuals, places, or things. These are called proper nouns. It is also always capitalized. Examples are Fatimah, Jakarta, Alfa Romeo, Eiffel Tower, and the Flower collection.

### 2) Pronoun

A pronoun is a word that is used to replace a noun to avoid repetition. Pronouns are used to break up the monotony. As an example of the use of pronouns, "Tono tried to ignore the beeping sound from the cell phone behind him as he began his biology exam. In this sentence, the pronouns are his, him, and he is Tono". The pronoun does not mention the name of a particular person, place, thing, or idea.

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<sup>19</sup> Yaber & Laine, *Reviewing Basic Grammar A GUIDE TO WRITING SENTENCES AND PARAGRAPHS*, 2009.

Commonly Used Pronouns	
I, me, my, mine	we, us, our, ours
you, your, yours	they, them, their, theirs
he, him, his	anybody, everybody, somebody
she, her, hers	everyone, no one, someone
it, its	something, some, all, many, any
who, whose, whom	each, none, one, this, that, these, those, which, what

**Figure 2.1** Commonly Used Pronouns

### 3) Verb

The verb is a word that describes the action or state of a noun, pronoun, or thing. There are two varieties of verbs. First, an action verb tells about what a noun or pronoun does. For example, go, study, read, walk, cook, etc. Second, a linking verb expresses a state rather than an action. Am, are, is, was, and were, are the most common linking verbs derived from the verb to be. Other common linking verbs include appear, become, grow, remain, and appear, and the verb "senses": feel, see, smell, sound, and taste.

### 4) Adjective

Adjectives are the words used to describe person, place, and things. Example: beautiful, good, well, fine, old, young, short, tall, etc. Adjectives usually answer one of the following questions: How many? What kind? Which one? What color?

### 5) Adverb

Adverbs are words that explain or modify verbs, adjectives, and other adverbs. These words describe how, when, where, and to what extent the action

occurs. For instance: today, tomorrow, last week, outside, never, frequently, twice, quickly, quickly, etc.

#### 6) Preposition

A preposition is a word used to describe a place, direction, time, position, and so on. Prepositions are words such as at, in, by, from, and on. These words are usually followed by nouns or pronouns such as at home, from the market.

#### 7) Conjunction

Conjunctions are words that connect words or groups of words such as phrases, or sentences. For example, but, if, before, after, etc. In a sense, it simply indicates the difference between another word or group of words. Examples of using conjunctions in sentences are as follows:

- You and I are classmates.
- We left the market before 5 pm.

#### 8) Interjection

The interjection is a word that expresses emotion and has no grammatical relationship with the rest of the sentence. Usually, a mild interjection followed by a comma like:

- No, I don't think that stuff is good.
- Oh, I guess the kids might have some cake.

Whereas a strong interjection point requires an exclamation mark, for example:

- Wow!
- My phone bill is Ouch!
- I'm here!
- Hey!
- Yeah!

## 2. Multimedia Application

A multimedia application is one of the learning media types. Types of learning media by development in technology and communication consist of audio media, visual media, audio-visual media, animated media, and multimedia-based media<sup>20</sup>.

The use of technological developments can be used as a forum to improve the quality of learning, such as in the development of learning media. Technology can be used in developing more interactive learning media because it combines several elements in it. The hardware or software used for creating and running multimedia application Kwon as multimedia technology (Kapi et al., 2017)<sup>21</sup>.

Multimedia is a combination of media types such as text, symbols, images, pictures, audio, video, and animation usually with aid of technology to enhance

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<sup>20</sup> M.Pd Dr. Hasnul Fikri, M.Pd. and Ade Sri Madona, S.Pd., *Pengembangan Media Pembelajaran Berbasis Multimedia Interaktif*, 2546.

<sup>21</sup> M. D. Abdulrahaman and others, 'Multimedia Tools in the Teaching and Learning Processes: A Systematic Review', *Heliyon*, 6.11 (2020), e05312 <<https://doi.org/10.1016/j.heliyon.2020.e05312>>.

understanding or memorization (Guan et al., 2018). In this case, Suyanto (2003) also argues that multimedia is the use of computers to create and combine text, graphics, audio, and moving images (video and animation) by using links and tools to navigate, interact, and communicate<sup>22</sup>.

According to Dhanta (2009), an application is software created by a company or someone who is made to do certain tasks such as Macromedia flash, Microsoft word, Microsoft excel, and others. Meanwhile, according to Rachmat Hakim S (2013), applications are software used to manage windows and games (games), and so on<sup>23</sup>.

From the explanation above, it can be understood that multimedia applications are software created by programmers or certain companies to carry out certain multimedia-based tasks in which there is an amalgamation of several elements such as text, audio, images, graphics, or moving images (video and animation) with useful links and tools to navigate, interact, and communicate.

Multimedia is divided into two categories they are linear multimedia and interactive multimedia<sup>24</sup>. Linear multimedia is multimedia that is not equipped with any controller just a user that can operate it. Example: television and

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<sup>22</sup> Inung Diah Kurniawati and Sekreningsih - Nita, 'Media Pembelajaran Berbasis Multimedia Interaktif Untuk Meningkatkan Pemahaman Konsep Mahasiswa', *DoubleClick: Journal of Computer and Information Technology*, 1.2 (2018), 68 <<https://doi.org/10.25273/doubleclick.v1i2.1540>>.

<sup>23</sup> Winia Waziana, Leni Anggraeni, and Nur Laela Sari, 'Penerapan Aplikasi Pembelajaran Bahasa Inggris Dasar Berbasis Multimedia', *Jurnal TAM ( Technology Acceptance Model )*, 7 (2016), 22–26.

<sup>24</sup> Reza Rachmatullah, M. S. Zulela, and Mohamad Syarif Sumantri, 'Development of Computer-Based Interactive Multimedia: Study on Learning in Elementary Education', *International Journal of Engineering and Technology(UAE)*, 7.4 (2018), 2035–38 <<https://doi.org/10.14419/ijet.v7i4.16384>>.

movies. While interactive multimedia is multimedia that is equipped with user-operated controller tools, so they can choose what they want in the next process. Examples: interactive games, interactive learning media, and CD applications. In addition, an interactive multimedia is a tool that can be operated by users in carrying out the desired operation. Hofstetter, interactive multimedia is the use of computers that combines text, graphics, audio, images/animation, and video.

Multimedia interactive function can explain complex and dynamic concepts more clearly, facilitates remembering content easily and improve understanding of topic content to student's perspectives, and makes students more interested in learning<sup>25</sup>.

### **3. Macromedia Flash**

Macromedia Flash is software that can be used also for adding dynamic aspects of a web or making interactively animated films in addition to the ability to make animated, flash is also used to make the learning media<sup>26</sup>. According to Walisda (2015), Macromedia flash is one software that can create learning media in the form of audio and visual<sup>27</sup>. Apart from these two opinions, it can be understood that Macromedia flash is a multimedia and animation program used by programmers or designers in creating creative applications, animated films, business presentations, and activities.

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<sup>25</sup> Rachmadtullah, Zulela, and Sumantri.

<sup>26</sup> Kurniatio.

<sup>27</sup> Very Hendra Saputra and Permata Permata, 'Media Pembelajaran Interaktif Menggunakan Macromedia Flash Pada Materi Bangun Ruang', *WACANA AKADEMIKA: Majalah Ilmiah Kependidikan*, 2.2 (2018), 116 <<https://doi.org/10.30738/wa.v2i2.3184>>.



Macromedia Flash can be used to develop multimedia-based learning media. The resulting multimedia is interactive. The use of Macromedia flash can be used as a learning medium as well as a tool to create applications that are useful for teachers as a tool in preparing teaching materials and in organizing learning<sup>28</sup>.

According to Sri (2018:1), some of the advantages of Macromedia Flash are:

- a. Macromedia Flash is easy to learn for beginners who are new to the world of design.
- b. The use of Macromedia Flash can be used easily and freely in creating animations as desired.
- c. Macromedia Flash can produce files with a small size because Flash uses vector-based animation.
- d. Macromedia flash generates files of type (extension). FLA is flexible because it can be converted into swf, html, gif, exe, and mov files.

The advantages of Macromedia flash according to Fero (2011: 10-12):

- a. Animations and graphics are consistent and flexible, as they still look good on windows sizes and screen resolutions regardless of the user's monitor
- b. Image quality is maintained, this is because flash uses vector graphics technology which describes images using curves and lines, the size of which can be changed as needed without affecting image quality.

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<sup>28</sup> Rubhan Masykur, Nofrizal, and Muhammad Syazali, 'Pengembangan Media Pembelajaran Matematika Dengan Macromedia Flash', *Al-Jabar: Jurnal Pendidikan Matematika*, 8 (2017), 177–86.

- c. Faster loading time compared to other animation processing applications like apple java and animated gift.
- d. Able to make websites interactive, because users can use the keyboard or mouse to move to other parts of the web page or movie, move to objects, and enter information into forms.
- e. Able to update complex animated graphics very quickly, so that the creation of full-screen animations can be directly connected to the website.
- f. Capable of executing some frames automatically between the start and end of an animation sequence, so it doesn't take long to create various animations.
- g. Easy to integrate with other Macromedia programs, such as dream weaver, fireworks, and author ware.
- h. Can be integrated with server-side scriptings (server-side scripting) such as ASP, PHP, and CGI in creating web database applications.
- i. Wide scope, the use Macromedia flash can be used in making short films or cartoons, animations, presentations, navigation controls, advertisements or web banners, etc.

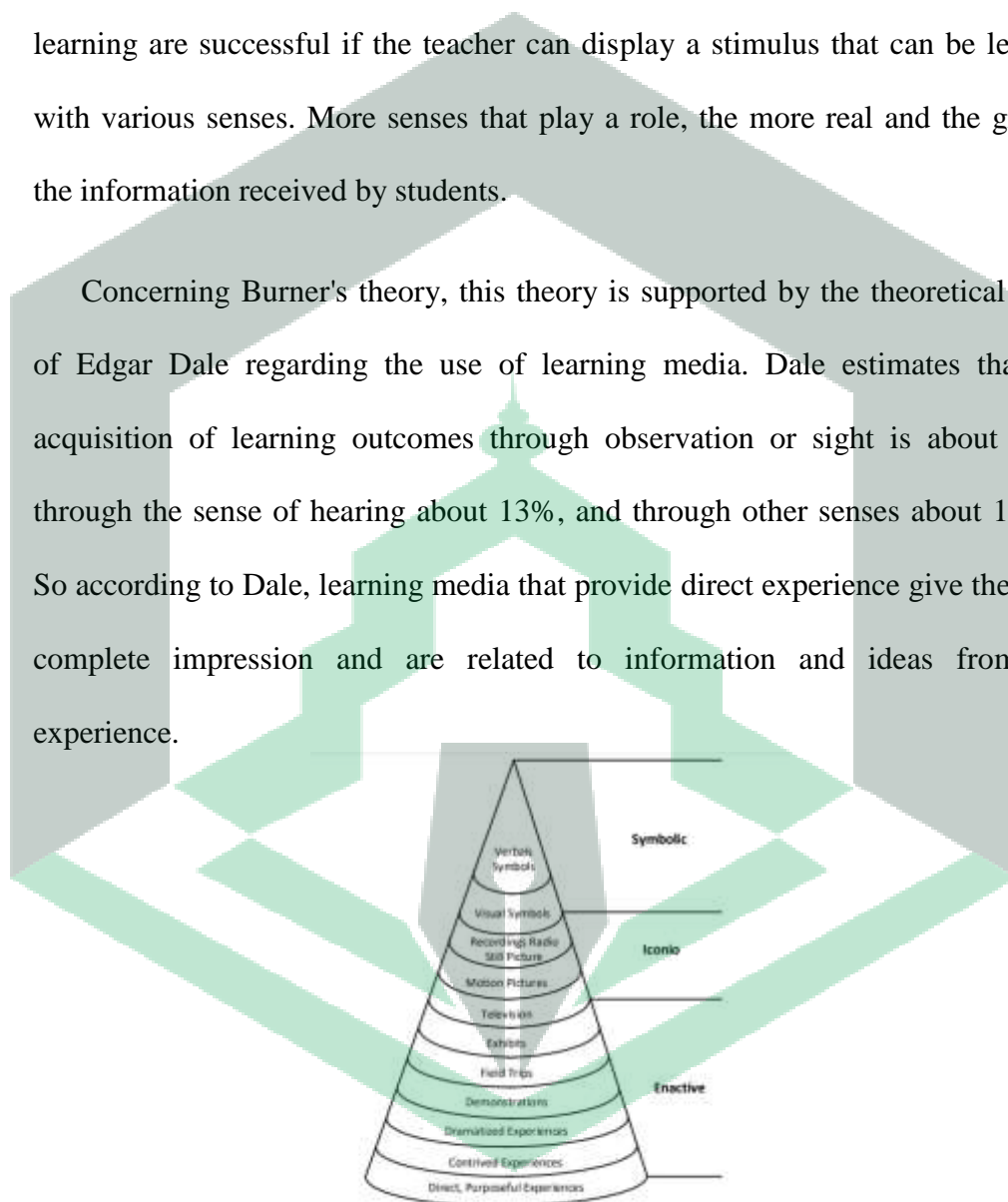
#### **4. Designing Learning Media**

According to Bruner's theory explain that using media, students will gain experience in learning. In Bruner's case, there are three main levels of learning modes that are interrelated with each other in gaining new experience, knowledge, skills, or attitudes, namely direct experience (enactive), pictorial or

image experience (iconic), and abstract experience (symbolic)<sup>29</sup>. The three levels are interrelated to gain experience, skills, and new attitudes.

From Bruner's theory, it can be understood that dominant teaching and learning are successful if the teacher can display a stimulus that can be learned with various senses. More senses that play a role, the more real and the greater the information received by students.

Concerning Bruner's theory, this theory is supported by the theoretical basis of Edgar Dale regarding the use of learning media. Dale estimates that the acquisition of learning outcomes through observation or sight is about 75%, through the sense of hearing about 13%, and through other senses about 12%<sup>30</sup>. So according to Dale, learning media that provide direct experience give the most complete impression and are related to information and ideas from the experience.



**Figure 2.2** Dale's Cone of Experience (1969) Nuraeni and others, 2020

<sup>29</sup> Rintis Rizkia Pangestika and Supriyono, 'Pengembangan RPP Matematika Berbasis Teori Bruner Bermuatan Karakter Untuk Sekolah Dasar Rintis Rizkia Pangestika, Supriyono', *JURNAL GENTALA PENDIDIKAN DASAR*, 6.2 (2021), 48–61.

<sup>30</sup> Z. Nuraeni and others, 'Development of an Android-Based Math Equation Editor', *Journal of Physics: Conference Series*, 1480.1 (2020) <<https://doi.org/10.1088/1742-6596/1480/1/012013>>.

## 5. R&D Instructional Design Model

R&D or research and design are one of the research methods. According to Gay (1990), development research is an attempt to develop an effective product and not to test the theory. Borg and Gall (1983) also define development research as a process for developing and validating a developed product which consists of studying research finding goals for the product to be produced or developed, then product development, product testing, and revision of the test results. Then Seals and Richey also argue that development research is a systematic study of the design, development, and evaluation of products that must meet the criteria of validity, practicality, and effectiveness<sup>31</sup>.

From some of these opinions, it can be understood that development research is research that examines the systematic design or development of products and evaluates the effectiveness product.

In development research, there are several models<sup>32</sup>, namely:

a. Borg and Gall development method

This development model was developed by Borg and Gall (1983), this development model uses a waterfall path at the development stage. This development model has a fairly long stage.

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<sup>31</sup> Samsu, *Metode Penelitian: Teori Dan Aplikasi Penelitian Kualitatif, Kuantitatif, Mixed Methods, Serta Research & Development*, Diterbitkan Oleh: Pusat Studi Agama Dan Kemasyarakatan (PUSAKA), 2017.

<sup>32</sup> Albet Maydiantoro, 'MODEL-MODEL PENELITIAN PENGEMBANGAN (RESEARCH AND DEVELOPMENT)', 10, 2019.

There are 10 stages in this development model, namely research and information collecting, planning, developing the preliminary form of product, preliminary field testing, main product revision, main field testing, operational field revision, operational field testing, final product revision, and dissemination and implementation.

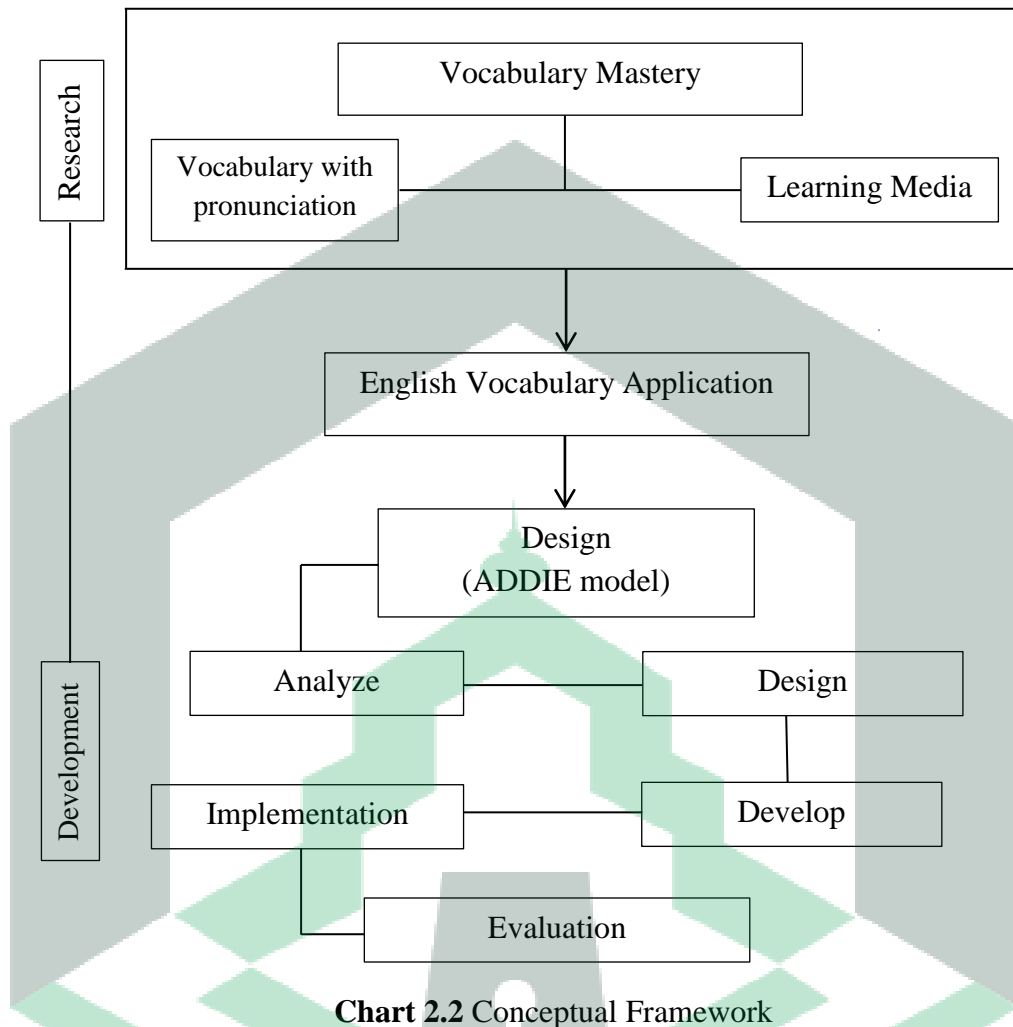
b. 4D development model

This development model was developed by Thiagarajan (1974). This research model has 4 development stages, namely the define or needs analysis stage, the design or drafting stage of the conceptual framework model, develop stage, namely the development stage which involves product feasibility validation tests, and finally the disseminate stage, namely the product implementation stage on the research target or subject.

c. ADDIE development model

The ADDIE development model is a development model consisting of 5 stages developed by Dick and Carey (1996). The stages of the ADDIE development model are analysis, design, development or production, implementation or delivery, and evaluation.

### C. Conceptual Framework



Vocabulary is an important basic science for foreign language learners to learn. As foreign learners, vocabulary is a compulsory subject to be studied.

At the design stage of learning media, researchers used the Research and Development method by applying the ADDIE model. First, the researchers analyzed the needs of students through observations of an English teacher and several students. After collecting data, the researcher designed the prototype of English vocabulary application learning media in the form of a multimedia

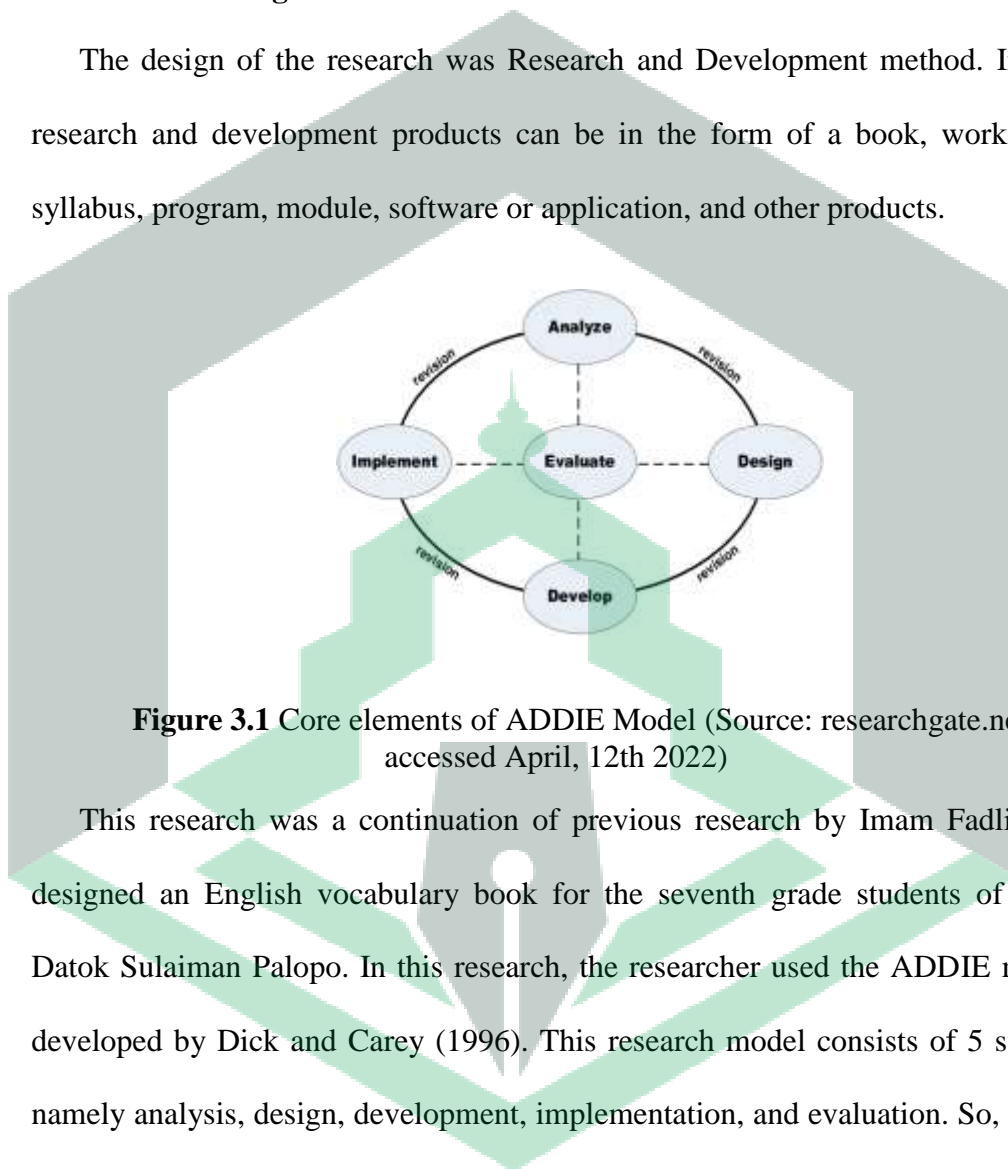
application. After that, the researchers designed the multimedia application based on the result's needs. In addition, researchers also designed a product evaluation tool to test the product. Then researchers after designing, the product will validate experts' and students' perceptions. After that, the researchers carry out product development to develop and correct deficiencies in the product. After that, the product is evaluated is the product appropriate to the student's needs.



## CHAPTER III RESEARCH METHOD

### A. Research Design

The design of the research was Research and Development method. In this research and development products can be in the form of a book, worksheet, syllabus, program, module, software or application, and other products.



**Figure 3.1** Core elements of ADDIE Model (Source: researchgate.net accessed April, 12th 2022)

This research was a continuation of previous research by Imam Fadli who designed an English vocabulary book for the seventh grade students of SMP Datok Sulaiman Palopo. In this research, the researcher used the ADDIE model developed by Dick and Carey (1996). This research model consists of 5 stages, namely analysis, design, development, implementation, and evaluation. So, in the designing of the English vocabulary application for the seventh grade students of SMP Datok Sulaiman Palopo, the researcher conducted to the observation of English teacher of SMP Datok Sulaiman Palopo and analysis to Imam Fadli research and product, then compiled a product prototype, developed a product



based on experts validation, implemented the product to the target, then evaluated the product based on the data collected.

### **B. Place and Time of the Research**

This research was conducted at SMP Datok Sulaiman Palopo. The observation did on June, 16<sup>th</sup> 2022. The try-out/implementation of the product held on January, 13<sup>th</sup> 2022.

### **C. The subject of the Research**

The subject of this research was the VII B grade students of SMP Datok Sulaiman Palopo there are 34 students.

### **D. Research Procedures**

In this research, the researcher applied ADDIE model to designing English vocabulary application for the seventh grade students of SMP Datok Sulaiman Palopo. The procedures of this research were:

#### **1. Analyze**

At this stage conducted observation and need analysis to find out the problems. The observation did to English teacher at SMP Datok Sulaiman Palopo. The purpose of the need analysis was carried out to ensure that the data is relevant and follows the needs of students<sup>33</sup>. Because this research was a continuation research of previous research by Imam Fadli, so researcher focuses on observation to get information addition and analyze Imam Fadli's research and his book

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<sup>33</sup> St Hartina and Syahrir Syahrir, 'The Inappropriateness of English for Specific Purposes (ESP) with Learner's Goals: A Need Analysis on Communication and Islamic Broadcasting Program' <<http://journal.unilak.ac.id/index.php/elsya/article/view/6671/3132>> [accessed 6 July 2022].

product. So, the researcher focused on design an English vocabulary application product with the content adopted from Imam Fadli's book. The book was colorful pictorial English vocabulary book that consist of vocabulary list and daily expressions that completed with colorful picture, phonetics symbols of pronunciation the vocabularies and exercise. The kinds of vocabulary adopted from Imam Fadli's book product were English vocabulary around the students at SMP Datok Sulaiman Palopo. The materials adopted from Imam Fadli's book were:

- Part 1 Phonetic Symbol, the vocabularies are example of vocabularies that have sound that correspond to sound in phonetic symbols such as vowel symbols and consonant symbols.
- Part 2 Alphabet, the vocabularies are alphabets, and vocabulary according to the alphabet.
- Part 3 Things in school, the vocabularies are vocabularies that around the students at SMP Datok Sulaiman Palopo such as things in the mosque, classroom, things in the classroom, things in the dormitory, things around the school, and things in the dining area.
- Part 4 Activities in the school, the vocabularies are vocabularies about students' activities at SMP Datok Sulaiman Palopo such as regular verbs and irregular verbs, activities in the dormitory, activities in the classroom, activities in worship, and activities in sport.
- Part 5 Personal Pronoun, the vocabularies are vocabularies about personal pronouns such as subject and object pronouns.

- Part 6 Daily Expressions, list of daily expressions that are often used by the students at SMP Datok Sulaiman Palopo.

## 2. Design

In this stage, the researcher designed the product. The product was made based on the results of book of the previous research at SMP Datok Sulaiman Palopo by Imam Fadli. In designing the English vocabulary application, the researcher used Macromedia Flash as software to build the application.

## 3. Develop

This stage, the initial product has been made. The product was given to the expert to be assessed to ensure the product was appropriate and ready to be implemented or try out. After receiving the assessment, the researcher carried out the product development stage based on the validation results from the experts.

## 4. Implementation

At this stage, after developing the product, it would be try out to the students. The aimed of this stage was to determine the suitable of product according to the opinion of the students' needs as the research target. This implementation was carried out to the seven grade students of SMP Datok Sulaiman Palopo.

## 5. Evaluate

The researcher evaluated the product of English vocabulary application. This evaluation was based on a student perception questionnaire and the results of expert assessments. This stage aimed to determine whether the product that has

been made was accurate according to the needs of students in learning English vocabulary.

### **E. Technique of Data Collection**

The technique of data collections in this research used several instruments that used by researchers in obtaining data, include:

#### **1. Observation**

Observation conducted on June, 16<sup>th</sup> 2022. Researcher observed about the obstacles that faced by the students in vocabulary and its pronunciation and potential in using application at SMP Datok Sulaiman.

#### **2. Questionnaire**

The questionnaire was divided into two forms. The questionnaire was for assessment or validation and responses by experts and students' perceptions. These questionnaires were as the primary data.

#### **3. Interview**

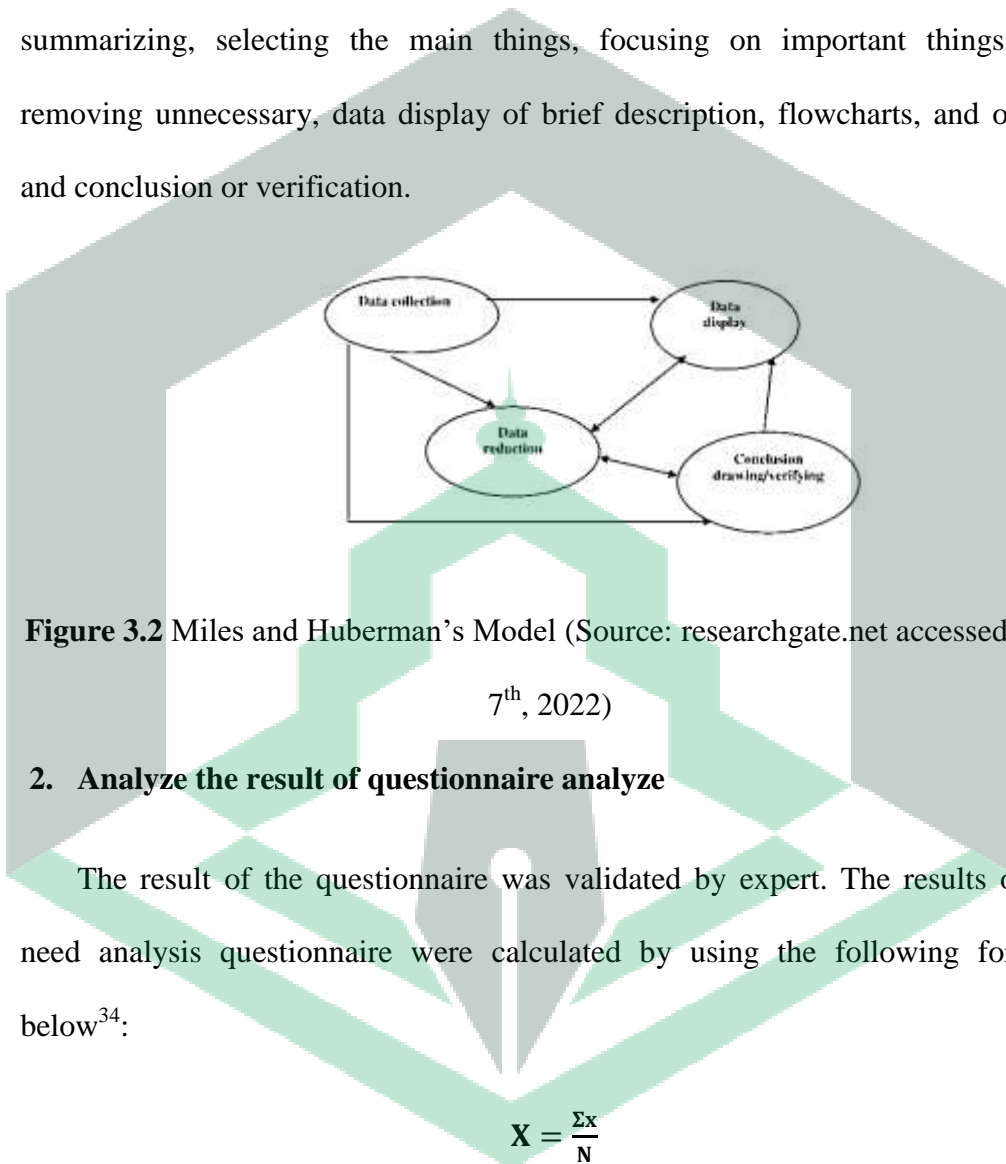
Researcher conducted interviews with English teacher and students at SMP Datok Sulaiman Palopo to collect data or information to support data from the questionnaire in obtaining more specific information or in other words as secondary data.

### **F. Technique of Data Analysis**

The analysis techniques of data of this research were:

## 1. Analyze the result of observation and interview

The steps used in the observation and interview used Miles and Huberman's model (1984). This model divided into 3 stages, namely data reduction or summarizing, selecting the main things, focusing on important things, and removing unnecessary, data display of brief description, flowcharts, and others, and conclusion or verification.



**Figure 3.2** Miles and Huberman's Model (Source: researchgate.net accessed May 7<sup>th</sup>, 2022)

## 2. Analyze the result of questionnaire analyze

The result of the questionnaire was validated by expert. The results of the need analysis questionnaire were calculated by using the following formula below<sup>34</sup>:

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

Where:

X = Mean

<sup>34</sup> Inriani, 'DEVELOPING A VOCABULARY BOOK FOR SCOUT ORGANIZATION IN IAIN PALOPO', 2021.

$\sum x$  = total of an aspect

N = total of instruments' questions

### 3. Analyze the validation of the product and students' perception

The result of the data calculated into average of the answer by respondents. The researcher calculated the data of expert validation and students' perception by applied the *Likert Scale*. The formula proposed by Arifin, Z (2013) as cited in Batari AS (2021) can be seen as follow:

The number of answer Very Good	: VG	x 5	= ...
The number of answer Good	: G	x 4	= ...
The number of answer Fairly	: F	x 3	= ...
The number of answer Poor	: P	x 2	= ...
The number of answer Very Poor	: VP	x 1	= ...
Total score			= ...

Then, calculated the total score, the researcher averaged the total score by using the formula below:

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

M: Mean Score

B: Total Score

N: The Number Topic of Materials

After collecting the mean score, the researcher calculated the data to find out the value by using the formula below:

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

X = Value (%)

M = Mean Score

N = Highest rate of value

After calculated the mean score, the researcher defined them as an appropriate English vocabulary application for the seventh grade of SMP Datok Sulaiman Palopo.

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

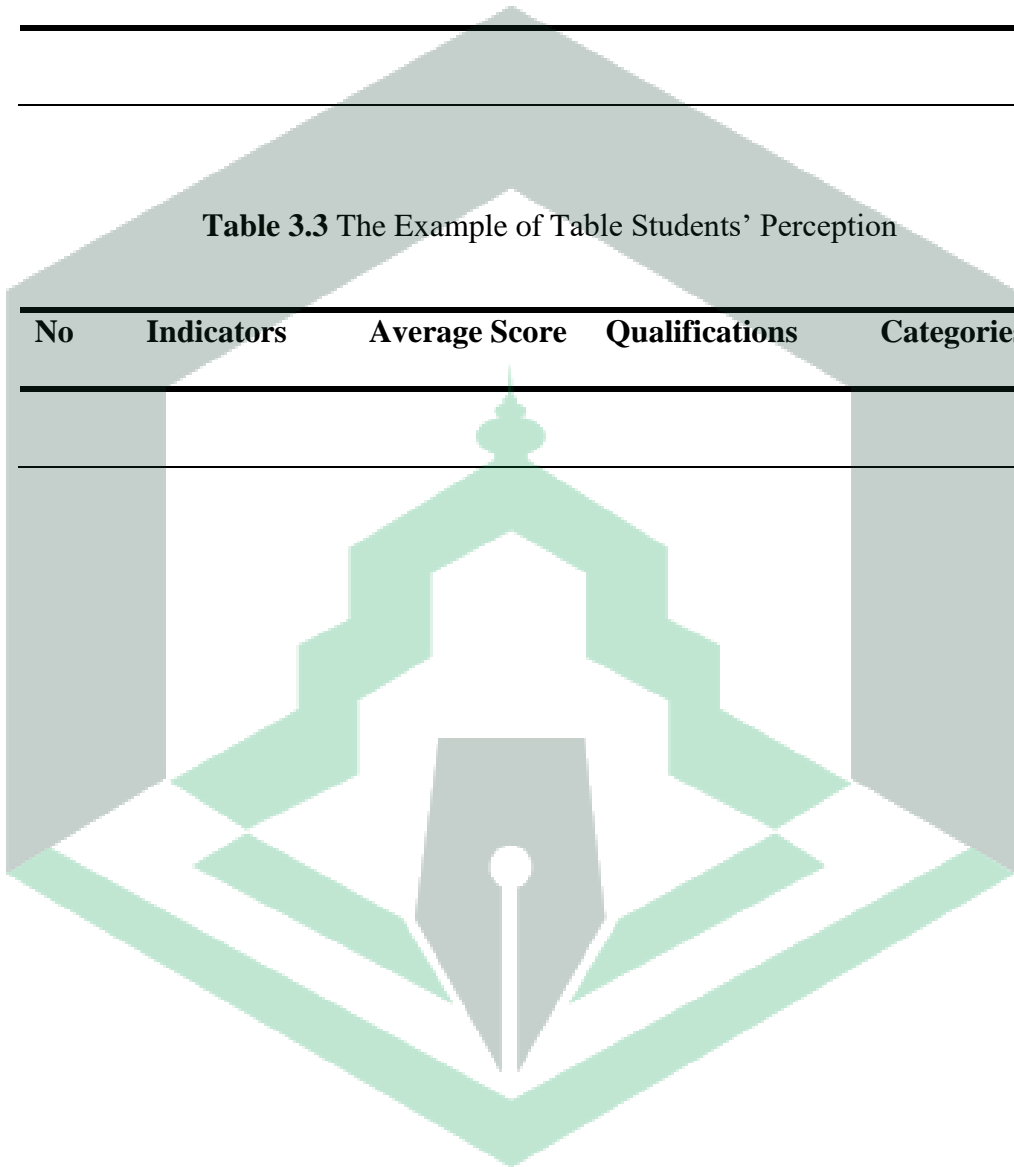
Score	Percentage	Qualification	Categories
4,2 – 5,0	84% - 100%	Very Good	Can be utilized without revision.
3,4 – 4,1	68% - 82%	Good	Can be utilized with a little revision
2,6 – 3,3	52% - 66%	Fairly	Can be utilized with much revision
1,8 – 2,5	36% - 50%	Poor	Cannot be utilized
1,0 – 1,7	20% - 34%	Very Poor	Cannot be utilized and need much revision

**Table 3.2** The Example of Table Expert Validation

<b>No</b>	<b>Indicators</b>	<b>Average Score</b>	<b>Qualifications</b>	<b>Categories</b>	<b>Experties Suggestion</b>

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

<b>No</b>	<b>Indicators</b>	<b>Average Score</b>	<b>Qualifications</b>	<b>Categories</b>





## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

In this chapter, the researcher explains the findings and discussion of the research process in designing English vocabulary application for the first grade students of SMP Datok Sulaiman Palopo.

#### **A. Research Findings**

This research uses the Research and Development (R&D) method by developing learning media products in the form of applications for vocabulary learning for students in the seventh grade at Datok Sulaiman Putri Palopo Modern Islamic Boarding School. The ADDIE model is used in development, and it consists of several stages, including Analysis, Design, Development, Implementation, and Evaluation. Based on the research and development carried out, the following research results were obtained:

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

At this stage, the researcher analyzes the previous research conducted by Imam Fadli with the research title "Designing A Colorful Pictorial English Vocabulary Book for the First Grade Students of SMP Datok Sulaiman Putri Palopo and make additional observations at the location of Imam Fadli's research.

##### **a. Result of Analysis from the Previous Research**

Based on the results of the analysis of Imam Fadli's research, researchers got some background problems that underline Imam Fadli's research based on student

observations and interviews with English teachers at SMP Datok Sulaiman as for the observations found by Imam Fadli conducted on June, 7th 2021 are students have difficulty mastering English vocabulary, the students are interested in learning to use pictorial media, the students are easy to memorize but do not know many English terms or vocabulary around them, and one of the factors that students find it difficult to speak English is due to limited English vocabulary.

### 1) Result Need analysis from previous research

The results of the need analysis in previous research by Imam Fadli are as follows:

#### a) Target needs

**Table 4.1 Target Need**

No.	Category	Option	Percentage (%)
<b>A.</b>	<b>Need Analysis Result</b>	1. English vocabulary about activities carried out at the pesantren.	38%
		2. English vocabulary about object in Pesantren.	36%
		3. English vocabulary about places in pesantren (such as mosques, lassrooms, toilets)	26%
<b>B.</b>	<b>Lack of Analysis' result</b>	1. Know a little English vocabulary.	74%
		2. Able to communicate sufficiently on several topics with the short conversations.	18%
		3. Able to communicate sufficiently on several topics with long conversations.	6%
		4. Able to communicate fluently on	3%

		most topics.	
		5. Other.	0%
<b>C.</b>	<b>Wants Analysis' Result</b>	1. Verb in daily conversation	40%
		2. Verb in classroom conversation	19%
		3. Verb in short story	14%
		4. Other	7%

## b) Learning needs

**Table 4.2** Learning Needs

No.	Category	Option	Percentage (%)
<b>Learning Material</b>			
<b>A.</b>	<b>The Percentage of Activities that Students Do the Outside of Class</b>	1. Eat and drink	18%
		2. Reading Al-Qur'an	16%
		3. Fardhu Prayer	16%
		4. Study	16%
		5. Exercising	13%
		6. Other	13%
		7. Scout	8%
<b>B.</b>	<b>The Percentage of Activities that Students Do in the Dormitory</b>	1. Study	24%
		2. Take a Rest	22%
		3. Chat with fellow dorm mates	21%
		4. Eat	20%
		5. Other	14%
<b>C.</b>	<b>The Percentage of Students Do in the Classroom</b>	1. Paying attention to teacher's explanation	35%
		2. Reading book	22%
		3. Discussing	18%
		4. Doing the exercises	18%
		5. Others	8%
<b>D.</b>	<b>The Percentage of English Noun Vocabulary that Students Wanted</b>	1. The objects around the school	39%
		2. The objects in the classroom	23%
		3. The objects in the mosque	18%
		4. The objects in the library	18%
		5. Others	3%
<b>E.</b>	<b>The percentage of Worship Activities</b>	1. Reading Al-Qur'an	16%
		2. Sunnah Prayers	14%

	<b>that Students Wanted</b>	3. Give a charity	14%
		4. Pilgrimage	14%
		5. Ablution (wudhu)	13%
		6. Fard prayers	13%
		7. Zakat	12%
		8. Others	4%
<b>Learning Media</b>			
<b>F.</b>	<b>The Percentage about kinds of picture that students like</b>	1. Caricature (illustration)	61%
		2. A Picture with real object (photo)	39%
<b>G.</b>	<b>The Percentage of Color Palettes that Students Like.</b>	1. Cool color (blue, turquoise, and purple)	38%
		2. Achromatic color (white, grey, and black)	35%
		3. Warm color (yellow, orange, brown, and red)	15%
		4. Other	12%

## 2) Content of the book of previous research

As for the contents of the book of Imam Fadli's research, as follows:

**Table 4.3** The Content of the Designed Product

<b>Part</b>	<b>Theme</b>	<b>Sub Theme</b>	<b>Goal</b>
1.	Alphabet	<ul style="list-style-type: none"> <li>• The alphabet in English</li> <li>• Vocabulary for each letter</li> <li>• The pronunciation of the vocabulary</li> <li>• The vocabulary illustration</li> <li>• The translation in Bahasa Indonesia</li> </ul>	<ul style="list-style-type: none"> <li>• Students are able to know vocabulary based on alphabet letter.</li> <li>• Students are able to pronounce the vocabulary.</li> </ul>
2.	Things in the School	<ul style="list-style-type: none"> <li>• Noun vocabulary on the school</li> <li>• The pronunciation of the vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Students are able to know vocabulary of things in school.</li> </ul>

		<ul style="list-style-type: none"> <li>• The vocabulary picture illustration</li> <li>• The translation in Bahasa Indonesia</li> </ul>	<ul style="list-style-type: none"> <li>• Students are able to pronounce vocabulary of things in school.</li> </ul>
3.	Activities in the School	<ul style="list-style-type: none"> <li>• Verb vocabulary in the school</li> <li>• The regular and irregular verb forms</li> <li>• The pronunciation of the vocabulary</li> <li>• The vocabulary picture illustration</li> <li>• The translation on Bahasa Indonesia</li> </ul>	<ul style="list-style-type: none"> <li>• Students are able to know vocabulary of verb in the school.</li> <li>• Students are able to pronounce vocabulary of verb in the school.</li> </ul>
4.	Personal Pronoun	<ul style="list-style-type: none"> <li>• The personal pronoun in English</li> <li>• The pronunciation of the vocabulary</li> <li>• The picture illustration for each vocabulary</li> <li>• The example in an English word</li> <li>• The translation on Bahasa Indonesia</li> </ul>	<ul style="list-style-type: none"> <li>• Students are able to know personal pronouns in English such subject and object pronoun.</li> <li>• Students are able to pronounce kinds personal pronoun.</li> </ul>
5.	Daily Expressions	<ul style="list-style-type: none"> <li>• The Islamic daily expressions</li> <li>• The translation on Bahasa Indonesia</li> </ul>	<ul style="list-style-type: none"> <li>• Students are able to know daily expressions.</li> <li>• Students are able to know the meaning of each daily conversation on Bahasa Indonesia.</li> </ul>

### 3) Blueprint of the book of previous research

The blueprint for the research book product by Imam Fadli is as follows:

**Table 4.4** The Blueprint of the Imam Fadli's 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.
		Phonetic Symbol	Pronouncing the vocabulary correctly and fluently for the students.
	Use vocabulary in a sentence	Some examples of English sentences	Helping the students in applying vocabulary into a sentence.
	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.

#### **b. The Result of the Additional Observation**

After the researchers analyzed Imam Fadli's research and Imam Fadli's research products, the researcher found deficiencies in Imam Fadli's research products. The shortcomings in Imam Fadli's research are the lack of audio that supports the pronunciation of each vocabulary in his book. So the researchers took the initiative to design interactive multimedia-based learning media in the form of application that can contain images, audio, text, animation and other

additional media. This is in line with developing Imam Fadli's products into learning media in the form of applications.

From this, the researcher did an additional observation to find out whether the development of Imam Fadli's book products into applications had the potential for the location and subject of research and whether the learning media in the form of applications answered the needs of students at Datok Sulaiman Putri Palopo Junior High School.

Researcher did an observation at Datok Sulaiman Putri Palopo Junior High School on Thursday, June 16, 2022. Based on the results of interview, the results showed that there were computer lab units that could be used by students of 20 computer units to learn ICT (Information and Communication Technology). In addition, the students of SMP Datok Sulaiman, apart from their lack of mastery of English vocabulary, also experienced difficulties in terms of pronouncing English. Thus, some students choose not to use English or choose silence. In addition, some students felt embarrassed because of incorrect pronunciation. They have difficulty with writing English vocabulary that is different with the pronunciation.

## **2. Designing**

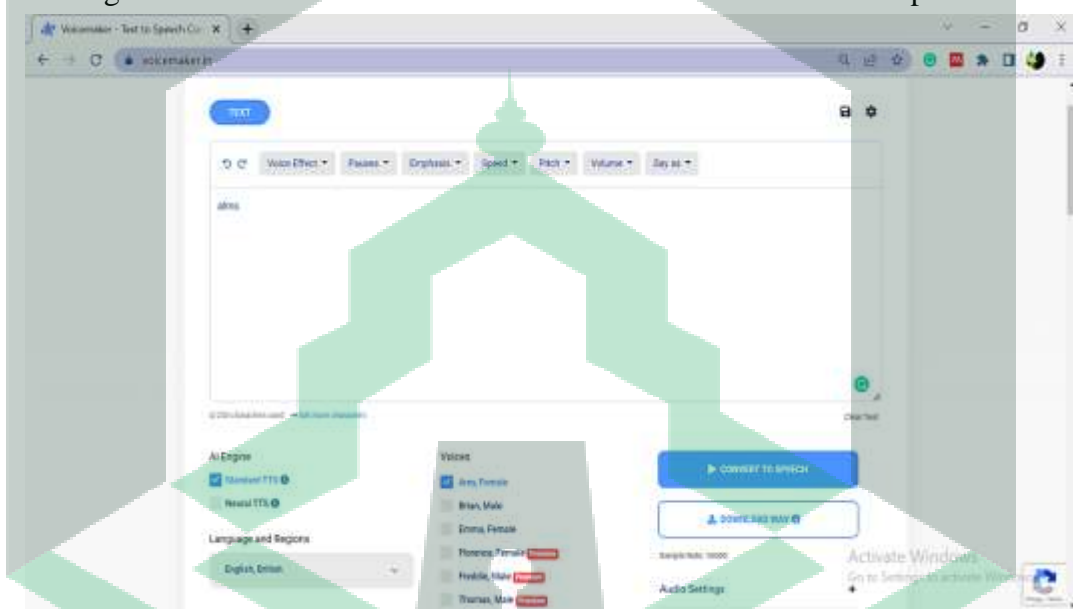
### **a. Making application design**

After the researchers analyzed Imam Fadli's research and products as well as additional observation, carried out the initial design of the product prototype,

namely in the form of an application display design, and determined additional complementary objects. (See appendix 3)

**b. Collection of design objects in the form of audio, background, and supporting caricatures**

Audio collection for vocabulary adopted from Imam Fadli's book products uses voice maker which is a link that can convert a text into audio or artificial intelligence that converts a text into audio that is suitable for native speakers.



**Figure 4.1** Voicemaker Display (Source: <https://voicemaker.in/>)

In addition to collecting audio, the researchers also collected background images, button, and supporting caricatures.

After all the objects needed in making the application have been collected, then the making of the English vocabulary application begins to be made.



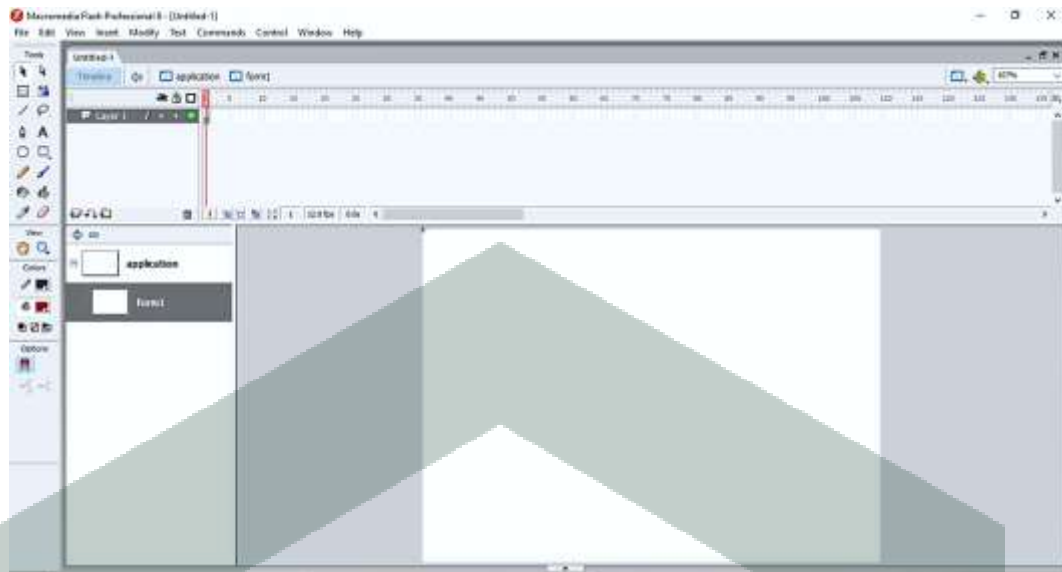
### c. Designing English vocabulary application by using Macromedia Flash

This stage the researcher input all the items need in designing English vocabulary application such as background, image, button, and audio into macromedia flash.



**Figure 4.2** Display of Macromedia Flash

The figure above is display of Macromedia Flash that is the first display where designer or software engineer can choose format need. In make an application designer choose “flash form application” to make English vocabulary application.



**Figure 4.3** Display of Flash Form Application

Display of flash form application is a Macromedia Flash worksheet. On this worksheet, the designer inputs background, images, text and audio and also button based on prototype design of English vocabulary application.



**Figure 4.4** Display of Macromedia Flash Worksheet of English Vocabulary Application

That is the final display of designing English vocabulary application in macromedia worksheet after placing all the items needed on the Macromedia Flash worksheet and have been entered into the programming language. The last stage of designing application is running the program to be an application.

#### **d. Designing guidebook of English Vocabulary Application**

After design English vocabulary Application for the seventh grade students of SMP Datok Sulaiman, the researcher continue by making guidebook in using English vocabulary application. Making an English vocabulary application guidebook aims to make it easier for users to use English vocabulary application.

### **3. Developing**

#### **a. The result of instrument validation**

After making the application of English vocabulary, the researcher arranged the instrument used based on the validation criteria which would be given to several experts to use. Prior to product validation, the instrument was validated by experts, namely language validation and material validation.

**Table 4.5** The result of the Instrument's Validation of Expert

<b>Aspects</b>	<b>Score</b>
Contents	2.3
Scope of Contents	3.75
Language	5
<b>Average Score</b>	<b>3.68</b>

## b. The result of expert validation

There are three experts that validated this English Vocabulary Application, they are Dr. Masruddin, S.S, M.Hum as the language expert, Imam Fadli S.Pd. as the design and layout expert, and Sufianti, S.Pd as the material expert.

### 1) Design and layout

**Table 4.6** The Result of the Product Validation by the Design and Layout Expert

No	Criteria	Score	Description	Follow Up
<b>A. Display Aspect</b>				
1.	The layout of the opening display for the English Vocabulary application	5	Very Good	It can be utilized without revision
2.	The display quality of the English Vocabulary Application	4	Good	It can be utilized without revision
3.	Selection of appropriate display design colors	4	Good	It can be utilized without revision
4.	Button placement consistency	5	Very Good	It can be utilized without revision
5.	Compatibility of the button with the background	4	Good	It can be utilized without revision
6.	Image display quality	4	Good	It can be utilized without revision
7.	The background color matches the text	5	Very Good	It can be utilized without revision
8.	Appropriate font size and type	4	Good	More elegant when using sans-serif type
9.	Accurate use of language	5	Very Good	It can be utilized without revision
10.	Move from one slide to the next slide	4	Good	It can be utilized without revision
11.	Sound clarity	5	Very Good	It can be utilized without revision
12.	Systematic material preparation	5	Very good	It can be utilized without revision
13.	The Opening page display	4	Good	It can be utilized without revision
14.	The main menu page display	4	Good	It can be utilized without revision

15.	The profile and reference menu display	4	Good	It can be utilized without revision
<b>B. Program Aspect</b>				
16.	Ease of operation of the application	4	Good	It can be utilized without revision
17.	The suitability of the background sound in the application	5	Very Good	It can be utilized without revision
18.	The suitability of the audio on the button	5	Very Good	It can be utilized without revision
19.	The suitability of the audio on the material slides	5	Very Good	It can be utilized without revision
20.	The smooth of operation of the button	4	Good	It can be utilized without revision
Total Score		89		

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

$$M = \frac{B}{N} = \frac{89}{20} = 4.45$$

**Figure 4.5**

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

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

$$X = \frac{4.45}{5} 100\% = 89\%$$

**Figure 4.6**

According to the data, the result of design and layout validation got the mean score 4.45 and 89% of percentages which qualified as “Very Good”. The result of validation of design and layout indicates that English Vocabulary Application can be utilized without revision.

## 2) Language

**Table 4.7** The result of the product validation by the language expert

No	Criteria	Score	Description	Follow Up
1.	The use of language in the English Vocabulary Application is in accordance with the correct grammar.	4	Good	It can be utilized without revision
2.	The vocabulary presented in this English Vocabulary Application is in accordance with the level of cognitive development of students.	5	Very Good	It can be utilized without revision
3.	The vocabulary presented is easy to understand.	4	Good	It can be utilized without revision
4.	The overall vocabulary is in accordance with the students' language abilities.	4	Good	It can be utilized without revision
5.	The exercise instructions use grammar and are easy to understand.	4	Good	It can be utilized without revision
Total Score		21		

The mean score of the language validation by expert was calculated below:

$$M = \frac{B}{N} = \frac{21}{5} = 4.2$$

**Figure 4.7**

The percentage of the language validation by expert was calculated below:

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

$$X = \frac{4.2}{5} 100\% = 84\%$$

**Figure 4.8**

According to the data, the result of the language validation by the expert got the mean score 4.2 with 84% percentage with qualified "Very Good". The

result of the language validation indicates the English Vocabulary Application can be used without revision.

### 3) Material

**Table 4.8** the Result of the Product Validation by the Material Expert

No	Criteria	Score	Description	Follow Up
<b>A. Content</b>				
1.	The scope of vocabulary in the English vocabulary Application suits the needs of the first grade students of SMP Datok Sulaiman Palopo	4	Good	It can be utilized without revision
2.	The depth of vocabulary in the English Vocabulary Application for the first grade students of SMP Datok Sulaiman Palopo is adequate.	5	Good	It can be utilized without revision
3.	The authenticity of vocabulary in English Vocabulary Application for the first grade students of SMP Datok Sulaiman Palopo is adequate.	4	Good	It can be utilized without revision
<b>B. Activity</b>				
4.	The activities in each task vary.	5	Very Good	It can be utilized without revision
5.	Activities in the task can motivate students to master English vocabulary.	5	Very Good	
6.	Activities in the assignment involve the role of students.	5	Very Good	It can be utilized with a little revision
7.	Activities in the English Vocabulary Application are very helpful in students' real lives.	5	Very Good	It can be utilized without revision
8.	The activities in the task are arranged from easy to difficult levels.	5	Very Good	It can be utilized without revision
9.	Forms of exercise activities according to the topic.	4	Good	It can be utilized without revision
10.	Exercise activities help students in mastering English vocabulary.	5	Very Good	It can be utilized without revision

11.	Exercises on the English Vocabulary Application help students review material.	5	Very Good	It can be utilized without revision
<b>C. Input</b>				
12.	Vocabulary input in the English Vocabulary Application helps students improve their vocabulary.	5	Very Good	It can be utilized without revision
13.	Vocabulary input in the English Vocabulary Application is interesting.	5	Very Good	It can be utilized without revision
14.	Input vocabulary relevant to text and images.	5	Very Good	It can be utilized without revision
15.	Vocabulary input in the English Vocabulary Application corresponds to the language skills of seventh-grade students at SMP Datok Sulaiman Palopo.	5	Very Good	It can be utilized without revision
16.	Vocabulary input in the English Vocabulary App includes the correct language structure.	5	Very Good	It can be utilized without revision
17.	The choice of English Vocabulary Application is according to student characteristics.	5	Very Good	It can be utilized without revision
18.	Vocabulary input in the English Vocabulary Application can add insight to SMP Datok Sulaiman Palopo students.	5	Very Good	It can be utilized without revision
<b>Total Score</b>		87		

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

$$M = \frac{B}{N} = \frac{87}{18} = 4,8$$

**Figure 4.9**

The percentage of the material validation by the expert was calculated below:



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

$$X = \frac{4,8}{5} 100\% = 96,6\%$$

**Figure 4.10**

According to the data, the result of the material validation by the expert got the mean score 4,8 with 96,6% percentage with qualified “Very Good”. The result of the material validation indicates that the English vocabulary application can be utilized without revision.

### c. The revision draft of English Vocabulary Application

After the English vocabulary application was validated, the researcher received some revision from the experts. The aimed to improve English vocabulary application before implement to the first grade students of SMP Datok Sulaiman Palopo. The experts’ corrections are shown below:

**Table 4.9** The Revision of the English Vocabulary Application by experts

Aspects	Topic (Section)	Suggestion	Revision Result
Design	Material display	More elegant when using sans-serif type.	It cannot be changed because the font is not available.
Language	All	Use the correct capital letter	The wrong capital letter had been fixed.
Material	Kinds of vocabulary material	Add the phonetics symbols.	The phonetics symbols had been added.
		Add the daily expressions.	The daily expressions had been added.
		Move the exercise button into material button.	The exercise button had been moved to material button.

#### d. Draft Change

Before



After



The images above before and after editing based on the suggestion and correction from expert validations.

#### 4. Implementation

In this stage, the researcher implemented directly the revised of English Vocabulary application to 30 students of SMP Datok Sulaiman Palopo. The implementation had conducted in two sessions on Friday, January 13<sup>th</sup> 2023. In the meeting, the researcher explained how to use the English Vocabulary application to the students, components of English vocabulary application, and explain the material in it. The researcher began with describe the component of English vocabulary application, then how to use the application by using guidebook and practice using the English vocabulary application.

**Table 4.10** Implementation Schedule

Day/ Date	Meeting/ Session	Time	Activity
Friday, January 13 <sup>th</sup> 2023	Session 1	09.30 – 10.00	Introduction
			Explain the components of English vocabulary application
	Session 2	10.00 – 11.00	Explain how to use English vocabulary application
			Students practice in using English vocabulary application
			Distributed the questionnaire of students perception to the students

#### 5. Evaluation

Based on evaluate since the researcher deals with design English vocabulary application, an evaluation needed to know how to design the product better. At the end of meeting the researcher distributed the questionnaire of students' perception to the students. The results of the questionnaire are shown below:

**Table 4.11** The Result of Students' Perception

No	Items	Mean Score	Description	Follow Up
1.	The material presented in the English Vocabulary Application is suitable for beginners.	4.5	Very Good	It can be utilized without revision
2.	The material in the English Vocabulary Application is suitable for the needs of seventh-grade students at SMP Datok Sulaiman Palopo.	4.66	Very Good	It can be utilized without revision
3.	The material in the English Vocabulary Application as a whole is diverse.	4.23	Very Good	It can be utilized without revision
4.	The material presented in the English Vocabulary Application was able to increase the vocabulary of the seventh-grade students of SMP Datok Sulaiman Palopo.	4.73	Very Good	It can be utilized without revision
5.	The material in the English Vocabulary Application as a whole is interesting and easy to understand.	4.76	Very Good	It can be utilized without revision
6.	The material topics in the English Vocabulary Application correspond to the needs of seventh grade students at SMP Datok Sulaiman Palopo.	4.5	Very Good	It can be utilized without revision
7.	The material topics in the English Vocabulary Application are easy to learn and apply in everyday life.	4.5	Very Good	It can be utilized without revision
8.	The choice of font type and size in the English Vocabulary Application is attractive and comfortable to read.	4.4	Very Good	It can be utilized without revision
9.	The choice of colors in the English Vocabulary Application is precise and attractive.	4.75	Very Good	It can be utilized without revision
10.	The appearance of the	4.4	Very Good	It can be utilized

	English Vocabulary Application on each page is interesting.			without revision
11.	The size of the interface (overall screen display) of the English Vocabulary Application is correct.	4.23	Very Good	It can be utilized without revision
12.	The cover of the English Vocabulary Application is attractive.	4.63	Very Good	It can be utilized without revision
13.	The design of the English Vocabulary Application is attractive.	4.63	Very Good	It can be utilized without revision
14.	Every button on the English Vocabulary Application functions properly.	4.68	Very Good	It can be utilized without revision
15.	The language used in the English vocabulary application is easy to understand.	4.6	Very Good	It can be utilized without revision
<b>Total Score</b>		<b>68.25</b>		

The mean score of students' perceptions were calculated below:

$$M = \frac{B}{N} = \frac{68,25}{15} = 4,55$$

**Figure 4.11**

The percentages of students' perception were calculated below:

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

$$X = \frac{4,55}{5} 100\% = 91\%$$

**Figure 4.12**

The result of the students' perception got the mean score 4.55 with 91% percentage with qualified "Very Good". The result of the students' perception indicates that the English vocabulary application can be utilized without revision.

From the questionnaire the students write down their perception about English vocabulary application:

*"The application is excellent and easy to understand for the seventh-grade students, especially for beginners who are just learning English."* (January 13<sup>th</sup>, 2023)

*"Very helpful and very fun, this English vocabulary application also makes us learn English with pleasure, thank you for making this application."* (January 13<sup>th</sup>, 2023)

*"Very good and easy to learn in everyday life and also on every display exciting and precise, and also the language used is easy to understand."* (January 13<sup>th</sup>, 2023)

Based on the data above the data calculated of students perception of English vocabulary application got the mean score 4.55 with 91% percentage with qualified "Very Good" it means it can be utilized without revision it carry out with students perception that English vocabulary application is excellent, easy to understand, very helpful, easy to use and suitable for the beginner or for the seventh grade students who are just learning English. So, the researcher concluded that the English vocabulary application is feasible and suitable with the students need.

Furthermore, the researcher also distributed the questionnaire to the English teacher of the first grade of SMP Datok Sulaiman. The results of teacher perception of the English vocabulary application are shown below:

**Table 5.12** The Result of Teacher Perception

No	Items	Score	Description	Follow Up
1.	The material presented in the English Vocabulary Application is suitable for beginners.	5	Very Good	It can be utilized without revision
2.	The material in the English Vocabulary Application is suitable for the needs of seventh-grade students at SMP Datok Sulaiman Palopo.	4	Good	It can be utilized without revision
3.	The material in the English Vocabulary Application as a whole is diverse.	4	Good	It can be utilized without revision
4.	The material presented in the English Vocabulary Application was able to increase the vocabulary of the seventh-grade students of SMP Datok Sulaiman Palopo.	5	Very Good	It can be utilized without revision
5.	The material in the English Vocabulary Application as a whole is interesting and easy to understand.	5	Very Good	It can be utilized without revision
6.	The material topics in the English Vocabulary Application correspond to the needs of seventh grade students at SMP Datok Sulaiman Palopo.	5	Very Good	It can be utilized without revision
7.	The material topics in the English Vocabulary Application are easy to learn and apply in everyday life.	5	Very Good	It can be utilized without revision
8.	The choice of font type and size in the English Vocabulary Application is attractive and comfortable to read.	5	Very Good	It can be utilized without revision
9.	The choice of colors in the English Vocabulary Application is precise and attractive.	5	Very Good	It can be utilized without revision
10.	The appearance of the	5	Very Good	It can be utilized

	English Vocabulary Application on each page is interesting.			without revision
11.	The size of the interface (overall screen display) of the English Vocabulary Application is correct.	5	Very Good	It can be utilized without revision
12.	The cover of the English Vocabulary Application is attractive.	5	Very Good	It can be utilized without revision
13.	The design of the English Vocabulary Application is attractive.	5	Very Good	It can be utilized without revision
14.	Every button on the English Vocabulary Application functions properly.	5	Very Good	It can be utilized without revision
15.	The language used in the English vocabulary application is easy to understand.	5	Very Good	It can be utilized without revision
<b>Total Score</b>		<b>73</b>		

The mean score of teacher perception was calculated below:

$$M = \frac{B}{N} = \frac{73}{15} = 4,8$$

**Figure 4.13**

The percentage of teacher perception was calculated below:

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

$$X = \frac{4,8}{5} 100\% = 97,3\%$$

**Figure 4.14**

According to the data, the result of the teacher' perception got the mean score 4.8 with 97.3% percentage with qualified "Very Good". The result of the teacher



perception indicates that the English vocabulary application can be utilized without revision.

Moreover, based on the interview with the English teacher of SMP Datok Sulaiman Palopo said:

*“This English vocabulary application is quite good and interesting, this application can also improve students' vocabulary mastery. The design of the application is attractive, the color selection is correct, and all the buttons work properly.”* (January 13<sup>th</sup>, 2023)

Based on the calculated data of teacher's perception got the point 4.8 with 97.3% percentage with qualified “Very good” that indicated it can be utilized without revision and from the result of English teacher interview the result of the English vocabulary application is good, attractive, interesting and feasible to use in learning process. So, the researcher concluded that the English vocabulary application is feasible and suitable with the students need in learning English vocabulary.

## **B. Discussion**

English vocabulary application is essential material in learning English or new language for foreign language. Learning English vocabulary application at SMP Datok sulaiman is most important, it cause of SMP Datok Sulaiman is a pesantren-based school that teaches English and Arabic as compulsory language use, it is necessary for students to be able to use English as foreign language. So the students should able to use English in their daily. Learning English vocabulary at SMP Datok Sulaman Palopo has several obstacles. The obstacles are the lack of vocabulary mastery by the students, the lack of interest in learning English, and

the difficulty in pronouncing English vocabulary. The other factors are students not to desire to speak English and have several incorrect pronunciations so, the students need learning media that combine vocabulary and vocabulary pronunciation.

Based on the previous research by Imam Fadli entitled “*Designing A Colorful Pictorial English Vocabulary Book For The First-Grade Students Of Smp Datok Sulaiman Putri Palopo*”, the researcher continue the previous research to develop it into application. So, the vocabulary in that book can have sound how to pronounce the vocabulary. So the students can learn English vocabulary with sound how to pronounce it.

In designing the English vocabulary application, the researcher use ADDIE model that consist of five steps; analyze, design, develop, implement and evaluate. This research is a research development that continues previous research in the form of the book into the application, so the researcher took vocabulary references from the previous research book by Imam Fadli entitled "A Colorful Pictorial English Vocabulary Book".

In addition, the researcher also conducted interviews to obtain additional information regarding the obstacles and potential for further research at the location and research subjects. The results of the additional interview, the research of developing the English vocabulary book by Imam Fadli, into an application has the potential to be developed. This is because based on interviews with the English teacher and the deputy head of the curriculum of SMP Datok Sulaiman

said that SMP Datok Sulaiman has computer labs consisting of 20 units of computers and students are also able to operate computers. Then, the teachers at SMP Datok Sulaiman sometimes use projector media to display material.

On the other hand students at SMP Datok Sulaiman also experience difficulties in pronouncing English vocabulary and need learning media that can cover vocabulary material as well as audio pronunciation. So the researcher continued the research to the next stage, namely designing the first draft of an English vocabulary application consisting of 7 buttons in the form of 5 material buttons and an exercise button where the entire vocabulary and practice material was taken from the book "A Colorful Pictorial English Vocabulary Book".

The researcher design of English vocabulary application started it from make the prototype of the application, then collected all the items is needed in designing English vocabulary application. After collecting all the items, the researcher designing English vocabulary application by using Macromedia flash with several steps. The first step was design the background and main menu of the product in Macromedia Flash. The second, made the buttons to operate the slide into the other display. The third, made the slide of material by input the picture and audio. The fourth, added the additional button such as previous button, next button, back button, and exit button. The fifth, made the button for home menu button, profile button, reference button, and clock into the main menu slide. The sixth, made the intro slide and put the start button to start the operation of the product. After all make it clear all the button was function properly and running the product into an application.

After that, the experts validated the product to improve the feasibility and quality of the English Vocabulary application. The validation of the English Vocabulary application was carried out by three validators; design and layout expert, language expert, and material expert. The validation results of the English vocabulary application by design and layout expert got the mean score of 4.45 with a percentage of 89% with the qualified "Very Good". In addition, the validation results from the language expert got the mean score of 4.2 with a percentage of 84% with the qualified "Very Good". Then the results of the material expert validation got the mean score of 4.8 with a percentage of 96.6% with the qualified "Very Good".

After being validated, the English vocabulary application was implemented on the research subject. In the implementation stage, it was carried out with limited implementation to class 7B students of SMP Datok Sulaiman Palopo. This implementation phase was carried out in 2 sessions, namely the first session for an introduction to the components of the English vocabulary application, and how to use the English vocabulary application. Then in the second session, a practice session was held on the use of English vocabulary by students. At the end of the session the researcher asked about students' perceptions of the product. At this stage students were given an evaluation questionnaire in the form of a questionnaire student perception. After that, the English vocabulary application was evaluated based on the questionnaire of teacher perceptions.

The results of the evaluation based on the perceptions of students and teacher aim to get results whether the product is in accordance with the needs of students.

The result of students' perception got a mean score of 4.55 with a percentage of 91% with the qualified "Very Good". The results of teacher perceptions got a mean score of 4.8 with a percentage of 97.3% with the qualified "Very Good". The results show that the English Vocabulary application can be used without revision. In addition, the results of teacher interviews and student opinions revealed that English Vocabulary application is quite good, interesting, can improve students' vocabulary mastery. The design of the application is attractive, the color selection is correct, and all the buttons work properly, easy to understand for the seventh-grade students, especially for beginners who are just learning English, very helpful and very fun and also makes students learn English with pleasure.

The last stage in this research is evaluation. After collecting the data of students' perception, teacher perception, and expert suggestion, the researcher evaluated the product to become a final product.

The advantages of the English vocabulary application:

1. The English vocabulary application is a varied medium, combining several learning media such as visual media, audio media, animated media, and text.
2. English vocabulary app is easy to use.
3. The application of English vocabulary is more practical and interesting to use in the process of learning English vocabulary.
4. The application of English vocabulary is an interactive learning medium.

Disadvantages or limitations of the English vocabulary application:

1. The audio vocabulary will continue to play until it's finished even though have moved to another button.
2. The English vocabulary application cannot use by smartphone.
3. The sound of English vocabulary application only uses British accent audio.

Several previous researches related to this research, such as; Kurnianti, W. (2020) the result of the research was developing learning media on vocabulary for the seventh grade it was feasible and interesting to be used in learning English by using Macromedia Flash<sup>35</sup>. Another related research by Abigael Sampebua, Deby Marisa, and Mingsep R. Sampebua (2020) the research conclude that learning media of English vocabulary application can improve students' motivation, students' creativity and learning process more flexible<sup>36</sup>. Also by Imam Fadli (2022) the result of the research was designing colorful pictorial English vocabulary book for the first grade student of SMP Datok Sulaiman Palopo, it was appropriate to the students need, and could improve students' vocabulary. In some previous research, no learning media specifically designed English vocabulary learning media based on multimedia application for the seventh grade students of SMP Datok Sulaiman Palopo. From this research produced English vocabulary learning media based on multimedia application. Besides containing English vocabulary material, it also equipped with audio pronunciations, phonetic symbols, relevant images, vocabulary lists, daily expressions, and exercise to

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<sup>35</sup> Wahyu Kurniato, 'Developing Macromedia Flash Learning Media On Vocabulary For The Seventh Grade Of SMPN 1 Ngambur Pesisir Barat Regency', *International Journal in English*, 20.12 (2020).

<sup>36</sup> Abigael Sampebua, Deby Marisa, and Mingsep R. Sampebua, 'The Design of English Vocabulary Learning Application', *International Journal of Computer Science and Information Security (IJCSIS)*, 18.10 (2020), 55–60.

further assist students in learning English vocabulary. From these researches, it showed that the English vocabulary application is feasible and suitable to use based on expert's validation, students' perception and teacher perception.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research aimed to design English vocabulary application for the first grade students of SMP Datok Sulaiman Palopo. The design of English vocabulary application for the first grade students of SMP Datok Sulaiman Palopo is design in learning media based on interactive multimedia which consists of vocabulary and daily expressions list completed with audio pronunciation, phonetics symbols, exercise and colorful image. The result of this research based on students' perception and teacher perception. The students' perception got mean score 4,55 with 91% percentage which qualified "Very Good", and teacher perception got mean score 4,8 with 97,3% percentage which qualified "Very Good". That can identify that the English vocabulary application ready to use without revision. Then, based on the interview and comments written down by students; The design of the English vocabulary application is easy to understood, design and layout were attractive, very helpful, very fun and also makes students learn English with pleasure. So, the designed English vocabulary application is appropriate to the seventh grade students of SMP Datok Sulaiman Palopo needs.



## **B. Suggestion**

### 1. For the teachers

The researcher suggested the teacher to use the English vocabulary application as learning media to support teaching English vocabulary for the first grade students of SMP Datok Sulaiman Palopo, and also the researcher hopes that it will motivate the teacher in use and make multimedia learning media such as application.

### 2. For the English Vocabulary Application User

The researcher suggested to the user or students to use the English vocabulary application in improve or mastering English vocabulary, and always practices in daily.

### 3. For the Other Researcher

The researcher suggested make an innovative and creative learning media that can improve students' interest and also cover students learning materials. On the other hand, the application of English vocabulary is still far from perfect. So, the researcher very open and hope future researchers can develop this application to be even better in terms of design, material, and language aspects. The other suggestion to other researchers in designing applications by using Macromedia Flash is to understand in advance how to use Macromedia Flash, understand the formats of items that can be used in Macromedia Flash such as image formats, audio, writing effects, display effects and programming languages in inputting

and Macromedia Flash operation so that when designing it can run well and reduce obstacles during the design process.



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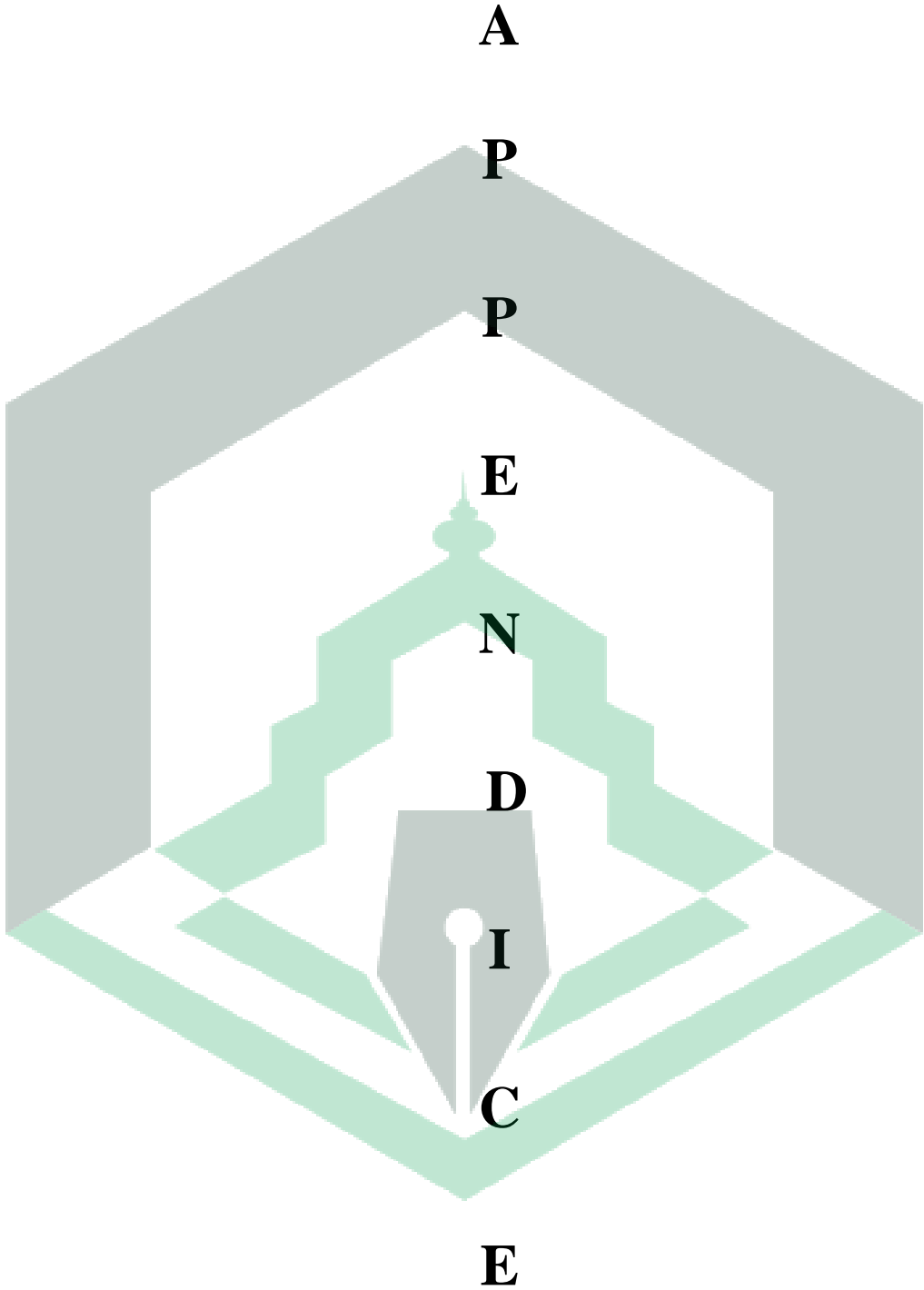
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**PEMERINTAH KOTA PALOPO**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

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

**ASLI**

**IZIN PENELITIAN**  
 NOMOR : 1140/IP/DPMPTSP/IX/2022

**DASAR HUKUM :**

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Menteri Nomor 3 Tahun 2018 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 : SITI HARDIANTI RANTE PADANG  
 Jenis Kelamin : Perempuan  
 Alamat : Jl. Pajalesang Kota Palopo  
 Pekerjaan : Mahasiswa  
 NIM : 1802020035

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

**DESIGNING ENGLISH VOCABULARY APPLICATION FOR THE FIRST GRADE STUDENTS OF SMP PESANTREN MODERN DATOK SULAIMAN PUTRI PALOPO**

Lokasi Penelitian : SMP PESANTREN MODERN DATOK SULAIMAN (PMDS) PUTRI PALOPO  
 Lamanya Penelitian : 15 September 2022 s.d. 15 Desember 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 : 16 September 2022  
 a.n. Kepala Dinas Penanaman Modal dan PTSP  
 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

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

**Tembusan :**

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Danram MD3-EWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian







**PEMERINTAH KOTA PALOPO**  
**DINAS PENDIDIKAN**  
**SMP DATOK SULAIMAN PALOPO**  
*Sekretariat : Jl. DR. Ratulangi Telepon (0471) 21476 Kota Palopo*



AKREDITASI = A

**SURAT KETERANGAN PENELITIAN**  
 NOMOR : 034/SMP-DS/PLP/II/2023

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

Nama : **SITI HARDIANTI RANTE PADANG**  
 Pekerjaan : Mahasiswa IAIN Palopo  
 Prodi/Fakultas : Pendidikan Bahasa Inggris/FTIK  
 Alamat : Jl. Agatis Balandai

Yang bersangkutan telah melakukan penelitian di SMP Datok Sulaiman Palopo sejak tanggal 15 September 2022 s/d 15 Desember 2022. Dengan judul Skripsi "**DESIGNING ENGLISH VOCABULARY APPLICATION FOR THE FIRST GRADE STUDENTS OF SMP DATOK SULAIMAN PALOPO**".

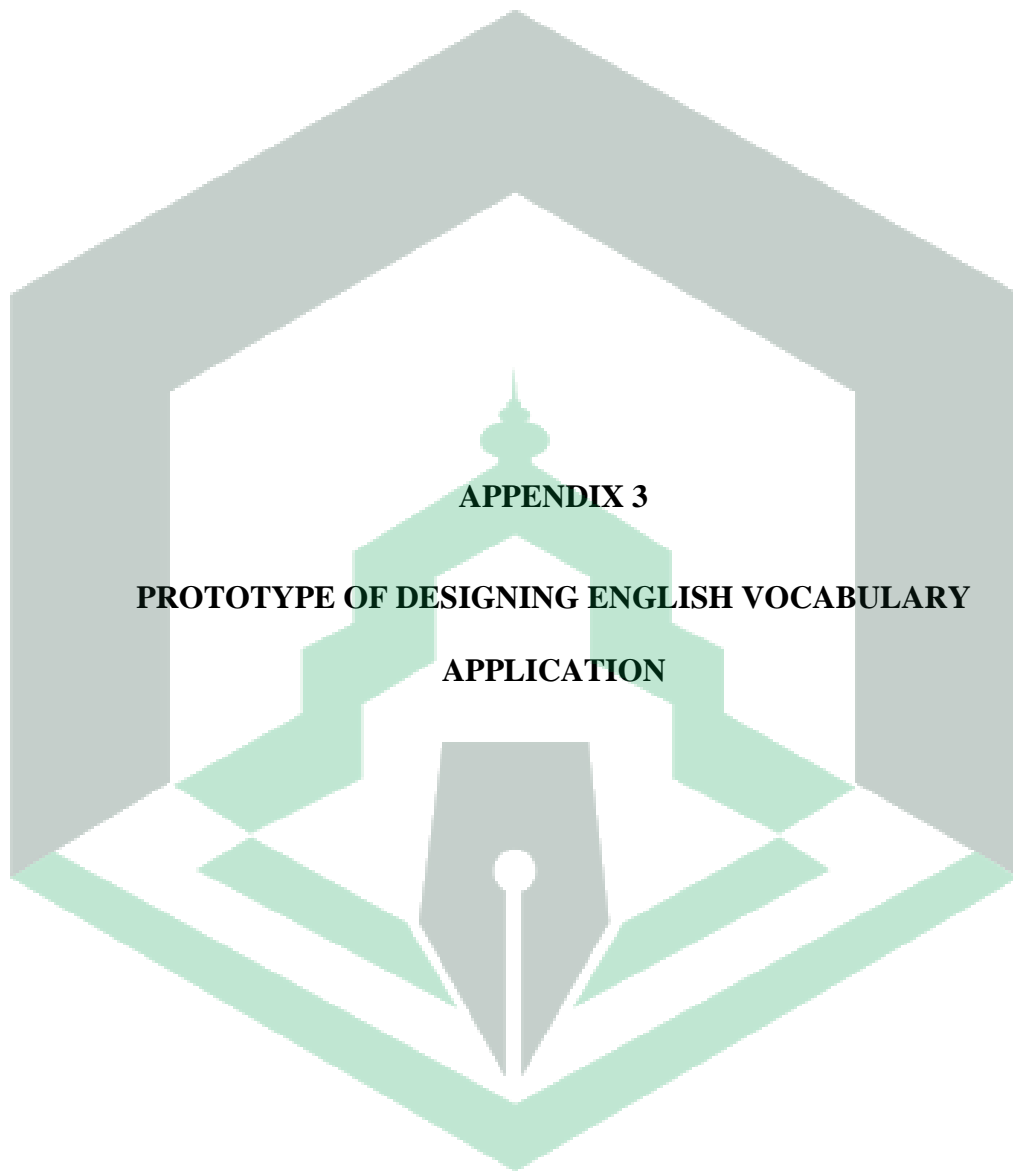
Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Atas perhatian dan kerjasama yang baik kami ucapkan terima kasih.

Palopo, 04 Februari 2023

Kepala Sekolah,

  
  
**MUHTARUL HADA S. Ag., M.Pd.I.**  
 NIP. 19730403 200701 1 029



**APPENDIX 3**

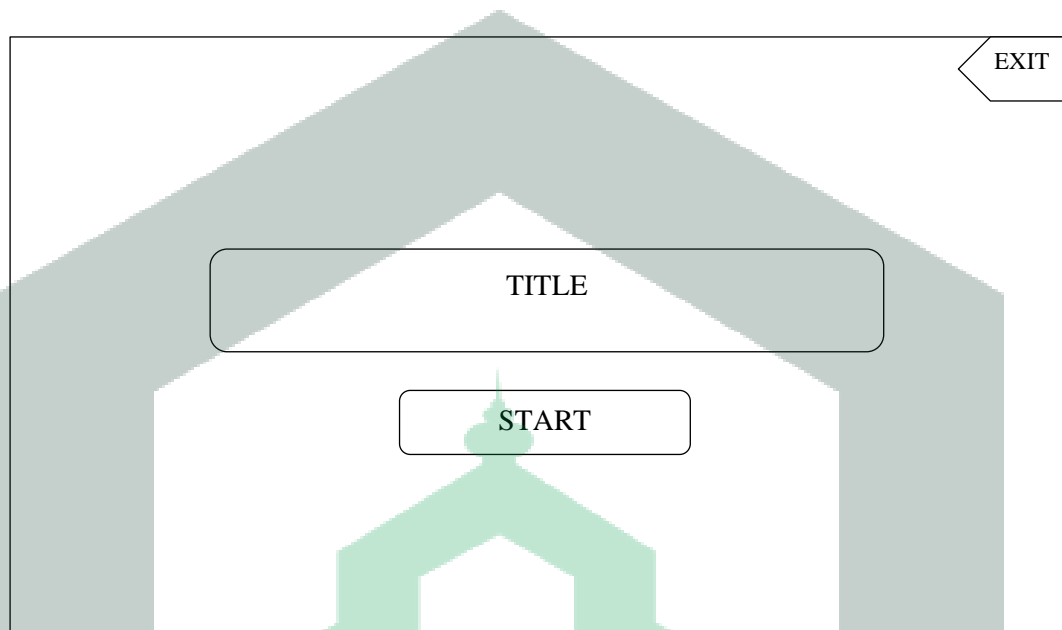
**PROTOTYPE OF DESIGNING ENGLISH VOCABULARY**

**APPLICATION**

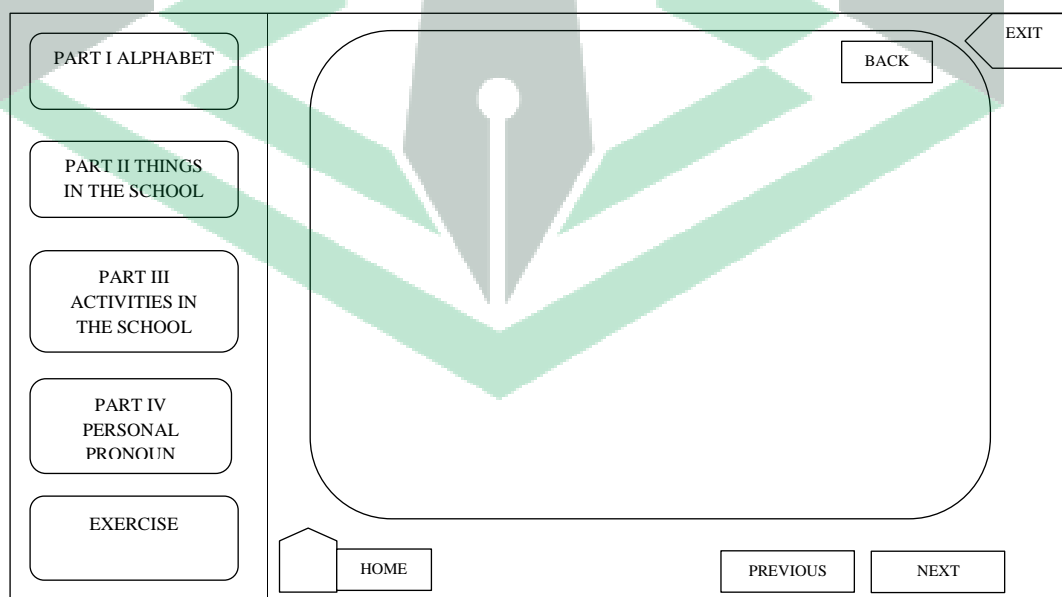
## PROTOTYPE OF DESIGNING ENGLISH VOCABULARY

### APPLICATION

#### 1. OPENING DISPLAY



#### 2. HOME MENU





**APPENDIX 4**

**THE RESULT OF THE INSTRUMENT VALIDATION BY EXPERT**

**LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI**  
**Designing English Vocabulary Application For The First Grade Students Of**  
**SMP Datok Sulaiman 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 ada berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
  - 1: tidak layak
  - 2: kurang layak
  - 3: cukup layak
  - 4: layak
  - 5: sangat layak
4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

**B. Penilaian Kelayakan**

No.	Uraian	Kelayakan				
<b>I</b>	<b>Aspek Pendahuluan</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a.	Tujuan penelitian dinyatakan dengan jelas.	✓				
b.	Tujuan kuesioner dinyatakan dengan jelas.	✓				
c.	Petunjuk pengisian kuesioner mudah dipahami.					✓
<b>II</b>	<b>Aspek Cakupan (Isi)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a.	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.			✓		
b.	Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi baik dan benar.				✓	
c.	Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas belajar memadai.				✓	

d. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.				✓	
<b>III Aspek Bahasa</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar.					✓
b. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif.					✓
c. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien.					✓
d. Butir-butir kuesioner yang dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.					✓

**C. Komentar**

Tidak adanya evaluasi untuk exercise.

**D. Saran**

Tambahkan evaluasi untuk exercise.

**E. Kesimpulan**

Instrumen kuesioner ini (lingkari satu pilihan)

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

Tambahkan tujuan penelitian & tujuan kuesioner & evaluasi  
untuk exercise.

Palopo, 18 November 2022

Penilai Kelayakan



Ermawati, S.Pd.T., M.Hum.

NIP. 19911172020122019





**APPENDIX 5**

**THE RESULT OF THE EXPERTS EVALUATION QUESTIONNAIRE OF  
THE PRODUCT**

**KUESIONER EVALUASI UNTUK AHLI BAHASA****Designing English Vocabulary Application for the First Grade Students of SMP Datok Sulaiman Palopo****A. Data Responden**

Nama : DR. MASRUDDIN, SS., M. Hum.  
Umur :  
Jenis Kelamin : Laki - Laki  
Pendidikan :  S1  S2  S3  Professor  
Pengalaman Mengajar :  0-2 tahun  
 2-4 tahun  
 4-6 tahun  
 ≥ 6 tahun

**B. Tujuan Penelitian**

Tujuan penelitian ini adalah membuat sebuah produk dalam membantu atau memfasilitasi siswa dalam mengembangkan kosakata bahasa Inggris untuk siswa SMP Datok Sulaiman Palopo.

**C. Tujuan Kuesioner**

Tujuan kuesioner ini adalah untuk mengevaluasi kelayakan produk apakah sudah sesuai untuk siswa kelas satu SMP Datok Sulaiman Palopo.

**D. Petunjuk pengisian Tabel Evaluasi.**

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

**Keterangan Poin Validitas:**

- 5 : Sangat Layak
- 4 : Layak
- 3 : Cukup Layak
- 2 : Kurang Layak
- 1 : Tidak Layak

No	Pernyataan	Kelayakan				
		5	4	3	2	1
1.	Penggunaan bahasa dalam <i>English Vocabulary Application</i> sesuai dengan tata bahasa dengan benar.		✓			
2.	<i>Vocabulary</i> yang disajikan <i>English Vocabulary Application</i> sesuai dengan tingkatan perkembangan kognitif siswa.	✓				
3.	<i>Vocabulary</i> yang disajikan mudah dipahami.		✓			
4.	Keseluruhan <i>vocabulary</i> sesuai dengan kemampuan berbahasa siswa		✓			
5.	Instruksi pada exercise menggunakan tata bahasa dengan dan mudah dipahami		✓			
	Masukan lain:					

#### E. Kesimpulan

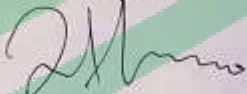
Secara umum, pendapat Bapak/Ibu terhadap *English Vocabulary Application* yang dikembangkan:

- a. Layak  
 b. Layak dengan perbaikan

c. Tidak layak

Palopo, .....

Penilai Kelayakan

  
 DR. MASRUDDIN, M.HUM

### KUESIONER EVALUASI UNTUK AHLI MATERI

#### Designing English Vocabulary Application for the First Grade Students of SMP Datok Sulaiman Palopo

##### A. Data Responden

Nama : sutanb. s. pd  
 Umur : 25 tahun  
 Jenis Kelamin : Perempuan  
 Pendidikan :  S1  S2  S3  Professor  
 Pengalaman Mengajar :  0-2 tahun  
 2-4 tahun  
 4-6 tahun  
 ≥ 6 tahun

##### B. Tujuan Penelitian

Tujuan penelitian ini adalah membuat sebuah produk dalam membantu atau memfasilitasi siswa dalam mengembangkan kosakata bahasa Inggris untuk siswa SMP Datok Sulaiman Palopo.

##### C. Tujuan Kuesioner

Tujuan kuesioner ini adalah untuk mengevaluasi kelayakan produk apakah sudah sesuai untuk siswa kelas satu SMP Datok Sulaiman Palopo.

##### D. Petunjuk pengisian Tabel Evaluasi

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

##### Keterangan Poin Validitas:

- 5 : Sangat Setuju
- 4 : Setuju
- 3 : Ragu-ragu
- 2 : Tidak Setuju
- 1 : Sangat Tidak Setuju

No	Pernyataan	Bobot				
		5	4	3	2	1
<b>A. CONTENT</b>						
1.	Cakupan <i>kosakata</i> dalam <i>English Vocabulary Application</i> sesuai dengan kebutuhan siswa kelas tujuh SMP Datok Sulaiman Palopo		✓			
2.	Kedalaman <i>kosakata</i> dalam <i>English Vocabulary Application</i> untuk siswa kelas tujuh SMP Datok Sulaiman Palopo memadai.	✓				
3.	Keaslian <i>kosakata</i> dalam <i>English Vocabulary Application</i> untuk siswa kelas tujuh SMP Datok Sulaiman Palopo memadai.		✓			
<b>B. ACTIVITY</b>						
4.	Aktivitas dalam setiap tugas bervariasi.	✓				
5.	Aktivitas dalam tugas dapat memotivasi siswa menguasai <i>English vocabulary</i> .	✓				
6.	Kegiatan dalam penugasan melibatkan peran siswa.	✓				
7.	Kegiatan dalam <i>English Vocabulary Application</i> sangat membantu dalam kehidupan nyata siswa.	✓				
8.	Kegiatan dalam tugas disusun dari level mudah ke sulit.	✓				
9.	Bentuk <i>exercise</i> bervariasi.		✓			
10.	Bentuk kegiatan <i>exercise</i> sesuai topik.		✓			
11.	Kegiatan <i>exercise</i> membantu siswa dalam penguasaan <i>vocabulary</i> atau <i>kosakata</i> siswa.	✓	✓			
12.	<i>Exercise</i> pada <i>English Vocabulary Application</i> membantu siswa dalam mereview materi.	✓				
<b>C. INPUT</b>						
13.	Input <i>vocabulary</i> dalam <i>English Vocabulary Application</i> membantu siswa meningkatkan <i>vocabulary</i> siswa.	✓				
14.	Input <i>vocabulary</i> dalam <i>English Vocabulary Application</i> menarik.	✓				
15.	Input <i>vocabulary</i> relevan dengan teks dan gambar.	✓				
16.	Input <i>vocabulary</i> dalam <i>English Vocabulary Application</i> sesuai dengan kemampuan berbahasa siswa kelas tujuh siswa SMP Datok Sulaiman Palopo.	✓				

17.	Input <i>vocabulary</i> dalam <i>English Vocabulary Application</i> mencakup struktur bahasa yang benar.	✓				
18.	Pilihan <i>English Vocabulary Application</i> sesuai dengan karakteristik siswa.	✓				
19.	Input <i>vocabulary</i> dalam <i>English Vocabulary Application</i> dapat menambah wawasan siswa SMP Datok Sulaiman Palopo.	✓				
Masukan lain:						

#### E. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *English Vocabulary Application* yang dikembangkan:

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

Palopo, 14 Januari 2023

Penilai Kelayakan

  
Sufandi S.Pd

**KUESIONER EVALUASI UNTUK AHLI DESAIN DAN LAYOUT**

**Designing English Vocabulary Application for the First Grade Students of SMP Datok Sulaiman Palopo**

**A. Data Responden**

Nama : Imam Fodli  
 Umur : 21  
 Jenis Kelamin :  
 Pendidikan :  S1  S2  S3  Professor  
 Pengalaman Mengajar :  0-2 tahun  
 2-4 tahun  
 4-6 tahun  
 ≥ 6 tahun

**B. Tujuan Penelitian**

Tujuan penelitian ini adalah membuat sebuah produk dalam membantu atau memfasilitasi siswa dalam mengembangkan kosakata bahasa Inggris untuk siswa SMP Datok Sulaiman Palopo.

**C. Tujuan Kuesioner**

Tujuan kuesioner ini adalah untuk mengevaluasi kelayakan produk apakah sudah sesuai untuk siswa kelas satu SMP Datok Sulaiman Palopo.

**D. Petunjuk Pengisian Tabel Evaluasi**

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

**Keterangan Poin Validitas:**

5 : Sangat Layak  
 4 : Layak  
 3 : Cukup Layak  
 2 : Kurang Layak  
 1 : Tidak Layak

No	Uraian Aspek	Kelayakan				
		5	4	3	2	1
<b>A. Aspek Tampilan</b>						
1.	Ketepatan tata letak tampilan opening dari aplikasi <i>English Vocabulary</i>	✓				
2.	Kualitas tampilan <i>English Vocabulary Application</i>		✓			
3.	Ketepatan pemilihan warna desain tampilan		✓			
4.	Konsistensi penempatan button	✓				
5.	Kesesuaian button dengan background		✓			
6.	Kualitas tampilan gambar		✓			
7.	Kesesuaian warna background dengan teks	✓				
8.	Kesesuaian ukuran dan jenis font		✓			
9.	Ketepatan penggunaan Bahasa	✓				
10.	Pemindahan dari slide satu ke slide berikutnya		✓			
11.	Kejelasan suara	✓				
12.	Sistematika penyusunan materi	✓				
13.	Tampilan halaman opening yang disajikan		✓			
14.	Tampilan halaman menu utama yang disajikan		✓			
15.	Tampilan halaman profil, dan referensi yang disajikan		✓			
<b>B. Aspek Program</b>						
16.	Kemudahan dalam pengoperasian aplikasi		✓			
17.	Kesesuaian backsound pada aplikasi	✓				
18.	Kesesuaian audio yang ada pada tombol	✓				
19.	Kesesuaian audio yang ada pada slide materi	✓				
20.	Kelancaran pengoperasian tombol ( <i>button</i> )		✓			
Masukan:						
Jenis font gunakan lebih elegan ketika menggunakan tipe sans-serif						



**E. Kesimpulan**

Secara umum, pendapat Bapak/Ibu terhadap *English Vocabulary Application* yang dikembangkan:

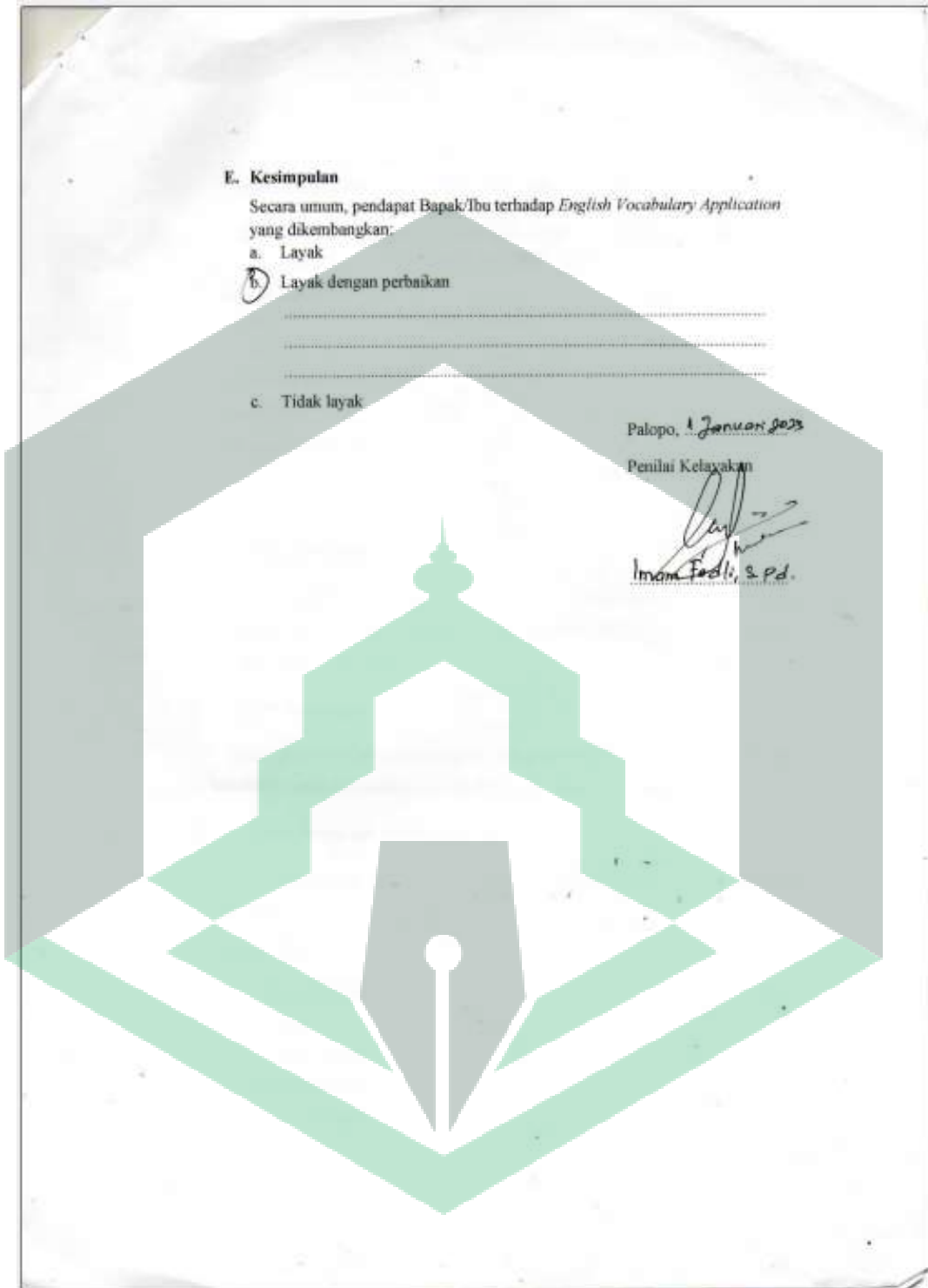
- a. Layak
- b. Layak dengan perbaikan

- c. Tidak layak

Palopo, 1 Januari 2023

Penilai Kelayakan

  
Imam Fadli, S.Pd.





**APPENDIX 6**

**THE RESULT OF THE STUDENTS PERCEPTIONS**

### KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

#### A. Data Responden

Nama : *Aulia Maharani*  
 Kelas : *7B*  
 Gender : *Perempuan*  
 Usia : *13 thn*

#### B. Tujuan Penelitian

Tujuan penelitian ini adalah membuat sebuah produk dalam membantu atau memfasilitasi siswa dalam mengembangkan kosakata bahasa Inggris untuk siswa SMP Datok Sulaiman Palopo.

#### C. Tujuan Kuesioner

Tujuan kuesioner ini adalah untuk mengevaluasi kelayakan produk apakah sudah sesuai untuk siswa kelas satu SMP Datok Sulaiman Palopo.

#### D. Petunjuk Pengisian Tabel Evaluasi

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

#### Keterangan:

- 5 : Sangat Setuju  
 4 : Setuju  
 3 : Ragu-ragu  
 2 : Tidak Setuju  
 1 : Sangat Tidak Setuju

No	Pernyataan	5	4	3	2	1
1.	Materi yang disajikan dalam <i>English Vocabulary Application</i> sesuai untuk pemula.	✓				
2.	Materi dalam <i>English Vocabulary Application</i> sesuai dengan kebutuhan siswa kelas tujuh SMP Datok Sulaiman Palopo.		✓			

3.	Materi dalam <i>English Vocabulary Application</i> secara keseluruhan beragam.	✓	●			
4.	Materi yang disajikan dalam <i>English Vocabulary Application</i> mampu meningkatkan vocabulary siswa kelas tujuh SMP Datok Sulaiman Palopo	✓				
5.	Materi dalam <i>English Vocabulary Application</i> secara keseluruhan menarik dan mudah dipahami.	✓				
6.	Topik-topik materi dalam <i>English Vocabulary Application</i> sesuai dengan kebutuhan siswa kelas tujuh SMP Datok Sulaiman Palopo.	✓				
7.	Topik-topik materi dalam <i>English Vocabulary Application</i> mudah dipelajari dan diaplikasikan dalam kehidupan sehari-hari	✓				
8.	Pemilihan jenis dan ukuran huruf dalam <i>English Vocabulary Application</i> menarik dan nyaman dibaca.	✓				
9.	Pemilihan warna dalam <i>English Vocabulary Application</i> tepat dan menarik.	✓				
10.	Tampilan <i>English Vocabulary Application</i> pada setiap halaman menarik.	✓				
11.	Ukuran <i>interface</i> (tampilan layar keseluruhan) <i>English Vocabulary Application</i> sudah tepat	✓				
12.	Sampul <i>English Vocabulary Application</i> menarik.	✓				
13.	Desain <i>English Vocabulary Application</i> menarik.	✓				
14.	Setiap <i>button</i> (tombol) pada <i>English Vocabulary Application</i> berfungsi dengan baik.	✓				
15.	Bahasa yang digunakan dalam <i>English vocabulary application</i> mudah dipahami	✓				

16. Bagaimana pendapat anda terhadap aplikasi *English vocabulary*?  
 Sangat bagus dan mudah dipahami, sangat membantu untuk kelas 7 bagi Pemula yang belajar  
 Bhs: Inggris

### KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

#### A. Data Responden

Nama : Nur Nadya Afifah  
 Kelas : VII B  
 Gender : Perempuan  
 Usia : 13 tahun

#### B. Tujuan Penelitian

Tujuan penelitian ini adalah membuat sebuah produk dalam membantu atau memfasilitasi siswa dalam mengembangkan kosakata bahasa Inggris untuk siswa SMP Datok Sulaiman Palopo.

#### C. Tujuan Kuesioner

Tujuan kuesioner ini adalah untuk mengevaluasi kelayakan produk apakah sudah sesuai untuk siswa kelas satu SMP Datok Sulaiman Palopo.

#### D. Petunjuk Pengisian Tabel Evaluasi

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

#### Keterangan:

- 5 : Sangat Setuju
- 4 : Setuju
- 3 : Ragu-ragu
- 2 : Tidak Setuju
- 1 : Sangat Tidak Setuju

No	Pernyataan	5	4	3	2	1
1.	Materi yang disajikan dalam <i>English Vocabulary Application</i> sesuai untuk pemula.	✓				
2.	Materi dalam <i>English Vocabulary Application</i> sesuai dengan kebutuhan siswa kelas tujuh SMP Datok Sulaiman Palopo.		✓			

3.	Materi dalam <i>English Vocabulary Application</i> secara keseluruhan beragam.	✓			
4.	Materi yang disajikan dalam <i>English Vocabulary Application</i> mampu meningkatkan vocabulary siswa kelas tujuh SMP Datok Sulaiman Palopo	✓			
5.	Materi dalam <i>English Vocabulary Application</i> secara keseluruhan menarik dan mudah dipahami	✓			
6.	Topik-topik materi dalam <i>English Vocabulary Application</i> sesuai dengan kebutuhan siswa kelas tujuh SMP Datok Sulaiman Palopo	✓			
7.	Topik-topik materi dalam <i>English Vocabulary Application</i> mudah dipelajari dan diaplikasikan dalam kehidupan sehari-hari	✓			
8.	Pemilihan jenis dan ukuran huruf dalam <i>English Vocabulary Application</i> menarik dan nyaman dibaca.	✓			
9.	Pemilihan warna dalam <i>English Vocabulary Application</i> tepat dan menarik	✓			
10.	Tampilan <i>English Vocabulary Application</i> pada setiap halaman menarik	✓			
11.	Ukuran <i>interface</i> (tampilan layar keseluruhan) <i>English Vocabulary Application</i> sudah tepat	✓			
12.	Sampul <i>English Vocabulary Application</i> menarik	✓			
13.	Desain <i>English Vocabulary Application</i> menarik	✓			
14.	Setiap <i>button</i> (tombol) pada <i>English Vocabulary Application</i> berfungsi dengan baik.	✓			
15.	Bahasa yang digunakan dalam <i>English vocabulary application</i> mudah dipahami.	✓			

16. Bagaimana pendapat anda terhadap aplikasi *English vocabulary*?

Aplikasi ini sangat menarik bagi saya mulai dari intronya dan halaman-halaman selanjutnya. Serta sangat mudah untuk dipahami.

### KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

#### A. Data Responden

Nama : *Bella Afriyanti Putri*  
 Kelas : *VII B (4B)*  
 Gender : *Perempuan*  
 Usia : *13 tahun*

#### B. Tujuan Penelitian

Tujuan penelitian ini adalah membuat sebuah produk dalam membantu atau memfasilitasi siswa dalam mengembangkan kosakata bahasa Inggris untuk siswa SMP Datok Sulaiman Palopo.

#### C. Tujuan Kuesioner

Tujuan kuesioner ini adalah untuk mengevaluasi kelayakan produk apakah sudah sesuai untuk siswa kelas satu SMP Datok Sulaiman Palopo.

#### D. Petunjuk Pengisian Tabel Evaluasi

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

#### Keterangan:

- 5 : Sangat Setuju
- 4 : Setuju
- 3 : Ragu-ragu
- 2 : Tidak Setuju
- 1 : Sangat Tidak Setuju

No	Pernyataan	5	4	3	2	1
1.	Materi yang disajikan dalam <i>English Vocabulary Application</i> sesuai untuk pemula.	✓				
2.	Materi dalam <i>English Vocabulary Application</i> sesuai dengan kebutuhan siswa kelas tujuh SMP Datok Sulaiman Palopo.	✓				

3.	Materi dalam <i>English Vocabulary Application</i> secara keseluruhan beragam.	✓				
4.	Materi yang disajikan dalam <i>English Vocabulary Application</i> mampu meningkatkan vocabulary siswa kelas tujuh SMP Datok Sulaiman Palopo	✓				
5.	Materi dalam <i>English Vocabulary Application</i> secara keseluruhan menarik dan mudah dipahami	✓				
6.	Topik-topik materi dalam <i>English Vocabulary Application</i> sesuai dengan kebutuhan siswa kelas tujuh SMP Datok Sulaiman Palopo.	✓				
7.	Topik-topik materi dalam <i>English Vocabulary Application</i> mudah dipelajari dan diaplikasikan dalam kehidupan sehari-hari		✓			
8.	Pemilihan jenis dan ukuran huruf dalam <i>English Vocabulary Application</i> menarik dan nyaman dibaca.		✓			
9.	Pemilihan warna dalam <i>English Vocabulary Application</i> tepat dan menarik.	✓				
10.	Tampilan <i>English Vocabulary Application</i> pada setiap halaman menarik.		✓			
11.	Ukuran <i>interface</i> (tampilan layar keseluruhan) <i>English Vocabulary Application</i> sudah tepat.		✓			
12.	Sampul <i>English Vocabulary Application</i> menarik.	✓				
13.	Desain <i>English Vocabulary Application</i> menarik.	✓				
14.	Setiap <i>button</i> (tombol) pada <i>English Vocabulary Application</i> berfungsi dengan baik.		✓			
15.	Bahasa yang digunakan dalam <i>English vocabulary application</i> mudah dipahami.	✓	✓			

16. Bagaimana pendapat anda terhadap aplikasi *English vocabulary*?

Aplikasi ini sangat bagus dan mudah di pahami untuk kelas  
 Iku upaku denda pema yang baru mempelajari Bahasa Inggris



### KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

#### A. Data Responden

Nama : Arumy Ahmad

Kelas : 7B

Gender : Perempuan

Usta : 12 th.

#### B. Tujuan Penelitian

Tujuan penelitian ini adalah membuat sebuah produk dalam membantu atau memfasilitasi siswa dalam mengembangkan kosakata bahasa Inggris untuk siswa SMP Datok Sulaiman Palopo.

#### C. Tujuan Kuesioner

Tujuan kuesioner ini adalah untuk mengevaluasi kelayakan produk apakah sudah sesuai untuk siswa kelas satu SMP Datok Sulaiman Palopo.

#### D. Petunjuk Pengisian Tabel Evaluasi

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

#### Keterangan:

- 5 : Sangat Setuju
- 4 : Setuju
- 3 : Ragu-ragu
- 2 : Tidak Setuju
- 1 : Sangat Tidak Setuju

No	Pernyataan	5	4	3	2	1
1.	Materi yang disajikan dalam <i>English Vocabulary Application</i> sesuai untuk pemula.	✓				
2.	Materi dalam <i>English Vocabulary Application</i> sesuai dengan kebutuhan siswa kelas tujuh SMP Datok Sulaiman Palopo.	✓				

3.	Materi dalam <i>English Vocabulary Application</i> secara keseluruhan beragam.	✓			
4.	Materi yang disajikan dalam <i>English Vocabulary Application</i> mampu meningkatkan vocabulary siswa kelas tujuh SMP Datok Sulaiman Palopo	✓			
5.	Materi dalam <i>English Vocabulary Application</i> secara keseluruhan menarik dan mudah dipahami.	✓			
6.	Topik-topik materi dalam <i>English Vocabulary Application</i> sesuai dengan kebutuhan siswa kelas tujuh SMP Datok Sulaiman Palopo.	✓			
7.	Topik-topik materi dalam <i>English Vocabulary Application</i> mudah dipelajari dan diaplikasikan dalam kehidupan sehari-hari	✓			
8.	Pemilihan jenis dan ukuran huruf dalam <i>English Vocabulary Application</i> menarik dan nyaman dibaca	✓			
9.	Pemilihan warna dalam <i>English Vocabulary Application</i> tepat dan menarik.	✓			
10.	Tampilan <i>English Vocabulary Application</i> pada setiap halaman menarik.	✓			
11.	Ukuran <i>interface</i> (tampilan layar keseluruhan) <i>English Vocabulary Application</i> sudah tepat.	✓			
12.	Sampul <i>English Vocabulary Application</i> menarik.	✓			
13.	Desain <i>English Vocabulary Application</i> menarik.	✓			
14.	Setiap <i>button</i> (tombol) pada <i>English Vocabulary Application</i> berfungsi dengan baik.	✓			
15.	Bahasa yang digunakan dalam <i>English vocabulary application</i> mudah dipahami.	✓			

16. Bagaimana pendapat anda terhadap aplikasi *English vocabulary*?

Sangat membantu dan sangat seru aplikasi *English vocabulary* ini juga membuat kita belajar bahasa Inggris dengan senang hati. Saya membuat aplikasi ini.

### KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

#### A. Data Responden

Nama : *Nasrah Najir*  
 Kelas : *VII B*  
 Gender : *Pria/Puan*  
 Usia : *12 tahun*

#### B. Tujuan Penelitian

Tujuan penelitian ini adalah membuat sebuah produk dalam membantu atau memfasilitasi siswa dalam mengembangkan kosakata bahasa Inggris untuk siswa SMP Datok Sulaiman Palopo.

#### C. Tujuan Kuesioner

Tujuan kuesioner ini adalah untuk mengevaluasi kelayakan produk apakah sudah sesuai untuk siswa kelas satu SMP Datok Sulaiman Palopo.

#### D. Petunjuk Pengisian Tabel Evaluasi

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

#### Keterangan:

- 5 : Sangat Setuju  
 4 : Setuju  
 3 : Ragu-ragu  
 2 : Tidak Setuju  
 1 : Sangat Tidak Setuju

No	Pernyataan	5	4	3	2	1
1.	Materi yang disajikan dalam <i>English Vocabulary Application</i> sesuai untuk pemula.	✓				
2.	Materi dalam <i>English Vocabulary Application</i> sesuai dengan kebutuhan siswa kelas tujuh SMP Datok Sulaiman Palopo.	✓				

3.	Materi dalam <i>English Vocabulary Application</i> secara keseluruhan beragam.	✓			
4.	Materi yang disajikan dalam <i>English Vocabulary Application</i> mampu meningkatkan vocabulary siswa kelas tujuh SMP Datok Sulaiman Palopo	✓			
5.	Materi dalam <i>English Vocabulary Application</i> secara keseluruhan menarik dan mudah dipahami.	✓			
6.	Topik-topik materi dalam <i>English Vocabulary Application</i> sesuai dengan kebutuhan siswa kelas tujuh SMP Datok Sulaiman Palopo	✓			
7.	Topik-topik materi dalam <i>English Vocabulary Application</i> mudah dipelajari dan diaplikasikan dalam kehidupan sehari-hari	✓			
8.	Pemilihan jenis dan ukuran huruf dalam <i>English Vocabulary Application</i> menarik dan nyaman dibaca.	✓			
9.	Pemilihan warna dalam <i>English Vocabulary Application</i> tepat dan menarik.	✓			
10.	Tampilan <i>English Vocabulary Application</i> pada setiap halaman menarik.	✓			
11.	Ukuran <i>interface</i> (tampilan layar keseluruhan) <i>English Vocabulary Application</i> sudah tepat.	✓			
12.	Sampul <i>English Vocabulary Application</i> menarik.	✓			
13.	Desain <i>English Vocabulary Application</i> menarik.	✓			
14.	Setiap <i>button</i> (tombol) pada <i>English Vocabulary Application</i> berfungsi dengan baik.	✓			
15.	Bahasa yang digunakan dalam <i>English vocabulary application</i> mudah dipahami.	✓			

16. Bagaimana pendapat anda terhadap aplikasi *English vocabulary*?  
 Sangat bagus dan mudah dipelajari dalam kehidupan sehari-hari dan juga pada setiap keamanannya menarik dan tepat dan juga bahasa yang digunakan dalam *english vocabulary application* mudah dipahami.



**APPENDIX 7**

**THE RESULT OF TEACHER PERCEPTION**

### KUESIONER EVALUASI UNTUK PENGGUNA (GURU)

#### A. Data Responden

Nama : *Sufiani, S.Pd*  
 Umur : *25*  
 Jenis Kelamin : *Perempuan*  
 Pendidikan :  S1  S2  S3  Professor  
 Pengalaman Mengajar :  0-2 tahun  
 2-4 tahun  
 4-6 tahun  
 ≥ 6 tahun

#### B. Tujuan Penelitian

Tujuan penelitian ini adalah membuat sebuah produk dalam membantu atau memfasilitasi siswa dalam mengembangkan kosakata bahasa Inggris untuk siswa SMP Datok Sulaiman Palopo.

#### C. Tujuan Kuesioner

Tujuan kuesioner ini adalah untuk mengevaluasi kelayakan produk apakah sudah sesuai untuk siswa kelas satu SMP Datok Sulaiman Palopo.

#### D. Petunjuk Pengisian Tabel Evaluasi

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

#### Keterangan:

- 5 : Sangat Setuju  
 4 : Setuju  
 3 : Ragu-ragu  
 2 : Tidak Setuju  
 1 : Sangat Tidak Setuju

No	Pernyataan	5	4	3	2	1
1.	Materi yang disajikan dalam <i>English Vocabulary Application</i> sesuai dengan pemula	✓				
2.	Materi dalam <i>English Vocabulary Application</i> sesuai dengan kebutuhan siswa kelas tujuh SMP Datok Sulaiman	✓	✓			

	Palopo.					
3.	Materi dalam <i>English Vocabulary Application</i> secara keseluruhan beragam.	✓				
4.	Materi yang disajikan dalam <i>English Vocabulary Application</i> mampu meningkatkan vocabulary siswa kelas tujuh SMP Datok Sulaiman Palopo	✓				
5.	Materi dalam <i>English Vocabulary Application</i> secara keseluruhan menarik dan mudah dipahami.	✓				
6.	Topik-topik materi dalam <i>English Vocabulary Application</i> sesuai dengan kebutuhan siswa kelas tujuh SMP Datok Sulaiman Palopo.	✓				
7.	Topik-topik materi dalam <i>English Vocabulary Application</i> mudah dipelajari dan diaphkasikan dalam kehidupan sehari-hari	✓				
8.	Pemilihan jenis dan ukuran huruf dalam <i>English Vocabulary Application</i> menarik dan nyaman dibaca.	✓				
9.	Pemilihan warna dalam <i>English Vocabulary Application</i> tepat dan menarik minat untuk dibaca.	✓				
10.	Tampilan <i>English Vocabulary Application</i> pada setiap halaman menarik.	✓				
11.	Ukuran <i>interface</i> (tampilan layar keseluruhan aplikasi) <i>English Vocabulary Application</i> sudah tepat	✓				
12.	Sampul <i>English Vocabulary Application</i> menarik.	✓				
13.	Desain <i>English Vocabulary Application</i> menarik.	✓				
14.	Tombol ( <i>button</i> ) pada <i>English Vocabulary Application</i> berfungsi dengan baik.	✓				
15.	Secara keseluruhan bahasa yang digunakan dalam <i>English vocabulary application</i> mudah dipahami.	✓				



**APPENDIX 8**

**THE FINAL PRODUCT OF ENGLISH VOCABULARY APPLICATION**







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**VOWEL SYMBOLS**

Simbol Fonetik		Contoh Kata
i:	/i:/	see (melihat)
ɪ	/eɪ/	any (beberapa)
ɪ	/ɪt/	sit (duduk)
e	/ten/	ten (sepuluh)
æ	/hæt/	hat (topi)
ɑ:	/ɑ:m/	arm (lengan)
ɒ	/gɒt/	got (mendapatkan)
ɔ:	/hɔ:/	saw (gergaji)
ʊ	/pʊt/	put (tanuh)
u:	/skʊl/	school (sekolah)
u:	/ju:ʒuəl/	usual (biasanya)

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**VOWEL SYMBOLS**

Simbol Fonetik		Contoh Kata
ʌ	/kʌp/	cup (cangkir)
ɜ:	/fɜ:(r)/	fur (bulu)
ə	/ə'geʊ/	ago (yang lalu)
eɪ	/peɪ/	pay (bayar)
aɪ	/faɪv/	five (lima)
əʊ	/həʊm/	home (rumah)
aʊ	/həʊ/	now (sekarang)
ɔɪ	/dʒɔɪn/	join (gabung)
ɪə	/hɪə(r)/	near (dekat)
ɪə	/hɪə(r)/	hair (rambut)
ʊə	/jʊə(r)/	pure (murni)

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**CONSONANT SYMBOLS**

Simbol Fonetik		Contoh Kata
p	/pen/	pen (pulpen)
b	/bəd/	bad (buruk)
t	/ti:/	tea (teh)
d	/dɪd/	did (melakukan)
k	/kæt/	cat (kucing)
g	/gɒt/	got (mendapatkan)
tʃ	/tʃɪn/	chin (dagu)
dʒ	/dʒu:n/	June (Juni)
f	/fæl/	fall (jatuh)
v	/væn/	van (mobil van)
θ	/θɪn/	thin (tipis)
ð	/ðen/	then (kemudian)

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CONSONANT SYMBOLS

Simbol Fonetik		Contoh Kata
s	/sau/	so (jadi)
z	/zu/	zoo (kebun binatang)
ʃ	/ʃ/	she (dia perempuan)
ʒ	/ʒɔŋ/	vision (penglihatan)
h	/hu/	how (bagaimana)
m	/man/	man (laki-laki)
n	/nou/	no (tidak)
ŋ	/ŋ/	sing (menyanyi)
l	/leg/	leg (kaki)
r	/red/	red (merah)
j	/jes/	yes (iya)
w	/wet/	wet (basah)

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ALPHABET

<b>Aims (Zakat)</b>  /aɪms/ <b>A</b>	<b>Bag (Tas)</b>  /bæg/ <b>B</b>	<b>Charity (Amal)</b>  /tʃærəti/ <b>C</b>
<b>Ḍikā (Zākir)</b>  /Ḍika/ <b>D</b>	<b>Expensive (Mahal)</b>  /ɪk'spensɪv/ <b>E</b>	<b>Family (Keluarga)</b>  /fæməli/ <b>F</b>

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ALPHABET

<b>God (Allah)</b>  /gɒd/ <b>G</b>	<b>Honest (Jujur)</b>  /'ɒnɪst/ <b>H</b>	<b>Introduce (Perkenalkan)</b>  /'ɪntrə'djuːs/ <b>I</b>
<b>Job (Pekerjaan)</b>  /dʒɒb/ <b>J</b>	<b>Key (Kunci)</b>  /kiː/ <b>K</b>	<b>Library (Perpustakaan)</b>  /'laɪbrəri/ <b>L</b>

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ALPHABET

<b>Mosque (Masjid)</b>  /'mɒsq/ <b>M</b>	<b>Nice (Bagus)</b>  /naɪs/ <b>N</b>	<b>Outside (diluar)</b>  /'aʊt saɪd/ <b>O</b>
<b>Prophet (Nabi)</b>  /'prɒfɪt/ <b>P</b>	<b>Qur'an (Al-Qur'an)</b>  /kɜː'rɑːn/ <b>Q</b>	<b>Read (Membaca)</b>  /riːd/ <b>R</b>



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ALPHABET

<b>Aims (Zakat)</b>  /a:ms/ <b>A</b>	<b>Bag (Tas)</b>  /bæg/ <b>B</b>	<b>Charity (Amal)</b>  /'tʃærɪti/ <b>C</b>
<b>ḍā'ikā (ḍā'ikā)</b>  /'ðiko/ <b>D</b>	<b>Expensive (Mahal)</b>  /k'ɛnsɪv/ <b>E</b>	<b>Family (Keluarga)</b>  /'fæməli/ <b>F</b>

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ALPHABET

<b>God (Allah)</b>  /gɒd/ <b>G</b>	<b>Honest (Jujur)</b>  /'ɒnɪst/ <b>H</b>	<b>Introduce (Perkenalkan)</b>  /'nɪtrɪ'dʒuz/ <b>I</b>
<b>Job (Pekerjaan)</b>  /dʒɒb/ <b>J</b>	<b>Key (Kunci)</b>  /ki:/ <b>K</b>	<b>Library (Perpustakaan)</b>  /'laɪbrəri/ <b>L</b>

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ALPHABET

<b>Mosque (Masjid)</b>  /mɒsk/ <b>M</b>	<b>Nice (Bagus)</b>  /naɪs/ <b>N</b>	<b>Outside (diluar)</b>  /aʊt saɪd/ <b>O</b>
<b>Prophet (Nabi)</b>  /prɒfɪt/ <b>P</b>	<b>Qur'an (Al-Qur'an)</b>  /kʌ rɑ:n/ <b>Q</b>	<b>Read (Membaca)</b>  /ri : d/ <b>R</b>

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ALPHABET

<b>School (Sekolah)</b>  /sku : l/ <b>S</b>	<b>Teacher (Guru)</b>  /'ti:tʃə(r)/ <b>T</b>	<b>University (Universitas)</b>  /ju:nɪ'vɜ:səti/ <b>U</b>
<b>Village (Desa)</b>  /vɪlɪdʒ/ <b>V</b>	<b>Win (Menang)</b>  /wɪn/ <b>W</b>	<b>Xylophone (Gambang)</b>  /zai'ləfəʊn/ <b>X</b>







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**THINGS AROUND THE SCHOOL**

**Office (n)**  
/ ɒfɪs/  
kantor sekolah

**Badminton court (n)**  
/ bædmɪntən kɔ:t/  
lapangan bulutangkis

**Basketball court (n)**  
/ bɑ:skɪtɔ:l kɔ:t/  
lapangan basket

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**THINGS IN THE DINING AREA**

**Spoon (n)**  
/ spu:n/  
sendok

**Fork (n)**  
/ fɔ:k/  
garpu

**Water gallon (n)**  
/ wɔ:tə(r) ɡælən/  
gallon air

**Water dispenser (n)**  
/ wɔ:tə(r) dɪ'spense(r)  
dispenser air

**Tiffin carrier (n)**  
/ tɪfn kærɪə(r)  
rantang

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THINGS IN THE DINING AREA

**Saucer (n)**  
/ˈsɔːsɪ(r)/  
ceper (piring kecil)

**Cup (n)**  
/kʌp/  
cangkir

**Mug (n)**  
/mʌɡ/  
mug

**Glass (n)**  
/ɡlɑːs/  
gelas

**Trash bin (n)**  
/ˈtræʃ bɪn/  
tempat sampah

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REGULAR VERB

No	Verb 1	Verb 2	Verb 3	Terjemahan
1	Ablute /əˈbluːt/	Abluted /əˈbluːtɪd/	Abluted /əˈbluːtɪd/	 Berwudhu
2	Agree /əˈɡriː/	Agreed /əˈɡriːd/	Agreed /əˈɡriːd/	 Setuju
3	Answer /ˈɑːnsə(r)/	Answered /ˈɑːnsəd/	Answered /ˈɑːnsəd/	 Jawab

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REGULAR VERB

No	Verb 1	Verb 2	Verb 3	Terjemahan
4	Ask /ɑːsk/	Asked /ɑːskt/	Asked /ɑːskt/	Tanya
5	Avoid /əˈvɔɪd/	Avoided /əˈvɔɪdɪd/	Avoided /əˈvɔɪdɪd/	Hindari
6	Boil /bɔɪl/	Boiled /bɔɪld/	Boiled /bɔɪld/	Merenduk

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REGULAR VERB

No	Verb 1	Verb 2	Verb 3	Terjemahan
7	Book /bʊk/	Booked /bʊkt/	Booked /bʊkt/	Memesan
8	Calculate /kælkjuleɪt/	Calculated /kælkjuleɪtɪd/	Calculated /kælkjuleɪtɪd/	Hitung
9	Call /kɔːl/	Called /kɔːld/	Called /kɔːld/	Menepon

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REGULAR VERB

No	Verb 1	Verb 2	Verb 3	Terjemahan
10	Chat /tʃæt/	Chatted /tʃætɪd/	Chatted /tʃætɪd/	Mengobrol
11	Collect /kəˈlekt/	Collected /kəˈlektɪd/	Collected /kəˈlektɪd/	Kumpul
12	Cook /kʊk/	Cooked /kʊkt/	Cooked /kʊkt/	Memasak

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REGULAR VERB

No	Verb 1	Verb 2	Verb 3	Terjemahan
13	Cry /kraɪ/	Cried /kraɪd/	Cried /kraɪd/	Menangis
14	Discuss /dɪˈskʌs/	Discussed /dɪˈskʌst/	Discussed /dɪˈskʌst/	Diskus
15	Enter /entə(r)/	Entered /entəd/	Entered /entəd/	Masuk

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REGULAR VERB

No	Verb 1	Verb 2	Verb 3	Terjemahan
16	Fast /fɑ:st/	Fasted /'fɑ:stɪd/	Fasted /'fɑ:stɪd/	 Puasa
17	Finish /'fɪnɪʃ/	Finished /'fɪnɪʃt/	Finished /'fɪnɪʃt/	 Selesai
18	Fix /fɪks/	Fixed /'fɪksɪd/	Fixed /'fɪksɪd/	 Memperbaiki

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REGULAR VERB

No	Verb 1	Verb 2	Verb 3	Terjemahan
19	Focus /'fəʊkəs/	Focused /'fəʊkəst/	Focused /'fəʊkəst/	 Fokus
20	Introduce /'ɪntrə'dju:s/	Introduced /'ɪntrə'dju:st/	Introduced /'ɪntrə'dju:st/	 Memperkenalkan
21	Jump /dʒʌmp/	Jumped /'dʒʌmpɪd/	Jumped /'dʒʌmpɪd/	 Lompat

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REGULAR VERB

No	Verb 1	Verb 2	Verb 3	Terjemahan
22	Lift /lɪft/	Lifted /lɪftəd/	Lifted /lɪftəd/	 Angkat
23	Listen /lɪsn/	Listened /lɪsənd/	Listened /lɪsənd/	 Dengar
24	Memorize /meməraɪz/	Memorized /meməraɪzəd/	Memorized /meməraɪzəd/	 menghafal

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REGULAR VERB

No	Verb 1	Verb 2	Verb 3	Terjemahan
25	Open /əʊpən/	Opened /əʊpənd/	Opened /əʊpənd/	 Membuka
26	Pack /pæk/	Packed /pækt/	Packed /pækt/	 Kemas
27	Pick /pɪk/	Picked /pɪkt/	Picked /pɪkt/	 Pilih



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REGULAR VERB

No	Verb 1	Verb 2	Verb 3	Terjemahan
18	Plant /plɑ:nt/	Planted /'plɑ:ntɪd/	Planted /'plɑ:ntɪd/	 Menanam
19	Play /pleɪ/	Played /'pleɪd/	Played /'pleɪd/	 Bermain
20	Pray /preɪ/	Prayed /'preɪd/	Prayed /'preɪd/	 Berdoa

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REGULAR VERB




No	Verb 1	Verb 2	Verb 3	Terjemahan
21	Present /'preznt/	Presented /'prezntɪd/	Presented /'prezntɪd/	 Presentasi
22	Print /'prɪnt/	Printed /'prɪntɪd/	Printed /'prɪntɪd/	 Cetak
23	Pull /'pu:l/	Pulled /'pu:ld/	Pulled /'pu:ld/	 Tarik

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REGULAR VERB



No	Verb 1	Verb 2	Verb 3	Terjemahan
24	Punish /ˈpʌnɪʃ/	Punished /ˈpʌnɪʃt/	Punished /ˈpʌnɪʃt/	 Menghukum
25	Push /pʊʃ/	Pushed /pʊʃt/	Pushed /pʊʃt/	 Dorong
26	Relax /rɪˈlæks/	Relaxed /rɪˈlæksd/	Relaxed /rɪˈlæksd/	 Santai

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REGULAR VERB



No	Verb 1	Verb 2	Verb 3	Terjemahan
27	Remember /rɪˈmɛmbər/	Remembered /rɪˈmɛmbəd/	Remembered /rɪˈmɛmbəd/	 ingat
28	Repeat /rɪˈpi:t/	Repeated /rɪˈpi:tɪd/	Repeated /rɪˈpi:tɪd/	 ulang
29	Replace /rɪˈpleɪs/	Replaced /rɪˈpleɪst/	Replaced /rɪˈpleɪst/	 ganti

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REGULAR VERB




No	Verb 1	Verb 2	Verb 3	Terjemahan
40	Shop /ʃɒp/	Shopped /ʃɒpt/	Shopped /ʃɒpt/	 Belanja
41	Snack /snaek/	Snacked /snaekt/	Snacked /snaekt/	 Camil
42	Study /stadi/	Studied /stadi/	Studied /stadi/	 Belajar

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REGULAR VERB

No	Verb 1	Verb 2	Verb 3	Terjemahan
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 /weɪtd/	Waited /weɪtd/	 Menunggu

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REGULAR VERB

No	Verb 1	Verb 2	Verb 3	Terjemahan
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

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REGULAR VERB

No	Verb 1	Verb 2	Verb 3	Terjemahan
49	Work /wɜ:k/	Worked /wɜ:kt/	Worked /wɜ:kt/	 Kerja
50	Worship /wɜ:ʃɪp/	Worshipped /wɜ:ʃɪpt/	Worshipped /wɜ:ʃɪpt/	 Beribadah

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IRREGULAR VERB

No	Verb 1	Verb 2	Verb 3	Terjemahan
1	Begin /bɪˈɡɪn/	Began /bɪˈɡæn/	Begun /bɪˈɡʌn/	 Mulai
2	Bite /baɪt/	Bit /bɪt/	Bitten /ˈbɪtən/	 Gigit
3	Blow /bləʊ/	Blew /bluː/	Blown /blaʊn/	 Meniup

IRREGULAR VERB

No	Verb 1	Verb 2	Verb 3	Terjemahan
4	Catch /kætʃ/	Caught /kɔːt/	Caught /kɔːt/	 Menangkap
5	Choose /tʃuːz/	Chose /tʃəʊz/	Chosen /tʃəʊzn/	 Memilih
6	Cut /kʌt/	Cut /kʌt/	Cut /kʌt/	 Memotong

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IRREGULAR VERB

No	Verb 1	Verb 2	Verb 3	Terjemahan
7	Draw /dra:/	Drew /dru:/	Drawn /dra:n/	 Menggambar
8	Dream /dri:m/	Dreamt /dremt/	Dreamt /dremt/	 Mimpi
9	Drink /drɪŋk/	Drank /draŋk/	Drunk /draŋk/	 Minum

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IRREGULAR VERB

No	Verb 1	Verb 2	Verb 3	Terjemahan
10	Drive /draɪv/	Drove /draʊv/	Driven /ˈdrɪvən/	 Mengemudi
11	Eat /i:t/	Ate /et/	Eaten /ˈi:tn/	 Makan
12	Fall /fɔ:l/	Fell /fel/	Fallen /ˈfɔ:lən/	 Jatuh

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IRREGULAR VERB

No	Verb 1	Verb 2	Verb 3	Terjemahan
13	Find /faɪnd/	Found /faʊnd/	Found /faʊnd/	Mencari 
14	Fly /flaɪ/	Flew /fluː/	Flown /flaʊn/	Terbang 
15	Forget /fə'get/	Forgot /fə'gɒt/	Forgotten /fə'gɒtən/	Lupa 

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IRREGULAR VERB

No	Verb 1	Verb 2	Verb 3	Terjemahan
16	Give /gɪv/	Gave /geɪv/	Given /'gɪvən/	Memberi 
17	Go /gəʊ/	Went /went/	Gone /gɒn/	Pergi 
18	Hide /haɪd/	Hid /hɪd/	Hidden /'hɪdn/	Sembunyi 

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IRREGULAR VERB

No	Verb 1	Verb 2	Verb 3	Terjemahan
19	Hit /hit/	Hit /hit/	Hit /hit/	 Memukul
20	Hold /hould/	Held /held/	Held /held/	 Menahan
21	Hurt /haʔ/	Hurt /haʔ/	Hurt /haʔ/	 Terluka

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IRREGULAR VERB

No	Verb 1	Verb 2	Verb 3	Terjemahan
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



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IRREGULAR VERB

No	Verb 1	Verb 2	Verb 3	Terjemahan
25	Light /laɪt/	Lit /lɪt/	Lit /lɪt/	 Menerangi
26	Lose /luːz/	Lost /lɒst/	Lost /lɒst/	 Hilang
27	Make /meɪk/	Made /meɪd/	Made /meɪd/	 Membuat

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IRREGULAR VERB

No	Verb 1	Verb 2	Verb 3	Terjemahan
28	Meet /miːt/	Met /met/	Met /met/	 Bertemu
29	Pay /peɪ/	Paid /peɪd/	Paid /peɪd/	 Bayar
30	Put /pʊt/	Put /pʊt/	Put /pʊt/	 Taruh

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IRREGULAR VERB

No	Verb 1	Verb 2	Verb 3	Terjemahan
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

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IRREGULAR VERB


No	Verb 1	Verb 2	Verb 3	Terjemahan
34	Send /send/	Sent /sent/	Sent /sent/	 Kirim
35	Shake /ʃeɪk/	Shook /ʃuk/	Shaken /ʃeɪkən/	 Kocok
36	Sing /sɪŋ/	Sang /sæŋ/	Sung /sɪŋ/	 Menyanyi

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IRREGULAR VERB

No	Verb 1	Verb 2	Verb 3	Terjemahan
27	Sit /sɪt/	Sat /sæt/	Sat /sæt/	 Duduk
28	Sleep /sli:p/	Slept /slept/	Slept /slept/	 Tidur
29	Speak /spi:k/	Spoke /spauk/	Spoken /spauken/	 Bicara

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IRREGULAR VERB

No	Verb 1	Verb 2	Verb 3	Terjemahan
40	Spell /spel/	Spelt /spelt/	Spelt /spelt/	 Mengeja
41	Stand /staend/	Stood /stud/	Stood /stud/	 Berdiri
42	Steal /sti:l/	Stole /stou/	Stolen /stoulen/	 Mencuri

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IRREGULAR VERB

No	Verb 1	Verb 2	Verb 3	Terjemahan
43	Swear /swɪə(r)/	Swore /swɔ:(r)/	Sworn /swɔ:n/	 Berjanji
44	Swim /swɪm/	Swam /swæm/	Swum /swʌm/	 Berenang
45	Teach /ti:tʃ/	Taught /ɔ:tʃ/	Taught /ɔ:tʃ/	 Mengajar

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IRREGULAR VERB

No	Verb 1	Verb 2	Verb 3	Terjemahan
46	Tell /tel/	Told /tɔld/	Told /tɔld/	 Menganjurkan
47	Think /θɪŋk/	Thought /θɔ:t/	Thought /θɔ:t/	 Berpikir
48	Throw /θrəʊ/	Threw /θru:/	Throws /θrɔ:z/	 Melampar

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IRREGULAR VERB

No	Verb 1	Verb 2	Verb 3	Terjemahan
48	Win /waɪn/	Won /wɒn/	Won /wɒn/	 Menang
49	Write /raɪt/	Wrote /raɪt/	Written /rɪtən/	 Menulis

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ACTIVITIES OUTSIDE CLASSROOM

**Community service (v)**  
/kə mjuːnəti ˈsɜːvɪs/  
kerja bakti (lokas)

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

**Eat (v)**  
eɪt - eɪt - eɪtən  
iːt - eɪt - iːtən  
makan



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ACTIVITIES IN DORMITORY

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

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

**Be punished (v)**  
/bi 'pʌnʃtʃ/  
dihukum

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ACTIVITIES IN DORMITORY

**Sing (v)**  
/sɪŋ - sɪŋ - sɪŋ/  
menyanyi

**Sleep (v)**  
/sli:p - sli:p - sli:p/  
tidur

**Take a bath (v)**  
/teɪk ə bɑ:θ/  
mandi

**Watch the movie together (v)**  
/'wɒtʃɪŋ 'mi:vɪ tə geðə(r)/  
nonton bersama/baring







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ACTIVITIES IN SPORT

**Warm up (v)**  
/wɔːm ʌp/  
pemanasan

**Play volleyball (v)**  
/pleɪ ˈvɒlibɔːl/  
bermain bola volly

**Play basketball (v)**  
/pleɪ ˈbɑːskɪtbɔːl/  
bermain bola basket

**Play baseball (v)**  
/pleɪ ˈbeɪsbɔːl/  
bermain baseball/kasti

**Play shot put (v)**  
/pleɪ ʃɒt ˈpuːt/  
bermain tolak peluru

**Play badminton (v)**  
/pleɪ ˈbædmɪntən/  
bermain bulutangkis

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**SUBJECT PRONOUN**

Subject Pronoun	Terjemahan	Contoh Kalimat
We /wi /	Kita	 We watch the TV. (Kita menonton TV)
They /ðei /	Mereka	 They don't watch the TV. (Mereka tidak menonton TV)

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**SUBJECT PRONOUN**

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)

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OBJECT PRONOUN

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

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OBJECT PRONOUN

Object Pronoun	Terjemahan	Contoh Kalimat
Us /ʌs/	Kita	 She cooked for us. (Dia memasak untuk kita.)
Them /ðem/	Mereka	 Anisah gave a gift to them. (Anisah memberikan hadiah untuk mereka.)

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OBJECT PRONOUN

Object Pronoun	Terjemahan	Contoh Kalimat
him /iumi	Dia (laki-laki)	 Aisyah gave the memo to him. (Aisyah memberikan catatan kepadanya.)
it /iti	Dia (benda atau hewan)	 I sat on it. (Saya duduk di atas kursi.)

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OBJECT PRONOUN

Choose the correct answer to the following questions!  
Pilihlah jawaban yang tepat pada soal berikut!

1. Ani has a book. \_\_\_\_\_ is very expensive.  
a. She            a. Her  
b. It              b. Me  
c. He              c. Him
2. My father brings a bag. He buys it for . . .  
a. I                a. Me  
b. He              b. Him
3. Aisyah memberikan sebuah buku kepada ku.  
Kalimat bahasa Inggris yang tepat pada kalimat tersebut adalah . . .  
a. Aisyah gives a book to you.  
b. Aisyah gives a book to me.  
c. Aisyah gives a book to I.  
d. Aisyah gives a book to we.

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**DAILY EXPRESSIONS**

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	breakfast
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

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**DAILY EXPRESSIONS**

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 Quran	Jangan lupa membawa Al-Quran 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, adzan akan segera selesai
24	Where is your prayer mat?	Dimana sajadah mu?

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**DAILY EXPRESSIONS**

No	Daily Expression	Terjemahan
25	You have to focus on pray.	Kamu harus fokus saat belajar.
26	It is time for midday pray.	Waktunya shalat zuhur.
27	It is time for afternoon pray.	Waktunya shalat 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 ulangan?
32	English is not my thing.	Bahasa Inggris bukan keahliannya.
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 taxi.	Saya mau buang air besar.
36	I need to take a taxi.	Saya mau buang air kecil.

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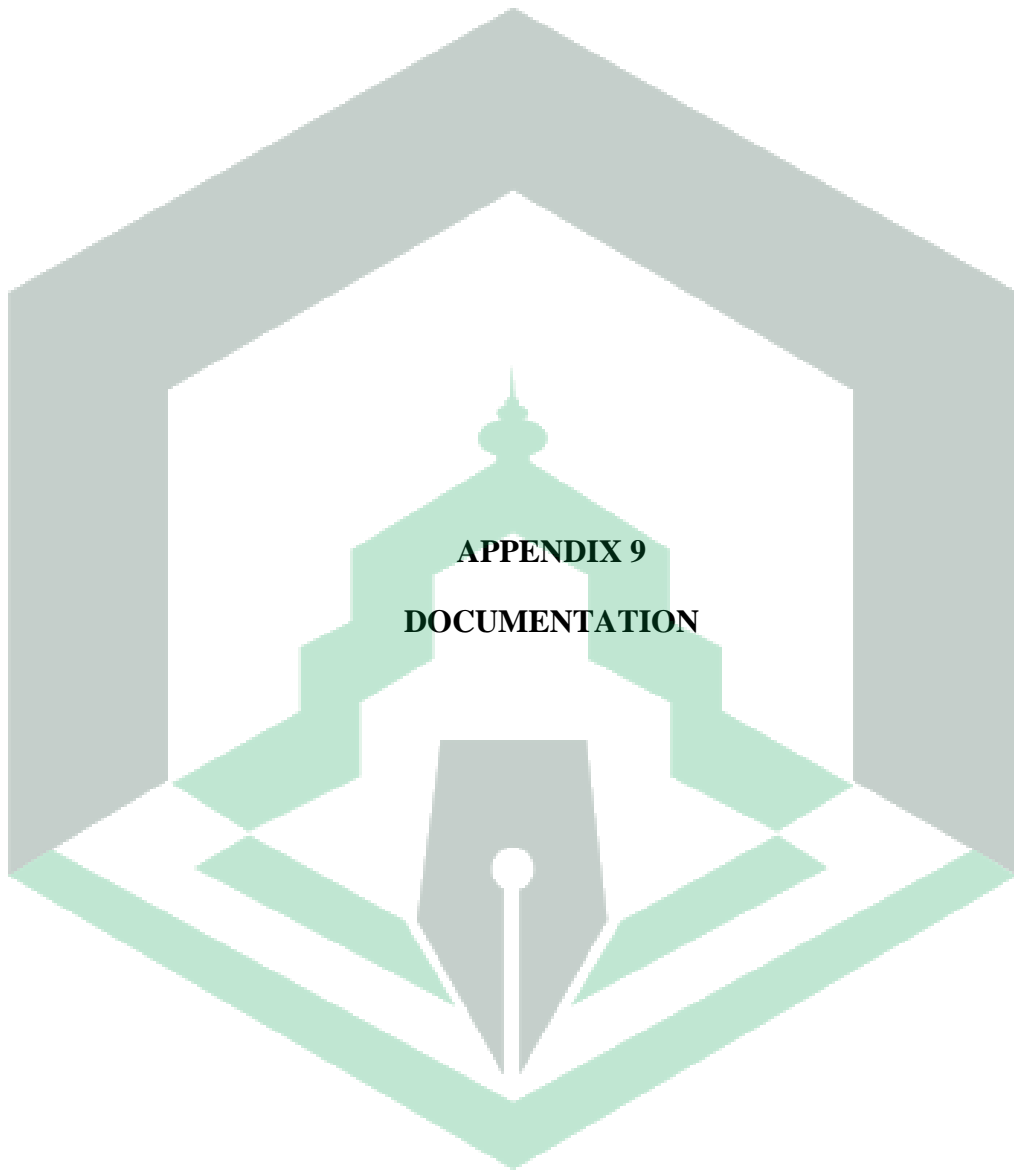






Figure 1: Interview the teacher to get additional data



Figure 2: Trying out the application



Figure 3: Sharing the questionnaire to get students' perceptions and teachers' perceptions

## CURRICULUM VITAE



Siti Hardianti Rante Padang, she was born in Tana Toraja on November 24<sup>th</sup>, 2000. Her father's name is Nurdin Rante Padang and her mother's name is Sulfiana Liku Pantan. She has two sisters and one brother. She is the second child in her family. She started her study at Elementary School 122 Gantaran in 2006 and graduated in 2012. After that, she continued her study at Madrasah Tsanawiyah Negeri Gandang Batu or MTsN 2 Tana Toraja and graduated in 2015. Then, she continued her study at Madrasah Aliyah of Muhammadiyah Boarding School of Tana Toraja and graduated in 2018. After that, she continued her study at the State Islamic Institute of Palopo (IAIN) Palopo with the thesis entitled "Designing English Vocabulary Application for the Seventh Grade Students of SMP Datok Sulaiman Palopo".

Contact Person: *stihar24rantepadang@gmail.com*