

**DESIGNING ENGLISH CAMPING GUIDE BOOK FOR
ENVIRONMENTALIST STUDENTS AT ANDI DJEMMA
UNIVERSITY OF PALOPO**

A thesis

*Submitted to the English Education Study Program
Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo
Fulfillment of Requirement for S.Pd Degree of English Education*



IAIN PALOPO

Composed by:

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

2023

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



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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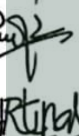

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THESIS APPROVAL

This thesis entitled *Designing English Camping Guide Book for Environmentalist Students at Andi Djemma University of Palopo*, which is written by Ulandari, Registration Number 1802020069, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Wednesday, 4th October 2023/Rabiul Awal 19th 1445 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan (S.Pd)*.

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Stating exactly that:

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Palopo, September 18th 2023

Regards,



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18 0202 0069

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The Researcher

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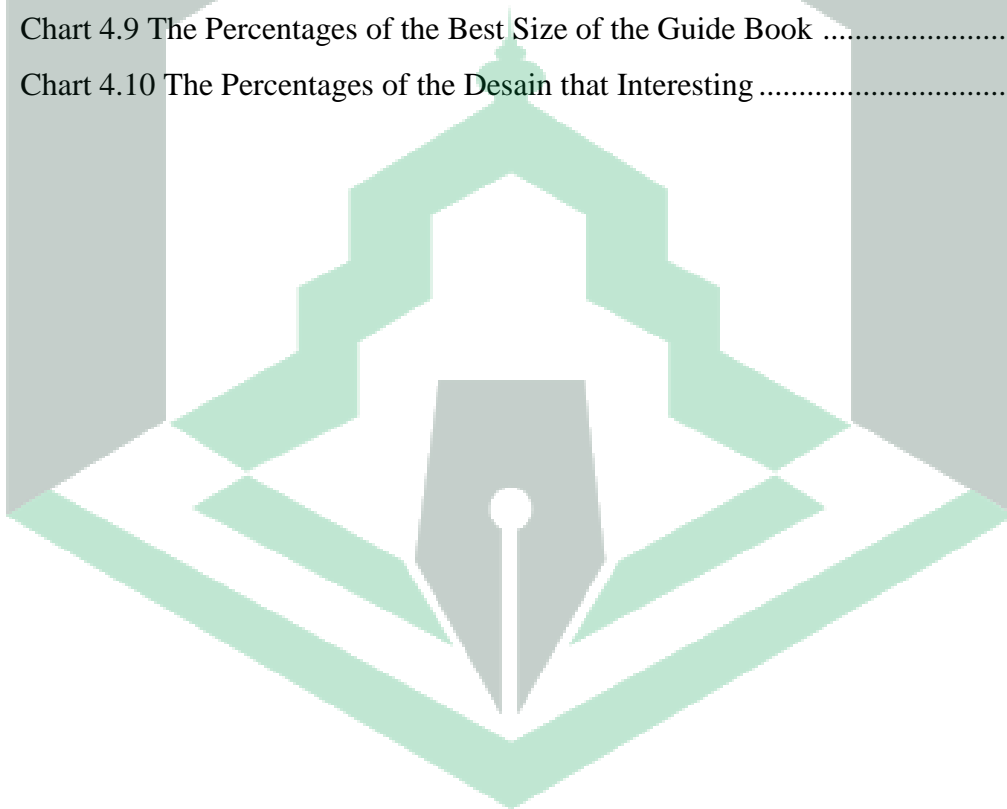
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ABSTRACT

Ulandari, 2023. *"Designing English Guide book for Environmentalist Students at Andi Djemma University of Palopo ". A thesis of English Language Educational Study Program, Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Supervised by: (1) Prof. Dr. H. Rustan S., M.Hum., and (2) St. Hartina, S.Pd., M.Pd.*

Considering the importance of learning English vocabulary, this research attempted to design English Camping Guide Book for Environmentalist Students at Andi Djemma University of Palopo. The research question of this research is how to design the camping guide book and how is the students' perception towards the guide book. The research design applied in this research was Research and Development (R&D) utilizing the 4D model. Research and development methods (R&D) are used to produce a certain product. The 4D model consists of define, design, developed and disseminate. The instruments used in this research were need analysis questionnaire, instruments of expert validation for three experts, and the try out on the Students' perception of the guide book. The result of this research was an English Camping Guide Book Product. The design of the product is concert of three units, it is include the camping guide, vocabulary in completed with several pictures. The tryout of the product gets an average score of 4.4 with a percentage of 88% which meets the requirements of "Very Good" from the Students. The result of the expert validation shows that the camping guide book is appropriate to use and it can be a good medium to support Environmentalist Student in improving their English knowledge and insights

Keyword: *Design, English Camping Guide Book, Research and Development,*

CHAPTER I

INTRODUCTION

A. Background

In this globalization era, there is no doubt that English is needed as a communication tool since it is an international language used worldwide. English has played a major role in many sectors, including business, medicine, engineering, and education. Education becomes the industry affected the most by the use of English, no matter the major.

As Sozdinler (2008) explained, there are three main reasons students should master English. The first one is that many kinds of literature are written in English. Therefore, the more people need information, and the more people should understand English. The second reason is that using English gives people more chances to connect with the international world. Students with good English benefit more than others who do not, for example, when they want to study abroad. The third reason is that English help us to find a good position in our career since, nowadays, many companies prefer to hire people with good English skill, both in spoken and written English.¹

To master English, students must process the four language skills: listening, speaking, reading, and writing. Those four skills are related to one another. In this research, the researcher takes the environmental students at Andi Djemma University as the subject. Based on the researcher's observation, the

¹ Melih Sozdinler. "The importance of English". 2008.

researcher found that they do not have any media to study English. One media they always use is a guidebook that is very useful for their environmentalist activity. Students said that there is only a camping guidebook in Indonesian. Media such as a camping guidebook in English can enrich environmentalist students' knowledge and insight. Rudy Sumiharsono and Hisbiyatul Hasanah (2017) argue that learning media is anything that is used to convey messages (teaching materials) so that it can stimulate students' attention, interest, thoughts, and feelings in learning activities to achieve certain learning goals.²

A guidebook is a good medium to support environmentalist student in improving their knowledge and insights. The selection of guidebook media will be adjusted to the terrain of obstacles found in every environmentalist's activities, such as not requiring an internet connection, which incidentally is very difficult to obtain when in the mountains. That is way, environmentalist students can learn and absorb knowledge easily because the guidebook has a form that is easy to carry anywhere and can be studied anytime and anywhere. In camping, it is necessary to have a camping guidebook as a reference to get instructions or information for carrying out these activities. The student activities of environmentalist are included in extreme sports and challenging tours. One of the most frequent environmentalist student activities is camping on the top of the highest mountain or forest. Therefore, camping guidebooks greatly benefit

² Rudy Sumiharsono , Hisbiyatul Hasanah . “Media Pembelajaran Buku Bacaan Wajib Bagi Dosen, Guru dan Calon Pendidik”. Pustaka Abadi , 2017. hal.10

environmentalist students because they guide students in carrying out the steps to be taken while camping.

Based on the problems above, researchers designed an English guidebook media for camping guides to help environmentalist students improve their knowledge and insight. Besides, it can also be a media guide for foreign travelers whenever they want to explore the nature of Indonesia.

Based on this description, the researcher is interested in using the Research and Development (R&D) method to improve students' English. Thus, the title of this research is "Designing English Camping Guide book for Environmentalist Students at Andi Djemma University of Palopo."

B. Problem Statement

Based on this background, the researcher formulated the following research questions:

1. How to design an English Camping Guidebook for Environmentalist Students at Andi Djemma University of Palopo?
2. How is the environmentalist students' perception toward the English camping guidebook?

C. Objectives of The Research

Based on the formulation of the problem, the researcher found that the objectives of this research are:

1. To design an English Camping Guidebook for Environmentalist Students at Andi Djemma University of Palopo.

2. To find out the perception of environmentalist students toward English camping guidebook.

D. The Significance of The Research

There are two important meanings of this research, namely:

1. Theoretically
 - a. Researcher hope that the results of this study can be used as material for further relevant studies and as new references related to the development of teaching materials in the form of guidebooks.
 - b. Future researcher are expected to be able to contribute to guidebooks, especially English material in teaching English.
2. Practically
 - a. Product results can be used as additional material in learning English, especially for the Environmental Students at Andi Djemma university of Palopo
 - b. It is hoped that learning by utilizing teaching materials in the form of guidebooks can help students improve their English skills in a fun way.
 - c. This research is expected to provide learning information and utilize teaching materials in the form of guidebooks to improve student English so that, on other occasions, it can be developed for learning activities with different themes.

E. Specifications of The Expected Product

The guidebook that will be designed for Environmental Students at Andi Djemma University of Palopo has the following specifications:

1. Product content (guidebook) is a guide for camping.
2. The product designed in a shape and size that is easy for students to use to improve their English.
3. Products designed with appropriate colors in learning media to stimulate students' interest in English Skills.
4. The guide includes a camping guide, verbs, and vocabulary about nature.
5. The appearance of pages in this guidebook will not only be content writing. Still, it also be accompanied by several pictures, so students are expected to be more motivated to English them.
6. The choice of theme is based on an analysis of English material for environmental students at Andi Djemma University of Palopo.

F. The Assumptions and Limitations of The Research

This research has the following assumptions in designing an English camping guidebook to teach English to Environmentalist students at Andi Djemma University of Palopo, as follows:

1. Expert research is objective in evaluating camping guidebook designs.
2. Students use the guidebook to increase their knowledge about camping and guide them in developing their English skills.

In compiling this research, researchers have the following limitations:

1. The guidebook only contains guides for mountain camping.

2. Guidebooks are focused only on camping guides, from planning the initial camping activities to the end of camping.
3. The guidebook material only focuses on teaching English.
4. The guidebook is only focused on student organizations in environmentalists
5. 4-D Models (Define, Design, Develop and Disseminate).

G. Definition of Terms

To get an overview of the purpose of the title of this study. Researchers provide the following definition:

1. Design is the planning process of making something new or expanding an existing concept into a broad one with the aim that the object made has a function and is useful for humans.
2. The Guidebook is a small or medium-sized printed book that is easy to carry anytime and anywhere.
3. A camping guidebook is a guide or procedure for carrying out an activity in the open, mountains, or jungle with a tent as a temporary home.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Research

In its development, the guidebook is research that will produce a product in the form of a book. There are several previous studies related to research and development (R&D) in making learning media that have been carried out, including:

1. Inriani (2021) has researched: “*Development of Scout Organization Vocabulary Books at the Palopo State Islamic Institute*”. This study aims to develop learning media for English subjects, especially vocabulary for scout organizations at the Palopo State Islamic Institute. This study uses a research and development (R&D) model 4-D. According to student reception, the results of the development of this vocabulary book learning media teach vocabulary in scouting organizations. The difference lies in the products produced; this research produces vocabulary book products for scout organizations. The above research will develop a guidebook that contains camping guide reading for nature-loving student organizations.³
2. Reski (2021) has researched: “*Development of a Travel Guidebook for Students of the Natsir Eco School Course in Tana Toraja*”. This research aims to make a travel guidebook for Natsir Eco School students in Taha Toraja. The research design used in this research is Research and Development (R&D), utilizing the Borg and Gall model. The results of the development of this

³ Inriani, I. (2021). *Developing a Vocabulary Book for Scout Organization in Institut Agama Islam Negeri (IAIN) Palopo*.

travel guidebook teach students about the procedures for guiding tourists, especially managing tourists and culture in Tana Toraja. The similarities of this research with the research above are: 1) the products produced; this research produces guidebook products and the research above. 2) With the research above, this research develops English learning media. It's just that there are specific differences in the theme of the guidebooks produced; namely, the product above focuses on travel guidebooks while this product focuses on camping guidebooks.⁴

3. Apriliyana Setiawati (2018) has researched: *“The development of a Biology and Character Education-Based Scientific Camp Outdoor Activity Guidebook in the University Biology Education Study Program”*. The development of a guidebook for outdoor activities in scientific camps based on character education and biology aims to introduce new students to biology infield practice, including regarding technical skills related to field biology and to develop positive character values for students. In contrast, this research aims to develop an English Camping guidebook at the environmentalist organization the Andi Djemma University of Palopo. The research equation above with this research is that both studies produce guidebook products.⁵
4. Afroh Naili Hikmah (2015) researched: *“Development of a science-based scouting education guidebook for SD/MI fundraisers to inculcate dasadarma values”*. This research aims to develop a science-based scouting education

⁴ Reski, 2021, “Developing Tourism Guide Book for Students of Natsir Eco School. Course in Tana Toraja” Institut Agama Islam Negeri (IAIN) Palopo.

⁵ Setiawati, A. (2018). Pengembangan Buku Panduan Kegiatan Outdoor Kemah Ilmiah Berbasis Pendidikan Karakter dan Biologi di Program Studi Pendidikan Biologi Universitas

manual for SD/MI groups to teach the principle of "love of nature and compassion for fellow human beings". There are similarities between this research and the research above; that is, this research and the research above produce the same product in the form of a guidebook. In contrast, this research produced an English camping guidebook for environmentalist organization students at the Andi Djemma University of Palopo.⁶

5. Hong Seungran (2014) has researched: "*an English Travel Guide to Old Town Seoul: Jeongno*". This research provide a model for a travel guide book which combain tourism story telling with practical information in a format that appeals to foreign travelers. This thesis is prefaced with a theoretical analysis of why travel guide book work best when they countain tourism story telling elements. The similarity with this research is the aim is to provide a helpful media as the guide to explore a spesific place. The difference is the focus of the place which took one of old town in Seoul, not nature in general.⁷

From all the previous research above, there are some difference and silimilaeities with this research. The most striking similarity is designing learning media. The most striking difference is that this research product is aimed at environmentalist students in the form of a pocket book

B. Literature Review

1. Concept of a guidebook

⁶ Afroh Naili Hikmah (2015). Pengembangan buku panduan pendidikan kepramukaan golongan penggalang SD/MI Berbasis sains sebagai upaya penanaman nilai nilai dasadarma.

⁷ Hong Seungran, 2014. *An English Travel Guide to Old Town Seoul: Jongno*. Ewha Womans University

The Guidebook is divided into 2; according to Abdul Hakim Sudarnoto (2006:44), a handbook is a collection of various information compactly arranged and ready to use, especially in fields such as physics handbooks. In contrast, the Guidebook contains instructions, guidelines or procedures for doing something in stages.⁸ A guidebook is a book used as a reference to obtain information and instructions for carrying out an activity. It aims to guide and provide instructions to the reader in carrying out the steps that will be carried out in the book. According to Prastowo (2015: 40), student study guides include examples of print-based teaching materials. Printed materials, namely several materials arranged on paper, can function for learning or conveying information.⁹ According to Steffen (in the Ministry of National Education (2008: 11), printed teaching materials, if compiled, will have the following advantages: a) displays a table of contents, making it easier for the teacher to show students which part is being studied. ; b) the cost of doubling is relatively cheap; c) easy to use and can be moved at any time; d) lightweight and readable anywhere; e) Good teaching materials can motivate readers to carry out activities such as taking notes and sketching.¹⁰

In short, a guidebook is a book that contains information and instructions for carrying out a particular activity.

2. Characteristics of a guidebook

⁸ Abdul Hakim Sudarnoto , Pengantar Manajemen Perpustakaan Madrasah, Jakarta: UIN Syahid Jakarta, (2006)

⁹ Prastowo Andi. 2015. Panduan Kreatif Membuat Bahan Ajar Inovatif. Yogyakarta: Diva Pers.

¹⁰ Okti handayani , Pengembangan Buku Pedoman Penulisan Esai Bergambar Sederhana Kelas 3 SD (2017)

The student study guide contains examples of print-based teaching materials. Printed materials, namely several materials arranged on paper, can function for learning or conveying information. A guidebook is printed teaching material that contains knowledge and information about something that contains meaning, elements and steps for preparation.¹¹ Guidebooks make it easy for users to get specific instructions or information and have a form that is easy to carry anywhere. Therefore, the Guidebook can be used as a suitable learning medium.

3. The advantages and disadvantages of a guidebook

The advantages of manuals are as references, guides and information guides or instructions for carrying out certain activities in a form that is practical and easy to carry anywhere. Guidebooks can also increase interest in learning and help expedite learning activities. It provides a structure that makes it easier for the reader to get more concrete information. However, of all the advantages described above, the Guidebook also has a weakness: the longer it is used, the duller it gets, and the risk of getting wet if exposed to water.

4. English Camping Guidebook

The Camping Guidebook in English version is an alternative way for students, specifically the environmentalist students, to learn English while doing their hobby, which is explore the nature. English camping guidebook provides any needed information about camping by using a common and understandable English words so that the students can be easily understand the points.

5. Concept of environmentalist

¹¹ Rini Amelia Arifin, pengembangan buku panduan guru permainan merangkai kata untuk Siswa Kelas 5 (2020).

a. Environmentalist definition

An environmentalist is a university-level student activity unit oriented towards the love of nature and the environment. The environmentalist student is an intra-campus organization with a social perspective and maintains the preservation of natural life and the environment. Environmentalist organizations also become a forum for students' interests and talents in nature-loving activities and provide opportunities for students to explore the beauty of nature and its resources. Student environmentalist consist of founders, supervisors, chairpersons and members regardless of age.

Activities of environmentalist student include extreme sports and challenging tours such as visiting the highest mountain peaks or forests, exploring caves, rock climbing, caving, rafting, diving, paragliding, greening, conservation, and even publishing environmental-themed media. In every nature lover's activity, Camping cannot be separated. Camping is an activity that aims to get to know and enjoy the beauty of nature directly. Among the activities of environmentalist, the activity most often carried out by students environmentalist is camping. Camping is an activity that is carried out outdoors, as quoted by Ana Nupitasari (2019: 39), explaining this according to the PAH TEAM. (2016:66) Camping is defined as an outdoor recreational activity. This activity is generally done to take a break from the hustle and bustle of the city or from the hustle and bustle in general to enjoy the beauty of nature. Camping is usually done by staying overnight at the location.

Using tents, built primitively or without any foundation at all.¹² According to the Big Indonesian Dictionary, a tent (noun) is an emergency shelter, usually in the form of a tent whose ends almost touch the ground made of tarpaulin, etc. camp (noun) 1 tent; 2 sets of camps (scouts, troops, etc.); camp.¹³ Camping is an outdoor recreational activity away from crowds with adequate equipment and certain procedures. Therefore, in general, these activities are only carried out by students who are nature lovers.

b. Environmentalist Goals

The objectives of the environmentalist student are as follows:

- a) Revive idealism among students to love nature, homeland, community and alma mater honestly and sincerely.
- b) As a forum for student activities that are useful for mental training and discipline for students with interests and hobbies who like activities carried out in the wild.

6. The principle of material development

a. Research target

Based on the problem that happened, it is needed to decide the target of the analysis.

b. Observation and interview

¹² Ana Nupitasari , Menanamkan Nilai Karakter Religius Melalui Kegiatan Camp Sabtu-Minggu di SDI Al Hidayah Samir Ngunut Tulungagung (2019).

¹³ Ernawati Waridah, SS. Kamus Bahasa Indonesia. Np. Bmedia, 2017. p. 136

In order to complete data on the problems of students in the listing subject, the researcher observed the class and interviewed the students as the target of the research.

c. Need Analysis

In evaluating, researcher divides a instrument including the issues of lack, want and need. The aim is to understand the learning needs of students.

d. Resourching and make a product

The researcher gather the infomation and analyzes it to know the appropriateness of the materials with the students' level. The researcher then produce the commodity in the guidebook. The researcher will verify the guidebook for experts and students.

e. Final Product

The final product was obtained from the outcome of expert judgement and validation by students.

C. Conceptual framework

In maximizing the teaching and learning process, educators must prepare everything well and need teaching media to support the learning process. Using teaching media as a guidebook containing camping procedure guide activities according to needs will function as a complement and companion to textbooks that can increase motivation and interest in learning students' in English. The Guidebook will be designed in such a way starting from research objectives, pre-

survey, analysis, student needs and deficiencies, product design, product testing, revisions, final products, and results.



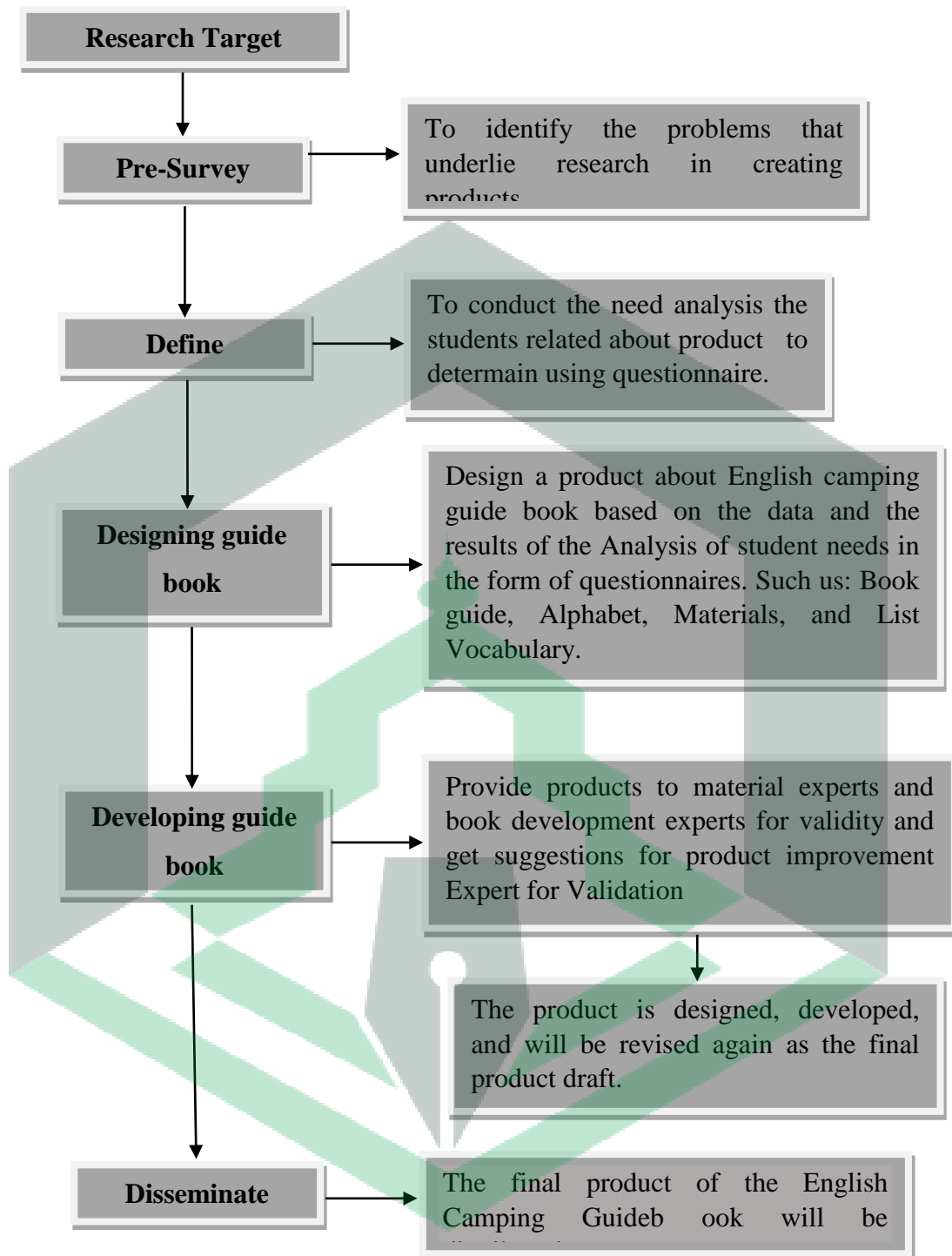


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHOD

This research was conducted at the environmentalist Andi Djemma University of Palopo. Researchers designed a camping guidebook in this study using research and development methods. Research and development methods (R&D) are used to produce a certain product and test its effectiveness of the product. To be able to produce certain products used in this study, it is necessary to analyze and test their effectiveness. Product research is carried out in stages so that the product results can be useful.¹⁴

A. Development Model

This study uses a 4D development model designed by S. Thiagarajan Dorothy. Researchers chose this model because its development is quite simple compared to the others. The 4-D design model only has 4 steps, namely: (1) Define, (2) Design, (3) Develop, and (4) Disseminate.¹⁵

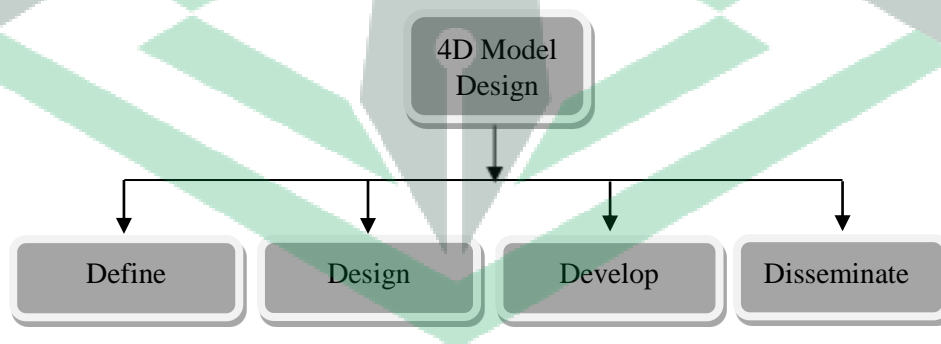


Figure 3.1 4D Model Design

B. Time and Location of Research

¹⁴ Sugiyono, Metode Penelitian dan Pengembangan RnD (Bandung: Alfabeta, 2015).

¹⁵ Thiagarajan, S. (1974). Instructional development for training teachers of exceptional children: A sourcebook.

Activities	Time	Place
Define	3rd February 2023	University Andi Djemma
Design	16th April 2023	Adjustable
Develop	12th June 2023	Adjustable
Disseminate	25th August 2023	University Andi Djemma

C. Subject and Object the Research

There are 11 batch level in the environmentalist at Andi Djemma University of Palopo, and this study chose one batch level as a sample—the ninth batch of 9 students.

D. Development Procedure

Procedures in design or development are the steps that must be followed in making a product. In this development, the researcher adopted the 4-D development model, namely:

1. Define

In this step, students Analysis is needed. The researcher collected data about the student's needs in learning English. The researcher distributed a questionnaire contained target needs (necessity, lacks, and wants) and learning needs (activities and settings). This Analysis aims to determine the suitable English camping guide book for environmentalist students at Andi Djemma University of Palopo.

2. Design

In this step, the researcher designed a product about the English camping guide book based on the data and the results of the Analysis of student needs in the form of questionnaires.

3. Develop

After going through several steps, the next step is the development step. In this step, the researcher develops the material. The researcher gives the product to the material experts and book development experts for validity and gets suggestions for product improvement, then revised it according to expert advice. Expert judgment was expected to make the product more precise, effective, tested, and better. The product was designed and developed in this step and revised again as a final product draft.

4. Disseminated

After the product has been developed and revised based on the judgments, then in this step, the product is given to the Environmentalist students at Andi Djemma University of Palopo

E. Instrument of the research

Researchers used one instrument to collect data in this study:

1. Questionnaires

Questionnaires used to collect data about needs (necessity, wants and lack). In this study, the questionnaire is also used for experts' judgment to evaluate and validate the developed guide book through validation sheets by three expert judgment. Besides that, students' perception about the deficiency and

developed English camping guide book feasibility were also collected through a questionnaire.

F. Data Analysis Technique

1. Data Analysis of Questionnaire

Data from the needs analysis questionnaire, given to students at the need assessment step, is described based on their answer to represent their needs. The results of the needs assessment questionnaire will be calculated using the following formula:

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

X = Score
 $\sum x$ = The same answer given by students
 N = Total students

Figure 3.1

The highest percentage stated the most accepted choices from the students it is the researcher's background in designing a guide book

2. Data Analysis of Expert Validation and Students' Perception

The researcher used the *Likert Scale* to calculate the results of the expert's validation and students perceptions. The data were analyzed by calculating the answer average based on experts' and students' scoring using the following formula.¹⁶

The number of answer very good = VG x5 =....

The number of answer good = G x4 =....

¹⁶ Dr. Sugiyono, *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif, dan R&D*. (2013).

The number of answer fairly	= F	x3	=....
The number of answer poor	= P	x2	=....
The number of answer very poor	= VP	x1	=....
Total score			=....

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

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

M = Mean score

B = Total Score

N = Total number of material topics

Figure 3.2

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

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

X = The value

M = Average Score

N = Total number of Value

Figure 3.3

After the mean score of each material topic is calculated, the researcher will define them as an appropriate English Camping Guide Book for Environmentalist at Andi Djemma University of Palopo.

Table 3.2 Material Topics Qualification of Product Evaluation

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

Table 3.4 The Example of Expert Instrument Validation Table

Aspects	Score
Contents	
Scope of the contents	
Language	

Table 3.5 The Example of Expert Validation Table

No	Indicator	Average	Qualification	Categories	Expert's
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score	Suggestion

Table 3.6 The Example of Students' Perception Table

No	Indicator	Average score	Qualification	Categories



FINDING AND DISCUSSION

In this chapter, the researcher discusses the findings and discussion of the research process for designing English Camping Guide Book for Environmentalist Students at Andi Djemma University of Palopo.

A. Research Finding

In this study, the researcher used 4D method, which will be explained individually to describe the research process and result.

1. Define

a. The questionnaire results with Andi Djemma University Environmental Students

In designing Camping Guide Book materials, researchers need to collect the required student data. Researchers distributed 10 questionnaires related to student needs and learning needs. Before distributing the questionnaire to students, the questionnaire was validated by two validators namely Madehang, S.Ag., M.pd as the material expert and Dr. Masruddin, S.S., M.Hum as the language expert. The results of the questionnaire validation are shown below.

Table 4.1 Results of questionnaires' validation by the language experts

Aspects	Score
Contents	5
Scope of the contents	5
Language	4,5
Average Score	4,83

Table 4.2 Results of questionnaires' validation by the material experts

Aspects	Score
Contents	4
Scope of the contents	3,75
Language	4
Average Score	3,92

After validating the questionnaire, the researcher distributed it to students. Respondents to the questionnaire were 9 students of the Environment at Andi Djemma University of Palopo.

b. The Result of the Need Analysis Questionnaire

In designing the material for the Guide Book, the researcher collected the data of students needs. There were 10 questions in the need analysis questionnaire for multiple choice questions. It was classified into target needs (necessities, and lack and want).

1. Target Needs

a) Necessity

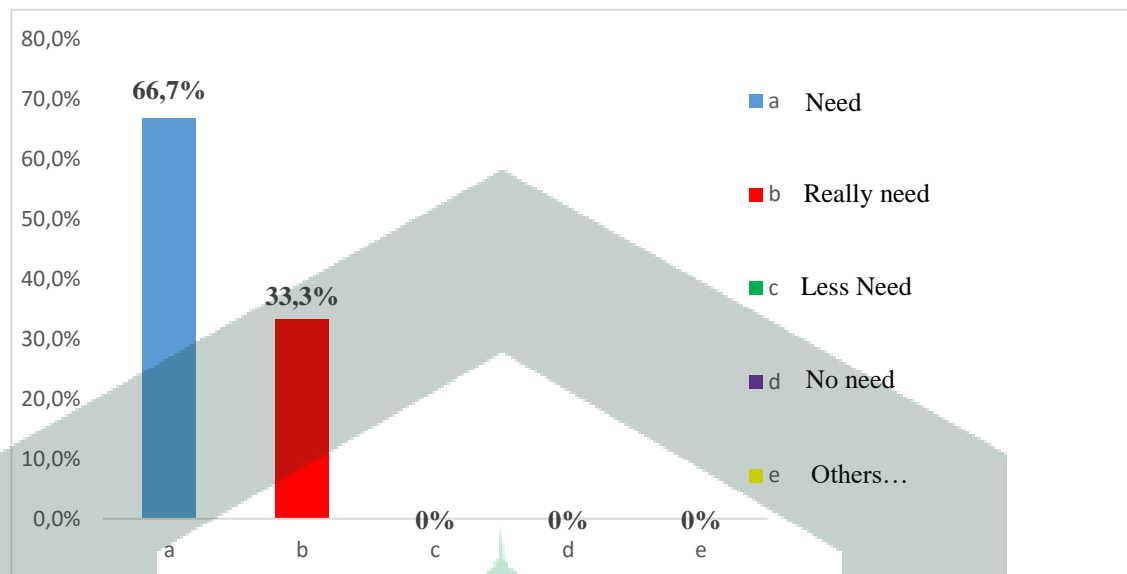


Chart 4.1 The Percentages of Students' Willingness of the Camping Guide

Book

Chart 4.1 shows the percentage of how students willingness of English camping guide book for helping their English Learning. The highest percentage is 66,7% shows that students need, 33,3% shows that students really need, 0% shows that students less need, 0% shows that students no need, 0% shows that others.

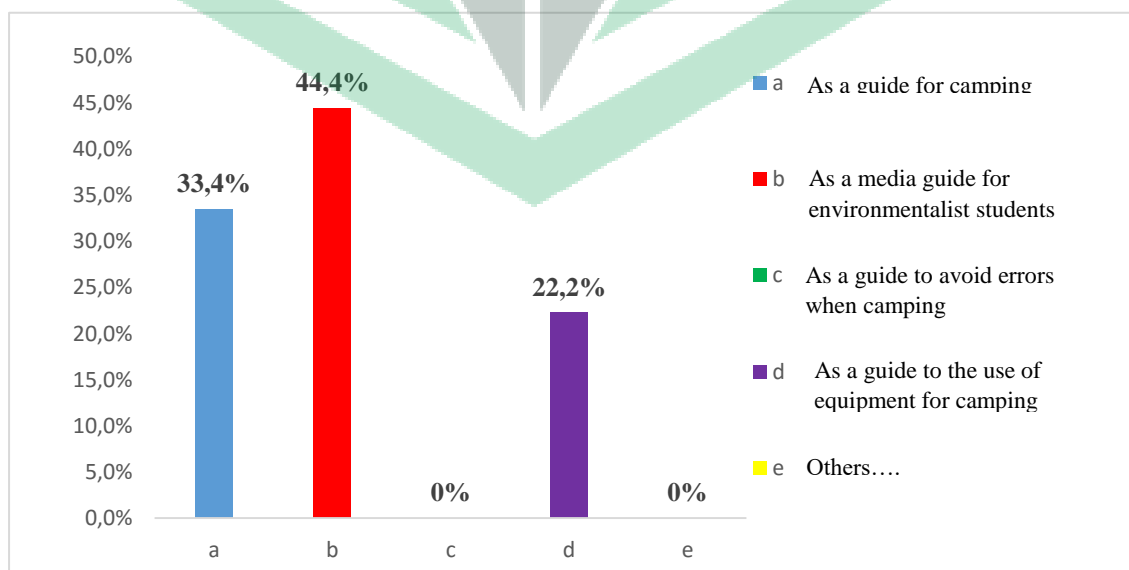


Chart 4.2 The Percentages of the Camping Guide Book's Benefit

Chart 4.2 displays the percentage of the English camping guide book's benefit for students which is become the reasons why they need the guide book. 33,4% show that students need guide book as a guide for camping, the highest percentage is 44,4% shows that students need as a guide media for environmentalist students, 0% show that students need guide book as a guide to avoid errors when camping, 22,2% show that students need guide book as a guide to the use of equipment for camping, and 0% show that students need guide book others.

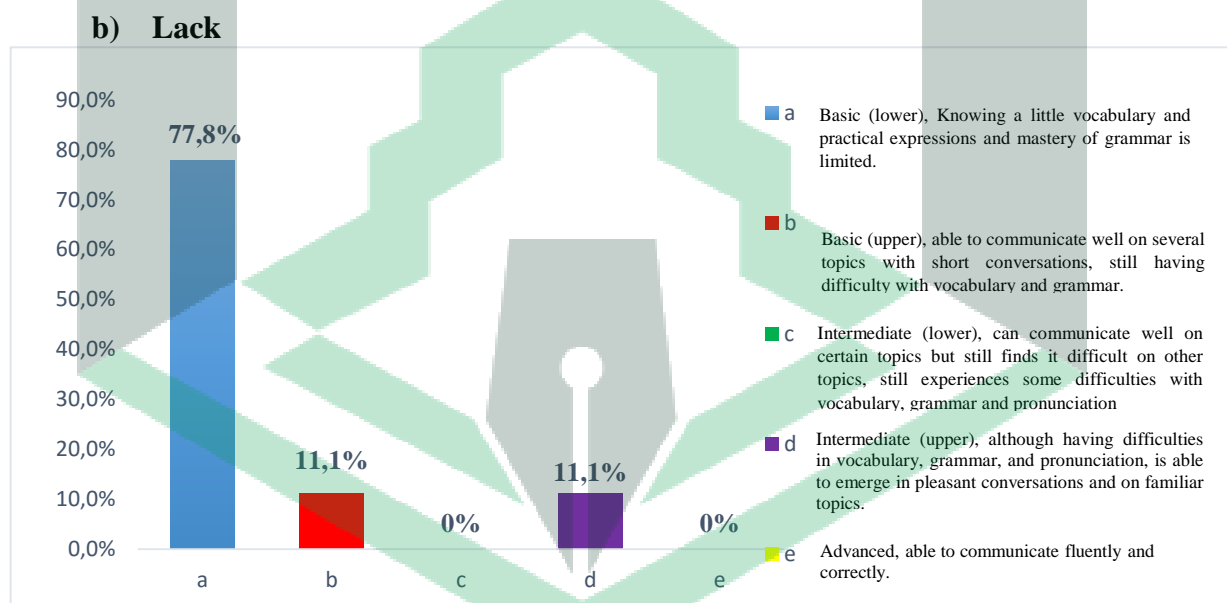


Chart 4.3 The Percentages of Students' English Level

Chart 4.3 informs the percentage of the students' English proficiency that are divided into five levels; basic (lower), basic (upper), intermediate (lower), intermediate (upper), and advanced. The highest percentage is 77,8% shows that students categorized as basic (lower) level, only know few of English

vocabularies and expressions, and also they are lack in grammar mastery. 11,1% show that students only know Basic (upper), able to communicate well on several topics with short conversations, still having difficulty with vocabulary and grammar, 0% show that students only know Intermediate (lower), can communicate well on certain topics but still finds it difficult on other topics, still experiences some difficulties with vocabulary, grammar and pronunciation, 11,1% show that students only know Intermediate (upper), although having difficulties in vocabulary, grammar, and pronunciation, is able to emerge in pleasant conversations and on familiar topics, and 0% show that students advanced, able to communicate fluently and correctly.

c) Want

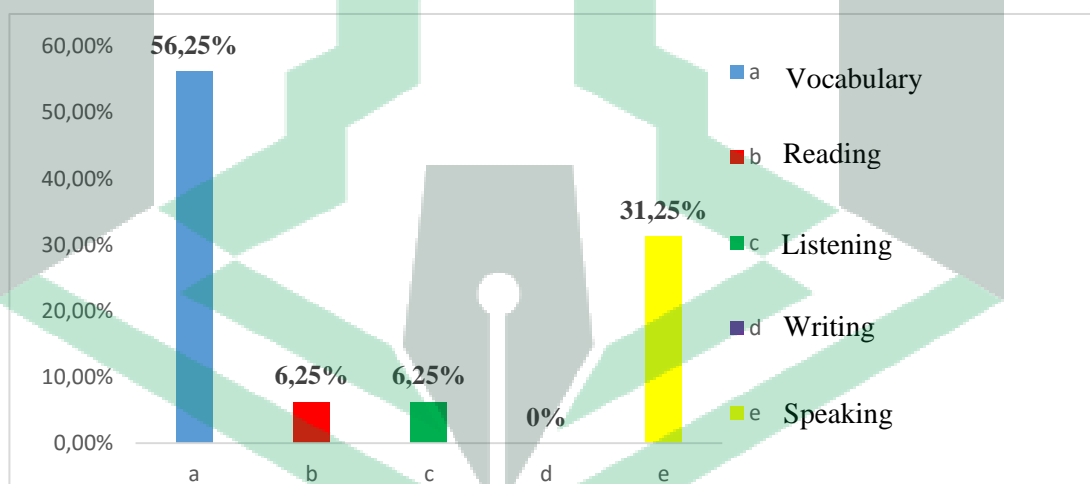


Chart 4.4 The Percentages of Students Aspect to Improve

Chart 4.4 describes the percentage of what aspect that students want to improve about their English. There are five skills that required which are vocabulary, reading, listening, writing and speaking. The highest percentage is 56,25% shows that the students want to improve their vocabularies the most,

6,25% shows that the students want to improve their reading, 6,25% shows that the students want to improve their listening, 0% shows that the students want to improve their writing, and 31,25% shows that the students want to improve their speaking.

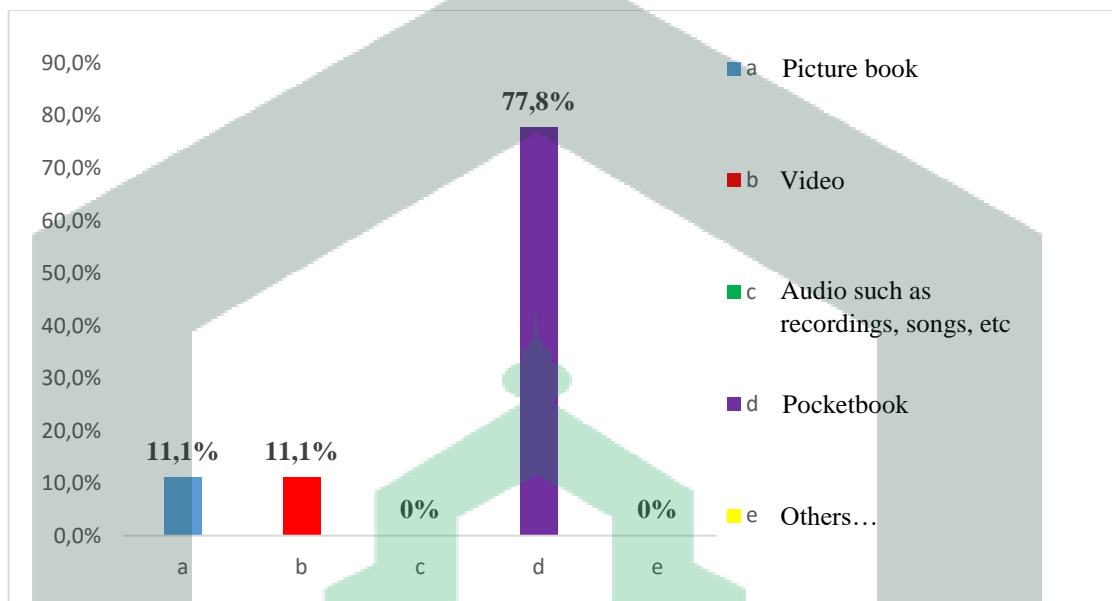


Chart 4.5 The Percentages of the Supporting Media that Students' Need

Chart 4.5 draws the percentage of what media that students think can help in improving their English skill. 11,1% shows that the students choose picture book, 11,1%, shows that the students choose video, 0% shows that the students choose audio such as recordings, songs, etc. the highest percentage is 77,8% shows that the students choose pocketbook as the most effective supporting media and 0% shows that the students choose others.

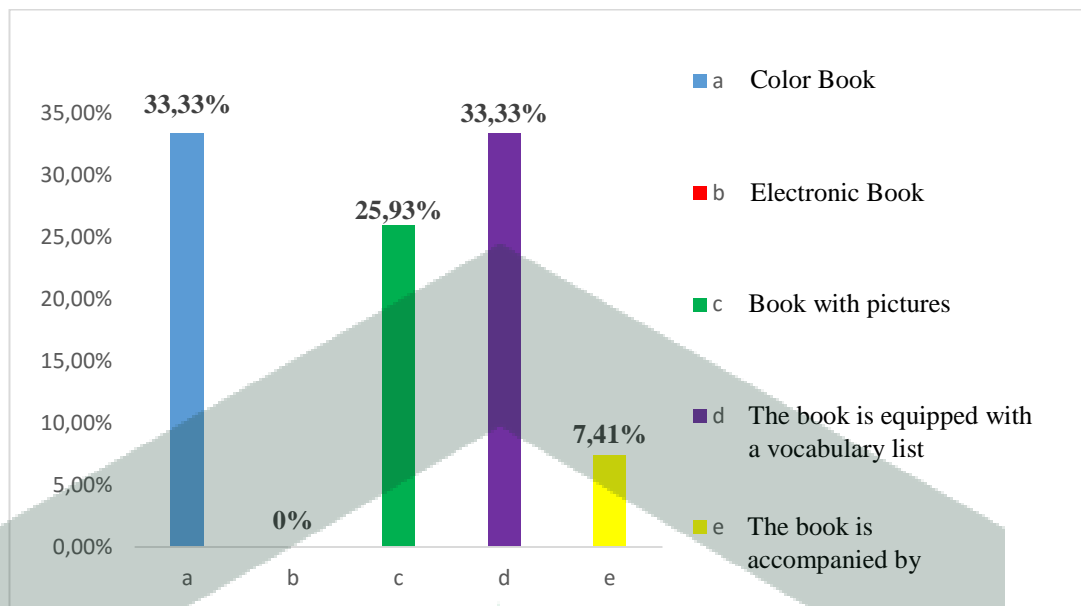


Chart 4.6 The Percentages of the Guide Book Details

Chart 4.6 covers the percentage of the specification of book that can make them interest in learning English. 33,33% show that the students interest a colorful book, 0% show that the students interest in electronic book, 25,93% show that the students interest in book with pictures, 33,33% shows that the students interest the book with lists of vocabularies, and 7,41% shows that the students interest the book is accompanied by exercises. The highest percentage is 33,33% shows that the students think that a colorful and the book with lists of vocabularies is the one that attractive.

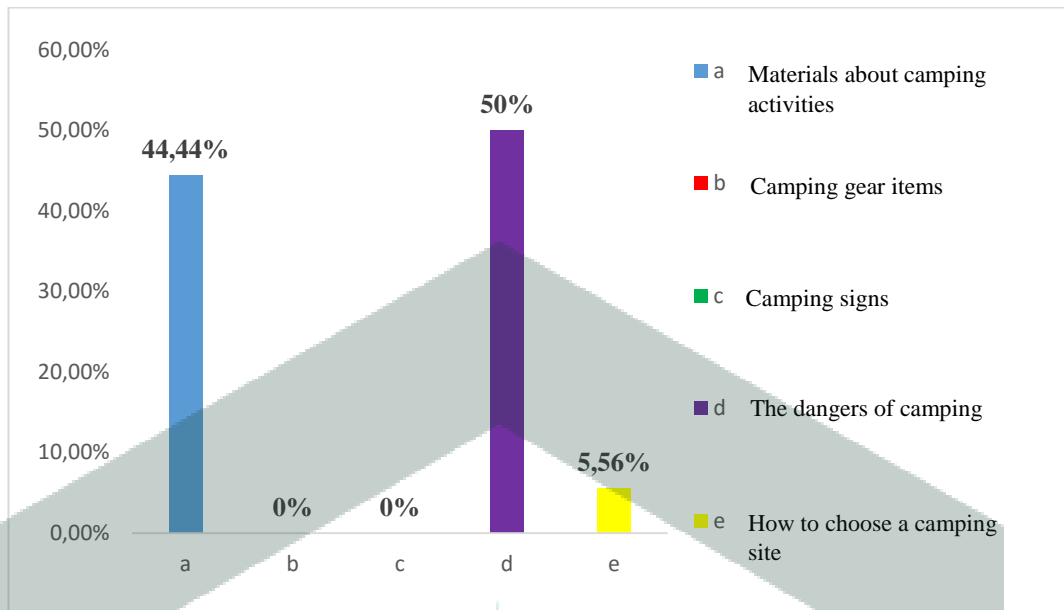


Chart 4.7 The Percentages of the Guide Book Topics Needed

Chart 4.7 reveals the percentage of what topic that students want in the English camping guide book. 44,44% shows that the students want the topic materials about camping activities, 0% shows that the students want the topic camping gear items, 0% shows that the students want the topic camping signs, the highest percentage is 50% shows that the students want the topic about the dangers of camping to be included in the guide book, and 5,56% shows that the students want the topic how to choose a camping site.

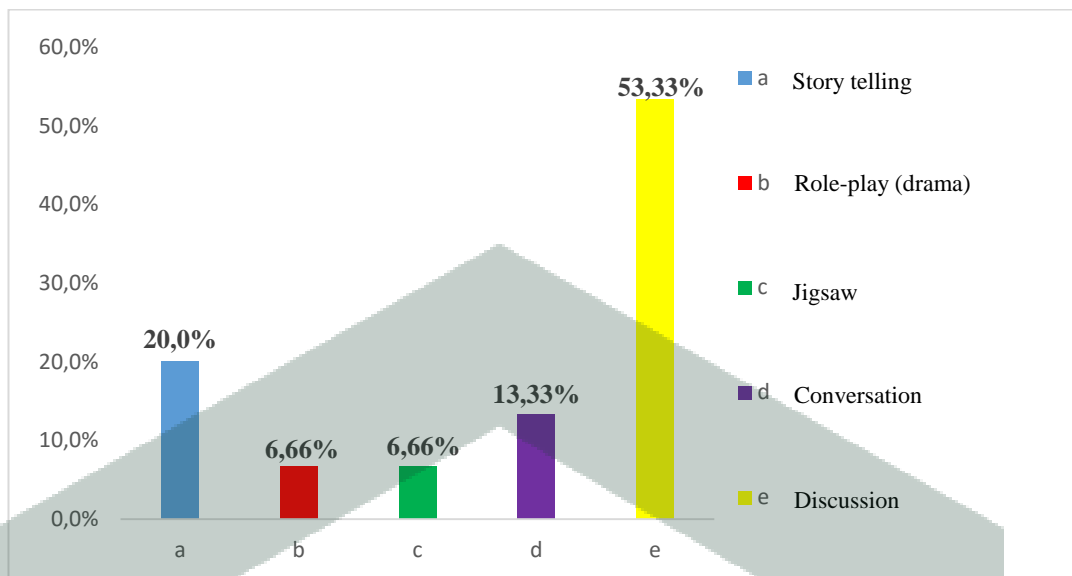


Chart 4.8 The Percentages of Students' Favorite Activity in English Learning

Chart 4.8 shows the percentage of what activity that students like to do in learning English. 20,0% shows that the students like to do a story telling, 6,66% shows that the students like to do a Role-play (drama), 6,66% shows that the students like to do jigsaw, 13,33% shows that the students like to do conversation, and the highest percentage is 53,33% shows that the students like to do a discussion in the process of learning.

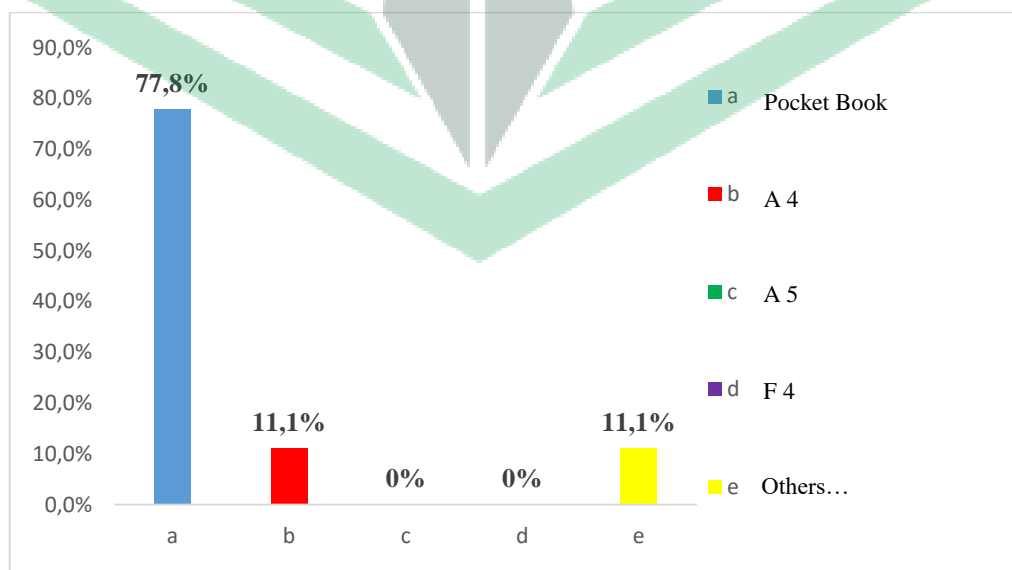


Chart 4.9 The Percentages of the Best Size of the Guide Book

Chart 4.9 shows the percentage what size of the English camping guide book that students want. The highest percentage is 77,8% shows that the students choose the small size that similar with pocket book, 11,1% shows that the students choose the A 4 size, 0% shows that the students choose the A 5 size, 0% shows that the students choose the F 4 size, and 11,1% shows that the students choose the others size.

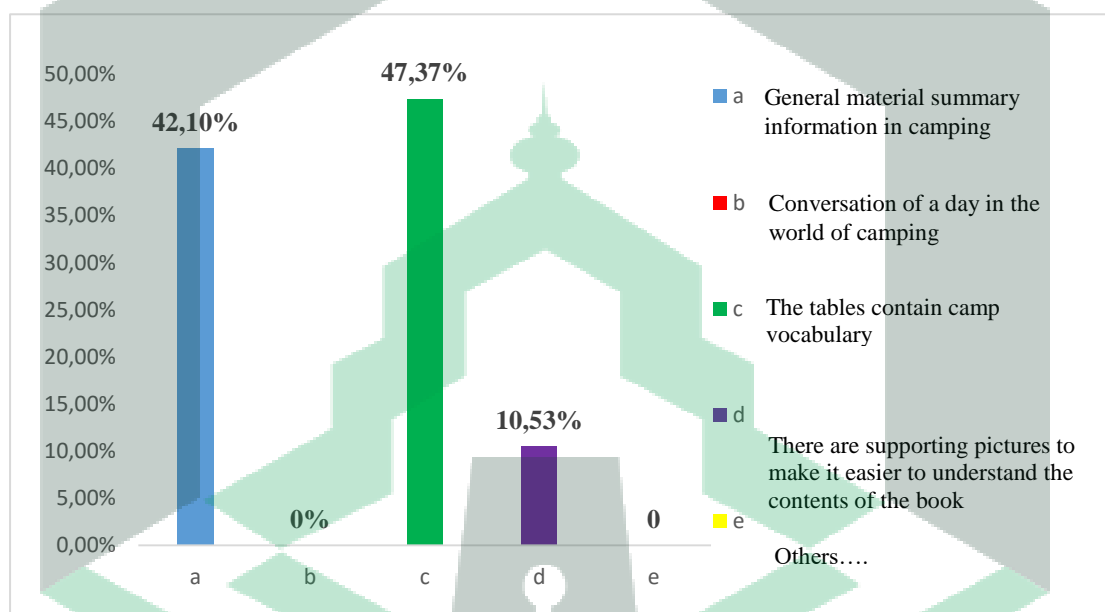


Chart 4.10 The Percentages of the Desain that Interesting

Chart 4.10 shows the percentage the design of the English camping guide book that students think is good. 42,10% shows that the guide book which has general material summary information in camping, 0% shows that the guide book which has conversation of a day in the world of camping, the highest percentage is 47,37% shows that the guide book which has tables containing camping vocabularies is what they want, and 0% shows that the guide book others.

2. Design

In this step, the researcher arranges and design the product by writing the blueprint as follows:

Table 4.3 The Blueprint of the Product

Theory	Dimension	Elements of the Book	Objective
		Book Guide	This phase is designed to guide how to use a camping guidebook
Guide Book	Camping Guide	Alphabet	This phase makes it easy for non-natives how to pronounce each letter in English
		Materials	This book contains 3 units that provide material about the dangers of camping, activities while camping, and procedures for camping

List vocabulary

This section aims to
increase student
vocabulary

3. Develop

a. Parts of guide book

The researcher explained each part of the guidebook that has been made, starting from the unit, learning objectives, and the purpose of the learning objective in the guidebook. It is explained in the table below:

Table 4.4 Parts of the Guidebook

Unit	Content Objective	Learning Objective
Unit 1 The danger of Camping	1. The Danger of Getting Lost in the Forest 2. Danger of Wild Animals 3. The danger of choosing the wrong tent location 4. Danger of climate change 5. Danger of lack of food and fluids 6. The danger of fire in the forest	1. Recognize the dangers that could happen when camping 2. Get to know what can be done and what can't be done while camping 3. Know what needs to be brought when camping 4. How to overcome the dangers of camping
Unit 2 Camping Activities	1. Camping activities	1. Knowing what activities can be done while camping

Unit 3 procedure to do Camping	1. Camping Planning 2. Camping practice 3. Completion	1. Knowing what needs to be prepared before camping 2. Knowing what steps to take when camping 3. Knowing what to do before leaving the camping site
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b. The result of Expert Validation

Three experts validated this product. Those experts were design and layout expert, language expert, and material expert.

1) Design and Layout

The researcher distributed as questionnaire to a design and layout expert in this research. There are seven questions about the camping guide book. The expert was Fadhliyah R. Muin, M.Pd, an English lecturer at IAIN Palopo.

Table 4.5 The Result of the Product Validation by the Design and Layout Expert

No	Criteria	Score	Description	Follow Up
A. Design & Layout				
1.	The cover of the guide book is interesting	4	Good	It can be utilized with a little bit of

				revision
2.	The type of font used is good	3	Fairly	It can be utilized with much revision
3.	The content of the guide book is clear	4	Good	It can be utilized with a little bit of revision
4.	The punctuation that used is correct	3	Fairly	It can be utilized with much revision
5.	The arrangement of the camping guide in the guide book is systematic	4	Good	It can be utilized with a little bit of revision
6.	The source in the guide book is clear	3	Fairly	It can be utilized with much revision
7.	The spacing is correct	4	Good	It can be utilized with

a little bit of
revision

T

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

$$M = \frac{B}{N} = \frac{25}{7} = 3,57$$

Figure 4.1

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

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

$$X = \frac{3,57}{5} 100\% = 71,4\%$$

Figure 4.2

The design and layout expert validation result got a mean score of 3,57 with 71,4% of percentages which qualified as “good”. The design and layout expert validation result indicates that the camping guide book can be utilized with a little revision.

2) Language

The researcher distributed as questionnaire to a language expert in this research. There are four questions about the camping guide book. The expert was Andi Tenrisanna Syam, M.Pd, an English lecturer at IAIN Palopo.

Table 4.6 The Result of the Product Validation by the Language Expert

No	Criteria	Score	Description	Follow Up
A. Language				
1.	The grammar of camping guide used in the guide book is right	4	Good	It can be utilized with a little bit of revision
2.	The camping guide that presented is suitable with the level of cognitive development of students	4	Good	It can be utilized with a little bit of revision
3.	The camping guide that presented is understandable	4	Good	It can be utilized with a little bit of revision
4.	The overall camping guide is suitable with	4	Good	It can be utilized with

students' ability	language	a little bit of revision
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The mean score of the language expert validation was calculated below:

$$M = \frac{B}{N} = \frac{16}{4} = 4$$

Figure 4.3

The percentages of the language expert validation were calculated below:

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

$$X = \frac{4}{5} 100\% = 80\%$$

Figure 4.4

The language expert validation result got a mean score of 4 with 80% of percentages which qualified as “good”. The language expert validation result indicates that the camping guide book can be utilized with a little revision.

3) Material

The researcher distributed as questionnaire to a material expert in this research. There are ten questions about the camping guide book. The expert was Madehang S.Ag., M.Pd, an English lecturer at IAIN Palopo.

Table 4.7 The Result of the Product Validation by the Material Expert

No	Criteria	Score	Description	Follow Up
A. Content				
1.	The scope of the camping guide in the guide book is in accordance with the needs of the environmentalist students of Andi Djemma University	4	Good	It can be utilized with a little bit of revision
2.	The depth of the camping guide in the guide book is adequate for the environmentalist students of Andi Djemma University	4	Good	It can be utilized with a little bit of revision
3.	The authenticity of the camping guide in the guide book is adequate for the environmentalist students of Andi Djemma University	4	Good	It can be utilized with a little bit of revision
B. Input				
4.	The input of the camping guide in the guide book helps	4	Good	It can be utilized with a little bit of

	students in enhancing their speaking skill			revision
5.	The input of the camping guide in the guide book is suitable with the ability of the environmentalist students of Andi Djemma University	4	Good	It can be utilized with a little bit of revision
6.	The input of the camping guide in the guide book is interesting	4	Good	It can be utilized with a little bit of revision
7.	The input of the camping guide in the guide book is suitable with the language ability of the environmentalist students at Andi Djemma University of palopo	4	Good	It can be utilized with a little bit of revision
8.	The input of the camping guide in the guide book covered with a correct grammar.	4	Good	It can be utilized with a little bit of revision
9.	The selection of camping guide is suitable with students' characteristic	4	Good	It can be utilized with a little bit of revision

<p>The input of the camping guide in the guide book is able to add insights for the enviromentalist students of Andi Djemma University</p>	<p>4 Good</p>	<p>It can be utilized with a little bit of revision</p>	<p>Th e me an sco re</p>
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of the material expert validation was calculated below:

Figure 4.5

The percentag

$$M = \frac{B}{N} = \frac{40}{10} = 4$$

n were calculated below:

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

$$X = \frac{4}{5} 100\% = 80\%$$

Figure 4.6

The material expert validation result got a mean score of 4 with 80% of percentages which qualified as “good”. The material expert validation result indicates that the camping guidebook can be utilized with a little revision.

c. The Revision Draft of the English Camping Guidebook

After the guidebook was validated, the researcher received some expert revisions. The aim was to improve the first draft of the english camping

guidebook before testing it out on the environmentalist students at Andi Djemma University of Palopo.

Table 4.7 The Revision of the Pocketbook Given by the Experts

Aspects	Topic (Section)	Suggestion	Revision Result
Design	All	The colors chosen do not contrast and are difficult to read	Colors have been changed to be appropriate and easy to read
	All	Font size is too small	font size has been adjusted
	All	The image size is too small	Image size has been adjusted
Language	All	There are several incorrect vocabulary words in the vocabulary list	The wrong vocabulary meanings had been fixed
	All	Sort the vocabulary alphabetically	have been sorted alphabetically
	All	Don't repeat the same vocabulary	delete all the same vocabulary
Material	All	The distribution of material	The arrangement of

is not organized

material

distribution has

been adjusted

c. The Results of Material Try-out

In this stage, the researcher conducted a try out on 26 August 2023, describing the materials and components of the camping guide book. It started with describing the book guide, alphabet, materials, and lists of vocabulary. The purpose is to prevent students from getting confused when utilizing the camping guide book. Here are the try-out details:

Table 4.8 The Result of Students' Perceptions

No	Criteria	Score	Descriptions	Follow Up
1.	The material presented in the camping guide book is suitable for beginners	4,4	Very Good	It can be utilized without revision
2.	The material in the camping guide book is in accordance with the needs of environmentalist students at Andi Djemma University of Palopo	4,5	Very Good	It can be utilized without revision
3.	The material in the	4,3	Very Good	It can be utilized

camping guide book as a whole is varied

without revision

<p>4. The material presented in the camping guide book is able to increase the vocabulary of nature Environmentalist at Andi Djemma University of Palopo</p>	4,4	Very Good	It can be utilized without revision
<p>5. The material in the camping guide book is overall interesting</p>	4,4	Very Good	It can be utilized without revision
<p>6. The material topics in the camping guide book are according to the needs of Environmentalist at Andi Djemma University of Palopo</p>	4,5	Very Good	It can be utilized without revision
<p>7. The material topics in the camping guide book are easy to learn and apply in environmentalist' activities</p>	4,4	Very Good	It can be utilized without revision

8.	The choice of font type and size in the camping guide book is attractive and easy to read	4,3	Very Good	It can be utilized without revision
9.	The color choice in the camping guide book is appropriate and comfortable to read	4,5	Very Good	It can be utilized without revision
10.	The appearance of the camping guide book on each page is interesting	4,2	Very Good	It can be utilized without revision
11.	The size of the camping guide book is correct, practical, and easy to carry anywhere	4,6	Very Good	It can be utilized without revision
12.	The cover of the camping guide book is attractive	4,6	Very Good	It can be utilized without revision
13.	The design of the camping guide book is attractive	4,6	Very Good	It can be utilized without revision

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

$$M = \frac{B}{N} = \frac{57,7}{13} = 4,4$$

Figure 4.7

The percentages of the material expert validation were calculated below:

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

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

Figure 4.8

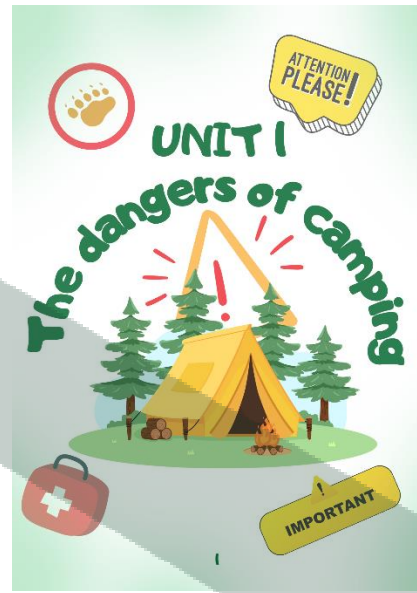
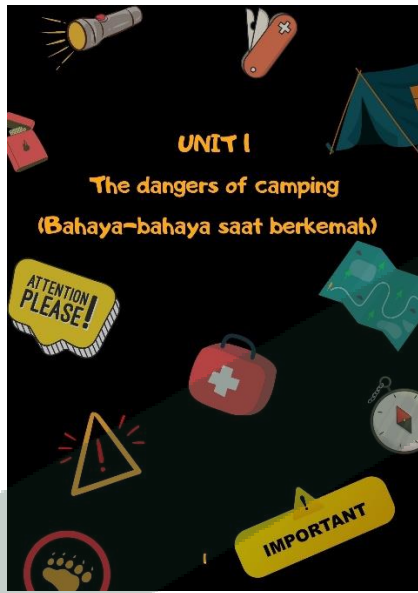
Students' perception results got a mean score of 4,4 with 88% of the percentage, which was "very good." It indicates that the camping guidebook is capable and ready to use without revision.

d. Draft Change

The diagram illustrates the 'Draft Change' process. It features two versions of an alphabet table, labeled 'Before' and 'After', set against a background of a green landscape with a path and a large pen nib icon in the center.

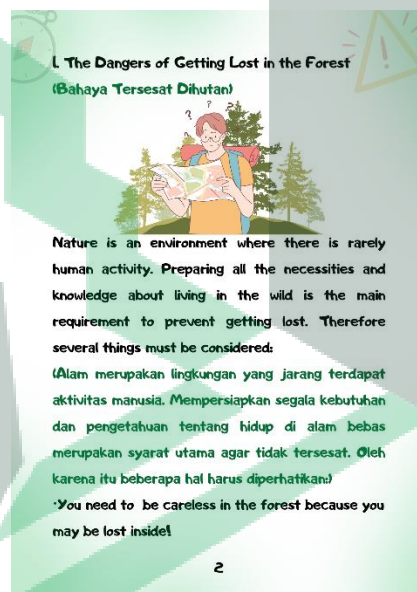
Before: The 'Alphabet' table lists letters A through Z with their corresponding phonetic symbols in parentheses below them. The symbols are: A (eI), B (bi), C (si), D (di), E (i), F (Ef), G (dʒi), H (eiH), I (ai), J (dʒei), K (keI), L (El), M (Em), N (En), O (oI), P (pi), Q (kju), R (Or), S (Es), T (ti), U (ju), V (vi), W (d/AbəI ju), X (Eks), Y (waI), Z (zEd/zai).

After: The 'Alphabet' table lists letters A through Z with their corresponding phonetic symbols in parentheses below them. The symbols are: A (eI), B (bi), C (si), D (di), E (i), F (Ef), G (dʒi), H (eiH), I (ai), J (dʒei), K (keI), L (El), M (Em), N (En), O (oI), P (pi), Q (kju), R (Or), S (Es), T (ti), U (ju), V (vi), W (d/AbəI ju), X (Eks), Y (waI), Z (zEd/zai).



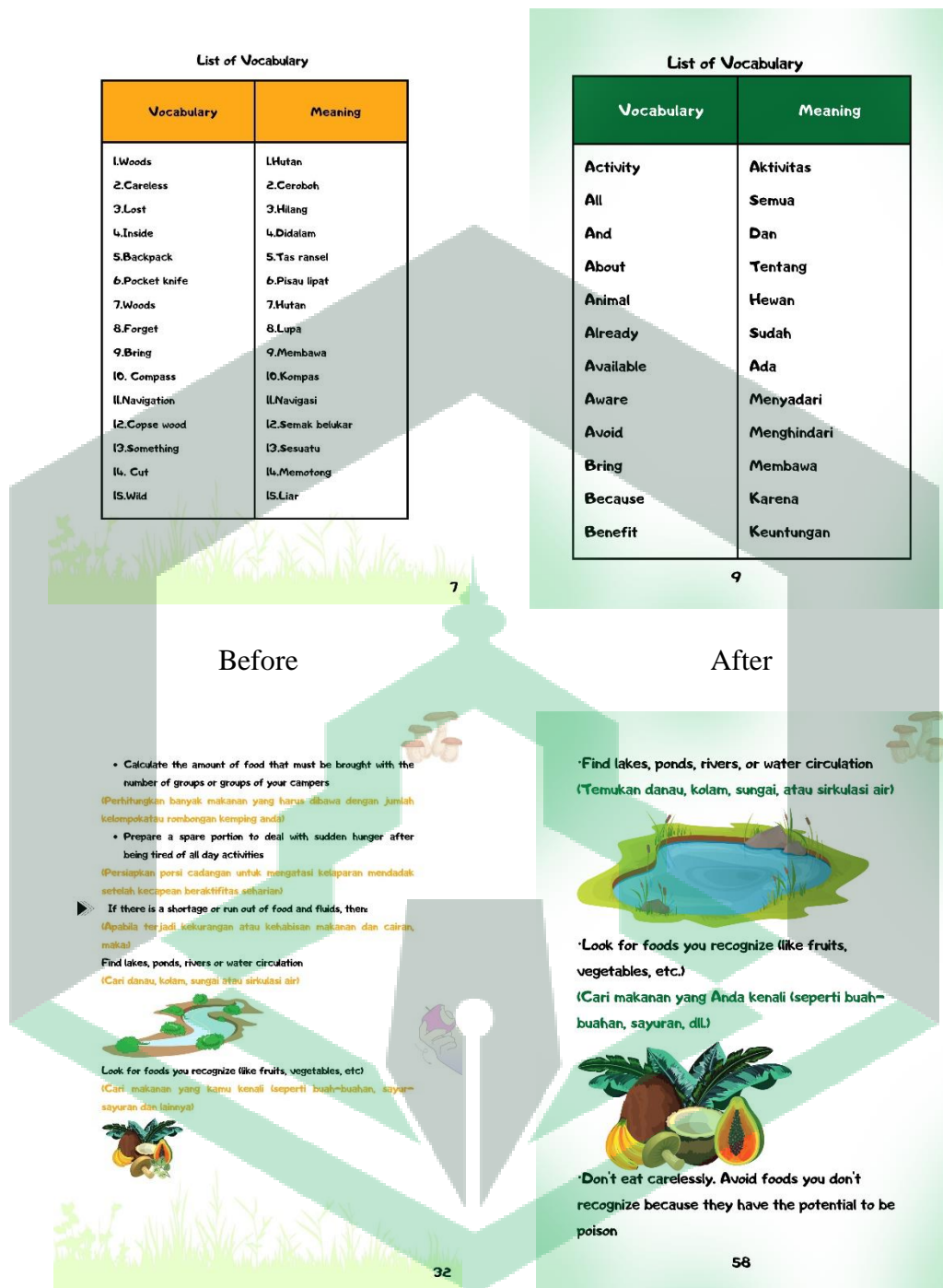
Before

After



Before

After



The images above are before and after editing after receiving suggestions and corrections from expert validation, such as page design, colors, and fonts. The images and page design before editing has a poor color selection.

4. Disseminated

In this step, the researcher disseminated the final guide book to environmentalist students at Andi Djemma University of Palopo after going through several steps. The researcher socialized the final guide book to the small group, where nine students of environmentalist Andi Djemma University Palopo, and showed them the guide book to related to their needs. Students were friendly, enthusiast, and they wanted to use the product in their environmental activities as the learning material and significantly enrich vocabulary.

b. Discussion

In this subchapter, as explained in the previous chapter, this research focused on designing an English Camping Guidebook for Environmentalist Students that specifically took place at Andi Djemma University of Palopo. In designing the guidebook, procedures development are the steps that must be followed in making a product. In this development, the researcher adopted the 4-D development model, which are; Define, Design, Develop, and Disseminate.

The first step that taken was conducting a need analysis in a questionnaire form that used to accumulate students' necessities, want, and lack. The questionnaire showed varieties of needed factor in conducting the guidebook. The result showed that students need the English camping guide book in helping their English learning because it can be a guidin media for the Environmentalist Students, as it is providing any needed information about camping.

Another reason is because the students only know few of English vocabularies, and also they are lack in grammar mastery. It also showed that students think a guidebook in a form of guidebook, which is in a small size, is the best choice because they can bring it everywhere, especially when they go on a nature trips. The students also think that book with colorful designs is an essential factor to make the guided interesting enough for them to use. Furthermore, the topics about camping and vocabularies related to camping or nature are the best media to supporting their English skills while doing their hobby.

After collecting the students' need analysis result, the researcher did the next step which was designing the product. The product designed based on the students' necessities, wants, and lacks that shown after they answered the questionnaire. This step used the information gathered by the researcher, who then analyzes it to determine whether the materials are appropriate for the students' level.

After constructing the English Camping Guidebook, the next step was development with the help of assessment from the experts. The experts assessed the initial product using a questionnaire. The assessment given by three experts where they gave some feedbacks about the guidebook that has been designed. This expert's assessment aims to ensure that the product is ready to use. As a result, the English Camping Guidebook validation from the design and layout expert qualified as "good", the validation result from the language expert qualified as "good" and from the material expert also qualified as "good". As a conclusion, the product can be utilized with a little revision such as the design and layout

being made attractive, some incorrect vocabulary in the vocabulary list corrected, and the arrangement of material distribution has been adjusted. After that, the researcher has collected the result from try out that found out about the students' perceptions towards the guidebook which was qualified as "very good". It indicated that the camping guidebook could be utilized without revision. The reason were because the guidebook was overall interesting. The material, the font type, the colors, the cover, and the whole other appearance presented in the guidebook was very good for the students. After constructing the English Camping Guidebook, the next step was development with the help of assessment from the experts. The experts assessed the initial product using a questionnaire. The assessment given by three experts where they gave some feedbacks about the guidebook that has been designed. This expert's assessment aims to ensure that the product is ready to use. As a result, the English Camping Guidebook validation from the design and layout expert qualified as "good", the validation result from the language expert qualified as "good" and from the material expert also qualified as "good". As a conclusion, the product can be utilized with a little revision such as the design and layout being made attractive, some incorrect vocabulary in the vocabulary list corrected, and the arrangement of material distribution has been adjusted. After that, the researcher has collected the result from try out that found out about the students' perceptions towards the guidebook which was qualified as "very good". It indicated that the camping guidebook could be utilized without revision. The reason were because the guidebook was overall interesting. The material, the font type, the colors, the cover, and the

whole other appearance presented in the guidebook was very good for the students. In completed the disseminated step, this classification result indicates that the camping guide book is appropriate for the Environmentalist Students at Andi Djemma University and can be a helpful media in increasing their English skills.

Furthermore, it showed that English Camping Guidebook is an alternate method for students, particularly those who care about the environment, to study the language while engaging in their interest of exploring the outdoors. The purpose of an English camping guidebook is to give pupils all the knowledge they need about camping in a language they can readily understand.

This research's findings were systemically related to the earlier research about creating a guidebook associated with the previous research findings. Among five of the previous related researches, all of the findings show that the guidebook that created is very helpful and can be a supporting media in learning English even outside the class, which make it related the subject hobbies or majors. One of the related previous findings was from Reski (2021) under the title: "Development of a Travel Guidebook for Students of the Natsir Eco School Course in Tana Toraja".¹⁷ The result of all of the validations steps that have been conducted showed that the travel guidebook was appropriate and very helpful to be applied to Students of Natsir Eco School.

¹⁷ Reski, 2021, "Developing Tourism Guide Book for Students of Natsir Eco School. Course in Tana Toraja" Institut Agama Islam Negeri (IAIN) Palopo.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

1. Researchers used the 4-D model to design this book. The first step is define, the researcher carried out an analysis of student needs related to the product to be determined using a questionnaire. The second step is design, the researcher designed an English camping guidebook product based on data and the results of an analysis of student needs in the form of a questionnaire. The next step is to develop, researcher give the product to material experts and book development experts for validity and get suggestions for improving the product from validation experts by writing component the book and revise it again as a final product draft. And the final step is disseminated, the final product of the english Camping Guidebook ready to used and distributed to environmentalist students.

2. The environmentalist students perception toward the english camping guidebook were approved with an average student perception score of 4.4 with a percentage of 88% which met the requirements of "Very Good". Thus it stated that the english camping guidebook was designed to suit the needs of environmentalist students and the respondents were friendly, enthusiast and they wanted to use the product in their activity to improve their english skill.

B. IMPLICATION

Based on the conclusions in this study, namely the English Camping Guidebook for Environmentalist at the University of Andi Djemma Palopo, the implications obtained from this study are:

1. The theoretical implications of using the English Camping Guidebook for Environmentalist for students at the University of Andi Djemma Palopo are expected to enhance students English ability
2. Practical Implementation
 - a. For students can used as the learning media to increase their English vocabulary. In addition, the direct impact of this research is the equality of the research that used to support interesting media in learning process in English skill.
 - b. For further researchers can continue on the next research.

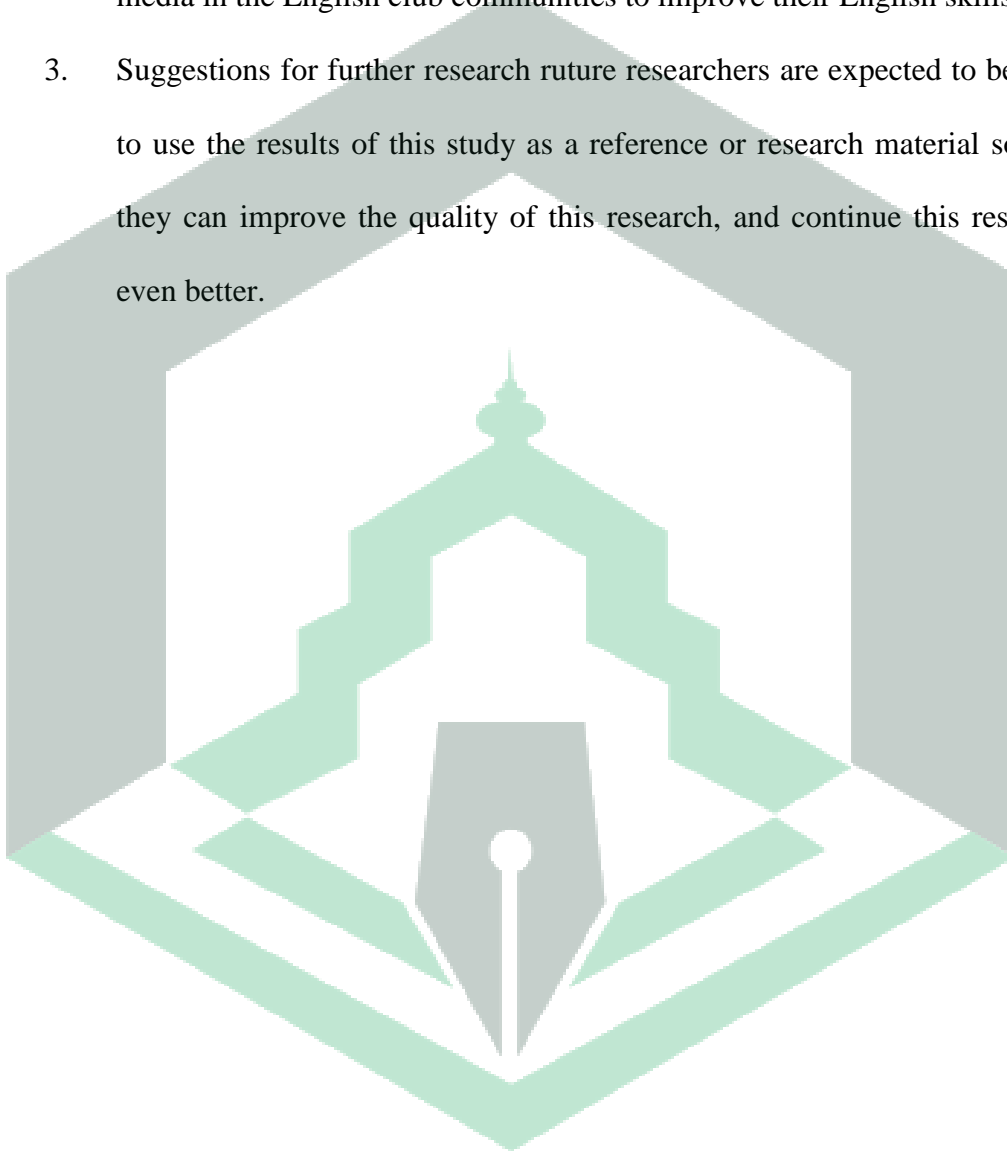
C. SUGGESTIONS

At this stage, the researcher wants to give some suggestions. That's advice for future students and researchers:

1. Suggestions for users/students should further improve their ability to master English vocabulary, and also are suggested to bring and use this

guidebook everywhere and anywhere, especially during nature lover activities and always practice.

2. Suggestion that the product from this research can be used as learning media in the English club communities to improve their English skills.
3. Suggestions for further research future researchers are expected to be able to use the results of this study as a reference or research material so that they can improve the quality of this research, and continue this research even better.



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SURAT IZIN MENELITI

APPENDIX 1





PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Alamat : Jl. K.H.M. Hasyim No 5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326049

ASLI

IZIN PENELITIAN

NOMOR : 464/PP/DPMPPTSP/IV/2023

DASAR HUKUM :

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

MEMBERIKAN IZIN KEPADA

Nama	: ULANDARI
Jenis Kelamin	: Perempuan
Alamat	: Jl. Iorong Lepas Kelas II Kota Palopo
Pekerjaan	: Pelajar/Mahasiswa
NIM	: 1802020069

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

DESIGNING ENGLISH CAMPING GUIDE BOOK FOR ENVIRONMENTALIST STUDENTS AT ANDI DJEMMA UNIVERSITY OF PALOPO

Lokasi Penelitian	: UNIVERSITAS ANDI DJEMMA PALOPO
Lamanya Penelitian	: 14 April 2023 s.d. 14 Juni 2023

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 : 17 April 2023
 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 : 19630414 200701 1 005

Tembusan :

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



APPENDIX 2
THE RESULTS OF THE INSTRUMENTS'
VALIDATION BY THE EXPERTS

LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI BAHASA

“Designing English Camping Guide Book for Environmentalist Students at Andi Djemma University of Palpo”

A. Petunjuk Pengisian

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

B. Penilaian Kelayakan

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

LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI MATERI

“Designing English Camping Guide Book for Environmentalist Students at Andi Djemma University of Palpo”

A. Petunjuk Pengisian

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

B. Penilaian Kelayakan

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

- | | | | | | | | |
|--|--|--|--|--|--|--|-------------------------------------|
| d. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang mudah dipahami sesuai dengan tingkat kemampuan berbahasa responden | | | | | | | <input checked="" type="checkbox"/> |
|--|--|--|--|--|--|--|-------------------------------------|

C. Komentar

.....

.....

.....

.....

D. Saran

- Hilah cara mendesain buku yang baik
- Tuliskan Sumber Questkownet.

.....

.....

.....

E. Kesimpulan

Instrument Kuesioner ini (lingkari salah satu pilihan):

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

Hilah Saran

.....

.....

.....

Palopo, 9 Mei 2023.
Penilai Kelayakan

g.
Madebang.SAg. M.Pd



APPENDIX 3

NEEDS ANALYSIS QUESTIONNAIRE

KUESIONER ANALISA KEBUTUHAN RESPONDEN

A. Data Responden

Nama :

B. Petunjuk Pengisian

Berilah tanda (✓) pada pilihan yang sesuai dengan yang paling menggambarkan keadaan anda saat ini atau sesuai kebutuhan anda terkait pembelajaran bahasa Inggris.

Usia :

Jenis Kelamin :

Criteria of the Question	Theory	Question
Necessities	According to Widdowson (1981), need refers to the present of future requirement of learners and what they expect to learn when they finish the language course.	1. Apakah anda membutuhkan English Camping Guide Book? a. Butuh b. Sangat butuh c. Kurang butuh d. Tidak butuh e. Lain-lainnya.....(Tuliskan bila ada)
Necessities	Hutchinson and Waters (1987) stated that the input of learning can be in form of text, dialogue, video-recording, diagram or any piece of communication data. It depends on the	2. Mengapa anda membutuhkan English Camping Guide Book? a. Sebagai panduan untuk berkemah b. Sebagai media panduan untuk turis pencinta alam c. Sebagai petunjuk terhindar dari

	<p>needs that the writer has defined in the analysis. The input provides: (1) stimulus materials for activities, (2) new language items, (3) correct models of language use, (4) topic for communication, (5) opportunities for learners to use their information processing skill, (6) opportunities for learners to use their existing knowledge of the language and the subject matter.</p>	<p>kesalahan ketika berkema d. Sebagai petunjuk penggunaan perlengkapan untuk berkemah (Survival kit) e. Lain-lainnya.....</p>
<p>Lack</p>	<p>Hutchinson and Waters (1987) classified the English proficiency into beginner and advanced that including basic (lower and upper), intermediate (lower and upper), and advanced. Beginner is the one that don't understand English or either just begin to learn or had already practiced English without any prior knowledge of English. As for advanced is communicating fluently on most topics, experiencing</p>	<p>3. Tingkat penguasaan bahasa Inggris saya saat ini..... a. Basic (lower), Mengetahui sedikit kosa kata dan ungkapan praktis dan penguasaan grammar terbatas. b. Basic (upper), dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami kesulitan pada kosa kata dan grammar. c. Intermediate (lower), dapat berkomunikasi dengan baik pada beberapa topik tertentu namun masih menemukan kesulitan</p>

	<p>ony minor difficulties in vocabulary, grammar, and pronunciation.</p>	<p>untuk topik-topik yang lain, masih mengalami beberapa kesulitan pada kosa kata, grammar, dan pelafalan</p> <p>d. Intermediate (upper), walaupun memiliki kesulitan dalam kosa kata, grammar, dan pelafalan, tapi mampu terbit dalam percakapan yang menyenangkan dan pada topik-topik yang dikenal.</p> <p>e. Advanced, mampu berkomunikasi dengan lancar baik dan benar.</p> <p>f. Lain-lainnya.....</p>
<p>Want</p>	<p>According to Alqahtani (2015: 25) vocabulary is the total number of words needed to communicate ideas and express the speaker's meaning.</p> <p>Burnes (1991:45) states that reading is to comprehend written discourse. Reader engages in an exchange of ideas with an author via the text in an interactive process.</p>	<p>4. Aspek apa yang ingin anda tingkatkan dalam bahasa Inggris? (jawaban bisa lebih dari satu)</p> <p>a. Vocabulary</p> <p>b. Reading</p> <p>c. Listening</p> <p>d. Writing</p> <p>e. Speaking</p> <p>f. Lain-lainnya.....(Tuliskan)</p>

	<p>Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning (Howatt and Dakin)</p> <p>According to Nunan (2003:88) writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.</p> <p>According to Mead and Rubin (1985), speaking is an interactive process in which an individual alternately takes the roles of speaker and listener, and which includes both verbal and nonverbal component.</p>	
	<p>According to Mahajan (2012:6-7), media are classified into seven</p>	<p>5. Media penunjang apa yang membantu dalam meningkatkan bahasa inggris anda? (jawaban</p>

<p>Want</p>	<p>categories such as: (1) Graphic Media: any printed media of any kind. Books, images, photographs, maps, charts, posters, graphs, and diagrams are just a few examples.</p> <p>(2) Display Media: a board, such as a chalkboard, bulletin board, flannel board, or peg board, that is used to display information in a small group. (3) Three-Dimensional Media: A media with a three-dimensional shape. Models, items, specimens, and puppets, for example. (4) Projected Media: a type of media in which the messages are displayed via a projector. Slides, filmstrips, transparencies, films, video cassettes, gramophones, and records, for example. (5) Audio Media: this is media that can only be heard. Radio, audio cassettes, gramophones, and records are examples. (6) Video</p>	<p>bisa lebih dari satu)</p> <p>a. Buku bergambar</p> <p>b. Video</p> <p>c. Audio seperti rekaman, lagu, dsb</p> <p>d. Pocketbook</p> <p>e. Lain-lainnya.....</p>
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	<p>Media: This type of media combines audio and visual elements, such as television, videocassettes, CDs, and computers. (7) Activity</p> <p>Media is a term that refers to any type of media that can be used to carry out a specific activity. Field trips, dramatization, presentation, and role-playing, for example.</p>	
<p>Want</p>	<p>According to Graves, materials development is the planning process by a teacher creating units and lessons those units to carry out the goals of the course. It takes place on a continuum of decision-making and creativity which ranges from being given a textbook and a timetable in which to develop all the materials will use in class</p>	<p>6. Bagaimana spesifikasi buku yang dapat menarik minat anda dalam belajar bahasa inggris? (Jawaban maksimal 3)</p> <ol style="list-style-type: none"> Buku yang berwarna Buku elektronik Buku yang di lengkapi gambar Buku yang dilengkapi dengan list kosa kata Buku yang disertai dengan latihan Lain-lainnya.....

<p>Want</p>		<p>7. Topik topik apa yang anda inginkan dalam English Camping Guide Book? (pilih minimal lebih dari satu)</p> <ul style="list-style-type: none"> a. Materi mengenai aktivitas-aktivitas berkemah b. Benda-benda perlengkapan berkemah c. Rambu-rambu berkemah d. Bahaya-bahaya ketika berkemah e. Cara pemilihan lokasi berkemah f. Lain-lainnya.....
<p>Want</p>	<p>According to Johnson, Johnson, & Holubec (2008 : 7) <i>Formal cooperative learning groups</i> ensure that students are actively involved in the intellectual work of organizing material, explaining it, summarizing it, and integrating it into existing conceptual structures. <i>Informal Cooperative Learning Groups</i> are ad-hoc groups that may last from a few minutes to a whole class period. The teacher uses</p>	<p>8. Aktivitas yang saya senangi dalam belajar bahasa inggris adalah.....(jawaban bisa lebih dari satu)</p> <ul style="list-style-type: none"> a. Story telling b. Roleplay (drama) c. Jigsaw d. Conversation e. Diskusi f. Presentasi g. Lain-lainnya.....(Tuliskan bila ada)

	<p>them during direct teaching to focus student attention on the material to be learned, set a mood conducive to learning, help set expectations about material, what the lesson will cover, ensure that students are cognitively processing the material being taught, and provide closure to an instructional session. The last type is <i>Cooperative Base Groups</i> that defined as long-term, heterogeneous cooperative learning groups with stable membership whose primary purpose is for members to give each other the support, help, encouragement, and assistance each needs to progress academically.</p>	
<p>Want</p>	<p>Tomlinson (2011) has noted that adaptation can be implemented by reducing, adding, omitting, modifying, and supplementing learning materials. He also proposes several basic principles of</p>	<p>9. Ukuran English Camping Guide Book yang saya inginkan adalah.....</p> <ol style="list-style-type: none"> Pocket book A 4 A 5 F 4 Lain-lainnya.....

	<p>developing learning materials which relevant to the materials development for language teaching.</p>	
<p>Want</p>	<p>There are eight principles that based on New Zealand approaches to teaching and learning. They draw on extensive research about effective teaching and the kinds of resources that support it. Each principle includes questions that publishers and resource developers can ask to ensure that the materials they produce will support effective teaching and have a positive impact on students' learning. The principle of eeffective educational resources are:</p> <p>(1) have a clear instructional purpose, (2) make positive connections with learners' knowledge, experience, and identity, (3) build knowledge about what is</p>	<p>10. Jika saya menggunakan English Camping Guide Book sebagai media belajar, desain yang saya inginkan adalah.....(jawaban bisa lebih dari satu)</p> <ol style="list-style-type: none"> Informasi ringkasan materi umum dalam camping Percakapan sehari dalam dunia pecampingan Tabel-table berisi kosakata camp Terdapat gambar pendukung untuk mempermudah dalam memahami isi buku Lain-lainnya.....

	required for achieving particular tasks, (4) are engaging, (5) support the use of assessment to enhance learning, (6) help teachers to understand what research is saying about effective teaching and to put it into practice, (7) are ethical, just, inclusive, and fair, (8) are well crafted, structured, and appropriate for their purpose.	
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KUESIONER ANALISA KEBUTUHAN RESPONDEN

A. Data Responden

Nama :
Usia :
Jenis Kelamin :

B. Petunjuk Pengisian

Berilah tanda (✓) pada pilihan yang sesuai dengan yang paling menggambarkan keadaan anda saat ini, serta sesuai dengan yang anda butuhkan dan inginkan terkait dengan buku panduan.

1. Apakah anda membutuhkan English Camping Guide Book?

- Butuh
- Sangat butuh
- Kurang butuh
- Tidak butuh
- Lain-lainnya.....(Tuliskan bila ada)

2. Mengapa anda membutuhkan English Camping Guide Book?

- Sebagai panduan untuk berkemah
- Sebagai media panduan untuk turis pencinta alam
- Sebagai petunjuk terhindar dari kesalahan ketika berkemah
- Sebagai petunjuk penggunaan perlengkapan untuk berkemah (Survival kit)
- Lain-lainnya.....

3. Tingkat penguasaan bahasa inggris saya saat ini.....

- Basic (lower), Mengetahui sedikit kosa kata dan ungkapan praktis dan penguasaan grammar terbatas.
- Basic (upper), dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami kesulitan pada kosa kata dan grammar.
- Intermediate (lower), dapat berkomunikasi dengan baik pada beberapa topik tertentu namun masih menemukan kesulitan untuk topik-topik yang lain, masih mengalami beberapa kesulitan pada kosa kata, grammar, dan pelafalan

Intermediate (upper), walaupun memiliki kesulitan dalam kosa kata, grammar, dan pelafalan, tapi mampu terbit dalam percakapan yang menyenangkan dan pada topik-topik yang dikenal.

Advanced, mampu berkomunikasi dengan lancar baik dan benar.

Lain-lainnya.....

4. Aspek apa yang ingin anda tingkatkan dalam bahasa inggris? (jawaban bisa lebih dari satu)

Vocabulary

Reading

Listening

Writing

Speaking

Lain-lainnya.....(Tuliskan)

5. Media penunjang apa yang membantu dalam meningkatkan bahasa inggris anda? (jawaban bisa lebih dari satu)

Buku bergambar

Video

Audio seperti rekaman, lagu, dsb

Pocketbook

Lain-lainnya.....

6. Bagaimana spesifikasi buku yang dapat menarik minat anda dalam belajar bahasa inggris? (Jawaban maksimal 3)

Buku yang berwarna

Buku elektronik

- Buku yang di lengkapi gambar
- Buku yang dilengkapi dengan list kosa kata
- Buku yang disertai dengan latihan
- Lain-lainnya.....

7. Topik topik apa yang anda inginkan dalam English Camping Guide Book? (pilih minimal lebih dari satu)

- Materi mengenai aktivitas-aktivitas berkemah
- Benda-benda perlengkapan berkemah
- Rambu-rambu berkemah
- Bahaya-bahaya ketika berkemah
- Cara pemilihan lokasi berkemah
- Lain-lainnya.....

8. Aktivitas yang saya senangi dalam belajar bahasa inggris adalah.....(jawaban bisa lebih dari satu)

- Story telling
- Roleplay (drama)
- Jigsaw
- Conversation
- Diskusi
- Presentasi
- Lain-lainnya.....(Tuliskan bila ada)

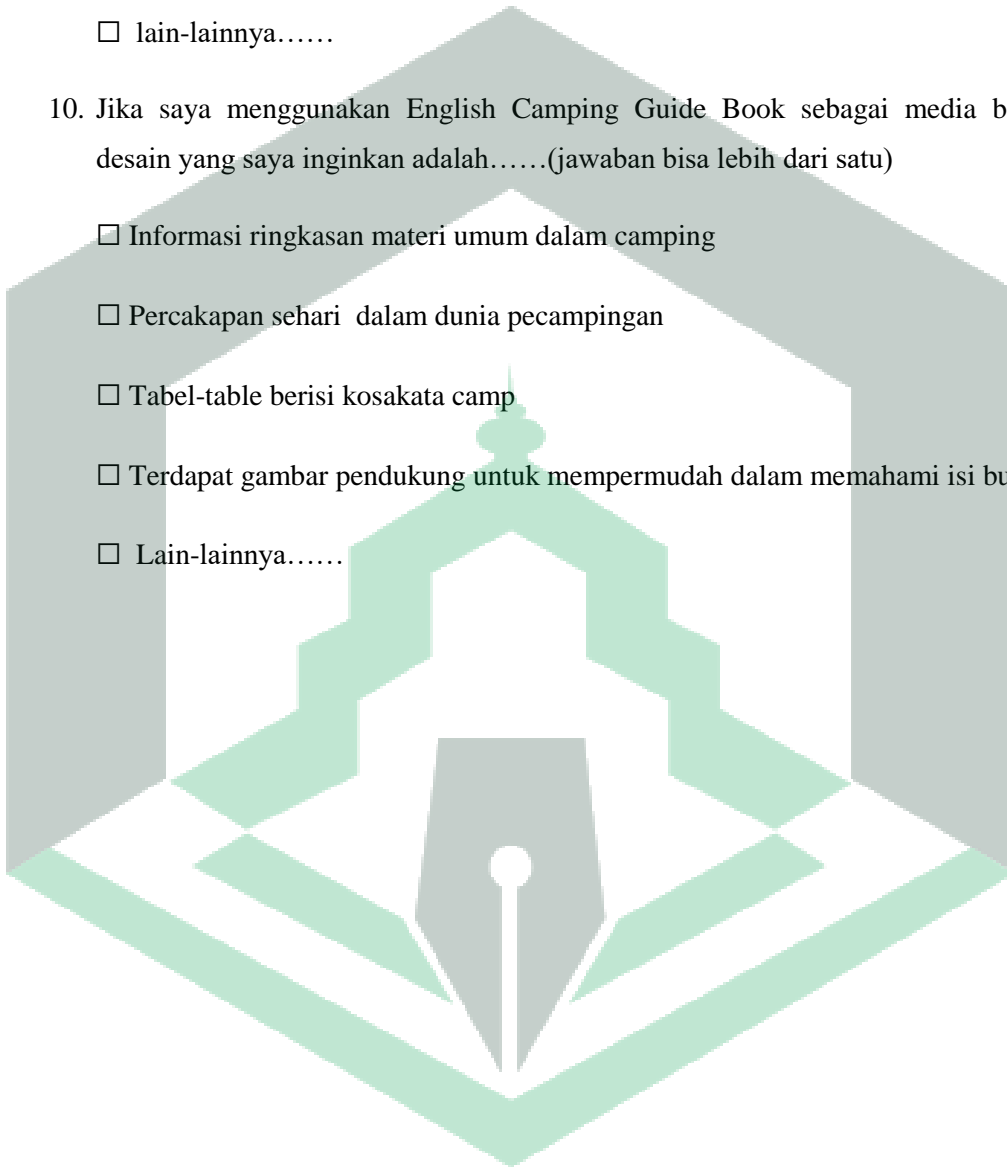
9. Ukuran English Camping Guide Book yang saya inginkan adalah.....

- Pocket book

- A 4
- A 5
- F 4
- lain-lainnya.....

10. Jika saya menggunakan English Camping Guide Book sebagai media belajar, desain yang saya inginkan adalah.....(jawaban bisa lebih dari satu)

- Informasi ringkasan materi umum dalam camping
- Percakapan sehari dalam dunia pecampingan
- Tabel-table berisi kosakata camp
- Terdapat gambar pendukung untuk mempermudah dalam memahami isi buku
- Lain-lainnya.....



APPENDIX 4
THE NEEDS ANALYSIS RESULT



KUESIONER ANALISA KEBUTUHAN RESPONDEN

"Designing English Camping Guide Book for Environmentalist Students at Andi Djemma University of Palopo"

A. Data Responden

Nama : Halimah
 Usia : 20
 Gender : Perempuan

B. Petunjuk Pengisian

Berilah tanda (✓) pada pilihan yang sesuai dengan yang paling menggambarkan keadaan anda saat ini, serta sesuai dengan yang anda butuhkan dan inginkan terkait dengan buku panduan.

Kusisioner ini dirancang untuk mengumpulkan data need analysis siswa terkait pembelajaran Bahasa Inggris. Informasi yang terdapat dalam kusisioner ini akan digunakan dalam penyusunan skripsi dan akan menjadi isi/materi dalam Guide Book (buku panduan) untuk meningkatkan bahasa inggris siswa.

1. Apakah anda membutuhkan English Camping Guide Book?

- Butuh
 Sangat butuh
 Kurang butuh
 Tidak butuh
 Lain-lainnya (Tuliskan bila ada)

2. Mengapa anda membutuhkan English Camping Guide Book?

- Sebagai panduan untuk berkemah
 Sebagai media panduan untuk turis pencinta alam
 Sebagai petunjuk terhindar dari kesalahan ketika berkemah
 Sebagai petunjuk penggunaan perlengkapan untuk berkemah (Survival kit)
 Lain-lainnya (Tuliskan bila ada)

3. Tingkat penguasaan bahasa Inggris saya saat ini.....

Basic (lower), Mengetahui sedikit kosakata dan ungkapan praktis dan penguasaan grammar terbatas.

Basic (upper), dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami kesulitan pada kosakata dan grammar.

Intermediate (lower), dapat berkomunikasi dengan baik pada beberapa topik tertentu namun masih menemukan kesulitan untuk topik-topik yang lain, masih mengalami beberapa kesulitan pada kosakata, grammar, dan pelafalan

Intermediate (upper), walaupun memiliki kesulitan dalam kosakata, grammar, dan pelafalan, tapi mampu terlibat dalam percakapan yang menyenangkan dan pada topik-topik yang dikenal.

Advanced, mampu berkomunikasi dengan lancar baik dan benar.

Lain-lainnya (Tuliskan bila ada)

.....

4. Aspek apa yang ingin anda tingkatkan dalam bahasa Inggris? (jawaban bisa lebih dari satu)

Vocabulary

Reading

Listening

Writing

Speaking

Lain-lainnya (Tuliskan bila ada)

.....

5. Media penunjang apa yang membantu dalam meningkatkan bahasa Inggris anda? (jawaban bisa lebih dari satu)

Buku bergambar

Video

Audio seperti rekaman, lagu, dsb

Pocketbook

Lain-lainnya (Tuliskan bila ada)

.....
6. Bagaimana spesifikasi buku yang dapat menarik minat anda dalam belajar bahasa inggris? (Jawaban maksimal 3)

- Buku yang berwarna
- Buku elektronik
- Buku yang di lengkapi gambar
- Buku yang dilengkapi dengan list kosa kata
- Buku yang disertai dengan latihan
- Lain-lainnya (Tuliskan bila ada)

.....
7. Topik topik apa yang anda inginkan dalam English Camping Guide Book? (pilih minimal lebih dari satu)

- Materi mengenai aktivitas-aktivitas berkemah
- Benda-benda perlengkapan berkemah
- Rambu-rambu berkemah
- Bahaya-bahaya ketika berkemah
- Cara pemilihan lokasi berkemah
- Lain-lainnya (Tuliskan bila ada)

.....
8. Aktivitas yang saya senangi dalam belajar bahasa inggris adalah.....(jawaban bisa lebih dari satu)

- Story telling
- Roleplay (drama)
- Jigsaw
- Conversation
- Diskusi
- Presentasi
- Lain-lainnya (Tuliskan bila ada)

.....
9. Ukuran English Camping Guide Book yang saya inginkan adalah.....

- Pocket book
- A 4
- A 5
- F 4
- Lain-lainnya (Tuliskan bila ada)

.....
10. Jika saya menggunakan English Camping Guide Book sebagai media belajar, desain yang saya inginkan adalah.....(jawaban bisa lebih dari satu)

- Informasi ringkasan materi umum dalam camping
- Percakapan sehari dalam dunia pecampiran
- Tabel-table berisi kosakata camping
- Terdapat gambar pendukung untuk mempermudah dalam memahami isi buku
- Lain-lainnya (Tuliskan bila ada)



KUESIONER ANALISA KEBUTUHAN RESPONDEN

"Designing English Camping Guide Book for Environmentalist Students at Andi Djemma University of Palopo"

A. Data Responden

Nama : Asril H. Makin
 Usia : 27 Hrn
 Gender : Laki

B. Petunjuk Pengisian

Berilah tanda (✓) pada pilihan yang sesuai dengan yang paling menggambarkan keadaan anda saat ini, serta sesuai dengan yang anda butuhkan dan inginkan terkait dengan buku panduan.

Kusioner ini dirancang untuk mengumpulkan data need analysis siswa terkait pembelajaran Bahasa Inggris. Informasi yang terdapat dalam kusioner ini akan digunakan dalam penyusunan skripsi dan akan menjadi isi/inateri dalam Guide Book (buku panduan) untuk meningkatkan bahasa inggris siswa.

1. Apakah anda membutuhkan English Camping Guide Book?

- Butuh
- Sangat butuh
- Kurang butuh
- Tidak butuh
- Lain-lainnya (Tuliskan bila ada)

2. Mengapa anda membutuhkan English Camping Guide Book?

- Sebagai panduan untuk berkemah
- Sebagai media panduan untuk turis pencinta alam
- Sebagai petunjuk terhindar dari kesalahan ketika berkemah
- Sebagai petunjuk penggunaan perlengkapan untuk berkemah (Survival kit)
- Lain-lainnya (Tuliskan bila ada)

3. Tingkat penguasaan bahasa inggris saya saat ini.....

Basic (lower), Mengetahui sedikit kosa kata dan ungkapan praktis dan penguasaan grammar terbatas.

Basic (upper), dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami kesulitan pada kosa kata dan grammar.

Intermediate (lower), dapat berkomunikasi dengan baik pada beberapa topik tertentu namun masih menemukan kesulitan untuk topik-topik yang lain, masih mengalami beberapa kesulitan pada kosa kata, grammar, dan pelafalan

Intermediate (upper), walaupun memiliki kesulitan dalam kosa kata, grammar, dan pelafalan, tapi mampu terbit dalam percakapan yang menyenangkan dan pada topik-topik yang dikenal.

Advanced, mampu berkomunikasi dengan lancar baik dan benar.

Lain-lainnya (Tuliskan bila ada)

4. Aspek apa yang ingin anda tingkatkan dalam bahasa inggris? (jawaban bisa lebih dari satu)

Vocabulary

Reading

Listening

Writing

Speaking

Lain-lainnya (Tuliskan bila ada)

5. Media penunjang apa yang membantu dalam meningkatkan bahasa inggris anda? (jawaban bisa lebih dari satu)

Buku bergambar

Video

Audio seperti rekaman, lagu, dsb

Pocketbook

Lain-lainnya (Tuliskan bila ada)

.....
6. Bagaimana spesifikasi buku yang dapat menarik minat anda dalam belajar bahasa inggris? (Jawaban maksimal 3)

- Buku yang berwarna
- Buku elektronik
- Buku yang di lengkapi gambar
- Buku yang dilengkapi dengan list kosa kata
- Buku yang disertai dengan latihan
- Lain-lainnya (Tuliskan bila ada)

.....
7. Topik topik apa yang anda inginkan dalam English Camping Guide Book? (pilih minimal lebih dari satu)

- Materi mengenai aktivitas-aktivitas berkemah
- Benda-benda perlengkapan berkemah
- Rambu-rambu berkemah
- Bahaya-bahaya ketika berkemah
- Cara pemilihan lokasi berkemah
- Lain-lainnya (Tuliskan bila ada)

.....
8. Aktivitas yang saya senangi dalam belajar bahasa inggris adalah....(jawaban bisa lebih dari satu)

- Story telling
- Roleplay (drama)
- Jigsaw
- Conversation
- Diskusi
- Presentasi
- Lain-lainnya (Tuliskan bila ada)

.....
9. Ukuran English Camping Guide Book yang saya inginkan adalah.....

Pocket book

A 4

A 5

F 4

Lain-lainnya (Tuliskan bila ada)

.....

10. Jika saya menggunakan English Camping Guide Book sebagai media belajar, desain yang saya inginkan adalah.....(jawaban bisa lebih dari satu)

Informasi ringkasan materi umum dalam camping

Percakapan sehari dalam dunia pecampingan

Tabel-table berisi kosakata camping

Terdapat gambar pendukung untuk mempermudah dalam memahami isi buku

Lain-lainnya (Tuliskan bila ada)

.....

KUESIONER ANALISA KEBUTUHAN RESPONDEN**"Designing English Camping Guide Book for Environmentalist Students at
Andi Djemma University of Palopo"**

A. Data Responden

Nama : *Gais Muqtashum A.M*
Usia : *22 Thn*
Gender : *laki-laki*

B. Petunjuk Pengisian

Berilah tanda (✓) pada pilihan yang sesuai dengan yang paling menggambarkan keadaan anda saat ini, serta sesuai dengan yang anda butuhkan dan inginkan terkait dengan buku panduan.

Kusioner ini dirancang untuk mengumpulkan data need analysis siswa terkait pembelajaran Bahasa Inggris. Informasi yang terdapat dalam kusioner ini akan digunakan dalam penyusunan skripsi dan akan menjadi isi/materi dalam Guide Book (buku panduan) untuk meningkatkan bahasa inggris siswa.

1. Apakah anda membutuhkan English Camping Guide Book?

- Butuh
 Sangat butuh
 Kurang butuh
 Tidak butuh
 Lain-lainnya (Tuliskan bila ada)

2. Mengapa anda membutuhkan English Camping Guide Book?

- Sebagai panduan untuk berkemah
 Sebagai media panduan untuk turis pencinta alam
 Sebagai petunjuk terhindar dari kesalahan ketika berkemah
 Sebagai petunjuk penggunaan perlengkapan untuk berkemah (Survival kit)
 Lain-lainnya (Tuliskan bila ada)

3. Tingkat penguasaan bahasa Inggris saya saat ini.....

Basic (lower), Mengetahui sedikit kosakata dan ungkapan praktis dan penguasaan grammar terbatas.

Basic (upper), dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami kesulitan pada kosakata dan grammar.

Intermediate (lower), dapat berkomunikasi dengan baik pada beberapa topik tertentu namun masih menemukan kesulitan untuk topik-topik yang lain, masih mengalami beberapa kesulitan pada kosakata, grammar, dan pelafalan.

Intermediate (upper), walaupun memiliki kesulitan dalam kosakata, grammar, dan pelafalan, tapi mampu terlibat dalam percakapan yang menyenangkan dan pada topik-topik yang dikenal.

Advanced, mampu berkomunikasi dengan lancar baik dan benar.

Lain-lainnya (Tuliskan bila ada)

.....

4. Aspek apa yang ingin anda tingkatkan dalam bahasa Inggris? (jawaban bisa lebih dari satu)

Vocabulary

Reading

Listening

Writing

Speaking

Lain-lainnya (Tuliskan bila ada)

.....

5. Media penunjang apa yang membantu dalam meningkatkan bahasa Inggris anda? (jawaban bisa lebih dari satu)

Buku bergambar

Video

Audio seperti rekaman, lagu, dsb

Pocketbook

Lain-lainnya (Tuliskan bila ada)

6. Bagaimana spesifikasi buku yang dapat menarik minat anda dalam belajar bahasa inggris? (Jawaban maksimal 3)

- Buku yang berwarna
- Buku elektronik
- Buku yang di lengkapi gambar
- Buku yang dilengkapi dengan list kosa kata
- Buku yang disertai dengan latihan
- Lain-lainnya (Tuliskan bila ada)

7. Topik topik apa yang anda inginkan dalam English Camping Guide Book? (pilih minimal lebih dari satu)

- Materi mengenai aktivitas-aktivitas berkemah
- Benda-benda perlengkapan berkemah
- Rambu-rambu berkemah
- Bahaya-bahaya ketika berkemah
- Cara pemilihan lokasi berkemah
- Lain-lainnya (Tuliskan bila ada)

8. Aktivitas yang saya senangi dalam belajar bahasa inggris adalah.....(jawaban bisa lebih dari satu)

- Story telling
- Roleplay (drama)
- Jigsaw
- Conversation
- Diskusi
- Presentasi
- Lain-lainnya (Tuliskan bila ada)

9. Ukuran English Camping Guide Book yang saya inginkan adalah.....

- Pocket book
- A 4
- A 5
- F 4
- Lain-lainnya (Tuliskan bila ada)

10. Jika saya menggunakan English Camping Guide Book sebagai media belajar, desain yang saya inginkan adalah..... (jawaban bisa lebih dari satu)

- Informasi ringkasan materi umum dalam camping
- Percakapan sehari dalam dunia pecampingan
- Tabel-table berisi kosakata camping
- Terdapat gambar pendukung untuk mempermudah dalam memahami isi buku
- Lain-lainnya (Tuliskan bila ada)

KUESIONER ANALISA KEBUTUHAN RESPONDEN**"Designing English Camping Guide Book for Environmentalist Students at
Andi Djemma University of Palopo"****A. Data Responden**

Nama : Aisyah MPA
Usia : 19
Gender : Perempuan

B. Petunjuk Pengisian

Berilah tanda (✓) pada pilihan yang sesuai dengan yang paling menggambarkan keadaan anda saat ini, serta sesuai dengan yang anda butuhkan dan inginkan terkait dengan buku panduan.

Kusioner ini dirancang untuk mengumpulkan data need analysis siswa terkait pembelajaran Bahasa Inggris. Informasi yang terdapat dalam kusioner ini akan digunakan dalam penyusunan skripsi dan akan menjadi isi/materi dalam Guide Book (buku panduan) untuk meningkatkan bahasa inggris siswa.

1. Apakah anda membutuhkan English Camping Guide Book?

- Butuh
 Sangat butuh
 Kurang butuh
 Tidak butuh
 Lain-lainnya (Tuliskan bila ada)

2. Mengapa anda membutuhkan English Camping Guide Book?

- Sebagai panduan untuk berkemah
 Sebagai media panduan untuk turis pencinta alam
 Sebagai petunjuk terhindar dari kesalahan ketika berkemah
 Sebagai petunjuk penggunaan perlengkapan untuk berkemah (Survival kit)
 Lain-lainnya (Tuliskan bila ada)

3. Tingkat penguasaan bahasa inggris saya saat ini.....

Basic (lower), Mengetahui sedikit kosa kata dan ungkapan praktis dan penguasaan grammar terbatas.

Basic (upper), dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami kesulitan pada kosa kata dan grammar.

Intermediate (lower), dapat berkomunikasi dengan baik pada beberapa topik tertentu namun masih menemukan kesulitan untuk topik-topik yang lain, masih mengalami beberapa kesulitan pada kosa kata, grammar, dan pelafalan

Intermediate (upper), walaupun memiliki kesulitan dalam kosa kata, grammar, dan pelafalan, tapi mampu terbit dalam percakapan yang menyenangkan dan pada topik-topik yang dikenal.

Advanced, mampu berkomunikasi dengan lancar baik dan benar.

Lain-lainnya (Tuliskan bila ada)

4. Aspek apa yang ingin anda tingkatkan dalam bahasa inggris? (jawaban bisa lebih dari satu)

Vocabulary

Reading

Listening

Writing

Speaking

Lain-lainnya (Tuliskan bila ada)

5. Media penunjang apa yang membantu dalam meningkatkan bahasa inggris anda? (jawaban bisa lebih dari satu)

Buku bergambar

Video

Audio seperti rekaman, lagu, dsb

Pocketbook

Lain-lainnya (Tuliskan bila ada)

.....
6. Bagaimana spesifikasi buku yang dapat menarik minat anda dalam belajar bahasa inggris? (Jawaban maksimal 3)

- Buku yang berwarna
- Buku elektronik
- Buku yang di lengkapi gambar
- Buku yang dilengkapi dengan list kosa kata
- Buku yang disertai dengan latihan
- Lain-lainnya (Tuliskan bila ada)

.....
7. Topik topik apa yang anda inginkan dalam English Camping Guide Book? (pilih minimal lebih dari satu)

- Materi mengenai aktivitas-aktivitas berkemah
- Benda-benda perlengkapan berkemah
- Rambu-rambu berkemah
- Bahaya-bahaya ketika berkemah
- Cara pemilihan lokasi berkemah
- Lain-lainnya (Tuliskan bila ada)

.....
8. Aktivitas yang saya senangi dalam belajar bahasa inggris adalah.....(jawaban bisa lebih dari satu)

- Story telling
- Roleplay (drama)
- Jigsaw
- Conversation
- Diskusi
- Presentasi
- Lain-lainnya (Tuliskan bila ada)

.....
9. Ukuran English Camping Guide Book yang saya inginkan adalah.....

Pocket book

A 4

A 5

F 4

Lain-lainnya (Tuliskan bila ada)

.....

10. Jika saya menggunakan English Camping Guide Book sebagai media belajar, desain yang saya inginkan adalah.....(jawaban bisa lebih dari satu)

Informasi ringkasan materi umum dalam camping

Percakapan sehari dalam dunia pecampingan

Tabel-table berisi kosakata camping

Terdapat gambar pendukung untuk mempermudah dalam memahami isi buku

Lain-lainnya (Tuliskan bila ada)

.....

KUESIONER ANALISA KEBUTUHAN RESPONDEN

"Designing English Camping Guide Book for Environmentalist Students at Andi Djemma University of Palopo"

A. Data Responden

Nama : Agung Budiwitajama
 Usia : 22 Tahun
 Gender : Laki - Laki

B. Petunjuk Pengisian

Berilah tanda (✓) pada pilihan yang sesuai dengan yang paling menggambarkan keadaan anda saat ini, serta sesuai dengan yang anda butuhkan dan inginkan terkait dengan buku panduan.

Kusioner ini dirancang untuk mengumpulkan data need analysis siswa terkait pembelajaran Bahasa Inggris. Informasi yang terdapat dalam kusioner ini akan digunakan dalam penyusunan skripsi dan akan menjadi isi/materi dalam Guide Book (buku panduan) untuk meningkatkan bahasa inggris siswa.

1. Apakah anda membutuhkan English Camping Guide Book?

- Butuh
 Sangat butuh
 Kurang butuh
 Tidak butuh
 Lain-lainnya (Tuliskan bila ada)

2. Mengapa anda membutuhkan English Camping Guide Book?

- Sebagai panduan untuk berkemah
 Sebagai media panduan untuk turis pencinta alam
 Sebagai petunjuk terhindar dari kesalahan ketika berkemah
 Sebagai petunjuk penggunaan perlengkapan untuk berkemah (Survival kit)
 Lain-lainnya (Tuliskan bila ada)

3. Tingkat penguasaan bahasa inggris saya saat ini.....

- Basic (lower), Mengetahui sedikit kosa kata dan ungkapan praktis dan penguasaan grammar terbatas.
- Basic (upper), dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami kesulitan pada kosa kata dan grammar.
- Intermediate (lower), dapat berkomunikasi dengan baik pada beberapa topik tertentu namun masih menemukan kesulitan untuk topik-topik yang lain, masih mengalami beberapa kesulitan pada kosa kata, grammar, dan pelafalan
- Intermediate (upper), walaupun memiliki kesulitan dalam kosa kata, grammar, dan pelafalan, tapi mampu terbit dalam percakapan yang menyenangkan dan pada topik-topik yang dikenal.
- Advanced, mampu berkomunikasi dengan lancar baik dan benar.
- Lain-lainnya (Tuliskan bila ada)

4. Aspek apa yang ingin anda tingkatkan dalam bahasa inggris? (jawaban bisa lebih dari satu)

- Vocabulary
- Reading
- Listening
- Writing
- Speaking
- Lain-lainnya (Tuliskan bila ada)

5. Media penunjang apa yang membantu dalam meningkatkan bahasa inggris anda? (jawaban bisa lebih dari satu)

- Buku bergambar
- Video
- Audio seperti rekaman, lagu, dsb
- Pocketbook
- Lain-lainnya (Tuliskan bila ada)

.....
6. Bagaimana spesifikasi buku yang dapat menarik minat anda dalam belajar bahasa inggris? (Jawaban maksimal 3)

- Buku yang berwarna
- Buku elektronik
- Buku yang di lengkapi gambar
- Buku yang dilengkapi dengan list kosa kata
- Buku yang disertai dengan latihan
- Lain-lainnya (Tuliskan bila ada)

.....
7. Topik topik apa yang anda inginkan dalam English Camping Guide Book? (pilih minimal lebih dari satu)

- Materi mengenai aktivitas-aktivitas berkemah
- Benda-benda perlengkapan berkemah
- Rambu-rambu berkemah
- Bahaya-bahaya ketika berkemah
- Cara pemilihan lokasi berkemah
- Lain-lainnya (Tuliskan bila ada)

.....
8. Aktivitas yang saya senangi dalam belajar bahasa inggris adalah....(jawaban bisa lebih dari satu)

- Story telling
- Roleplay (drama)
- Jigsaw
- Conversation
- Diskusi
- Presentasi
- Lain-lainnya (Tuliskan bila ada)

.....
9. Ukuran English Camping Guide Book yang saya inginkan adalah....

Pocket book

A 4

A 5

F 4

Lain-lainnya (Tuliskan bila ada)

.....

10. Jika saya menggunakan English Camping Guide Book sebagai media belajar, desain yang saya inginkan adalah.....(jawaban bisa lebih dari satu)

Informasi ringkasan materi umum dalam camping

Percakapan sehari dalam dunia pecampingan

Tabel-table berisi kosakata camping

Terdapat gambar pendukung untuk mempermudah dalam memahami isi buku

Lain-lainnya (Tuliskan bila ada)

.....



KUESIONER EVALUASI UNTUK AHLI *DESIGN AND LAYOUT*

A. Data Responden

Nama : Fadhlillah R MUIN, M.Pd
 Umur : -
 Jenis Kelamin : -
 Pendidikan : S1 S2 S3 Professor
 Pengalaman Mengajar : 0-2 tahun
 2-4 tahun
 4-6 tahun
 \geq 6 tahun

B. Tabel Evaluasi

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

Keterangan Poin Validitas:

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

No	Pernyataan	5	4	3	2	1
A. Isi						
1.	Cakupan <i>camping guide</i> dalam <i>guide book</i> sesuai dengan kebutuhan mahasiswa pencinta alam Universitas Andi Djemma Palopo		✓			
2.	Kedalaman <i>camping guide</i> dalam <i>guide book</i> untuk mahasiswa pencinta alam universitas Andi Djemma Palopo memadai		✓			
3.	Keaslian <i>camping guide</i> dalam <i>guide book</i> untuk mahasiswa pencinta alam Universitas Andi Djemma Palopo memadai			✓		

Rangkuman Kualitatif:					
B. Bahasa					
4.	<i>Camping guide</i> yang digunakan dalam <i>guide book</i> sesuai dengan tata bahasa dengan benar.		✓		
5.	<i>Camping guide</i> yang disajikan dalam <i>guide book</i> sesuai dengan tingkatan perkembangan kognitif mahasiswa.			✓	
6.	<i>Camping guide</i> yang disajikan mudah dipahami		✓		
7.	Keseluruhan <i>camping guide</i> sesuai dengan kemampuan berbahasa mahasiswa.			✓	
Rangkuman Kualitatif:					
C. Input					
8.	Input <i>camping guide</i> dalam <i>guide book</i> membantu mahasiswa meningkatkan <i>speaking skill</i> .		✓		
9.	Input <i>camping guide</i> dalam <i>guide book</i> sesuai dengan kemampuan mahasiswa pencinta alam Universitas Andi Djemma Palopo			✓	
10.	Input <i>camping guide</i> dalam <i>guide book</i> menarik.		✓		
11.	Input <i>camping guide</i> dalam <i>guide book</i> sesuai dengan kemampuan berbahasa mahasiswa pencinta alam Universitas Andi Djemma Palopo			✓	
12.	Input <i>camping guide</i> dalam <i>guide book</i> mencakup struktur bahasa yang benar.		✓		
13.	Pilihan <i>camping guide</i> sesuai dengan karakteristik mahasiswa.			✓	
14.	Input <i>camping guide</i> dalam <i>guide book</i> dapat menambah wawasan mahasiswa pencinta alam Universitas Andi Djemma Palopo		✓		

Rangkuman Kualitatif:					
D. Desain dan Layout					
15.	Sampul <i>guide book</i> menarik.		✓		
16.	Jenis <i>font</i> yang digunakan sudah bagus.		✓		
17.	Tampilan isi <i>guide book</i> jelas.		✓		
18.	Penggunaan tanda baca tepat.		✓		
19.	Susunan <i>camping guide</i> dalam <i>guide book</i> sistematis.		✓		
20.	Sumber dalam <i>guide book camping</i> jelas.			✓	
21.	Jarak spasi sesuai.		✓		
Rangkuman Kualitatif:					


C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *Camping guide book* yang dikembangkan:

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

Palopo, 23/8/2025

Penilai Keayakan


 Fedil Yah R MUM

KUESIONER EVALUASI UNTUK AHLI BAHASA

A. Data Responden

Nama : Andi Teanisarima Syau, S.Pd, M.Pd.
 Umur : > 30 tahun
 Jenis Kelamin : Perempuan
 Pendidikan : S1 S2 S3 Professor
 Pengalaman Mengajar : 0-2 tahun
 2-4 tahun
 4-6 tahun
 \geq 6 tahun

B. Tabel Evaluasi

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

Keterangan Poin Validitas:

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

No	Pernyataan	5	4	3	2	1
A. Isi						
1.	Cakupan <i>camping guide</i> dalam <i>guide book</i> sesuai dengan kebutuhan mahasiswa pencinta alam Universitas Andi Djemma Palopo		✓			
2.	Kedalaman <i>camping guide</i> dalam <i>guide book</i> untuk mahasiswa pencinta alam universitas Andi Djemma Palopo memadai		✓			
3.	Keaslian <i>camping guide</i> dalam <i>guide book</i> untuk mahasiswa pencinta alam Universitas Andi Djemma Palopo memadai		✓			

Rangkuman Kualitatif:					
B. Bahasa					
4.	<i>Camping guide</i> yang digunakan dalam <i>guide book</i> sesuai dengan tata bahasa dengan benar.		✓		
5.	<i>Camping guide</i> yang disajikan dalam <i>guide book</i> sesuai dengan tingkatan perkembangan kognitif mahasiswa.		✓		
6.	<i>Camping guide</i> yang disajikan mudah dipahami		✓		
7.	Keseluruhan <i>camping guide</i> sesuai dengan kemampuan berbahasa mahasiswa.		✓		
Rangkuman Kualitatif:					
C. Input					
8.	Input <i>camping guide</i> dalam <i>guide book</i> membantu mahasiswa meningkatkan <i>speaking skill</i> .		✓		
9.	Input <i>camping guide</i> dalam <i>guide book</i> sesuai dengan kemampuan mahasiswa pencinta alam Universitas Andi Djemma Palopo		✓		
10.	Input <i>camping guide</i> dalam <i>guide book</i> menarik.		✓		
11.	Input <i>camping guide</i> dalam <i>guide book</i> sesuai dengan kemampuan berbahasa mahasiswa pencinta alam Universitas Andi Djemma Palopo		✓		
12.	Input <i>camping guide</i> dalam <i>guide book</i> mencakup struktur bahasa yang benar.		✓		
13.	Pilihan <i>camping guide</i> sesuai dengan karakteristik mahasiswa.		✓		
14.	Input <i>camping guide</i> dalam <i>guide book</i> dapat menambah wawasan mahasiswa pencinta alam Universitas Andi Djemma Palopo		✓		

KUESIONER EVALUASI UNTUK MATERI

A. Data Responden

Nama : *Wadehang*
 Umur : *50 thn*
 Jenis Kelamin : *Laki-laki*
 Pendidikan : S1 S2 S3 Professor
 Pengalaman Mengajar : 0-2 tahun
 2-4 tahun
 4-6 tahun
 ≥6 tahun

B. Tabel Evaluasi

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

Keterangan Poin Validitas:

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

No	Pernyataan	5	4	3	2	1
A. Isi						
1.	Cakupan <i>camping guide</i> dalam <i>guide book</i> sesuai dengan kebutuhan mahasiswa pencinta alam Universitas Andi Djemma Palopo	✓				
2.	Kedalaman <i>camping guide</i> dalam <i>guide book</i> untuk mahasiswa pencinta alam universitas Andi Djemma Palopo memadai	✓				
3.	Keaslian <i>camping guide</i> dalam <i>guide book</i> untuk mahasiswa pencinta alam Universitas Andi Djemma Palopo memadai	✓				

Rangkuman Kualitatif:					
B. Bahasa					
4.	<i>Camping guide</i> yang digunakan dalam <i>guide book</i> sesuai dengan tata bahasa dengan benar.	✓			
5.	<i>Camping guide</i> yang disajikan dalam <i>guide book</i> sesuai dengan tingkatan perkembangan kognitif mahasiswa.	✓			
6.	<i>Camping guide</i> yang disajikan mudah dipahami	✓			
7.	Keseluruhan <i>camping guide</i> sesuai dengan kemampuan berbahasa mahasiswa.		✓		
Rangkuman Kualitatif:					
C. Input					
8.	Input <i>camping guide</i> dalam <i>guide book</i> membantu mahasiswa meningkatkan <i>speaking skill</i> .	✓			
9.	Input <i>camping guide</i> dalam <i>guide book</i> sesuai dengan kemampuan mahasiswa pencinta alam Universitas Andi Djemma Palopo	✓			
10.	Input <i>camping guide</i> dalam <i>guide book</i> menarik.	✓			
11.	Input <i>camping guide</i> dalam <i>guide book</i> sesuai dengan kemampuan berbahasa mahasiswa pencinta alam Universitas Andi Djemma Palopo	✓			
12.	Input <i>camping guide</i> dalam <i>guide book</i> mencakup struktur bahasa yang benar.	✓			
13.	Pilihan <i>camping guide</i> sesuai dengan karakteristik mahasiswa.	✓			
14.	Input <i>camping guide</i> dalam <i>guide book</i> dapat menambah wawasan mahasiswa pencinta alam Universitas Andi Djemma Palopo	✓			

Rangkuman Kualitatif:

D. Desain dan Layout

15.	Sampul <i>guide book</i> menarik.								
16.	Jenis <i>font</i> yang digunakan sudah bagus.								
17.	Tampilan isi <i>guide book</i> jelas.								
18.	Penggunaan tanda baca tepat.								
19.	Susunan <i>camping guide</i> dalam <i>guide book</i> sistematis.								
20.	Sumber dalam <i>guide book camping</i> jelas.								
21.	Jarak spasi sesuai.								

Rangkuman Kualitatif:

C. Kesimpulan

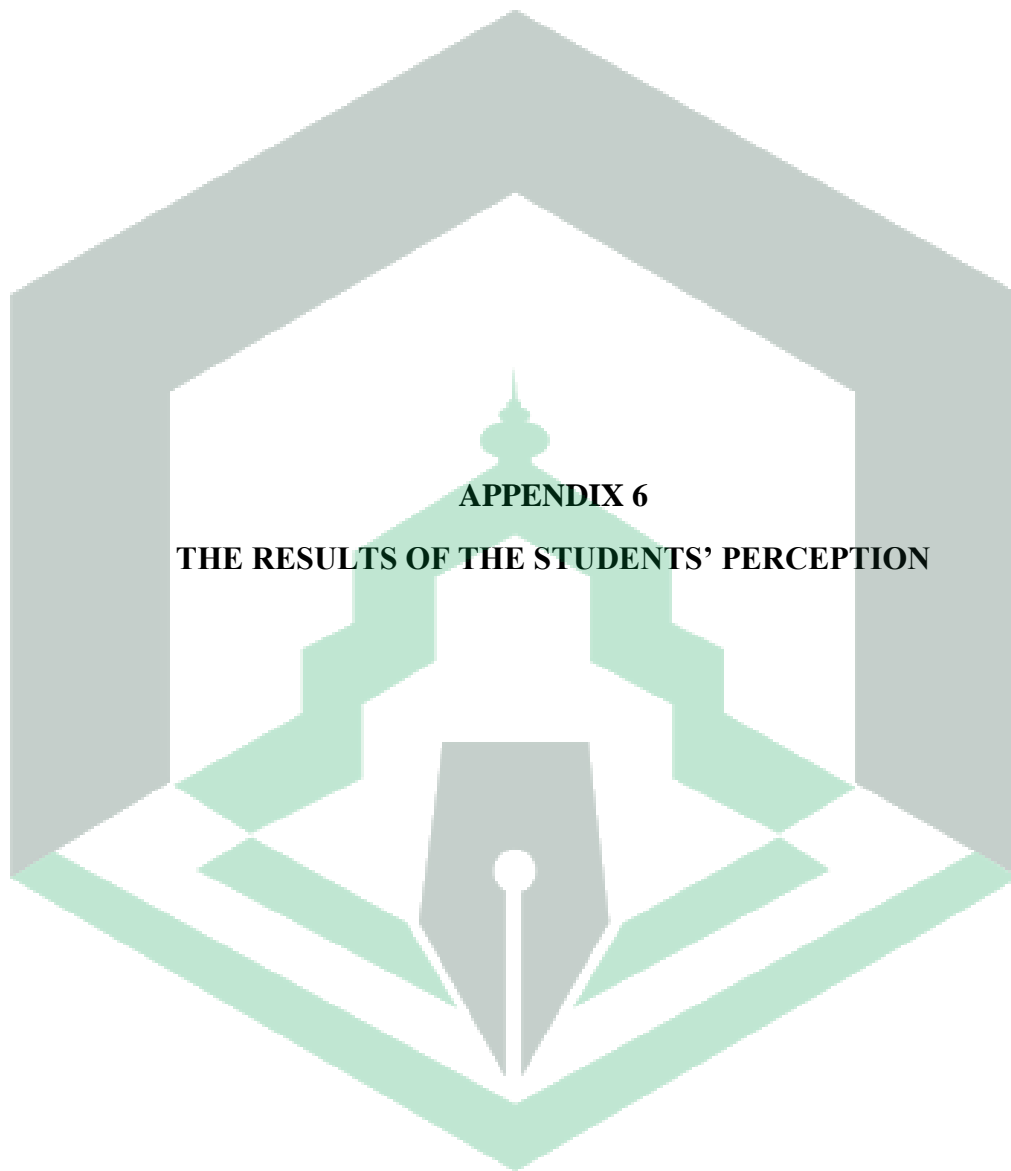
Secara umum, pendapat Bapak/Ibu terhadap *Camping guide book* yang dikembangkan:

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

Palopo, 21/8/2023

Penilai Kelayakan

Madehanj



KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

"Designing English camping Guide Book for Environmentalist students at Andi Djemma University of Palopo"

A. Data Responden

Nama : *Alsyah MPA*
 Usia : *20 Tahun*
 Gender : *Perempuan*

B. Tabel Evaluasi

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

Keterangan:

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

C. Penilaian Kelayakan

No	Pernyataan	1	2	3	4	5
1	Materi yang disajikan dalam <i>camping guide book</i> sesuai dengan pemula.				✓	
2	Materi dalam <i>camping guide book</i> sesuai dengan kebutuhan mahasiswa pencinta alam Universitas Andi Djemma Palopo.				✓	
3	Materi dalam <i>camping guide book</i> secara keseluruhan beragam.				✓	
4	Materi yang disajikan dalam <i>camping guide book</i> mampu meningkatkan vocabulary dan meningkatkan mahasiswa pencinta alam Universitas Andi Djemma Palopo.					✓
5	Materi dalam <i>camping guide book</i> secara keseluruhan menarik.				✓	
6	Topik-topik materi dalam <i>camping guide book</i> sesuai					

	dengan kebutuhan mahasiswa pencinta alam Universitas Andi Djemma Palopo.				✓	
7	Topik-topik materi dalam <i>camping guide book</i> mudah dipelajari dan diaplikasikan dalam kegiatan kepengcinta alaman.				✓	
8	Pemilihan jenis dan ukuran font dalam <i>camping guide book</i> menarik dan mudah dibaca.				✓	
9	Pemilihan warna dalam <i>camping guide book</i> tepat dan menarik dan nyaman dibaca.				✓	
10	Tampilan <i>camping guide book</i> pada setiap halaman menarik					✓
11	Ukuran <i>camping guide book</i> sudah tepat, praktis, dan mudah dibawa kemana-mana.				✓	
12	Sampul <i>camping guide book</i> menarik				✓	
13	Desain <i>camping guide book</i> menarik					✓

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

"Designing English camping Guide Book for Environmentalist students at Andi Djemma University of Palopo"

A. Data Responden

Nama : April H. Makin
 Usia : 27 thn
 Gender : laki-laki

B. Tabel Evaluasi

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

Keterangan:

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

C. Penilaian Kelayakan

No	Pernyataan	1	2	3	4	5
1	Materi yang disajikan dalam <i>camping guide book</i> sesuai dengan pemula.				✓	
2	Materi dalam <i>camping guide book</i> sesuai dengan kebutuhan mahasiswa pencinta alam Universitas Andi Djemma Palopo.					✓
3	Materi dalam <i>camping guide book</i> secara keseluruhan beragam.				✓	
4	Materi yang disajikan dalam <i>camping guide book</i> mampu meningkatkan vocabulary dan speaking mahasiswa pencinta alam Universitas Andi Djemma Palopo.				✓	
5	Materi dalam <i>camping guide book</i> secara keseluruhan menarik.					✓
6	Topik-topik materi dalam <i>camping guide book</i> sesuai					✓

	dengan kebutuhan mahasiswa pencinta alam Universitas Andi Djemma Palopo.						
7	Topik-topik materi dalam <i>camping guide book</i> mudah dipelajari dan diaplikasikan dalam kegiatan kepencaharian.						✓
8	Pemilihan jenis dan ukuran font dalam <i>camping guide book</i> menarik dan mudah dibaca.					✓	
9	Pemilihan warna dalam <i>camping guide book</i> tepat dan menarik dan nyaman dibaca.						✓
10	Tampilan <i>camping guide book</i> pada setiap halaman menarik						✓
11	Ukuran <i>camping guide book</i> sudah tepat, praktis, dan mudah dibawa kemana-mana.						✓
12	Sampul <i>camping guide book</i> menarik						✓
13	Desain <i>camping guide book</i> menarik						✓

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

"Designing English camping Guide Book for Environmentalist students at Andi
Djemma University of Palopo"

A. Data Responden

Nama : Agung Buduwiratama
Usia : 23 Thn
Gender : Laki-Laki

B. Tabel Evaluasi

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

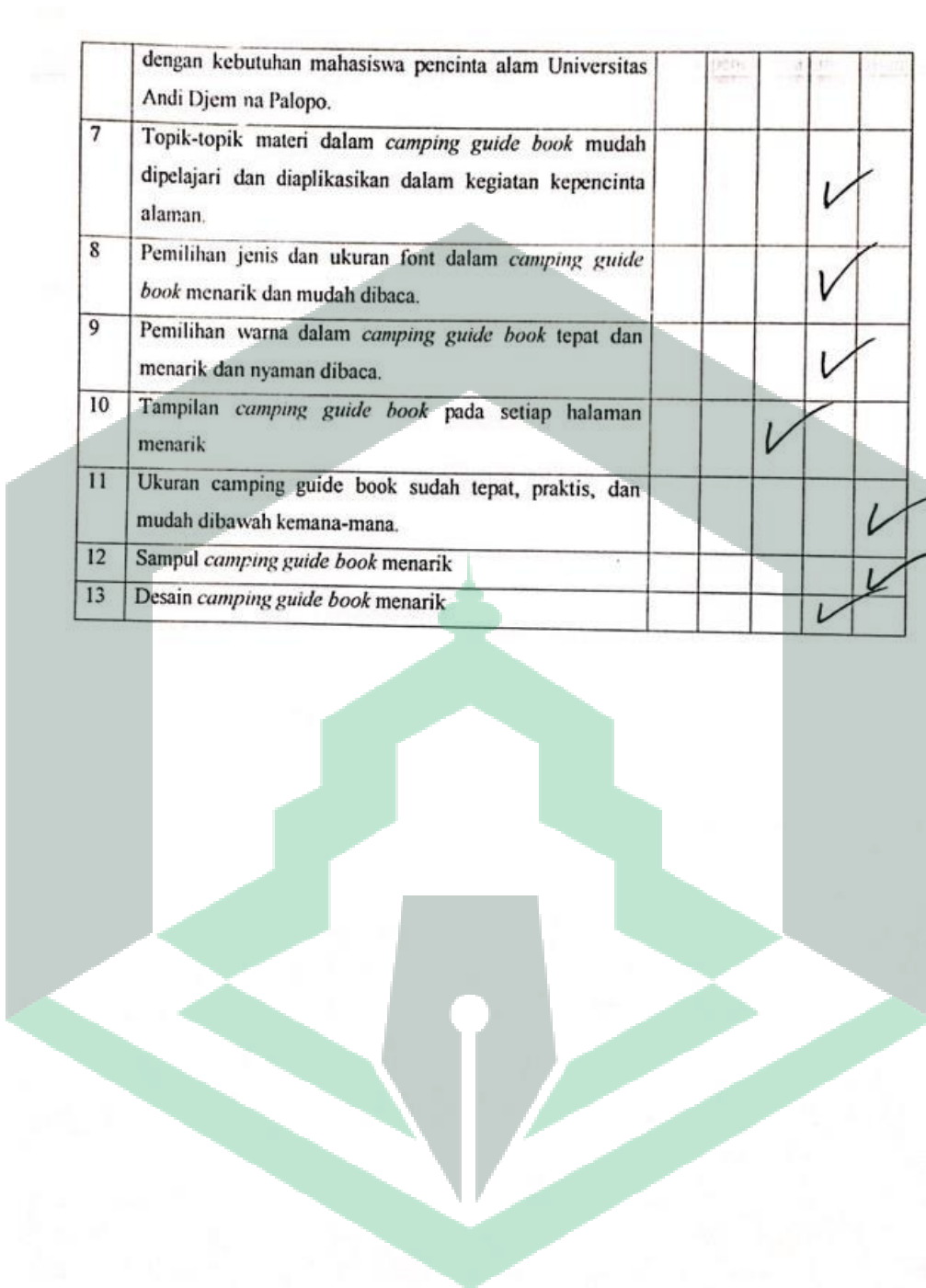
Keterangan:

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

C. Penilaian Kelayakan

No	Pernyataan	1	2	3	4	5
1	Materi yang disajikan dalam <i>camping guide book</i> sesuai dengan pemula.				✓	
2	Materi dalam <i>camping guide book</i> sesuai dengan kebutuhan mahasiswa pencinta alam Universitas Andi Djemma Palopo.					✓
3	Materi dalam <i>camping guide book</i> secara keseluruhan beragam.				✓	
4	Materi yang disajikan dalam <i>camping guide book</i> mampu meningkatkan vocabulary dan speaking mahasiswa pencinta alam Universitas Andi Djemma Palopo.				✓	
5	Materi dalam <i>camping guide book</i> secara keseluruhan menarik.			✓		
6	Topik-topik materi dalam <i>camping guide book</i> sesuai				✓	

	dengan kebutuhan mahasiswa pencinta alam Universitas Andi Djem na Palopo.					
7	Topik-topik materi dalam <i>camping guide book</i> mudah dipelajari dan diaplikasikan dalam kegiatan kepercintaan alaman.					✓
8	Pemilihan jenis dan ukuran font dalam <i>camping guide book</i> menarik dan mudah dibaca.					✓
9	Pemilihan warna dalam <i>camping guide book</i> tepat dan menarik dan nyaman dibaca.					✓
10	Tampilan <i>camping guide book</i> pada setiap halaman menarik			✓		
11	Ukuran <i>camping guide book</i> sudah tepat, praktis, dan mudah dibawah kemana-mana.					✓
12	Sampul <i>camping guide book</i> menarik					✓
13	Desain <i>camping guide book</i> menarik					✓



KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

**“Designing English camping Guide Book for Environmentalist students at Andi
Djemma University of Palopo”**

A. Data Responden

Nama : *Gast Muqashim A.M*
 Usia : *22 Thn*
 Gender : *Laki-laki*

B. Tabel Evaluasi

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

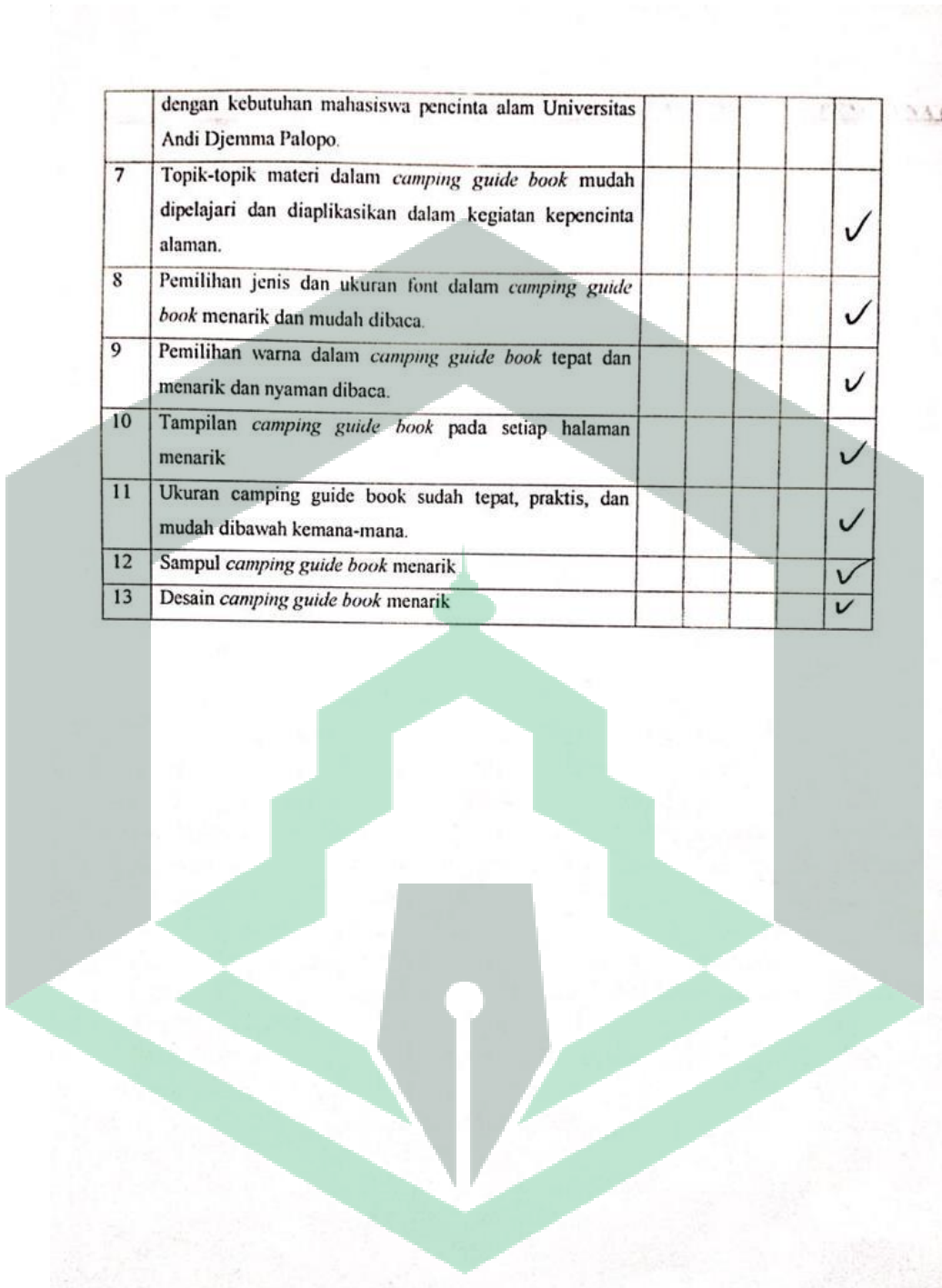
Keterangan:

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

C. Penilaian Kelayakan

No	Pernyataan	1	2	3	4	5
1	Materi yang disajikan dalam <i>camping guide book</i> sesuai dengan pemula.					✓
2	Materi dalam <i>camping guide book</i> sesuai dengan kebutuhan mahasiswa pencinta alam Universitas Andi Djemma Palopo.					✓
3	Materi dalam <i>camping guide book</i> secara keseluruhan beragam.					✓
4	Materi yang disajikan dalam <i>camping guide book</i> mampu meningkatkan vocabulary dan <i>speaking</i> mahasiswa pencinta alam Universitas Andi Djemma Palopo.					✓
5	Materi dalam <i>camping guide book</i> secara keseluruhan menarik.					✓
6	Topik-topik materi dalam <i>camping guide book</i> sesuai					✓

	dengan kebutuhan mahasiswa pencinta alam Universitas Andi Djemma Palopo.							
7	Topik-topik materi dalam <i>camping guide book</i> mudah dipelajari dan diaplikasikan dalam kegiatan kepencaharian alam.							✓
8	Pemilihan jenis dan ukuran font dalam <i>camping guide book</i> menarik dan mudah dibaca.							✓
9	Pemilihan warna dalam <i>camping guide book</i> tepat dan menarik dan nyaman dibaca.							✓
10	Tampilan <i>camping guide book</i> pada setiap halaman menarik							✓
11	Ukuran <i>camping guide book</i> sudah tepat, praktis, dan mudah dibawa kemana-mana.							✓
12	Sampul <i>camping guide book</i> menarik							✓
13	Desain <i>camping guide book</i> menarik							✓



KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

"Designing English camping Guide Book for Environmentalist students at Andi Djemma University of Palopo"

A. Lata Responden

Nama : *Haimah*
 Usia : *21 Tahun*
 Gender : *Perempuan*

B. Tabel Evaluasi

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

Keterangan:

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

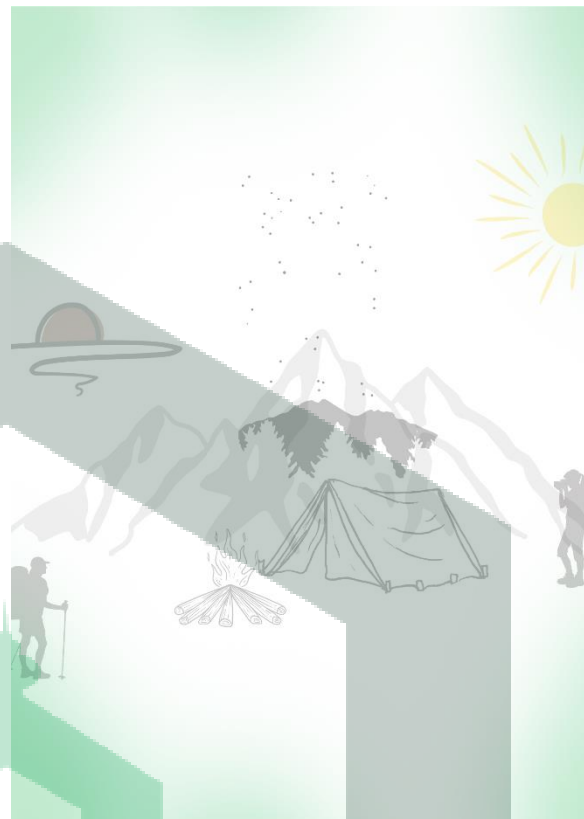
C. Penilaian Kelayakan

No	Pernyataan	1	2	3	4	5
1	Materi yang disajikan dalam <i>camping guide book</i> sesuai dengan pemula.				✓	
2	Materi dalam <i>camping guide book</i> sesuai dengan kebutuhan mahasiswa pencinta alam Universitas Andi Djemma Palopo.				L	
3	Materi dalam <i>camping guide book</i> secara keseluruhan beragam.				L	
4	Materi yang disajikan dalam <i>camping guide book</i> mampu meningkatkan vocabulary dan speaking mahasiswa pencinta alam Universitas Andi Djemma Palopo.					L
5	Materi dalam <i>camping guide book</i> secara keseluruhan menarik.				✓	
6	Topik-topik materi dalam <i>camping guide book</i> sesuai					

	dengan kebutuhan mahasiswa pencinta alam Universitas Andi Djemma Palopo.					✓	
7	Topik-topik materi dalam <i>camping guide book</i> mudah dipelajari dan diaplikasikan dalam kegiatan kepengcinta alaman.					✓	
8	Pemilihan jenis dan ukuran font dalam <i>camping guide book</i> menarik dan mudah dibaca.					✓	
9	Pemilihan warna dalam <i>camping guide book</i> tepat dan menarik dan nyaman dibaca.					✓	
10	Tampilan <i>camping guide book</i> pada setiap halaman menarik						✓
11	Ukuran <i>camping guide book</i> sudah tepat, praktis, dan mudah dibawa kemana-mana.					✓	
12	Sampul <i>camping guide book</i> menarik						✓
13	Desain <i>camping guide book</i> menarik					✓	



APPENDIX 7
THE FINAL PRODUCT



Preface

The author praises Allah SWT for giving her blessing and mercy so that the author can complete this Guide Book.

This Guide Book is designed based on concern for Environmentalist students who want to learn English, to be precise, words related to the scope, especially in camping activities to enrich English vocabulary and improve the quality of speaking English. the author designs material into the dangers of camping and activities while camping.

Palopo, July 8 2023

Regards
Author

Book guide

Unit Title
Judul Bab

Lerning Illustration
Ilustrasi pembelajaran



List of Vocabulary and the meaning
Daftar kosakata dan artinya

List of Vocabulary	
Vocabulary	Meaning
Activity	Aktivitas
All	Semua
And	Dan
About	Tentang
Animal	Hewan
Already	Sudah
Available	Ada
Aware	Menyadari
Avoid	Menghindari
Bring	Membawa
Because	Karena
Benefit	Kontribusi

Translation in Indonesia
Terjemah dalam bahasa Indonesia



Alphabet

A (eɪ)	B (bi:)	C (si:)	D (di:)	E (i:)
F (ɛf)	G (dʒi:)	H (eɪtʃ)	I (aɪ)	J (dʒeɪ)
K (keɪ)	L (ɛl)	M (ɛm)	N (ɛn)	O (oʊ)
P (pi:)	Q (kju:)	R (ɔr)	S (ɛs)	T (ti:)
U (ju:)	V (vi:)	W (ˈdʌbəl ju:)	X (ɛks)	Y (waɪ)
Z (zɛd/zi:)				

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I. The Dangers of Getting Lost in the Forest (Bahaya Tersesat Dihutan)



Nature is an environment where there is rarely human activity. Preparing all the necessities and knowledge about living in the wild is the main requirement to prevent getting lost. Therefore several things must be considered:

(Alam merupakan lingkungan yang jarang terdapat aktivitas manusia. Mempersiapkan segala kebutuhan dan pengetahuan tentang hidup di alam bebas merupakan syarat utama agar tidak tersesat. Oleh karena itu beberapa hal harus diperhatikan.)

·You need to be careful in the forest because you may be lost inside!

(Anda tidak bisa ceroboh di hutan karena Anda mungkin tersesat di dalam!)

·Don't forget to bring your compass! You may lost the navigation there

(Jangan lupa bawa kompas! Anda mungkin kehilangan navigasi di sana)

·You will face many copse wood in the forest, so make sure to bring something to cut them because there may be wild animals hiding inside

(Anda akan menghadapi banyak semak belukar di hutan, jadi pastikan untuk membawa sesuatu untuk memotongnya karena mungkin ada hewan liar yang bersembunyi di dalamnya)

·Learning the technique of Semaphore is benefit us in emergencies

(Mempelajari teknik Semaphore bermanfaat bagi kita dalam keadaan darurat)

·Sometimes, when lost in the forest, Morse is more

2

3

useful than your smartphone

(Terkadang, saat tersesat di hutan, Morse lebih berguna daripada smartphone Anda)

·We need to learn about pioneering. It will help us survive in the forest

(Kita perlu belajar tentang merintis. Ini akan membantu kita bertahan hidup di hutan)

·You should bring your backpack when you are walking far from your tent

(Anda harus membawa ransel saat berjalan jauh dari tenda)

·Don't forget to bring a map!

(Jangan lupa bawa peta!)

·Give a sign on every road that is passed!

(Beri tanda pada setiap jalan yang dilewati!)

·Avoid traveling at night!

(Hindari bepergian di malam hari!)

·Follow the path that is already available!

(Ikuti jalur yang sudah tersedia!)

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·Use the flashlight for lighting as well as for signaling!

(Gunakan senter untuk penerangan dan juga untuk pensinyalan!)

·Use the whistle as a tool to communicate!

▶(Gunakan peluit sebagai alat untuk berkomunikasi!)

·Don't forget to bring a penknife! it will be useful for cutting things

(Jangan lupa bawa pisau lipat! itu akan berguna untuk memotong sesuatu)

The danger of getting lost can occur when exploring nature. Not being careless and being careful is a way to reduce the occurrence of getting lost in nature. In an emergency when you are already lost in nature, several procedures must be known and carried out by nature explorers:

(Bahaya tersesat bisa terjadi saat menjelajah alam. Tidak lengah dan berhati-hati adalah salah satu cara untuk mengurangi terjadinya tersesat di

5

alam. Dalam keadaan darurat ketika sudah terlanjur tersesat di alam, beberapa tata cara yang harus diketahui dan dilakukan oleh para penjelajah alam:

- Calm down and don't panic
(Tenang dan jangan panik)




- Use the compass and map to find out where you are and return to where you started
(Gunakan kompas dan peta untuk mencari tahu di mana Anda berada dan kembali ke tempat Anda memulai)




6

- Give a sign or gesture so that people are aware of your existence
(Berikan isyarat atau isyarat agar orang-orang menyadari keberadaan Anda)



- Do not continue the journey that takes you further into the forest
(Jangan melanjutkan perjalanan yang membawa Anda lebih jauh ke dalam hutan)



7

- Wait for help from people around the location
(Tunggu bantuan dari orang-orang di sekitar lokasi)



- Follow the flow of the river because there is usually human activity nearby
(Ikuti aliran sungai karena biasanya ada aktivitas manusia di dekatnya)



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List of Vocabulary

Vocabulary	Meaning
Activity	Aktivitas
All	Semua
And	Dan
About	Tentang
Animal	Hewan
Already	Sudah
Available	Ada
Aware	Menyadari
Avoid	Menghindari
Bring	Membawa
Because	Karena
Benefit	Keuntungan

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List of Vocabulary

Vocabulary	Meaning
Backpack	Ransel
Communicate	Menyampaikan
Can	Bisa
Can't	Tidak bisa
Careless	Ceroboh
Careful	Hati-hati
Copse wood	Semak belukar
Cut	Memotong
Compass	Kompas
Consider	Mempertimbangkan
Continue	Melanjutkan
Carried out	Dilakukan

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List of Vocabulary

Vocabulary	Meaning
Calm down	Tenang
Don't	Jangan
Explorers	Penjelajah
Environment	Lingkungan
Emergency	Keadaan darurat
Every	Setiap
Existence	Adanya
Far	Jauh
From	Dari
Follow	Mengikuti
Forget	Lupa
Forest	Hutan

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List of Vocabulary

Vocabulary	Meaning
Flow	Mengalir
Face	Menghadapi
Follow	Mengikuti
Flashlight	Senter
For	Untuk
Find out	Temukan
Further	Lebih jauh
Get	Mendapatkan
Give	Memberi
Gesture	Sikap
Human	Manusia
Hide	Bersembunyi

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List of Vocabulary

Vocabulary	Meaning
Help	Membantu
Inside	Di dalam
Into	Ke dalam
Journey	Perjalanan
Known	Diketahui
Light	Cahaya
Location	Lokasi
Knowledge	Pengetahuan
Lost	Hilang
Live	Hidup
Learn	Mempelajari
Main	Utama

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List of Vocabulary

Vocabulary	Meaning
Must	Harus
Many	Banyak
May	Mungkin
Make	Membuat
Morse	Morse
More	Lagi
Map	Peta
Nearby	Di dekat sini
Nature	Alam
Necessity	Kebutuhan
Navigation	Navigasi
Need	Membutuhkan

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List of Vocabulary

Vocabulary	Meaning
Night	Malam
Nature	Alam
Not	Bukan
Occur	Terjadi
Pioneering	Perintis
Prepare	Mempersiapkan
Prevent	Mencegah
Procedure	Prosedur
Penknife	Pisau lipat
People	Orang
Panic	Panik
Pass	Melewati

15

List of Vocabulary

Vocabulary	Meaning
Path	Jalur
Requirement	Persyaratan
Rarely	Jarang
River	Sungai
Return	Kembali
Road	Jalan
Reduce	Mengurangi
Start	Awal
Several	Beberapa
Should	Sebaiknya
Sure	Tentu
Something	Sesuatu

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List of Vocabulary

Vocabulary	Meaning
Smartphone	Ponsel cerdas
Sometimes	Kadang-kadang
Semaphore	Tiang sinyal
Survive	Bertahan hidup
Signal	Sinyal
Sign	Tanda
Them	Mereka
Technique	Teknik
Thing	Benda
There	Di sana
Therefore	Karena itu
Than	Dibandingkan

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List of Vocabulary

Vocabulary	Meaning
Take	Mengambil
Travel	Bepergian
That	Itu
Tent	Tenda
Tool	Alat
Useful	Berguna
Us	Kita
Use	Menggunakan
Usually	Biasanya
We	Kami
When	Kapan
Will	Akan

18

List of Vocabulary

Vocabulary	Meaning
Wild	Liar
Well	Dengan baik
Where	Di mana
Walk	Berjalan
Whistle	Peluit
Wait	Tunggu
Way	Jalan
Your	Milikmu
You	Anda

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2. The danger of Wild Animals (Bahaya Hewan Buas)



When encountering wild animals in the forest, calm and self-control are needed for an adventurer or climber in the wild. Therefore, it is important to apply the following basic things:

(Saat bertemu dengan hewan liar di hutan, ketenangan dan pengendalian diri sangat dibutuhkan bagi seorang petualang atau pendaki di alam liar. Oleh karena itu, penting untuk menerapkan hal-hal mendasar berikut ini)

• Don't set up your tent in the path of wild animal traffic!



20

(Jangan mendirikan tenda Anda di jalur lalu lintas hewan liar!)

• Light a bonfire to keep wild animals from coming closer

(Nyalakan api unggun agar hewan liar tidak mendekat)

• Avoid wild animals as much as possible and keep your distance


(Hindari hewan liar sebisa mungkin dan jaga jarak)

• Store food in airtight containers so that it does not attract the attention of animals

(Simpan makanan dalam wadah kedap udara agar tidak menarik perhatian hewan)

• When you encounter wild animals, you must remain calm and quiet. Calmness is necessary because wild (Saat bertemu hewan liar, Anda harus tetap tenang dan diam. Ketenangan diperlukan karena hewan liar seperti ular dan babi hutan cenderung bereaksi terhadap gerakan)

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·Think and observe the types of animals we meet, as well as set a strategy to handle or avoid these animals.
(Memikirkan dan mengamati jenis hewan yang kita temui, serta mengatur strategi untuk menangani atau menghindari hewan tersebut)

·As much as possible, do not hurt or kill animals.
(Sebisa mungkin, jangan menyakiti atau membunuh binatang)

► Steps or preparations need to be taken to deal with unwanted events, as follows:
(Langkah atau persiapan yang perlu dilakukan untuk menghadapi kejadian yang tidak diinginkan, sebagai berikut:)

·If you are attacked or bitten, the thing that must be done is to hold the bitten part with a piece of wood or other substitute object. Then tie it to the top of the bite marks and parts of the body that have the potential to move

22



(Jika diserang atau digigit, hal yang harus dilakukan adalah memegang bagian yang digigit dengan potongan kayu atau benda pengganti lainnya. Lalu ikatkan pada bagian atas bekas gigitan dan bagian tubuh yang berpotensi bergerak)

·Then they can be taken to the nearest health center or hospital to get medical help
(Kemudian dapat dibawa ke Puskesmas atau Rumah Sakit terdekat untuk mendapatkan pertolongan medis)



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List of Vocabulary

Vocabulary	Meaning
Apply	Menerapkan
Adventure	Petualangan
Avoid	Menghindari
Airtight	Kedap udara
Attract	Menarik
As	Sebagai
Attention	Perhatian
Attack	Menyerang
Bite	Menggigit
Basic	Dasar
Body	Tubuh
Boar	Babi hutan

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List of Vocabulary

Vocabulary	Meaning
Bonfire	Api unggun
Because	Karena
Come	Datang
Closer	Lebih dekat
Calm	Tenang
Climb	Mendaki
Container	Wadah
Distance	Jarak
Deal	Kesepakatan
Done	Selesai
Encounter	Bertemu
Event	Peristiwa

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List of Vocabulary

Vocabulary	Meaning
Handle	Menangani
Hurt	Terluka
Hold	Memegang
Health center	Pusat kesehatan
Hospital	RSUD
Have	Memiliki
If	Jika
Important	Penting
Kill	Membunuh
Keep	Menyimpan
Light	Lampu
Like	Menyukai

26

List of Vocabulary

Vocabulary	Meaning
Medical	Medis
Move	Bergerak
Movement	Pergerakan
Meet	Bertemu
Much	Banyak
Necessary	Diperlukan
Other	Lainnya
Observe	Mengamati
Object	Obyek
Path	Jalur
Part	Bagian
Piece	Bagian

27

List of Vocabulary

Vocabulary	Meaning
Potential	Potensi
Possible	Mungkin
Preparation	Persiapan
Quiet	Diam
React	Reaksi
Remain	Tetap
Step	Melangkah
Snake	Ular
Set up	Mempersiapkan
Strategy	Strategi
Substitute	Pengganti
Self-control	Kontrol diri

28

List of Vocabulary

Vocabulary	Meaning
Store	Menyimpan
Therefore	Karena itu
Traffic	Lalu lintas
To be	Menjadi
Tie	Mengikat
Top	Atas
Tend	Cenderung
These	Ini
Think	Memikirkan
Types	Jenis
Take	Mengambil
Unwanted	Tidak diinginkan

29

3. The danger of choosing the wrong tent location (Bahaya salah pemilihan lokasi tenda)



In avoiding the mistake of choosing a tent location, we must ensure that its location is safe from the dangers around it. There are several guides on how to choose a location and set up the right tent that you can follow, namely:

(Dalam menghindari kesalahan pemilihan lokasi tenda, kita harus memastikan bahwa lokasinya aman dari bahaya yang ada disekitarnya. Ada beberapa panduan cara memilih lokasi dan mendirikan tenda yang tepat yang bisa Anda ikuti, yaitu:)

How to choose a location to set up a tent

(Bagaimana memilih lokasi untuk mendirikan tenda)

30

•Don't set up a tent under a tree! The branches may fall at any time

(Jangan mendirikan tenda di bawah pohon! Cabang-cabang dapat jatuh kapan saja)

•Don't set up a tent too close to a river! It is to avoid various potential threats that can occur at any time, such as floods or overflows that can occur suddenly

(Jangan mendirikan tenda terlalu dekat dengan sungai! Hal itu untuk menghindari berbagai potensi ancaman yang sewaktu-waktu bisa terjadi, seperti banjir atau luapan yang bisa terjadi secara tiba-tiba)

•Do not set up tents in damp and bushy places because usually, creeping and dangerous animals such as snakes, scorpions, centipedes, and others are hiding

(Jangan mendirikan tenda di tempat yang lembab dan bersemak karena biasanya binatang melata dan berbahaya seperti ular, kalajengking, kelabang, dan

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lain-lain bersembunyi)

•Clean the area first if it is too thick, and dry it with a small fire.

(Bersihkan area terlebih dahulu jika terlalu kental, lalu keringkan dengan api kecil)

•Avoid the wind getting into the tent by setting up the tent longitudinally according to the wind.

(Hindari masuknya angin ke dalam tenda dengan mendirikan tenda secara membujur mengikuti arah angin)

•Do not set up tents on uneven and sloping ground
(Jangan mendirikan tenda di tanah yang tidak rata dan miring)

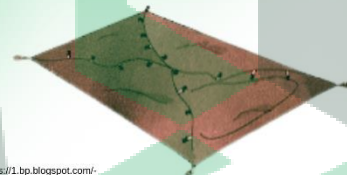
How to Build a Tent

(Cara Membangun Tenda)

Step 1: Place the tent on flat ground with the back (inside of the tent) up

(Langkah 1: Tempatkan tenda di tanah datar dengan bagian belakang (bagian dalam tenda) menghadap ke atas)

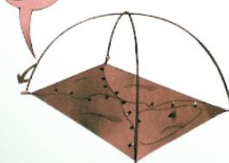
32



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Step 2: Connect the awning frame poles. Then insert the frame posts into the outer casing of the tent

(Langkah 2: Hubungkan tiang bingkai tenda. Kemudian masukkan tiang bingkai ke dalam selubung luar tenda)



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33

Step 3: Erect the frame poles, then tie the ropes to the frame at the front and right and left corners of the tent

(Langkah 3: Tegakkan tiang-tiang bingkai, lalu ikat tali ke bingkai di depan dan sudut kanan dan kiri tenda)



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Step 4: Install the outer cover of the tent or commonly called the rain cover

(Langkah 4: Pasang penutup luar tenda atau biasa disebut rain cover)



https://1.bp.blogspot.com/-qg0Iye1CJNQ/Xj77m5Nj8I/AAAAAAAAABHo/09_jp2jFh1_Y5WqHxJLjJBBF5KaIPf7gCLCBGAsYHQ/s320tenda%2B2%2Borang%2Bdouble%2Blayer%2B4.jpg

List of Vocabulary

Vocabulary	Meaning
According	Menurut
Any	Setiap
Around	Sekitar
Area	Daerah
Awning	Kajang
By	Oleh
Build	Membangun
Back up	Cadangan
Centipede	Lipan
Cover	Menutupi
Corner	Sudut
Commonly	Biasanya

List of Vocabulary

Vocabulary	Meaning
Call	Panggilan
Connect	Menghubung
Casing	Selubung
Clean	Membersihkan
Choose	Memilih
Close	Menutup
Creepy	Menakutkan
Danger	Bahaya
Damp	Lembap
Dry	Kering
Ensure	Memastikan
Erect	Tegak

List of Vocabulary

Vocabulary	Meaning
Flood	Banjir
Fall	Jatuh
Fire	Api
Front	Depan
Flat	Datar
First	Pertama
Frame	Rangka
Ground	Tanah
Guide	Memandu
How	Bagaimana
Insert	Menyisipkan
Install	Memasang

List of Vocabulary

Vocabulary	Meaning
Left	Kiri
Longitudinally	Secara membujur
Location	Lokasi
Mistake	Kesalahan
Namely	Yaitu
Outer	Luar
Overflow	Meluap
Place	Tempat
Pole	Tiang
Post	Memasang
Potential	Potensi
River	Sungai

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List of Vocabulary

Vocabulary	Meaning
Right	Benar
Rope	Tali
Rain cover	Penutup hujan
Suddenly	Tiba-tiba
Sloping	Miring
Setting	Pengaturan
Snake	Ular
Safe	Aman
Several	Beberapa
Small	Kecil
Such as	Seperti
Scorpion	Kala jengking

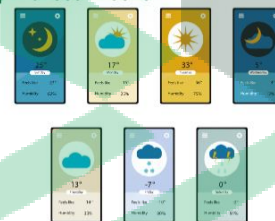
39

List of Vocabulary

Vocabulary	Meaning
Tree	Pohon
Threat	Ancaman
Too	Juga
Time	Waktu
Thick	Tebal
Tie	Mengikat
Under	Di bawah
Uneven	Tidak rata
Various	Bermacam-macam
Wind	Angin
With	Dengan

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4. Danger of climate change (Bahaya perubahan cuaca)



One of the biggest challenges faced when camping is suddenly bad weather. Even if you check the weather forecast before setting out, the weather can change quickly and unpredictably in the great outdoors. It is important to know the following to ensure your safety:

(Salah satu tantangan terbesar yang dihadapi saat berkemah adalah cuaca yang tiba-tiba buruk. Bahkan jika Anda memeriksa prakiraan cuaca sebelum berangkat, cuaca dapat berubah dengan cepat dan tidak terduga di alam bebas. Penting untuk mengetahui hal-hal berikut untuk memastikan

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keselamatan Anda:

- Watch for signs of changing weather, such as approaching dark clouds, a sudden drop in temperature, or strong winds
(Perhatikan tanda-tanda perubahan cuaca, seperti awan gelap yang mendekat, penurunan suhu yang tiba-tiba, atau angin kencang)
- Pay attention to natural weather cues, such as animal behavior or changes in odors in the air.
(Perhatikan isyarat cuaca alami, seperti perilaku hewan atau perubahan bau di udara)
- Stay hydrated while hiking, especially if the weather is hot
(Tetap terhidrasi saat mendaki, terutama jika cuaca sedang panas)
- Maintain body temperature to avoid hypothermia
(Pertahankan suhu tubuh untuk menghindari hipotermia)
- Keep electronic equipment, clothing, and other valuables in watertight containers

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- (Simpan peralatan elektronik, pakaian, dan barang berharga lainnya dalam wadah kedap air)
- It is important to keep clothes and all luggage dry
(Penting untuk menjaga agar pakaian dan semua barang bawaan tetap kering)
- ▶ Before leaving for camping, you should check the weather conditions first, which can be done through the weather application on your smartphone, and prepare several things to deal with changes in the weather, such as:
(Sebelum berangkat camping, sebaiknya cek terlebih dahulu kondisi cuaca yang dapat dilakukan melalui aplikasi cuaca di smartphone Anda, dan persiapkan beberapa hal untuk menghadapi perubahan cuaca, seperti)
- Use gloves for protection and cold defense!
(Gunakan sarung tangan untuk perlindungan dan pertahanan dingin)

43



- Use gloves for protection and cold defense!
(Gunakan ransel yang ringan dan tahan air)



- Use a lightweight and waterproof backpack.
(Gunakan topi untuk menghindari panasnya sinar matahari)



44



- Bring spare socks and store them in plastic
(Bawa kaus kaki cadangan dan simpan dalam plastik)



- Use shoes that cover the ankles
(Gunakan sepatu yang menutupi mata kaki)

- Bring medicines such as providing first aid or personal medicine
(Bawalah obat-obatan seperti pertolongan pertama atau obat-obatan pribadi)

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·If you do not want your tent wet while raining, you can cover your tent with the tarp
 (Jika anda tidak ingin tenda anda basah saat hujan, anda dapat menutupi tenda anda dengan terpal)



·Use ponchos as raincoats, emergency tents, sleeping tools, and others
 (Gunakan ponco sebagai jas hujan, tenda darurat, alat tidur, dan lain-lain)



·Use a thick jacket made of fabric-coated nylon!
 (Gunakan jaket tebal yang terbuat dari nilon berlapis kain!)



·Don't forget to bring your sleeping bag! to protect your body from cold weather
 (Jangan lupa membawa kantong tidur Anda! melindungi tubuh dari cuaca dingin)

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·Remember to load your raincoat in your carrier.
 We don't know if there will be raining
 (Ingatlah untuk memuat jas hujan Anda di operator Anda. Kita tidak tahu apakah akan ada hujan)



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List of Vocabulary

Vocabulary	Meaning
Approach	Mendekati
Attention	Perhatian
Application	Aplikasi
Air	Udara
Ankle	Pergelangan kaki
Bad	Buruk
Big	Besar
Behavior	Perilaku
Cloth	Pakaian
Cloud	Awan
Challenge	Tantangan
Check	Memeriksa

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List of Vocabulary

Vocabulary	Meaning
Change	Mengubah
Cold	Dingin
Carrier	Pembawa
Condition	Kondisi
Cue	Isyarat
Defense	Pertahanan
Deal	Kesepakatan
Dry	Kering
Done	Selesai
Drop	Menjatuhkan
Dark	Gelap
Even	Bahkan

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List of Vocabulary

Vocabulary	Meaning
Emergency tent	Tenda darurat
Especially	Khususnya
Equipment	Peralatan
Electronic	Elektronik
Forecast	Ramalan
First aid	Pertolongan pertama
Fabric-coated	Dilapisi kain
Glove	Sarung tangan
Hat	Topi
Heat	Panas
Hypothermia	Hipotermia
Hydrate	Hidrat

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List of Vocabulary

Vocabulary	Meaning
Hiking	Lintas alam
Hot	Panas
Jacket	Jaket
Keep	Menyimpan
Lightweight	Ringan
Load	Memuat
Luggage	Bagasi
Leave	Meninggalkan
Maintain	Menjaga
Made	Dibuat
Medicine	Obat
Natural	Alami

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List of Vocabulary

Vocabulary	Meaning
Nylon	Nilon
Outdoor	Luar ruangan
Odor	Bau
One	Satu
Protect	Melindungi
Plastic	Plastik
Poncho	Ponco
Pay	Membayar
Provide	Menyediakan
Rain	Hujan
Remember	Ingat
Raincoat	Jas hujan

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List of Vocabulary

Vocabulary	Meaning
Sleeping tool	Alat tidur
Several	Beberapa
Sun	Matahari
Spare	Meluangkan
Sock	Kaus kaki
Shoes	Sepatu
Sleeping bag	Kantong tidur
Safety	Keamanan
Stay	Tinggal
Sign	Tanda
Sudden	Tiba-tiba
Strong	Kuat

54

List of Vocabulary

Vocabulary	Meaning
Temperature	Suhu
Tarp	Terpal
Thick	Tebal
Through	Melalui
Unpredictably	Tak terduga
Valuables	Barang berharga
Watch	Jam tangan
Weather	Cuaca
Want	Ingin
Wet	Basah
Waterproof	Tahan air
Watertight	Kedap air

55

5. Danger of lack of food and fluids

(Bahaya kekurangan makanan dan cairan)



To avoid food and liquid shortages when camping, pay attention to the following things:

(Untuk menghindari kekurangan makanan dan cairan saat berkemah, perhatikan hal-hal berikut:)

• Bring food supplies according to how long we will be camping

(Bawa bekal makanan sesuai dengan berapa lama kita akan berkemah)

• Calculate the amount of food that must be brought with the number of groups or groups of your campers

(Perhitungkan jumlah makanan yang harus dibawa



56

dengan jumlah rombongan atau rombongan campers anda)

• Prepare a spare portion to deal with sudden hunger after being tired of all-day activities
(Siapkan porsi cadangan untuk mengatasi rasa lapar yang tiba-tiba setelah lelah beraktivitas seharian)

• Fill your water bottle with fresh water before we go to the Forests
(Isi botol air Anda dengan air segar sebelum kita pergi ke hutan)

• Try to set up the tent not too far from a water source
(Usahakan mendirikan tenda tidak terlalu jauh dari sumber air)

► If there is a shortage or run out of food and fluids, then:

(Jika terjadi kekurangan atau kehabisan makanan dan cairan, maka:)



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·Find lakes, ponds, rivers, or water circulation
(Temukan danau, kolam, sungai, atau sirkulasi air)




·Look for foods you recognize (like fruits, vegetables, etc.)
(Cari makanan yang Anda kenali (seperti buah-buahan, sayuran, dll.)



·Don't eat carelessly. Avoid foods you don't recognize because they have the potential to be poison

58

(Jangan makan sembarangan. Hindari makanan yang tidak Anda kenali karena berpotensi menjadi racun)



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List of Vocabulary

Vocabulary	Meaning
Amount	Jumlah
Bottle	Botol
Calculate	Menghitung
Circulatio	Sirkulasi
Carelessly	Sembarangan
Day	Hari
Deal	Kesepakatan
Eat	Makan
Fluid	Cairan
Food	Makanan
Find	Menemukan
Fruit	Buah

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List of Vocabulary

Vocabulary	Meaning
Fresh	Segar
Fill	Mengisi
Go	Pergi
Group	Kelompok
How long	Berapa lama
Hungry	Lapar
Lake	Danau
Look	Lihat
Liquid	Cairan
Lack	Kekurangan
Number	Nomor
Potential	Potensi

61

List of Vocabulary

Vocabulary	Meaning
Poison	Racun
Recognize	Mengenal
Pond	Kolam
Run out	Keluar
Spare	Meluangkan
Supply	Memasok
Source	Sumber
Shortage	Kekurangan
Tired	Lelah
Try	Mencoba
Vegetable	Sayur-mayur
Water	Air

62

6. Forest fire hazard

(Bahaya kebakaran di hutan)



There are several things you need to pay attention to prevent forest fires, including:

Ada beberapa hal yang perlu Anda perhatikan untuk mencegah terjadinya kebakaran hutan, antara lain:

- Do not make a fire in the shade of a low tree
(Jangan menyalakan api di bawah naungan pohon yang rendah)
- Do not raise a burning campfire without supervision
(Jangan menyalakan api unggun tanpa pengawasan)
- Make sure the fire is completely extinguished before leaving the camp

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Pastikan api benar-benar padam sebelum meninggalkan kamp)

• Make a fire in the open and close to a water source

(Membuat api di tempat terbuka dan dekat dengan sumber air)

• Do not make bonfires in flammable areas

(Jangan membuat api unggun di area yang mudah terbakar)

If there is a forest fire that you don't want while camping, do the following:

(Jika terjadi kebakaran hutan yang tidak Anda inginkan saat berkemah, lakukan hal berikut:)

• Extinguish the fire with available water if possible

(Padamkan api dengan air yang tersedia jika memungkinkan)



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• Hide in caves and large rocks that have gaps or holes when the fire grows

(Bersembunyi di gua dan batu besar yang memiliki celah atau lubang saat api membesar)



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List of Vocabulary

Vocabulary	Meaning
Bonfire	Api unggun
Burn	Membakar
Complete	Menyelesaikan
Campfire	Api unggun
Camp	Kamp
Cave	Gua
Extinguish	Memadamkan
Fire	Api
Flammable	Mudah terbakar
Grow	Tumbuh
Gap	Celah
Hole	Lubang

66

List of Vocabulary

Vocabulary	Meaning
Include	Termasuk
Low	Rendah
Large	Besar
Open	Membuka
Possible	Mungkin
Prevent	Mencegah
Rock	Batu
Raise	Mengangkat
Shade	Naungan
Supervision	Pengawasan
Source	Sumber
Without	Tanpa

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Unit II

Camping activities



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Camping activities

(Aktivitas-aktivitas saat berkemah)

There are several activities you can do while camping, namely:

Ada beberapa kegiatan yang bisa Anda lakukan saat berkemah, yaitu:

• **Bonfire party or just making a fire to warm the body at night**

Pesta api unggun atau sekedar membuat api unggun untuk menghangatkan badan di malam hari



• **Stargazing or activities to see the stars at night**

Stargazing atau kegiatan melihat bintang di malam hari



69




·Seeing Sunset or Sunrise
(Melihat Sunset atau Sunrise)



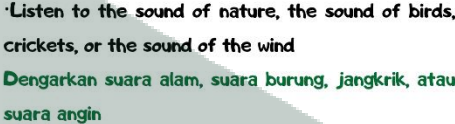
·Painting
(Melukis)




70




·Listen to relaxing music
(Dengarkan musik santai)



·Listen to the sound of nature, the sound of birds, crickets, or the sound of the wind
Dengarkan suara alam, suara burung, jangkrik, atau suara angin



·Sport (yoga or meditation)
(Olahraga (yoga atau meditasi))



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·Read books
Membaca buku-buku




·Play instruments like Gitar/Ukulele
(Bermain instrumen seperti Gitar/Ukulele)




72



·Activities to clean up the surrounding environment from garbage
(Aktivitas membersihkan lingkungan sekitar dari sampah-sampah)



·Hiking around the camping area
(Lintas alam disekitar area camping)



·Photo/Video hunting (spots of scenery, plants, birds, and animals)
(Memburu Photo/Video (spot-spot pemandangan, tanaman, burung, dan hewan))

73



• Sing the song together with the musical instrument that is brought
(Menyanyikan lagu bersama-sama dengan alat musik yang dibawa)



• looking for firewood
(mencari kayu bakar)

74



• Sharing stories about experiences
(Saling bertukar cerita tentang pengalaman)



• Spelunking, or the art of exploring caves
(melakukan spelunking atau seni menjelajahi gua)



75



• Deep Question Conversation
(Percakapan Pertanyaan Mendalam)



• Brew and enjoy warm drinks such as coffee, chocolate, or milk when night falls
(Menyeduh dan menikmati minuman hangat seperti Kopi, Coklat, ataupun Susu ketika malam tiba)



• Enjoy a nap, whether it's in a tent or hammock
(Menikmati tidur siang baik itu ditenda atau hammock)

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• Swimming is a suitable activity if you are camping around springs or waterfalls
(Berenang (aktivitas yang cocok jika kamu camping di sekitar mata air atau air terjun)



• Telling scary horror stories
(Menceritakan kisah-kisah horor yang menakutkan)



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List of Vocabulary

Vocabulary	Meaning
Art	Seni
Brew	Buatan
Book	Buku
Bird	Burung
Cricket	Jangkrik
Clean	Membersihkan
Coffee	Kopi
Chocolate	Cokelat
Caves	Gua
Conversation	Percakapan
Drink	Minum
Deep	Dalam

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List of Vocabulary

Vocabulary	Meaning
Enjoy	Menikmati
Experience	Pengalaman
Guitar	Gitar
Garbage	Sampah
Hunting	Memburu
Horror	Kengerian
Hammock	Tempat tidur gantung
Instrument	Instrumen
Listen	Mendengarkan
Look	Lihat
Meditation	Meditasi

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List of Vocabulary

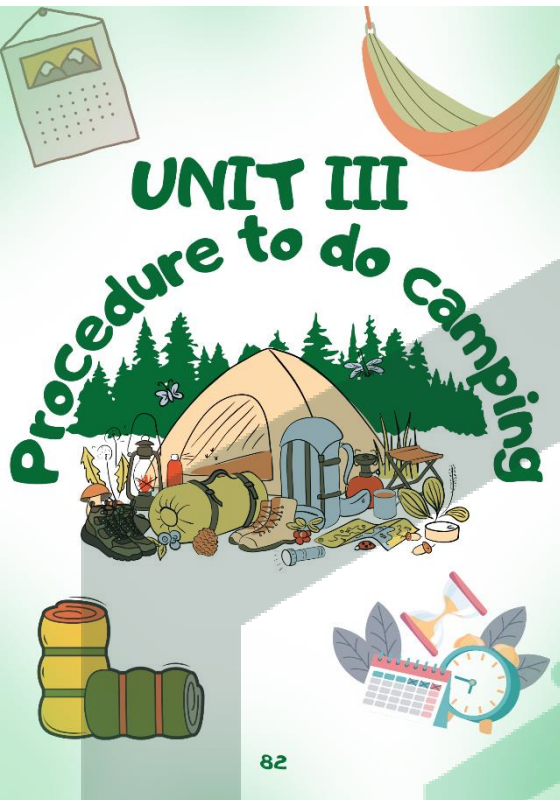
Vocabulary	Meaning
Music	Musik
Milk	susu
Nap	Tidur sebentar
Night	Malam
Paint	Cat
Play	Bermain
Photo	Foto
Question	Pertanyaan
Read	Membaca
Sport	Olahraga
Sunset	Matahari terbenam
Sunrise	Matahari terbit

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List of Vocabulary

Vocabulary	Meaning
Stargazing	Astronomi
Stars	Bintang
Sound	Suara
Sing	Menyanyi
Swim	Berenang
Springs	mata air
Story	Cerita
Song	Lagu
Tell	Memberi tahu
Video	Video
Waterfalls	Air terjun
Yoga	Yoga

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UNIT III
Procedure to do camping

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Procedure I

Camping Planning

(Perencanaan Berkemah)

1. Determination of time, destination, cost and physical readiness

(Penentuan waktu, tempat tujuan, biaya dan kesiapan fisik)



2. Procurement of equipment:

(Pengadaan perlengkapan)



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Personal equipment:

(Perlengkapan pribadi)

- Backpack, travel clothing, nightwear, prayer tools for those who are Muslim, jacket, Sleeping bag, shoe, sock, gloves, hat, flashlight, whistle, match, hammock, camera, personal medicine, and rain coats

(Tas punggung, baju travel, baju tidur, alat sholat bagi yang beragama Islam, jaket, Sleeping bag, sepatu, kaos kaki, sarung tangan, topi, senter, peluit, korek api, hammock, kamera, obat-obatan pribadi, dan jas hujan)

Team equipment:

(Perlengkapan tim)

- Plates, spoons, forks, glasses/mugs, tumblers, water containers, spirit stove, paraffin stove, tent, carrier, mattress, rope, poncho, and first aid kit

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(Piring, sendok, garpu, gelas/mug, tumbler, wadah air, kompor spiritus, kompor parafin, tenda, gendongan, matras, tali, ponco, and P3K)

3. Site Review

(Peninjauan Lokasi)

- In reviewing the location we can use: Google Map or Maps

(Dalam peninjauan lokasi kita bisa menggunakan: Map Google atau Peta)



4. Determination of Food Logistics

(Penentuan Logistik Makanan)



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In determining the logistics of food, there are several things that must be considered, namely:
 (Dalam menentukan logistik makanan, ada beberapa hal yang harus diperhatikan, yaitu)

- **Bring food that is not too heavy and takes up space**
 (Bawalah makanan yang tidak terlalu berat dan mengambil tempat)
- **Bring food that is instant or easy to cook**
 (Bawalah makanan yang instan atau mudah dimasak)
- **Bring food that is not easily damaged or broken**
 (Bawalah makan yang tidak mudah rusak atau pecah)

List of Vocabulary

Vocabulary	Meaning
Cost	Biaya
Carrier	Pembawa
Camera	Kamera
Determination	Tekad
Destination	Tujuan
Fork	Garpu
First aid kit	Pertolongan pertama
Glass	Kaca
Hammock	Tempat tidur gantung
Muslim	Muslim
Mattress	Matras

List of Vocabulary

Vocabulary	Meaning
Mug	cangkir
Match	Cocok
Nightwear	Pakaian tidur
Physical	Fisik
Paraffin stove	Kompur parafin
Procurement	Pengadaan
Prayer	Doa
Plate	Piring
Read	Membaca
Review	Tinjauan
Spoon	Sendok
Spirit stove	Kompur spiritus

List of Vocabulary

Vocabulary	Meaning
Site	Lokasi
Travel clothing	Pakaian perjalanan
Team	Tim
Tumbler	Segelas, gelas minum

Procedure 2

**Camping practice
(Pelaksanaan Berkemah)**

1. Take a trip exploring nature to reach the destination.

(Melakukan perjalanan menjajah alam hingga mencapai tujuan)



2. choose a tented location
(Memilih lokasi mendirikan tenda)



3. set up a tent
(Mendirikan tenda)



4. Removing and arranging equipment items
(Mengeluarkan dan menyusun barang barang perlengkapan)



5. Installing Lighting
(Memasang Penerangan)



6. Light a bonfire
(Menyalakan api unggun)



7. Cooking
(Memasak)



8. Carry out planned activities
(Melakukan kegiatan yang sudah direncanakan)



9. Rest
(Istirahat)



List of Vocabulary

Vocabulary	Meaning
Arrange	Mengatur
Build	Membangun
Both	Keduanya
Commonly	Biasanya
Corner	Sudut
Center	Tengah
Connect	Menghubung
Erect	Tegak
Front	Depan
Flat	Datar
Ground	Tanah
Insert	Menyisipkan

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List of Vocabulary

Vocabulary	Meaning
Item	Barang
Left	Kiri
Outer casing	Selubung luar
Pull	Menarik
Position	Posisi
Practice	Praktik
Reach	Mencapai
Right	Benar
Tight	Ketat
Trip	Perjalanan
Tie	Mengikat
Wall	Dinding

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Procedure 3

Completion
(Penyelesaian)

1. Dismantling the tents.
(Pembongkaran tenda-tenda)



2. Pay attention to environmental cleanliness.
(Perhatikan kebersihan lingkungan)



3. Checking of goods must be carried out in an orderly manner.

(pengecekan barang harus dilaksanakan secara tertib)



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List of Vocabulary

Vocabulary	Meaning
Dismantle	Membongkar
Environmental	Lingkungan
Hygiene	Kebersihan
Goods	Barang-barang
Must	Harus
Carried out	Dilakukan
Orderly	Tertib
Manner	Tata krama

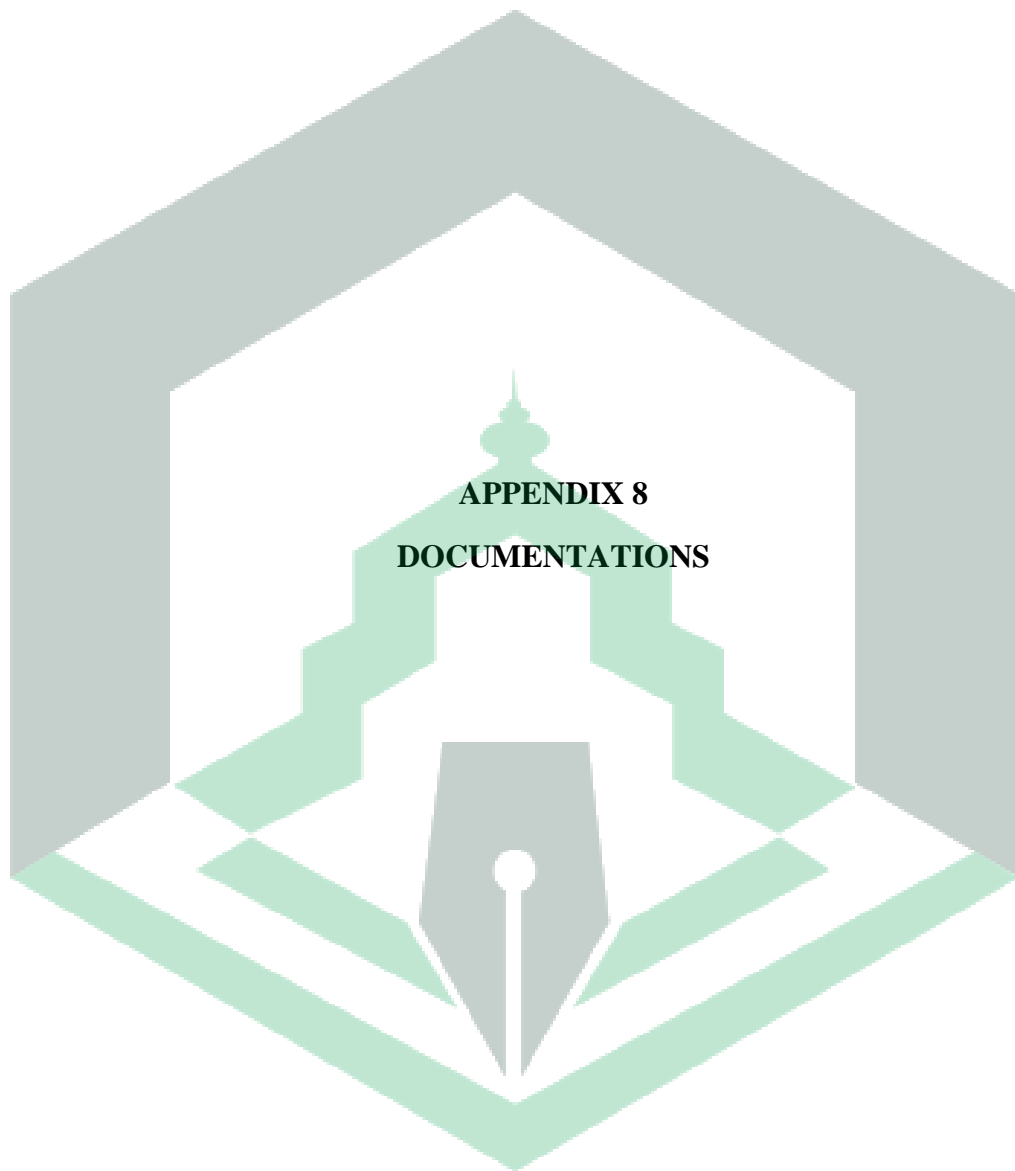
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APPENDIX 8
DOCUMENTATIONS

1) Need Analysis



2) Try out and Students' Perception





3) Disseminate





APPENDIX 9

SURAT KETERANGAN TELAH MENELITI



Yayasan Tociung Luwu
UNIVERSITAS ANDI DJEMMA

LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT
 Jl. Puang H. Daud No. 4 Telp. & Fax. (0471) 24506 Palopo 91914
 Website: unanda.ac.id; E-mail: lpmunanda@gmail.com; unandalp2m@gmail.com

SURAT KETERANGAN

Nomor: 165/LPPM.6/023/IX/2023

Yang bertanda tangan di bawah ini:

Nama : Dr. Suardi, S.Pi., M.Si.
 NIDN : 0921037002
 Jabatan : Ketua Lembaga Penelitian dan Pengabdian Kepada Masyarakat
 (LPPM) Universitas Andi Djemma

Menerangkan dengan sebenarnya bahwa:

Nama : Ulandari
 Stambuk : 1802020069
 Pekerjaan : Pelajar/Mahasiswa Institut Agama Islam Negeri Palopo
 Program Studi : Bahasa Inggris

Telah selesai melakukan penelitian di UKM MAPALA UNANDA dengan judul penelitian dalam rangka penyusunan/penulisan Skripsi yang berjudul **"Designing English Camping Guid Book For Environmentalist Students at Andi Djemma University of Palopo"** pada tanggal 14 April s/d 26 Agustus 2023.

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 11 September 2023
 Ketua LPPM,



Dr. Suardi, S.Pi., M.Si. (v)
 NIDN. 0921037002

Tembusan:
 1. Arsip



APPENDIX 10

SURAT KETERANGAN PLAGIASI

Designing English Guidebook for Environmentalist Students at the Andi Djemma University of Palopo

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