

**DEVELOPING VOCABULARY HANDBOOK FOR EIGHTH-
GRADE STUDENTS OF SMPN 8 PALOPO**

A Thesis

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



IAIN PALOPO

Composed by:

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

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A Thesis

*Submitted to the English Language Studies Program of SI Tarbiyah and
Teacher Training Faculty of State Institute for Islamic Studies of Palopo
in Partial Fulfillment of Requirement for S.Pd. Degree in English
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Palopo, 25th September 2023

The Researcher








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THESIS APPROVAL

This thesis entitled Developing Vocabulary Handbook for Eighth Grade Students of SMPN 8 Palopo, which is written by Salsabila Anggraeni, Registration Number 1902020078, 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 Monday, 28th August 2023/Shafar 12th 1445 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

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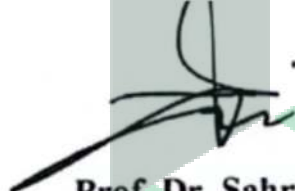
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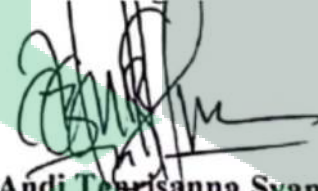
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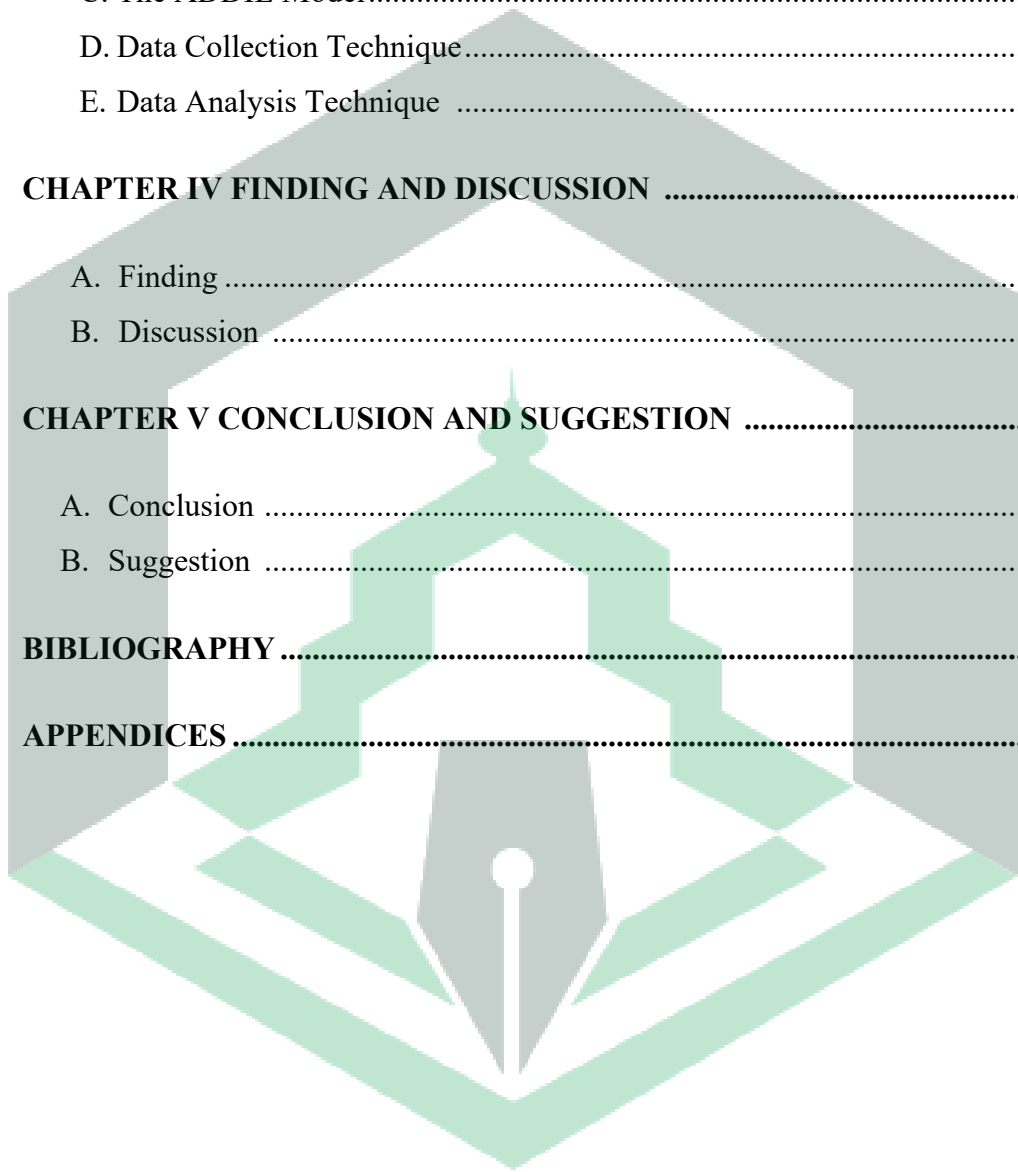
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TABLE OF CONTENTS

STATEMENT OF AUTHENTICITY	ii
THESIS APPROVAL	iii
NOTA DINAS PEMBIMBING.....	iv
CONSULTANT APPROVAL.....	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS.....	ix
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF CHARTS	xiii
APPENDICES	xiv
ABSTRACT	xv
CHAPTER I INTRODUCTION.....	1
A. Background	1
B. Problem statement.....	4
C. The Objective of the Research	4
D. Significance of the Research.....	5
E. Specification of the Expected Product	5
F. Assumption and Delimitation of Study.....	6
CHAPTER II REVIEW OF RELATED LITERATURE	7
A. Previous Study	7
B. Literature Review.....	9
C. The Conceptual Framework.....	22

CHAPTER III RESEARCH METHODOLOGY	24
A. Research Design.....	24
B. Participants.....	24
C. The ADDIE Model.....	25
D. Data Collection Technique.....	27
E. Data Analysis Technique	28
CHAPTER IV FINDING AND DISCUSSION	32
A. Finding	33
B. Discussion	70
CHAPTER V CONCLUSION AND SUGGESTION	73
A. Conclusion	73
B. Suggestion	73
BIBLIOGRAPHY.....	75
APPENDICES.....



LIST OF TABLES

Table 3.1 Material Topics Qualification of Product Evaluation	31
Table 3.2 The Example of Expert Instrument Validation Table	31
Table 3.3 The Example of Expert Validation Table	31
Table 3.4 The Example of Students' Perception Table	32
Table 4.1 The Blueprint of the Product	50
Table 4.2 Part of the Handbook	51
Table 4.3 The Result of the Product Validation by The Design and Layout Expert	52
Table 4.4 The Result of the Product Validation by The Language Expert	57
Table 4.5 The Result of the Product Validation by The Material Expert	61
Table 4.6 Tryout Schedule	66
Table 4.7 Students' Perception	68
Table 4.8 Teacher's Perception	70

LIST OF FIGURE

Figure 2.1 ADDIE Design Model	20
Figure 2.2 Borg and Gall Model	21
Figure 2.3 4-D Design Model	22
Figure 2.4 Conceptual Framework	23
Figure 3.1 ADDIE Model Research Procedures	25
Figure 3.2 Formulation for Need Analysis Result	29
Figure 3.3 Average Score Formulation	30
Figure 3.4 Value Score Formulation	30
Figure 4.1 The Mean Score of The Design and Layout Expert Validation Result ...	56
Figure 4.2 The percentages of The Design and Layout Expert Validation Result ...	56
Figure 4.3 The Mean Score of The Language Expert Validation Result	60
Figure 4.4 The percentages of The Language Expert Validation Result	61
Figure 4.5 The Mean Score of The Material Expert Validation Result	64
Figure 4.6 The percentages of The Material Expert Validation Result	65
Figure 4.7 The Mean Score of the Students' Perception Result	68
Figure 4.8 The Percentages of the Students' Perception Result	68
Figure 4.9 The Mean Score of the Teacher's Perception Result	70
Figure 4.10 The Percentages of the Teacher's Perception Result	70

LIST OF CHARTS

Chart 4.1 The Percentages of Students Benefit from the English Language	34
Chart 4.2 The Percentages of Students on Learning Goals	42
Chart 4.3 The Percentages of Students' Level Ability	35
Chart 4.4 The Percentages of Students' Difficulties of Learning English	36
Chart 4.5 The Percentages of Students' Need of Vocabulary	37
Chart 4.6 The Percentages of Learning Media	37
Chart 4.7 The Percentages of English Material	38
Chart 4.8 The Percentages of Memorize New Vocabulary	39
Chart 4.9 The Percentages of Media Students Need	40
Chart 4.10 The Percentages of Design Vocabulary Handbook	41
Chart 4.11 The Percentages of Vocabulary Material Design	42
Chart 4.12 The Percentages of Kinds of Pictures that Students Want	43
Chart 4.13 The Percentages of Students Wants Pictures Color	44
Chart 4.14 The Percentages of Students' Preferred Setting for Study	45
Chart 4.15 The Percentages of Students' Role in Learning	45
Chart 4.16 The Percentages of Need in Vocabulary Handbook	46
Chart 4.17 The Percentages of Students Who Need Pronunciation	47

APPENDICES

Appendix 1: Surat Izin Meneliti

Appendix 2: The Result of the Instruments' Validation by the Experts

Appendix 3: The Blueprint of Need Analysis Questionnaire

Appendix 4: The Need Analysis Result

Appendix 5: The first draft of the Vocabulary Handbook

Appendix 6: The Result of Students' Perception

Appendix 7: The Result of Teachers' Perception

Appendix 8: The Final Product

Appendix 9: Documentation

Appendix 10: Surat Keterangan Telah Meneliti

Appendix 11: Surat Keterangan Plagiasi



ABSTRACT

Salsabila Anggraeni, 2023. **Developing Vocabulary Handbook For Eighth Grade Students of SMPN 8 Palopo. Thesis.** English Education Study Program of Tarbiyah and Teacher Training Faculty at the State Islamic Institute of Palopo. Supervised by: Prof, Sahraini, M.Hum and Andi Tenrisanna Syam, S.Pd., M.Pd.

This study aims to develop a K13-based vocabulary handbook for eighth-grade students of SMPN 8 Palopo. The research question is "How to develop a vocabulary handbook for eighth-grade students at SMPN 8 Palopo?". The subjects of this study consisted of students in eighth grade. Data collection was carried out through observation, interviews, questionnaire for students and expert validation. The research design used in this research is Research and Development (RND) by applying the ADDIE model. The steps are Analysis, Design, Development, Implementation, and Evaluation. The Vocabulary Handbook was developed by referring to the needs analysis results of eighth-grade students of SMPN 8 Palopo and adapting a task-based language approach. The appropriate vocabulary handbook as a research product consists of: 1. three units of vocabulary handbook material, namely: What are you doing? My uncle is a zookeeper, and Bigger is sometimes better. 2. Variety of activities adapted from task-based 3. Attractive layout and media 4. Other skills like listening, reading, and writing are completed with interesting grammar and Vocabulary. Based on research conducted at SMPN 8 Palopo, developing a vocabulary handbook was carried out through several stages to analyze target needs. The research collects information by conducting a needs analysis. After collecting the data, the researcher made a vocabulary handbook according to the student's needs. After that, it is validated by experts. The suitability of the student vocabulary guidebook is evidenced by the results of student and teacher perceptions that fall into the "Very Good" classification, which indicates that the vocabulary handbook is ready to use with little revisions.

Keywords: ADDIE Model, English Vocabulary, Research and Development (RnD)

CHAPTER I

INTRODUCTION

A. Background

The English vocabulary handbook is important to master to improve thinking patterns and add information focused on certain subjects. Murphy, Redding, and Twyman Handbooks are collections of information that may cover any topic in a particular field. Handbooks generally contain data for a specific area or a special technique.¹ They are designed to be easy to use. The Handbook is a convenient, concise reference book that addresses a specific topic. Therefore, the teacher must provide direction using different references and be open to individual student textbooks. This vocabulary handbook provides a clear instructional approach to successfully building students' vocabulary knowledge. In this case, an English student who is short on words will need help speaking with other people, especially foreigners. The report of the National Reading Panel concluded that the importance of vocabulary knowledge has long been recognized in the development of reading skills. The research said that the growth of reading power depends on knowledge of writing and listening skills.

Generally, developing a vocabulary handbook is considered an important part of learning a language or developing a person's ability to learn the language he has acquired. Vocabulary is necessary for language comprehension and also improves

¹ Marilyn Murphy, Sam Redding, and Janet S Twyman, "Handbook on Personalized Learning for States, Districts and Schools."

fluency. As stated by Nunan in Amaliyyah, Vocabulary is an important key to using a second language.² With a broad vocabulary, one can use the structure and function of language to communicate. The quality of people's language skills depends on how much Vocabulary they know. Several factors cause students to feel afraid of using English. Namely, students need clarification when choosing words to communicate in English. The second factor is that students rarely apply it in everyday life. The third factor is that students feel insecure about using English because they need a large vocabulary collection. The fourth factor is that students feel afraid when they make mistakes in using English sentences.³ In other words, Students are often taught new words as a basis for language learning. Some adults find vocabulary building to be an interesting and instructive activity.⁴

Before conducting the research, the researchers conducted observations in schools, which were carried out in 2022. Researchers chose SMPN 8 Palopo Jl. Agatis, Balandai, Palopo. From the observations at SMPN 8 Palopo, the teacher stated that some students still had low-level Vocabulary. Therefore, the researchers developed students' Vocabulary using a vocabulary handbook for eighth graders at SMPN 8 Palopo.⁵

²Rizqi Amaliyyah, "Developing A Vocabulary Book For Scout Organization In IAIN Palopo" (IAIN PALOPO, 2021).

³Widya Adharyanty Rahayu and Suastika Yulia Riska, "Developing English Vocabulary Learning Games," *Jurnal Ilmiah Pendidikan* (2018).

⁴Desi Anriani, "Improving Vocabulary through the Real Object at the Eight Year Students of Mts Batusitanduk," 2014.

⁵"Teacher and Srudents SMPN 8 Palopo, (Jl. Agatis Balandai Palopo)."

The media in the teaching and learning process is interpreted as graphic, photographic, and electronic tools for capturing, processing and rearranging visual or verbal information. According to Nugrahani, good learning media can increase student motivation and play an active role in learning.⁶ Learning media is included in factors outside the individual, namely instrumental factors. The media is a tool to receive visual and verbal messages to increase student motivation and improve learning. Effective learning media will distinguish the quality of a teacher's education and teaching.⁷

Most of the students in the school are still not confident enough to speak English, with the anxiety of those who do not know adequate Vocabulary, which is the cause of "don't want to talk" problems, mispronunciations, and the lack of books or practical media to help them in learning English. Another problem is related to teaching materials. Teaching materials, especially for speaking and vocabulary knowledge, are minimal. In the teaching and learning process, the teacher has less creativity, so the improvement and development of student's English skills are limited.

This study uses a research and development (R&D) model for developing students' English vocabulary learning materials. Using the ADDIE design model, the researcher uses each step to combine and develop previous research to create a new

⁶Farida Nugrahani, "The Development of Film-Based Literary Materials Which Support Character Education," *Jurnal Cakrawala Pendidikan* 36, no. 3 (October 28, 2017).

⁷Widya Adharyanty Rahayu and Suastika Yulia Riska, "Developing English Vocabulary Learning Game," *Jurnal Cakrawala Pendidikan* 37, no. 1 (March 8, 2018).

project for teaching. Another reason is that R&D seems very good for developing learning models that are not only for learning practice but, more than that, to develop learning effectiveness, are easy to teach and understand, are based on real conditions, and are based on needs in the field.

Based on some of the findings above, the research wants to develop an English Vocabulary handbook for eighth Grade Students at SMP 8 Palopo. The English Vocabulary Handbook's development is to help improve the teaching and learning process of speaking and develop the student's Vocabulary for future needs.

According to the description above, the researcher is interested in conducting a research entitled "Developing Vocabulary Handbook for Eight Grade Students of SMPN 8 Palopo".

B. Problem Identification

Based on the problem statement above, the research formulated research question as follows:

How to develop a vocabulary handbook for eighth-grade students at SMPN 8 Palopo?

C. Research Objective

The research aims to develop a vocabulary handbook for Eighth-Grade SMPN 8 Palopo.

D. Research Specification

The significance of this study is to develop students' vocabulary handbook, which can help a student learn about Vocabulary in English learning.

E. Specification of the Expected Product

In this research, the researchers produced products that referred to the English Vocabulary Handbook based on the student's level of English, especially the eighth-grade students at SMP 8 Palopo. The specifications are as follows:

1. The form of the Vocabulary handbook was printed on A4-size paper.
2. The topics for the Vocabulary handbook specified certain themes.
3. Every Vocabulary handbook had headers as a foundation for an organized approach to learning, including information about the lesson topics, units, the purpose of lessons, and Vocabulary related to the topics. This would have the students keep their vocabulary handbook well organized, especially when revising, making them repeat the exercise quickly when needed.
4. The themes selected were based on analyzing the eighth-grade students' English learning materials.
5. The Vocabulary handbook was made according to K13, the 2013 Curriculum, and the eighth-grade students' learning competencies.

F. Assumption and Delimitation of the Research

The research had some assumptions in developing a vocabulary handbook for the student in the eighth grade of SMP 8 Palopo, as follows:

1. Students completed the needs analysis and questionnaire.
2. Expert judgment objectives in evaluating the development of the vocabulary handbook
3. The vocabulary handbook would be helpful for the students as a learning material that suits their needs.

The research had some limitations in conducting it, as follows:

1. Due to the limitation of chapters, the vocabulary handbook only completed for three chapters.
2. The material Handbook consisted of basic vocabulary materials.
3. The development of the vocabulary handbook used the ADDIE model.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research

Some researchers are relevant to this research; those are:

Batari (2021), “Designing Speaking Handbook for Students in the Eleventh-Grade of SMAN 2 Palopo”.⁸ This study aims to create the ideal Speaking Handbook for SMAN 2 Palopo students in the eleventh grade. This research method was Research and Development (R&D) with TBLT. The Design used a 4D Model that is defined, designed, developed, and disseminated using observation, interview, and questionnaires as the research instrument. The similarities between these studies are that the speaking Handbook was designed for eleventh graders of SMA to assist students in speaking skills and using TBLT. Then in his approach, the author also uses a 4D model. The speaking Handbook has seven chapters according to student material. However, in this study, the Handbook was designed to accompany eighth-grade English learning. The researchers also use the ADDIE Model in the design handbook in the form of analysis, Design, development, implementation, and evaluation. The contents of the English handbook by the researcher consist of 3 chapters 1. What are you doing? 2. My uncle is a zookeeper, and 3. Bigger is sometimes better in the form of material following the curriculum and material taught by the school teacher.

⁸ Batari As, “Designing Speaking Handbook for Students In The Eleventh-Grade Of SMAN 2 Palopo” (IAIN PALOPO, 2021).

Sulhana's research (2020) aims to “Developing K13 Text Book-Based Dictionary for The Eighth-Grade students at Junior High School 2 Masamba”. The material is developed using 4D (Define, Design, development, and dispersion). The comparison between his research and this research is to make teaching materials in the form of student vocabulary handbooks. At the same time, the difference lies in the research subjects of Sulhana's research used class VIII students of SMPN 2 Masamba and used the 4D Model. In contrast, this research chose class VIII students of SMPN 8 Palopo as participants and used the ADDIE Model. Furthermore, the material developed is limited and is designed with Vocabulary based on the preferred English material.⁹

Septiana and Hartati conducted research entitled "Designing an Oral English Handbook for Supervisors Communities (A Developmental Research Conducted in a Textile Company)." This research shows that supervisors need to gain speaking skills. Therefore, this research aimed to design a handbook for supervisors at PT. URW Textile Company in Purwerejoto to help them learn to speak. This research was Research and Development (R&D) research, which used theory from the branch that was the ADDIE model; the steps were Analysis, Design, Development, Implementation, and Evaluation. The Design of the Handbook was categorized as excellent. It has been proven by the score of 85% for the quality of the content given

⁹ Sulhana Sulhana, “Developing K13 Text Book-Based Dictionary for the Eighth Grade Students At Junior High School 2 Masamba” (IAIN PALOPO, 2021).

by supervisors, and the score for the instructional quality given by the expert judgments was 92%.

Furthermore, Septiana and Hartati's research had similarities with this research: designing the appropriate Handbook for learners to help them speak English and define what materials suit their needs. However, the difference between their research and mine is in the subject of this research. The research focused more on students in the eighth grade of SMP, while Septiana's research focused on the supervisor community. Further, the researcher used the ADDIE model, and Septiana's research used the ADDIE model with the ESP approach.

B. Literature Review

1. The Definition of Vocabulary

Vocabulary is one of the most important factors in English. Learning English as a foreign language is considered the most important for learners. Because of their limited Vocabulary, they cannot communicate the ideas transmitted to them. According to Nunan, "it is true that vocabulary is the word itself, but in terms, their meanings are different."¹⁰ Alqahtani (2015) argues that adequate Vocabulary is an essential part of foreign language learning because the meaning of new words is very often emphasized, both in books and classrooms.¹¹

¹⁰David Nunan, "Language Teaching Methodology: A Textbook for Teacher," *New York: Percentile Hall International*.

¹¹Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught.," *International journal of teaching and education III* (2015): 21–34.

Acquiring Vocabulary is a very important tool for mastering a language. It is impossible to learn a language without a vocabulary; as Zimmerman puts it: Vocabulary is the center of language and very important for typical language learners.¹²

Jeremy Harmer states that Vocabulary is seen as part of the main language teaching goals. That is the acquisition of grammatical knowledge about language. Vocabulary is necessary to give students something to hold on to when learning structure, but it is often not the main focus of learning.¹³

From the previous understandings above, Vocabulary is a set of words a person knows or is part of a certain language. Vocabulary makes a big, even the biggest, contribution to learning a new language. However, learning Vocabulary takes work. Students often need help in memorizing and using words in a sentence. Therefore, the teacher must encourage himself to be creative in learning and choose the approach and method of teaching English to make it easier and more fun to learn new Vocabulary.

2. Types of Vocabulary

Harmer divides Vocabulary into two groups, namely active Vocabulary and passive Vocabulary. Functional language refers to the Vocabulary that students have

¹²Jack C Richards and Willy A Renandya, *Methodology in Language Teaching* (Cambridge University Press, 2002).

¹³Jeremy Harmer, "The Practice of English Language Teaching.," *New York; Longman, 1991.*

learned. They are expected to use it. Passive Vocabulary refers to words that students will recognize when they meet but may not be able to produce.¹⁴

There are two types of Vocabulary:

- a. **Passive Vocabulary.** Passive Vocabulary contains all the words understood when you read or listen but that we do not use (or do not remember) in our writing and speaking.
- b. **Active Vocabulary.** It is all the words you understand and the words we can use ourselves. Active Vocabulary in English and your language may be much smaller than passive Vocabulary.

In detail, the Vocabulary is divided into four types of Vocabulary, namely:

- a. **Reading Vocabulary.** A person's reading vocabulary is all the words he can recognize while reading. It is the largest type of Vocabulary simply because it includes others.
- b. **Listening to Vocabulary.** The Vocabulary of a person is all the words he can recognize while listening to the speech. This Vocabulary is aided in size by content and tone of voice.
- c. **Writing Vocabulary.** A person's writing vocabulary is all the words he can use. Contrary to the previous two types of Vocabulary, writing Vocabulary is stimulated by the user.
- d. **Speaking Vocabulary.** A person's speaking Vocabulary is all the words he can use in speaking. Due to the spontaneous nature of spoken Vocabulary, words are

¹⁴Ibid.

often abused. Even slight and unintentional abuse can be compensated by facial expressions, tone of voice, or hand gestures.¹⁵

3. How to Learn Vocabularies

According to Wilga in Hijrah, there are six ways to learn Vocabulary:

- a. Students need to learn how to insert Vocabulary into this long-term memory, which does not have to mean "memorize." However, some students may find these activities appropriate for their learning style.
- b. Students must learn to distinguish variations in the distribution and boundaries of meaning. The teacher can explain the contrast to the distribution of the mother tongue by showing a schematic distribution of the meaning of words that appear to be comparable or the promoted activity that requires that these boundaries be respected.
- c. Students sometimes need to realize that words are built from morphemes that share the burden of meaning between them.
- d. Students will learn how to find new words by themselves.
- e. If students are not found, they need to learn that Vocabulary is elastic. They can make a lot out of what little they know by paraphrasing, circumlocutions, and definitions as they gradually build a more precise and varied lexicon.
- f. Students must learn how to increase their Vocabulary steadily and systematically. They will start early to save the list of new words individually.

¹⁵Hijrah, "Developing Students Vocabulary By Using Policeman Game on Seventh Grade Students of SMPN 8 Palopo" (Iain Palopo, 2018).

4. Definition of Handbook

According to Murphy, Redding, and Twyman, handbooks are collections of information that tackle any topic in a particular field. Handbooks generally contain information about a particular field or technique. They are designed to be easy to use.¹⁶ The Handbook is carried out conveniently and concisely as a reference that addresses a specific topic.¹⁷ In other words, a handbook is a collection of information designed to be easy to use, practical, convenient, concise, and cover a specific topic.

5. The Purpose of the Student's Handbook

The student handbook is essential in learning because it is believed to increase knowledge, activities, and atmosphere. Also, it can help the teachers teach their students to explore concepts in education. The Student Handbook has four functions, namely: a). as teaching materials to assist the students in learning and minimize the teacher's recaps in teaching; b). as materials of teaching to help the students understand the materials delivered; c). As instructional materials to provide tasks to practice productively; d). To facilitate the process of teaching and learning implemented by the teacher.

6. Handbook Components

Most people think a handbook is the same as a pocketbook or guidebook. But they have differences, such as in terms of size. Handbooks are usually the same size

¹⁶Murphy, Redding, and Twyman, "Handbook on Personalized Learning for States, Districts and Schools."

¹⁷"HANDBOOK | Meaning, Definition in Cambridge English Dictionary," accessed August 18, 2022, <https://dictionary.cambridge.org/dictionary/english/handbook>.

as regular books, about 21 cm to 25 cm.¹⁸

There are several main physical components or parts contained in a computer handbook, namely: (a) Cover: to make the cover more attractive. The book's cover or learning material is designed to be attractive, such as by providing illustrations according to the book's contents and using the lesson's name or title. (b) Front of the Handbook, loading the title page, main title page, and table of contents page (sometimes not using the table of contents), each page number in front of the textbook uses general numbers, (c) The contents of the Handbook, which contain the subject matter to be delivered to students, consisting of chapter titles and subtitles, each new section and chapter being made on the next page, (d) The back of the Handbook, which consists of bibliography and about the author.

7. Vocabulary Handbook

The Vocabulary Handbook is a collection of references that unpacks information focused on a particular vocabulary used to do something. Therefore, the teacher should provide some direction using different references and not be obsessed with individual student worksheets.

The Vocabulary Handbook is designed to be used by students in practicing as if they were communicating in real-life situations. This makes students understand when, where, and how the language is used in direct communication. As described earlier, there are many advantages to designing teaching materials using a vocabulary

¹⁸Anggiani Qodariah, Fitria Ahhyatul Hanifah, and Selly Setiani, "Analisis Handbook Dan Manual," *Paper Knowledge . Toward a Media History of Documents*.

handbook. In addition, the vocabulary handbook can not only be used in person but can also be used with online learning. According to the Collins dictionary, a handbook is a book that gives you advice and instructions on a particular subject, tool, or machine.¹⁹

8. Needs analysis

According to Jack C. Richard in *Curriculum Development In The Book Teaching Language*, several procedures are used to collect information about the needs of learners.²⁰

According to Lindy Woodrow, needs analysis systematically analyzes learners' needs to operate in target communicative situations. This is an important part of course design. In the learning process, the first step is to analyze the needs of students, which aims to determine the course design. Based on Hutchinson and Waters, a learner needs analysis determines the rationale and steps to achieve satisfactory course communication.²¹

According to Hutchinson and Waters, each course should be based on an analysis of the learner's needs because it determines the reasons and procedures that must be used to achieve satisfactory communicative results.²² Furthermore,

¹⁹Collins dictionary. Accessed on June, 04th 2022, from [Handbook definition and meaning | Collins English Dictionary \(collinsdictionary.com\)](https://www.collinsdictionary.com/)

²⁰Jack C. Richards, *Curriculum Development in Language Teaching* (Cambridge University Press, 2001).

²¹Enhana Tarbiatunnisa, "Developing Basic English Speaking Module for the English Club Program At Senior High School of Modern Islamic Boarding School Datok Sulaiman Putri Palopo," *Thesis* (IAIN PALOPO, 2021).

²²Reski Jayanti Sagita, "Designing English Syllabus for Islamic Education Study Program at IAIN Palopo" (IAIN PALOPO, 2020).

Hutchinson and Waters divide the needs analysis into two categories: target needs and learning needs, as described below:²³

a. Target Needs

Target needs relate to what the learner needs to do in the target situation. Target needs include three useful terms: 1). Lacks refers to the analysis to know what the learners already know; 2). Necessities are the type of need determined by the pressure of the target situation to know what the learner has to know to function effectively in the target situation; 3). Wants to know what the learners want to learn.

b. Learning Needs

An analysis of learning needs refers to what the learner needs to do to learn. The learning need is closely related to the activities that the learners need to do to achieve the required abilities to perform with the required degree of competence in the target situation. To construct the learning materials, it is important to analyze the students' learning needs to decide on an engaging teaching and learning process that the students wish.²⁴

²³Tom Hutchinson and Alan Waters, *English for Specific Purposes* (Press Syndicate of the University of Cambridge, 1987).

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

9. Task Based-Language Learning (TBLT)

Richards and Rodgers state that Task-Based Language Teaching (TLBT) refers to a task-based approach to using tasks as the core unit of language teaching planning and teaching. Some principles of a communicative language teaching view are needed. For example:

- a. Activities that involve real communication are essential for language learning.
- b. Activities in which language is used to carry out meaningful tasks that enhance learning.
- c. Meaningful language for learners supports the learning process.²⁵

Task-based Language Teaching (TBLT) is the latest trend in SLL approaches, although it has produced Task-based language teaching (TBLT) is also revealing its weaknesses. Bruton identifies other concerns:

- a. There is no acquisition of new grammar or vocabulary features.
- b. Everything is left to the teacher.
- c. Not all students are or will be motivated by TBLT.
- d. Some students need more guidance and will not or cannot notice language forms (grammar) or other elements of accuracy.
- e. Students typically translate and use much of their L1 rather than the target language to complete the task.²⁶

²⁵T Richards, J., & Rodgers, "Approaches and Methods in Language Teaching," *New York Cambridge University Press*.

²⁶ Anthony Bruton, "Task-Based Language Teaching: For the State Secondary FL Classroom" 31, no. 1 (2005): 55–68.

TBLT, in simple terms, is a language teaching system that focuses on tasks given to students. Its characteristic as a learner-centered approach is one of the recommended approaches to be used by teachers in teaching English.

Task-Based Language Teaching (TBLT) was re-appointed as an alternative to traditional language teaching methods. The assignment has become important in syllabus design, classroom teaching, and student assessment.²⁷

According to Nunan in Batari, TBLT is an approach that emphasizes learning to communicate through interaction using the target language. Through this approach, students are trained to concentrate not only on studying the structure of a language but also on producing it. TBLT provides many benefits to help learn foreign languages. This is consistent with an educational philosophy that focuses on the learner and allows teacher input and guidance. This contributes to an increase in communication fluency and pays attention to accuracy.²⁸ From the explanation above, the researcher uses this approach to teach students Vocabulary in the classroom.

²⁷David Nunan, "Task Based Language Teaching," *Task-Based Language Teaching*, no. 1 (2004): 1–18.

²⁸As, "Designing Speaking Handbook for Students In The Eleventh-Grade Of SMAN 2 Palopo."

10. Kinds of Instructional Materials Development

In the literature, several instructional designed handbooks are often applied in research. These include the ADDIE, Borg, Gall, and 4-D models.

a. ADDIE

Analyzing, Designing, Developing, Implementing, and Evaluating (ADDIE) process is used to introduce an instruction design approach with a proven record of success. Instructional Design: The ADDIE Approach is intended to serve as an overview of the ADDIE concept. The purpose of this book is to focus on fundamental ADDIE principles,²⁹ Namely: 1) Analysis (current needs, requirements, tasks, and abilities of participants). 2) Design (format of delivery of learning objectives, activities, and exercises). 3) Development (prototyping, developing course materials, reviewing, pilot sessions). 4) Implementation (implementation of training, existing tools, and observations). 5) Evaluation (awareness, knowledge, behavior, and results).

²⁹Robert Maribe Branch, "Instructional Design: The ADDIE Approach," *Instructional Design: The ADDIE Approach* (2010): 1–203.

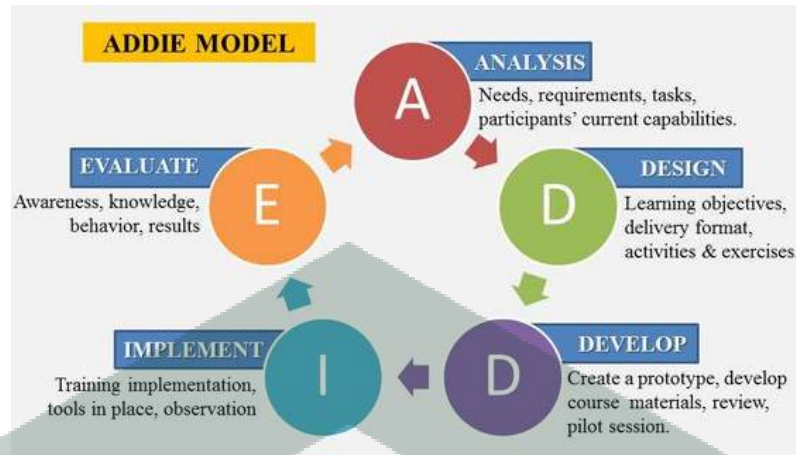


Figure 2.1³⁰

b. Borg and Gall

There are ten steps in the evolving guiding style: 1) Research and Information Collection (review of literature, classroom observation, and preparation of the report of the state of the art). 2) Planning (defining skills, stating the objective, determining course sequence, and small-scale feasibility testing). 3) Develop a preliminary form of the product (preparation of instructional materials, handbooks, and evaluation devices). 4) Preliminary Field Testing. 5) Main Product Revision (product revision as suggested by the preliminary field result). 6) Main Field Testing. 7) Operational product revision. 8) Operational Field Testing. 9) Final Product Revision. 10) Dissemination and Implementation.³¹

³⁰<https://pin.it/247Tl6G>

³¹“Adip Wahyudi: Model Penelitian Pengembangan Borg and Gall (1983),” accessed August 15, 2022, <http://adipwahyudi.blogspot.com/2011/01/model-penelitian-pengembangan-borg-and.html>.

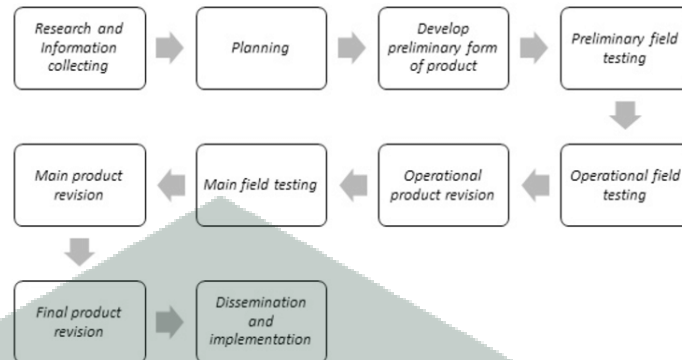


Figure 2.2³²

c. 4-D Models

This Model allows the materials designers to link instructional learning strategy with the designed learning outcome. This Model follows four stages: (1) Define. In this stage, the developer analyzes the needs of students; (2) Design. In this stage, a developer produces and develops products based on the analysis of student needs; (3) Develops products through validation from experts, teachers, and user (student) assessments; and (4) Disseminates products published through journals, pictures, etc.

³²https://www.researchgate.net/figure/Research-and-Development-Model-by-Borg-and-Gall_fig1_338441481

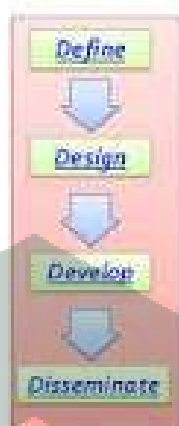


Figure 2.3³³

Based on several learning design models described above, the researcher applied the ADDIE model in this study. Researchers chose the ADDIE model because it is practical and dynamic. In addition, it provides a systematic process that is continuously evaluated and revised to create a valid and reliable product. Moreover, product development steps are more rational and comprehensive.

C. Conceptual Framework

This research aims to use the R and D model to develop a vocabulary handbook for the eighth graders of SMPN 8 Palopo. In this study, the writer will use the ADDIE model to design a suitable vocabulary handbook for the eighth grade of SMPN 8 Palopo. It will be described in the following conceptual framework:

³³<http://3.bp.blogspot.com/DGaoCTJt7mE/VonpTpxYTHI/AAAAAAAAABCQ/8atccriF5B8/s320/kerangka-berpikir-ima-mala-hayati069-9-638.jpg>

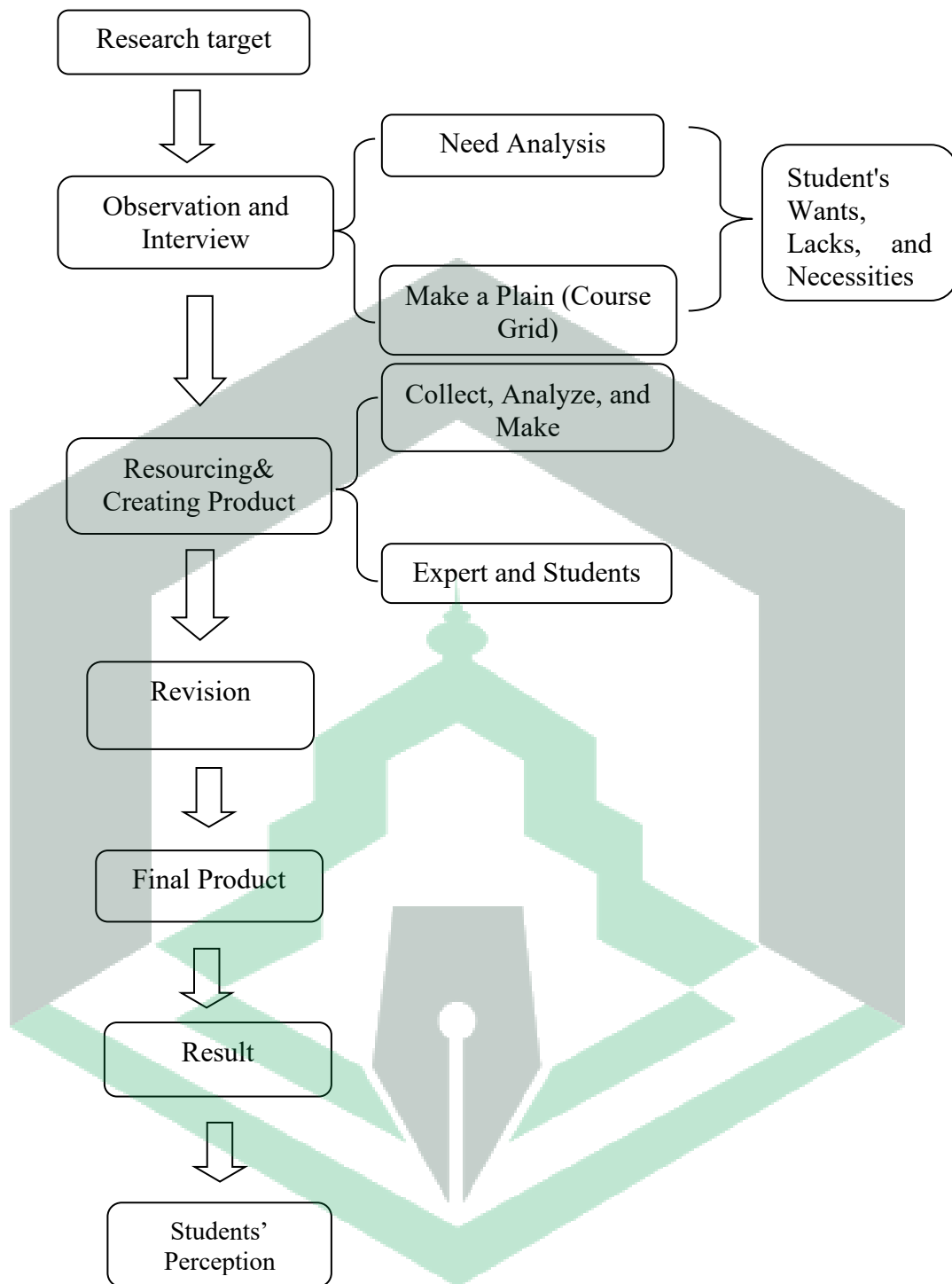


Figure 2.4 Conceptual Framework

CHAPTER III

RESEARCH METHOD

A. Research Design

Research and development are one of the research designs used in producing educational products that could improve the quality of students in academic achievement. Research and development are methods of producing a product. This study aims to develop and improve strategies to achieve well-defined learning objectives. This study began by identifying needs using qualitative and quantitative surveys, designing products, developing products, and implementing and evaluating products. This method also used an existing product. Then, in this study, the researcher developed a vocabulary handbook for the eighth grade of SMPN 8 Palopo. Furthermore, there are five steps in developing a vocabulary handbook in this study, which were adapted from the ADDIE model and research guides for developing a vocabulary handbook. Analysis, Design, Development, Implementation, and Evaluation stands for ADDIE.

B. Participants

The eighth-grade students of SMPN 8 Palopo become participants in this research. There were twenty-nine non-random students, fourteen male, and fifteen female students. The study period for SMPN 8 Palopo students is thirteen to fourteen years old.

C. The ADDIE Model

The design model in this development research is the ADDIE model, which consists of five components: analysis, Design, development, implementation, and evaluation. One of the functions of ADDIE is to be a guide in building training program tools and infrastructure that is effective and dynamic and supports the performance of the training itself.³⁴ The ADDIE model scheme used to create learning material is below.

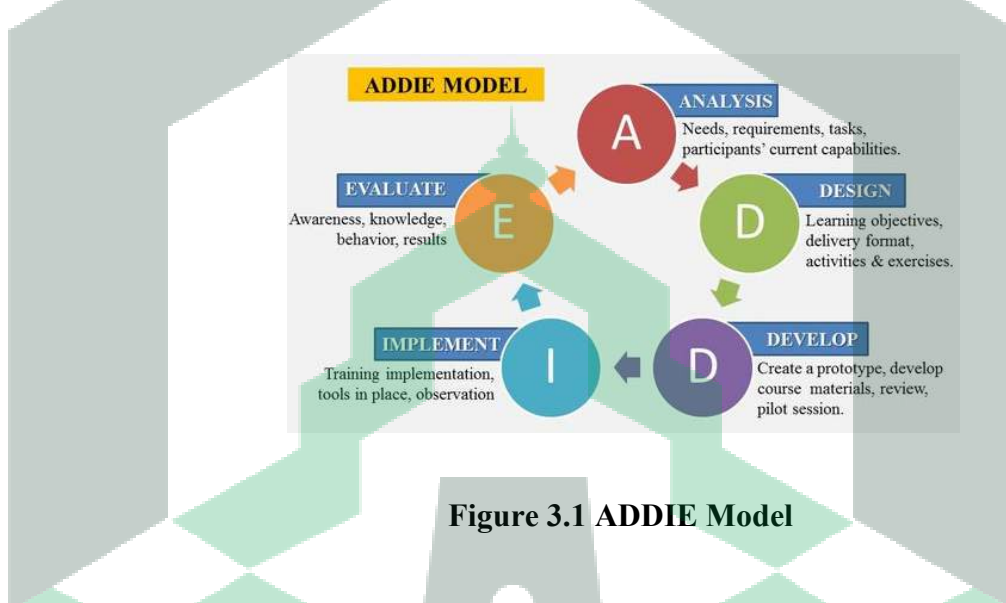


Figure 3.1 ADDIE Model

1. **Analysis:** In this step, the research analyzes the needs of the new product being developed. Learning products are developed by identifying and analyzing needs, including necessities, wants, and lacks. The researchers included These three components in the questionnaire to help understand them. Therefore, in this case, a questionnaire was used to analyze the needs of students at SMPN 8 Palopo.

³⁴Andi Tenrisanna Syam, "Developing Writing Module for the Fourth-Semester Learners of English Department at State Islamic Institute of Palopo," *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)* 5, no. 1 (2020): 17.

Furthermore, the questionnaire was distributed through a form in class. In addition, interviews were also conducted.

2. Design: The research team designs the initial product after the analysis phase. The initial product design was based on student and teacher information obtained through observation, interviews, and questionnaires. Thus, the first draft of the product gave expert judgment to be validated and evaluated. In this initial product, the researcher compiled the objectives of the learning materials; the Design also illustrated the content of the Handbook, including layout design, pictures, and font styles. Then, the activities in each chapter are designed according to the needs and desires of students based on the necessary analysis beforehand so that students feel energized because the material design is interesting according to their needs.
3. Development: At this stage, when the initial revised product design is ready, the research team conducts an expert assessment to ensure that the product is ready to be tested. Some activities are being done in this phase: a) gathering material resources; b) arranging vocabulary handbook materials; c) arranging a vocabulary handbook using the TBLT (Task-Based Language Teaching) approach; and d) validating by the experts.
4. Implementation: In this phase, the development of the vocabulary handbook is tested on several students in the class. It aims to determine the effectiveness and attractiveness of the vocabulary handbook.

5. Evaluation: This stage was evaluated by compiling information concerning the developed vocabulary handbook's utilization through questionnaires and interviews. The research interviewed the students and teachers of SMP Negeri 8 Palopo. The data interviews supported the data questionnaires to seek suggestions for the vocabulary handbook's improvement.

D. Data Collection Technique

The data used in this research is both qualitative and quantitative. Under the development research needs, quantitative reports are combined with qualitative ones. Qualitative data is in the form of assessments, feedback, responses, criticisms, and suggestions. In contrast, quantitative data is collected by questionnaires prepared by providing choice answers about product assessments and tests due to achievement in the field. The research instruments used to obtain data from this research include:³⁵

1. Questionnaire

This questionnaire gave to students; the motives are used to know students' needs, weaknesses, and desires. In the questionnaire, there was 17 questions. Questionnaire for students need analysis, questionnaire for the expert judgment, and questionnaire for students and teacher perception.

³⁵Ratih Hardianti, "Developing Vocabulary Pocketbook for The Seventh Grade of Satap Students at Smpn 02 Baebunta" (Iain Palopo, 2020).

2. Interview

According to Esterberg in Sugiyono, the interview is the communication of two people to get information.³⁶ Interviews would be conducted with both students and teachers. Interviews would provide more information about their perceptions of the product.

E. Data Analysis Technique

The data analysis technique used in this research uses descriptive qualitative and quantitative methods. The data analyzed by quantitative descriptive analysis are obtained from questionnaires. Qualitative data analysis from documentation, interviews, and observations with teachers and students of the eighth grade of SMPN 8 Palopo. The data that was analyzed descriptively and quantitatively was questionnaire data.

1. Analyze the results of the questionnaire for students

Analysis of questionnaire development and analysis of the data used in this study. The research from the questionnaire is representative of the student's formulated answers from each class.

³⁶Sugiyono Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D*, Bandung : Alfabeta, 2008, 2008.

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

Figure 3.2

Where:

X= Value

$\sum x$ = Total answer

N= Total students

Opinion with a higher percentage is the choice most accepted by students.

It is the researcher's background in designing the Handbook.

2. Analyzing the validation of the product and students' perception

The results of expert validation of products and student perceptions were analyzed using a Likert Scale. It can be analyzed by the score of the experts, which has been calculated as the average answer. The proposed formula, as quoted in Sagita, can be seen as follows:³⁷

The number of answers <i>excellent</i>	= E × 4	=
The number of answers is <i>good</i>	= G × 3	=
The number of answers <i>fairly</i>	= F × 2	=
The number of answers <i>poor</i>	= P × 1	=
Total score		=

³⁷ Sagita, "Designing English Syllabus for Islamic Education Study Program at IAIN Palopo."

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

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

Figure 3.3

M = mean

B= total score

N = total items/materials

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

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

Figure 3.4

X = The value

M = Average score

After calculating the average score of the material, the researcher defined it as a vocabulary handbook for eighth-grade students at SMPN 8 Palopo.

Table 3. 1 Material Topics Qualification pf Product Evaluation.

Score	Percentage	Qualification	Categories
3.6 - 4	90% - 100%	Excellent	It can be utilized

			without revision
2,6 - 3,5	65% - 89%	Good	It can be utilized with a little bit of revision
1,6 – 2,5	40% - 64%	Fairly	It can be utilized by many revision
0 – 1,5	0% - 39%	Poor	It cannot be utilized

Table 3.2 The Example of Expert Instrument Validation Table

Aspects	Score
Contents	
Scope of the contents	
Language	

Table 3.3 The example of Expert Validation Table

No	Indicator	Average Score	Qualification	Categories	Expert's Suggestion

Table 3.4 The Example of Students' Perception Table

No	Indicator	Average Score	Qualification	Categories
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CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the research discusses the findings and discussions of the research process for designing a vocabulary handbook for eighth graders of SMPN 8 Palopo. Furthermore, the discussion is presented in the second part.

At this stage, the research shows the detailed process of developing a vocabulary handbook for eighth graders of SMPN 8 Palopo. Based on the explanation in chapter three, the research applied the ADDIE model of Research and Development in designing teaching materials. The details of each step are described as follows.

A. Findings

At this stage, the research shows the detailed process of developing a vocabulary handbook for eighth graders in SMPN 8 Palopo. Based on the explanation in this chapter, the research applied the ADDIE Research and Development Model to designing teaching materials. The details of each step are described as follows:

1. Analysis

In this needs analysis, the population consisted of 29 eighth-grade students from SMPN 8 Palopo. There were 17 questions in the needs analysis questionnaire. It

was classified into target needs (needs, lacks, and wants) and learning needs (activities, settings, and additional information about learning needs).

a. Questioner results with the students.

It provides the results of analyzing the needs of eight grade students at SMPN 8 Palopo. The diagram below will show the percentage of student responses.

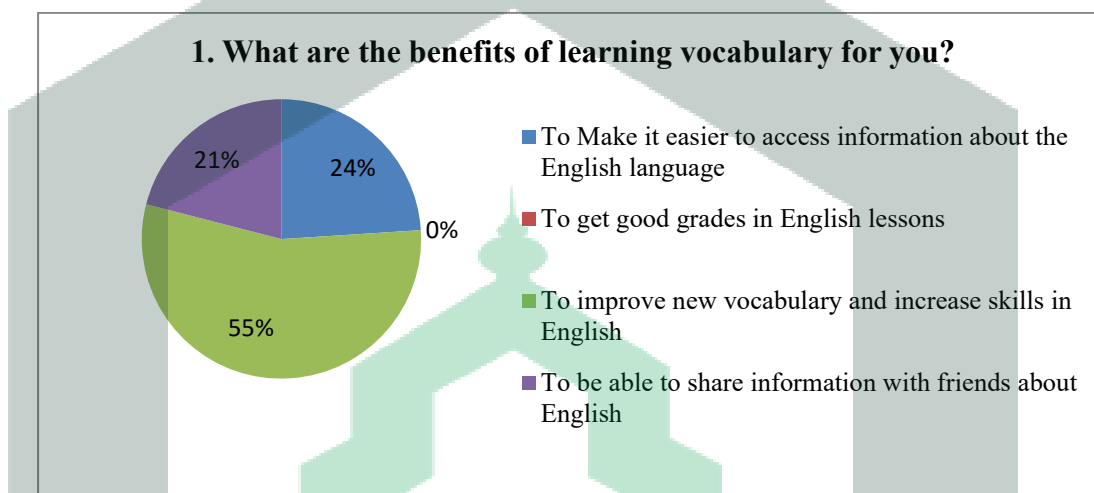


Chart 4.1 The result of students' percentage of benefits in the English language

The chart above shows that the students benefit from the Vocabulary. Most students choose C, which helps them improve their new Vocabulary. It offers 16 students, or 55%, the opportunity to help improve their new Vocabulary. Based on the results, the research team made a list of Vocabulary and translations based on the K13 book.

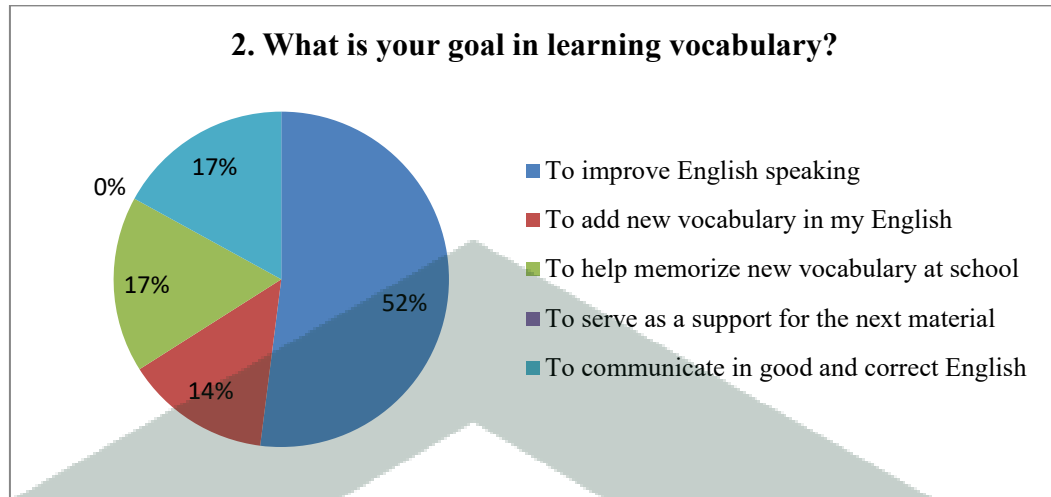


Chart 4.2 The result of students' percentage on learning goals.

Students gave various answers to the percentage of questionnaire questions related to learning English. Students stated that the benefits of students choosing A=15 students or 52% decided to improve their English speaking.

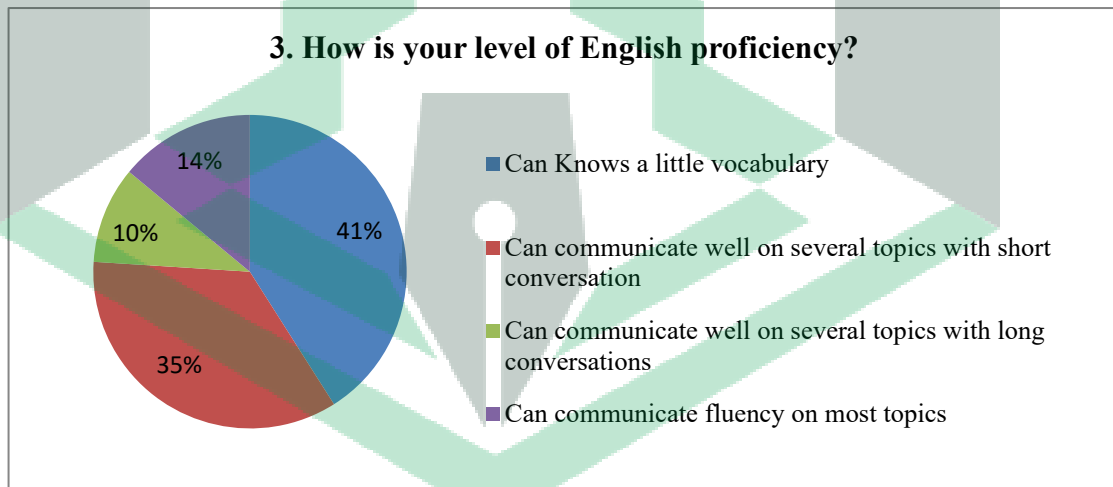


Chart 4.3 The result of students' percentage of level ability

The chart above shows that students' comprehension level in English is still at the level of knowing a little vocabulary. It shows the percentage of students choosing A = 12 students. It means 41% of students are at the primary (lower) level. Based on the result, the research team made a list of Vocabulary for every conversation in the K13 book.

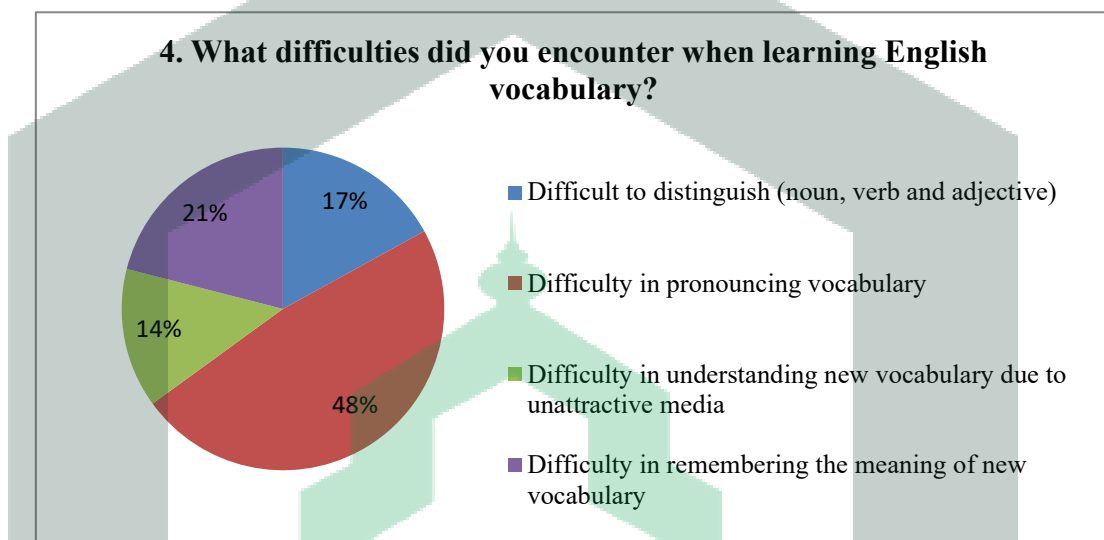


Chart 4.4 The result of students' percentage of difficulties in learning English

The chart explained the percentage of students' difficulties learning English from handbook vocabulary. The highest percentage showed difficulty in pronounced Vocabulary, with B=14 students, or 48%, scoring difficulty in pronounced

Vocabulary. Based on the result, the researcher developed a pronounced vocabulary.

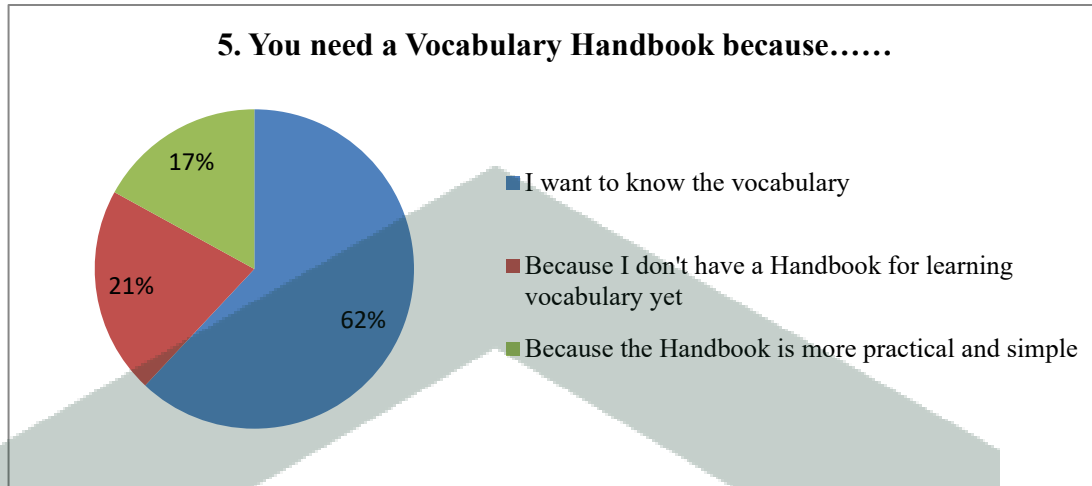


Chart 4.5 The result of students' percentage on They Need for Vocabulary

The chart 4.5 shows that the student's need for the vocabulary handbook was the highest at 62% of students, or students chose A = 18 students. Further, the research has put the Vocabulary list in the Student Handbook.

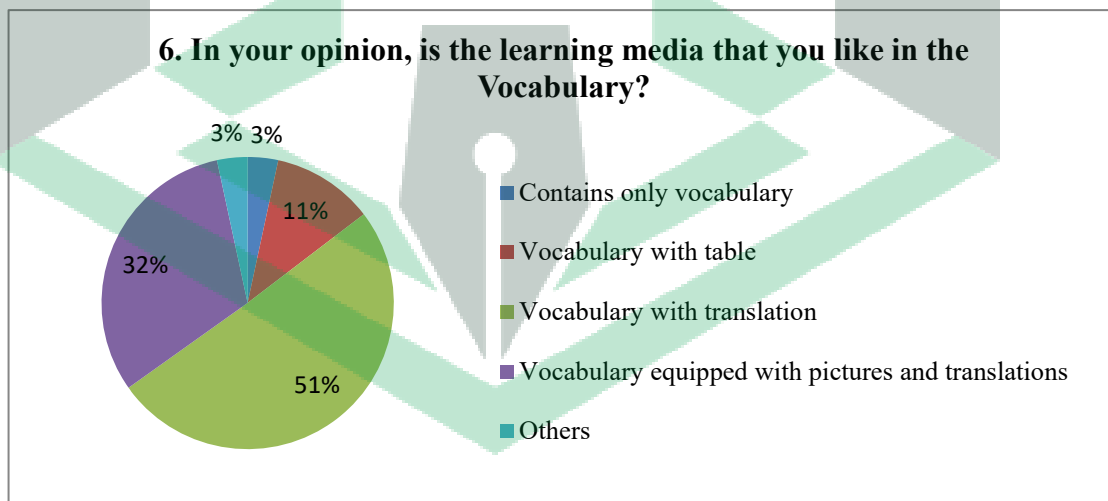


Chart 4.6 The result of students' percentage of learning media

According to the percentage of learning media based on chart 4.6 questionnaire, of the five choices, the highest percentage obtained was Vocabulary with translation, with a percentage of 51% or 13 students chosen.



Chart 4.7 The result of students' percentage of English material

According to the percentage of English material based in vhart 4.7 on a needs analysis questionnaire, of the seven choices, the highest percentage obtained was *What are you doing?* With a percentage of 42%, 22% of students chose *My uncle is a zookeeper*. 17% of students chose *bigger is not always better*. 10% of students chose *Don't forget it, please!* And students chose 3%. *When I was a child*, *Yes, we made it!* And *we've got a lot of history*.

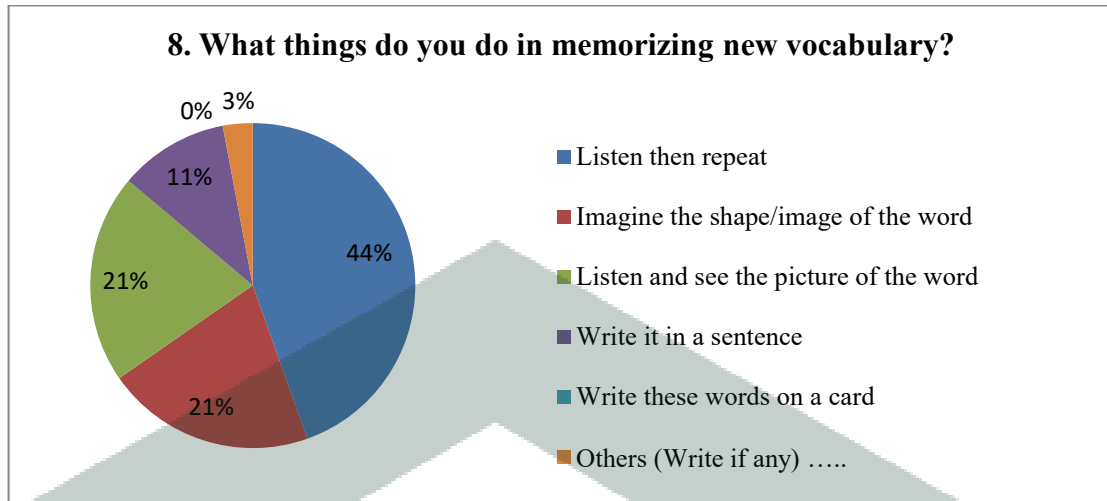


Chart 4.8 The result of students' percentage on memorizing new Vocabulary

According to a needs analysis questionnaire, of the six choices, the highest percentage was obtained by listening and then repeating, with a percentage of 44%. 21% of students chose to imagine the shape or image of the word and listen to and see the image of the word, 11% chose to write it in sentences, and 3% chose another.

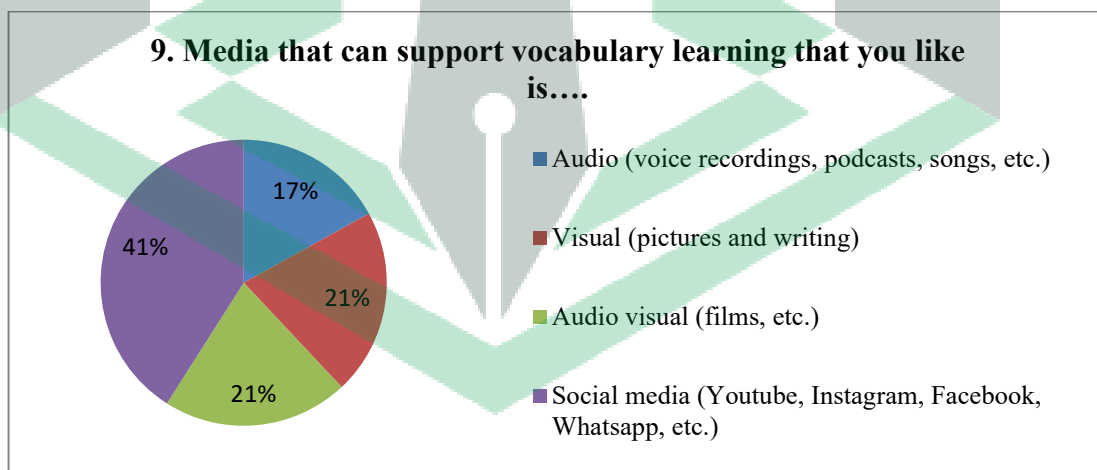


Chart 4.9 The result of students' percentage of media that students need

The percentage of the type of media they prefer to study is based on a needs analysis questionnaire. The highest percentage is obtained by Social media (YouTube, Instagram, Facebook, and WhatsApp) with 41%. 21% of students choose the same visual media and audiovisual, and 17% audio.

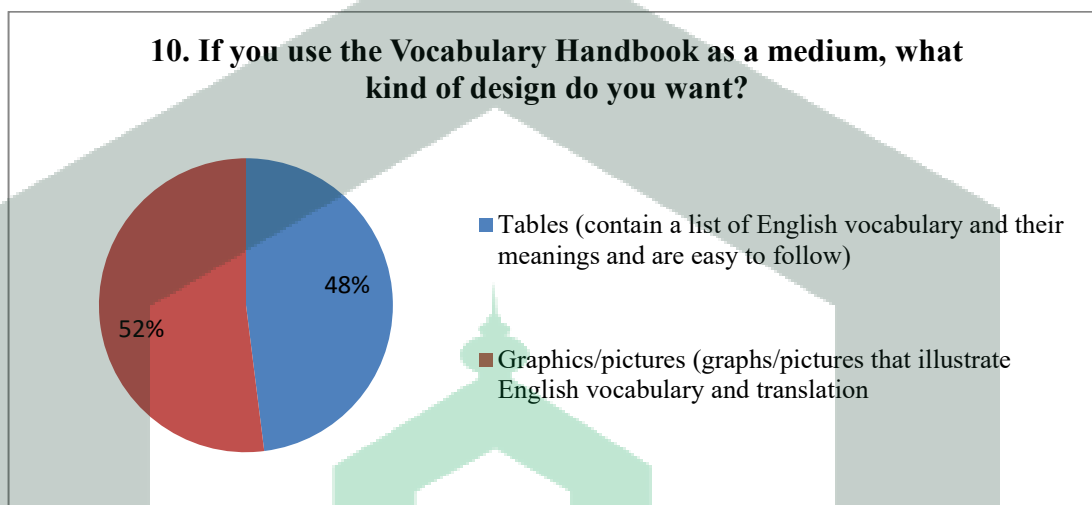


Chart 4.10 The result of students' percentage on design vocabulary handbook

The percentage of handbook vocabulary that students like There are two ways the vocabulary handbook that students like is presented in graphical form: a) Tables (containing a list of English Vocabulary and their meanings and easy to follow), and b) graphics or pictures (graphics or pictures that illustrate English Vocabulary and translations). More students select the options for illustrations of English Vocabulary and translations (52%).

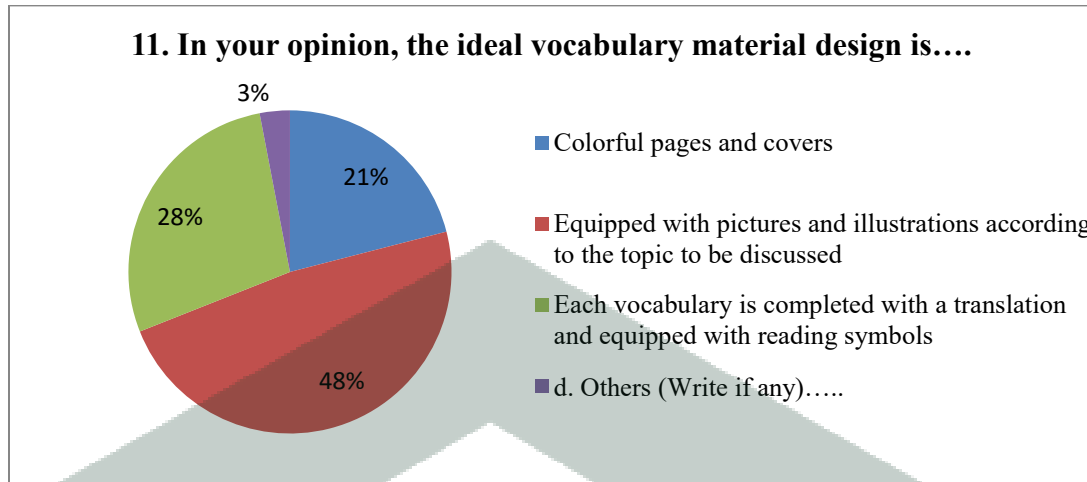


Chart 4.11 The result of students' percentage on vocabulary material design

The percentage of vocabulary design materials. There are four ways of presenting the vocabulary handbook that students like 48% are Equipped with pictures and illustrations according to the topic to be discussed, 28% of Each Vocabulary is equipped with a translation and equipped with reading symbols, 21% Color pages and covers, and 3% choose Other.

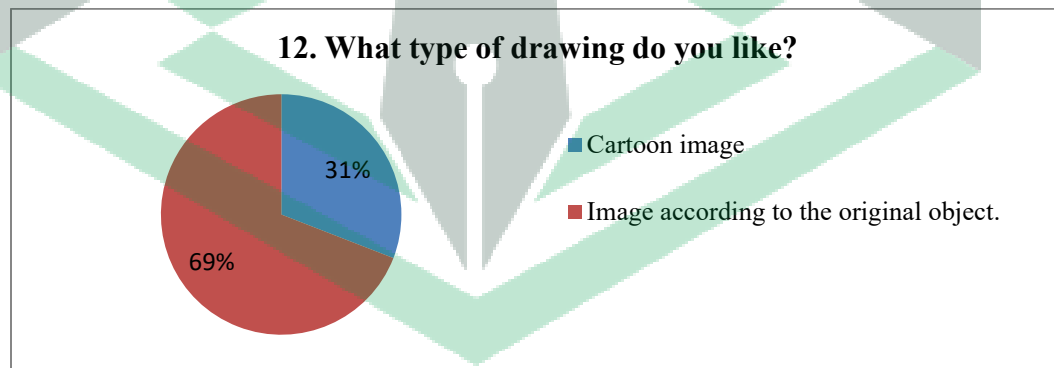


Chart 4.12 The percentages of Kinds of Picture That Students Wants in the Vocabulary Handbook

The percentage of the pictures students want in the vocabulary handbook. There are two result percentages, and The highest percentage showed that students would Image according to the original Object with a 69% score. The research highlights the highest percentage in designing a vocabulary handbook.

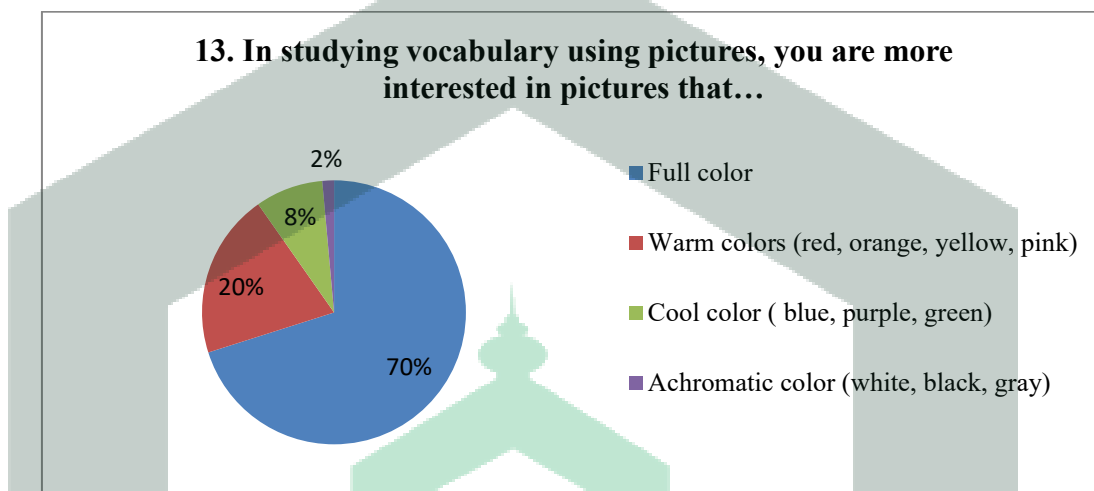


Chart 4.13 Displays the Percentages Color of Vocabulary Handbook

This questionnaire also collected data about the colors of the picture that students wanted in the Handbook. Most students chose a full color, 70%. The researcher developed a vocabulary handbook based on the highest percentage.

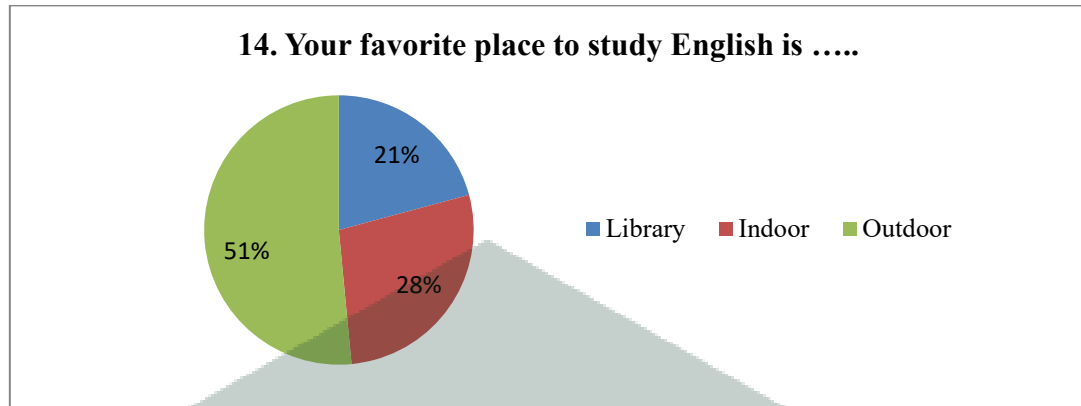


Chart 4.14 The percentages of students' preferred settings for learning

The percentage setting for learning. Three preferred learning settings are depicted on the chart: Library, Indoor, and Outdoor. In the end, most students chose outdoors, with a percentage of 52%.

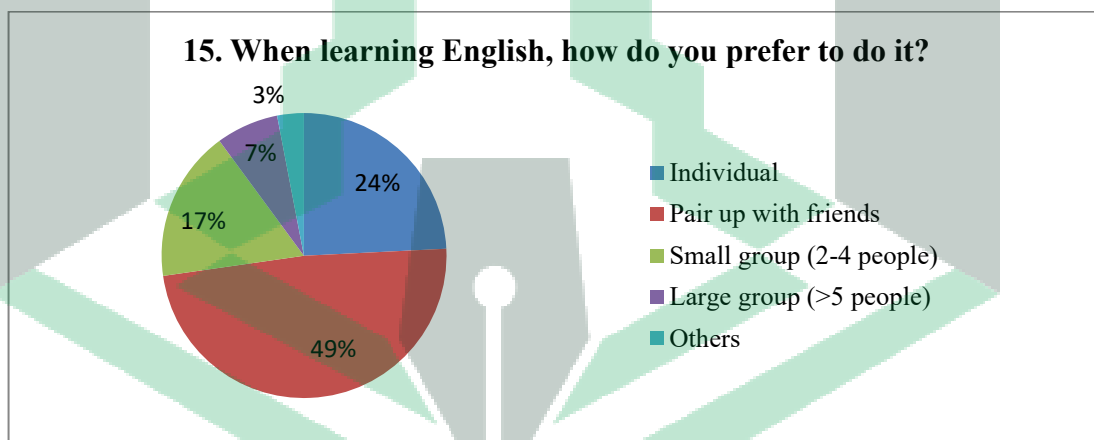


Chart 4.15 The percentages of preferred Students' Roles for learning

Based on the diagram above, the student's final result shows that the highest percentages of pairing up with friends was 49%.

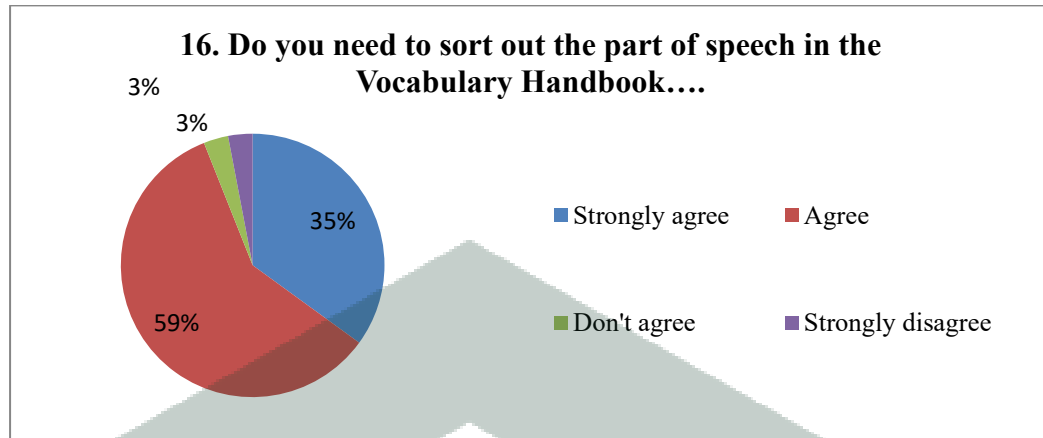


Chart 4.16 The Percentages of Students' Need of part of speech in vocabulary handbook

The percentage of students who need the part of speech in the vocabulary handbook. There are four result percentages, and the highest percentage showed that students agree to part of speech, with a 59% score. The research highlights the highest percentage in designing vocabulary handbooks.

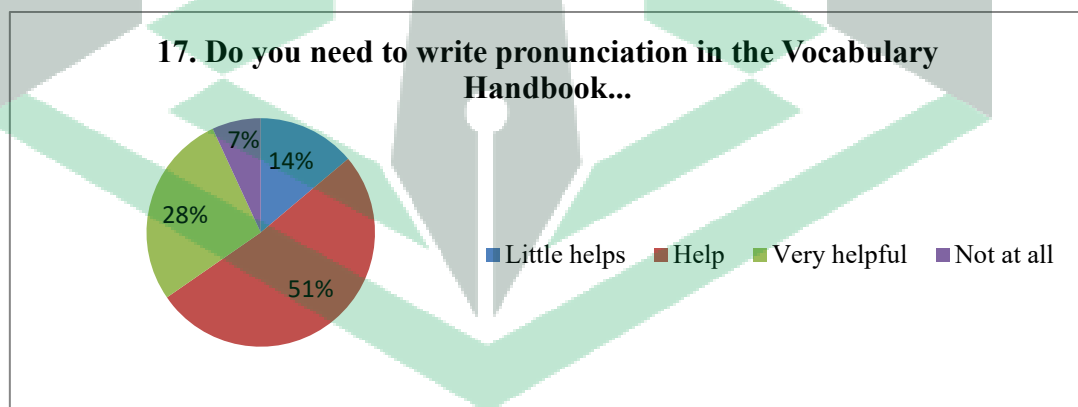


Chart 4.17 The Percentages of Students' Need to write pronunciation in vocabulary handbook.

The percentage of students requiring written pronunciation in the vocabulary handbook. There were four percentage results, and the highest percentage indicated that the student helped write the pronunciation, scoring 51%. The research highlights the highest percentage in designing vocabulary handbooks.

b. The interview results with the teacher.

The research continued to collect data by interviewing teachers at SMPN 8 Palopo in December 2022. The research prepared eight questions for teachers. Therefore, the results were summarized and translated into English. It aims to get more information about how English Vocabulary has developed so far. The results of the interview are shown below.

1) Students' skill level in English

The skill level of students becomes important when designing materials. This is used to adjust student competence with the material provided in the Handbook. Based on interviews with student teachers at SMPN 8 Palopo, the researcher found that most of the student's English vocabulary levels were at the Basic (Lower) level, and the rest were at the Basic (Upper) level. The classification is based on the ability of students to communicate well in short conversations on certain topics but still need help with Vocabulary, grammar, speaking, and pronunciation.

In essence, the purpose of the basic level is to equip students to master basic knowledge as a foundation, acquire skills, and pass to the next level. Therefore, the material used is general, mostly related to everyday conversations, and intended to

involve students in short conversations. The teacher's statement about the student's English proficiency level is presented below.

"Most of the student's English proficiency levels are at the elementary level (Lower), and the rest are at the elementary level (Upper). Talking about the vocabulary level of SMPN 8 Palopo students, it is still relatively low, especially in grade 7. This is because they have no foundation from elementary school. Most of the students of SMPN 8 Palopo are able to communicate in short sentences. They can talk about certain topics, but they still lack Vocabulary, grammar, and speaking skills, and the pronunciation of their mother tongue still affects their pronunciation".

2) Teaching Materials

The material used by teachers at SMPN 8 Palopo was developed according to the curriculum and textbooks used by students. The materials provided cover what you are doing. My uncle is a zookeeper, and bigger is only sometimes better. Besides focusing on students' vocabulary skills, the teacher also facilitates students with speaking, reading, listening, and writing skills because the teacher believes this will help them improve their speaking skills.

Unfortunately, the materials developed were patented as handbooks or textbooks for students of SMPN 8 Palopo. The teacher further stated that SMPN 8 Palopo needed a vocabulary handbook to guide learning. Besides that, the teacher also gave suggestions for the vocabulary handbook material. He said that the vocabulary handbook must cover the needs of students and be adapted to the latest trends or topics. The teacher's statement about teaching material is presented below.

"The teaching materials used at SMPN 8 Palopo are in accordance with the curriculum or based on a book package by making slide material on canvas/google

slides/ Quizizz is daily material, like daily activities, my uncle is a zoo keeper, and bigger is not always better".

"Yes, a vocabulary handbook can improve learning to be more effective and improve students' vocabulary understanding, but of course, it must be adjusted to the competencies to be achieved or the subject matter.

"In the vocabulary handbook, it is better to pay attention to the needs of students and the competencies to be achieved, in other words, based on the materials in the student package book.

"We hope that the designed vocabulary handbook follows the latest trends or topics so that students can adjust the material. The author can develop a vocabulary handbook based on student needs."

2. Design

Here at the design stage, the researcher designs the initial product. The Design was based on observational data, interviews, and a needs analysis questionnaire, including the curriculum program. The design stage steps the following:

Table 4.1 The Blueprint of the Product

Theory	Design	Element of the Handbook	Objective	Materials
Handbook	Based on Curriculum 2013	Handbook	This phase is designed to find out Vocabulary.	Unit 7 What are you doing?
		Pronunciation and Phonetic Symbol	This phase Provides convenience for non-natives in understanding English pronunciation and explains the differences.	Unit 8 My Uncle is a zookeeper.

		Part of Speech	This phase makes it easy for foreigners to understand the parts of speech and explains the differences.	Unit 9 Bigger is sometimes better.
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3. Developing

a. The first draft of the vocabulary handbook

The contents of the Handbook are arranged based on a course grid. The Handbook consists of three units and more than ten tasks for each unit. The assignments are adapted from TBLT (task-based language teaching) and divided into three parts: pre-tasks, cycles of assignments, language focus, and feedback. It is arranged from the easiest to the most challenging level.

The first draft of the vocabulary handbook is presented below:

Table 4.2 Part of the Handbook

No	Topics	Learning Objectives
1.	What are you doing?	To communicate states and events in progress to share information with others.
2.	My Uncle is a Zookeeper	To communicate states and events that happen routinely or as general truths to appreciate nature, to show our pride in

		something, or to give good and bad samples.
3.	Bigger is not always better	To compare people, animals, and things in order: <ul style="list-style-type: none"> • To show their differences • To be proud of them • To praise them • To criticize them

b. The result of the validation

Three experts validated this product. Those experts were Design and layout experts, material experts, and the last are language experts.

1) Design and layout experts

The researcher distributed a questionnaire to a design and layout expert in this research. The expert was Husnaini, S.Pd.I, M.Pd., an English lecturer at IAIN Palopo.

Table 4.3 The result of the product validation by the Design and layout expert

DESAIN DAN LAYOUT						
1.	The material display is clear.	3	Good			It can be utilized with a little bit of revision
2.	Interesting display of material.	3	Good			It can be utilized with a little bit of

				revision
3.	Correct font size.	3	Good	It can be utilized with a little bit of revision
4.	The spacing size is appropriate.	3	Good	It can be utilized with a little bit of revision
5.	Spacing is appropriate	3	Good	It can be utilized with a little bit of revision
6.	Use proper punctuation.	3	Good	It can be utilized with a little bit of revision
GENERAL EVALUATION				
7.	The systematic presentation is coherent.	3	Good	It can be utilized with a little bit of revision
8.	The entire material is by the student's language abilities.	3	Good	It can be utilized with a little bit of revision
9.	Assessment according to the input given.	3	Good	It can be utilized with a little bit of revision

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

$$M = \frac{B}{N} = \frac{27}{9} = 3$$

Figure 4.1 The main score of Expert Validation

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

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

$$X = \frac{3}{4} 100\% = 75\%$$

Figure 4.2 The percentages of Expert Validation

The design and layout expert validation result got a mean score of 3 with 75% of percentages, qualifying as "Good." The design and layout expert validation result indicates that the Handbook can be utilized with a little revision.

2) Language

In this research, the researcher distributed a questionnaire to a language expert. There are thirty-six questions about the Handbook. The expert was St. Hartina, M.Pd., an English lecturer at IAIN Palopo.

Table 4.4 The result of the product validation by the Design and layout expert

LANGUAGE			
1.	The language used in the Vocabulary Handbook teaching materials is according to students' abilities.	4	Excellent It can be utilized without revision
2.	The language presented in the Vocabulary Handbook is by the student's cognitive development level.	4	Excellent It can be utilized without revision
3.	The expressions used in the Vocabulary Handbook comply with the correct	3	Good It can be utilized with a little bit of revision

	grammar.			
4.	The language presented in the Vocabulary Handbook is easy to understand.	3	Good	It can be utilized with a little bit of revision
GENERAL EVALUATION				
5.	The systematic presentation is coherent.	3	Good	It can be utilized with a little bit of revision
6.	The entire material is by the student's language abilities.	4	Excellent	It can be utilized without revision
7.	Assessment according to the input given.	3	Good	It can be utilized with a little bit of revision

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

$$M = \frac{B}{N} = \frac{24}{7} = 3,42$$

Figure 4.3 The mean score Expert Validation

The percentages of the language expert validation were calculated below:

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

$$X = \frac{3,42}{4} 100\% = 85,5\%$$

Figure 4.4 The Percentages Expert Validation

The result of the language expert validation got a mean score of 3,42 with 85,5% of percentages qualified as "Good." The language expert validation results indicate the Handbook can be utilized with a little revision.

3) Material

In this research, the researcher distributed a questionnaire to a material expert. There are thirty-six questions about the Handbook. The expert was Ermawati, S.Pd., M.Hum., 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
CONTENT				
1.	The scope of the material in the Vocabulary Handbook teaching materials is to the needs of the students of SMPN 8 Palopo.	4	Excellent	It can be utilized without revision
2.	The depth of the material in the vocabulary handbook teaching materials is adequate.	4	Excellent	It can be utilized without revision
3.	The authenticity of the material in the vocabulary handbook teaching materials is sufficient.	4	Excellent	It can be utilized without revision
4.	The latest issues in interesting vocabulary handbook teaching materials	4	Excellent	It can be utilized without revision

ACTIVITY				
5.	The activities in each task involve many students.	4	Excellent	It can be utilized without revision
6.	Activities in tasks vary.	4	Excellent	It can be utilized without revision
7.	Activities in assignments according to the topic	4	Excellent	It can be utilized without revision
8.	The activities in the tasks are interesting for students	4	Excellent	It can be utilized without revision
9.	Activities in tasks can motivate students to learn English	4	Excellent	It can be utilized without revision
10.	Activities in tasks help students understand the material.	4	Excellent	It can be utilized without revision
11.	Activities involve students working individually, in pairs, or in groups.	4	Excellent	It can be utilized without revision
12.	Activities in tasks are arranged from easy to difficult levels	4	Excellent	It can be utilized without revision
13.	Activities in tasks are useful in students' real lives.	4	Excellent	It can be utilized without revision
INPUT				
14.	The instructions for each task are easy to understand.	3	Good	It can be utilized with a little bit of revision
15.	Input material in the form of relevant text and images.	4	Excellent	It can be utilized without revision
16.	Input material in the form of text and images according to students' abilities.	4	Excellent	It can be utilized without revision
17.	Input material in the form of interesting text and images.	4	Excellent	It can be utilized without revision
18.	Material input includes the correct language structure.	4	Excellent	It can be utilized without revision

19.	Material input can add insight to students.	4	Excellent	It can be utilized without revision
20.	Material input can add to students' Vocabulary.	4	Excellent	It can be utilized without revision
21.	Material input helps students with language.	4	Excellent	It can be utilized without revision
22.	It has balanced inputs and tasks.	4	Excellent	It can be utilized without revision
23.	The choice of topic is according to the characteristics of students.	4	Excellent	It can be utilized without revision
GENERAL EVALUATION				
24.	The systematic presentation is coherent.	4	Excellent	It can be utilized without revision
25.	The entire material is by the student's language abilities.	4	Excellent	It can be utilized without revision
26.	Assessment according to the input given.	4	Excellent	It can be utilized without revision

The mean score of the material validation was calculated below:

$$M = \frac{B}{N} = \frac{103}{26} = 3,96$$

Figure 4.5 The mean score Expert Validation

The percentages of the material validation were calculated below:

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

$$X = \frac{3,96}{4} 100\% = 99\%$$

Figure 4.6 The Percentages Expert Validation

The result of the material expert validation got a mean score of 3,96 with 99% of the percentages qualified as “Excellent.” The material expert validation results indicate the Handbook can be utilized without revision.

4. Implementation

At this stage, the revised product is implemented for a limited number of students, and trials are carried out in just one day and held on May 03, 2023, with eighth-grade students. In this limited trial, the researcher tried to apply some of the vocabularies from the vocabulary handbook provided; then, the researcher only applied some representative and effective tasks to work on for 30 minutes. The details of the tasks carried out are shown below:

No	Chapter	Task
1.	What are you doing?	Task 2 Task 5
2.	My Uncle is a Zookeeper	Task 1 Task 6
3.	Bigger is not Always Better	Task 2

Table 4.6 Tryout Schedule

In addition to implementing vocabulary development, due to time and opportunity limitations, the researcher explained briefly how to use Vocabulary. The research began to explain the pronunciation guide, part of speech, instructions for use, how to scan the barcode, and vocabulary list. This aims to clarify how to use the product so that students are clear about using the Vocabulary Handbook. Tryout at this stage aims to determine the effectiveness and attractiveness of the vocabulary handbook. The results of the tryout will be displayed at the evaluation stage.

4. Evaluation

Because this research is related to material development, an evaluation is needed to produce a better product. Experts were asked to complete a questionnaire to get their comments and suggestions for the vocabulary handbook. In addition, the research also distributed questionnaires to eighth-grade students to find out the effectiveness and attractiveness of the vocabulary handbook and their perceptions of the vocabulary handbook. Thus, the results of expert judgment can be seen in the table at the development stage. While the results of student perceptions can be shown in the table below:

No	Criteria	Mean Score	Description	Follow-up
1.	The Design of the vocabulary handbook provided is attractive	3,41	Good	It can be utilized with a little bit of revision
2.	The size of the vocabulary handbook is just right	3,30	Good	It can be utilized with a little bit of revision

3.	The typeface used is correct	3,25	Good	It can be utilized with a little bit of revision
4.	The font size used is correct	3,25	Good	It can be utilized with a little bit of revision
5.	The language used in the vocabulary handbook is good and correct	3,11	Good	It can be utilized with a little bit of revision
6.	The language used in the vocabulary handbook is easy to understand	2,88	Good	It can be utilized with a little bit of revision
7.	The language used in the Vocabulary Handbook is at your current language level	3,04	Good	It can be utilized with a little bit of revision
8.	The content contained in the vocabulary handbook is easy to understand	3	Good	It can be utilized with a little bit of revision
9.	The content in the vocabulary handbook is interesting	3,59	Excellent	Can be utilized without Revision
10.	The material in the Vocabulary Handbook is according to your needs	3,04	Good	It can be utilized with a little bit of revision
11.	The material content as a whole varies/varies	3	Good	It can be utilized with a little bit of revision
12.	The vocabulary handbook can help you learn at school and outside of school	3,37	Good	It can be utilized with a little bit of revision
13.	Using the vocabulary handbook helps improve speaking and adding Vocabulary more easily	3,44	Good	It can be utilized with a little bit of revision
14.	Mastery of Vocabulary using the vocabulary handbook is easier.	3,33	Good	It can be utilized with a little bit of revision
15.	The Vocabulary Handbook helps you to be more enthusiastic about learning Vocabulary in learning English.	3,44	Good	It can be utilized with a little bit of revision

Total Score
48,45

Table 4.7 Students' Perception

The mean score of the students' perception results were calculated below:

$$M = \frac{B}{N} = \frac{48,45}{15} = 3,23$$

Figure 4.7 The mean score Students Perception

The students' perception percentages were calculated below:

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

$$X = \frac{3,23}{4} 100\% = 81\%$$

Figure 4.8 The Percentages of Students of Perception

Students' perception results got a mean score of 3,23 with 81% of the percentage, which was " Good." It indicates that the vocabulary handbook is capable and ready to use with little revision.

Furthermore, the research also distributed questionnaires to teachers of SMPN 8 Palopo. The results of the teacher's perception of the designed module are shown below:

No	Criteria	Mean Score	Description	Follow-up
1.	The Design of the vocabulary handbook provided is	4	Excellent	Can be utilized without Revision

	attractive			
2.	The size of the vocabulary handbook is just right	4	Excellent	Can be utilized without Revision
3.	The typeface used is correct	4	Excellent	Can be utilized without Revision
4.	The font size used is correct	4	Excellent	Can be utilized without Revision
5.	The language used in the vocabulary handbook is good and correct	4	Excellent	Can be utilized without Revision
6.	The language used in the vocabulary handbook is easy to understand	4	Excellent	Can be utilized without Revision
7.	The language used in the Vocabulary Handbook is at your current language level	4	Excellent	Can be utilized without Revision
8.	The content contained in the vocabulary handbook is easy to understand	4	Excellent	Can be utilized without Revision
9.	The content in the vocabulary handbook is interesting	4	Excellent	Can be utilized without Revision
10.	The material in the Vocabulary Handbook is according to your needs	4	Excellent	Can be utilized without Revision
11.	The material content as a whole varies/varies	4	Excellent	Can be utilized without Revision
12.	The vocabulary handbook can help you learn at school and outside of school	3	Good	It can be utilized with a little bit of revision
13.	Using the vocabulary handbook helps improve speaking and adding Vocabulary more easily	3	Good	It can be utilized with a little bit of revision
14.	Mastery of Vocabulary using the vocabulary handbook is easier.	3	Good	It can be utilized with a little bit of revision
15.	The Vocabulary Handbook helps you to be more enthusiastic about learning Vocabulary in learning	3	Good	It can be utilized with a little bit of revision

English.

Table 4.8 Teachers' Perception

The mean score of the students' perception results were calculated below:

$$M = \frac{B}{N} = \frac{56}{15} = 3,73$$

Figure 4.9 The mean score Teacher Perception

The students' perception percentages were calculated below:

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

$$X = \frac{3,73}{4} 100\% = 93\%$$

Figure 4.10 The Percentages of Teacher Perception

The results of teacher perceptions got an average score of 3.73, with a percentage of 93% qualifying "Excellent." This shows that the Vocabulary Handbook for class VIII students is capable and ready to use without revision.

B. Discussion

The importance of vocabulary mastery made this grade VIII student of SMPN 8 Palopo want to learn English vocabulary. Some students need help studying, such as a lack of Vocabulary and pronunciation, confidence, and a fear of being wrong. Last, they need vocabulary learning materials or books that suit their needs. Therefore, the solution to this problem is that this study aims to design an appropriate

vocabulary handbook for Grade VIII students of SMPN 8 Palopo. In addition, this study also aims to develop a vocabulary handbook for Grade VIII students of SMPN 8 Palopo who are more enthusiastic and active in doing vocabulary exercises with interesting and fun activities.

As a product of this study, the vocabulary handbook was developed using the ADDIE Model. It consists of five steps (analysis, Design, development, implementation, and evaluation).³⁸ The Model developed was also utilized by Sulhana (2021) in her research, "*Development K13 Text Book-Based Dictionary for the Eight Grade Students at Junior High School 2 Masamba*".³⁹ In addition, product design also uses the TBLT (Task-Based Language Teaching) approach in developing vocabulary handbooks. Therefore, researchers have taken the first step by conducting a needs analysis. In carrying out the needs analysis, the research adopted the theory from Hutchinson and Waters.⁴⁰ Needs analysis is presented as a questionnaire containing target needs and learning needs. In addition, the researchers conducted interviews to collect more information regarding students' interests and difficulties. Therefore, the research only uses the needs analysis results in developing a vocabulary handbook. The needs analysis results are used to design learning objectives and vocabulary handbook materials. Then, the research team developed the first draft of the Handbook based on the analysis results. After that, the first draft of

³⁸ Robert Maribe Branch, *Instructional Design: The ADDIE Approach*, Instructional Design: The ADDIE Approach (Springer US, 2010).

³⁹ Sultana, "Developing K13 Text Book-Based Dictionary for the Eighth Grade Students At Junior High School 2 Masamba."

⁴⁰ Hutchinson and Waters, *English for Specific Purposes*.

the draft vocabulary handbook was validated by experts to improve the feasibility and quality of the Handbook. The trial was continued after the validator received the product. Finally, performance was evaluated based on students' perceptions and teachers' suggestions about the Vocabulary Handbook.

After compiling and revising the vocabulary handbook, the next testing stage was carried out after the validator received the vocabulary handbook. The Handbook has three validators: Design and layout experts, language experts, and material experts. The validation results of the Handbook from Design and Layout experts obtained an average value of 3 with a percentage of 75%, which fulfilled the "Good" requirement. Furthermore, the results of pocket book validation from language received an average score of 3.42, with a percentage of 85.5% having the "Good" qualification. Meanwhile, the results of handbook validation from material experts got an average score of 3.96, with a percentage of 99% qualifying as "Excellent." Furthermore, the Handbook was evaluated according to students' and teachers' perceptions of the eighth-grade students' vocabulary handbook.

The results of the suitability assessment of the student perception vocabulary handbook got an average score of 3.23 with a percentage of 81%, which fulfilled the requirements of "Good," and teacher perceptions got an average score of 3.73 with a percentage of 93%, which qualifies as "Very Good." This shows that the vocabulary handbook can be used without revision. Finally, the researcher implemented a vocabulary handbook for school English teachers at SMPN 8 Palopo.

According to Sulhana in research, Nurdieni Fatimah Azzahra is the same as the researcher because of the use of Research and Development (R & D) methodology and developed K13 book. The research subject is the same as the researcher. Still, this research is different because Nurdieni Fatimah Azzahra developed the English language printed material based on the 2013 Curriculum at Senior High School 16 Makassar, and the researcher developed a K13 vocabulary handbook for the eighth-grade students at Junior High School 8 Palopo.⁴¹ As for the limitations of the researcher, due to chapter limitations, the vocabulary handbook was only completed for three chapters, the material handbook consisted of basic vocabulary material, and the development of the vocabulary handbook used the ADDIE model.

According to Sulhana in research, Nurdieni Fatimah Azzahra is the same as the researcher because of the use of Research and Development (R & D) methodology and developed K13 book. The research subject is the same as the researcher. Still, this research is different because Nurdieni Fatimah Azzahra developed the English language printed material based on the 2013 Curriculum at Senior High School 16 Makassar, and the researcher developed a K13 vocabulary handbook for the eighth-grade students at Junior High School 8 Palopo. As for the limitations of the researcher, due to chapter limitations, the vocabulary handbook was only completed for three chapters, the material handbook consisted of basic

⁴¹ Sultana, "Developing K13 Text Book-Based Dictionary for the Eighth Grade Students At Junior High School 2 Masamba."

vocabulary material, and the development of the vocabulary handbook used the ADDIE model. In line with Fijriah "Developing ESP Teacher's Handbook to Teach Speaking for Nursing" Her research had the same purpose with this research it is to produce a speaking handbook to enhance respondents speaking ability. And her product get "Excellent". The last research in Batari from Septiana and Hartati's research, "Designing An Oral English Handbook For Supervisors Community (A Developmental Research Conducted In Textile Company).⁴² The results of their research included in the Handbook are very well proven, with a score of 85% for quality given by supervisors, and the score for the instructional quality given by the expert judgment was 92%. Their research used the theory Branch that was ADDIE Model. The step was analysis, Design, Designopment, implementation, and evaluation. While this research also used ADDIE Model, Hutchinson and the Waters design model, and TBLT as an approach. Then the results of the study showed that the average value of student perceptions was 3,23, with a percentage of 81% percent of percentages fulfilling the requirements of Very Good. This shows that the speaking Handbook is ready to use without little revision.

On the other hand, their research has similarities with this research, namely to design the right Handbook for learners to help them improve their English speaking skills and determine what material is suitable for their needs. However, what distinguishes their researchers from this study is the subject of the research. The

⁴² Ibid.

researchers focused more on eighth graders of junior high school, while Septiana's research focused more on the community of supervisors.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on research conducted at SMPN 8 Palopo, developing a vocabulary handbook was carried out through several stages to analyze target needs. The research collects information by conducting a needs analysis. After collecting the data, the researchers made a vocabulary handbook according to the student's needs. After that, it is validated by experts.

The suitability of the student vocabulary handbook is evidenced by the results of student and teacher perceptions that fall into the "Very Good" classification, which indicates that the vocabulary handbook is ready to use with little revisions.

B. Suggestion

At this stage, the research team would like to make some suggestions. The suggestions are for the English teacher, student, and further researchers:

1. Suggestions for the Teacher

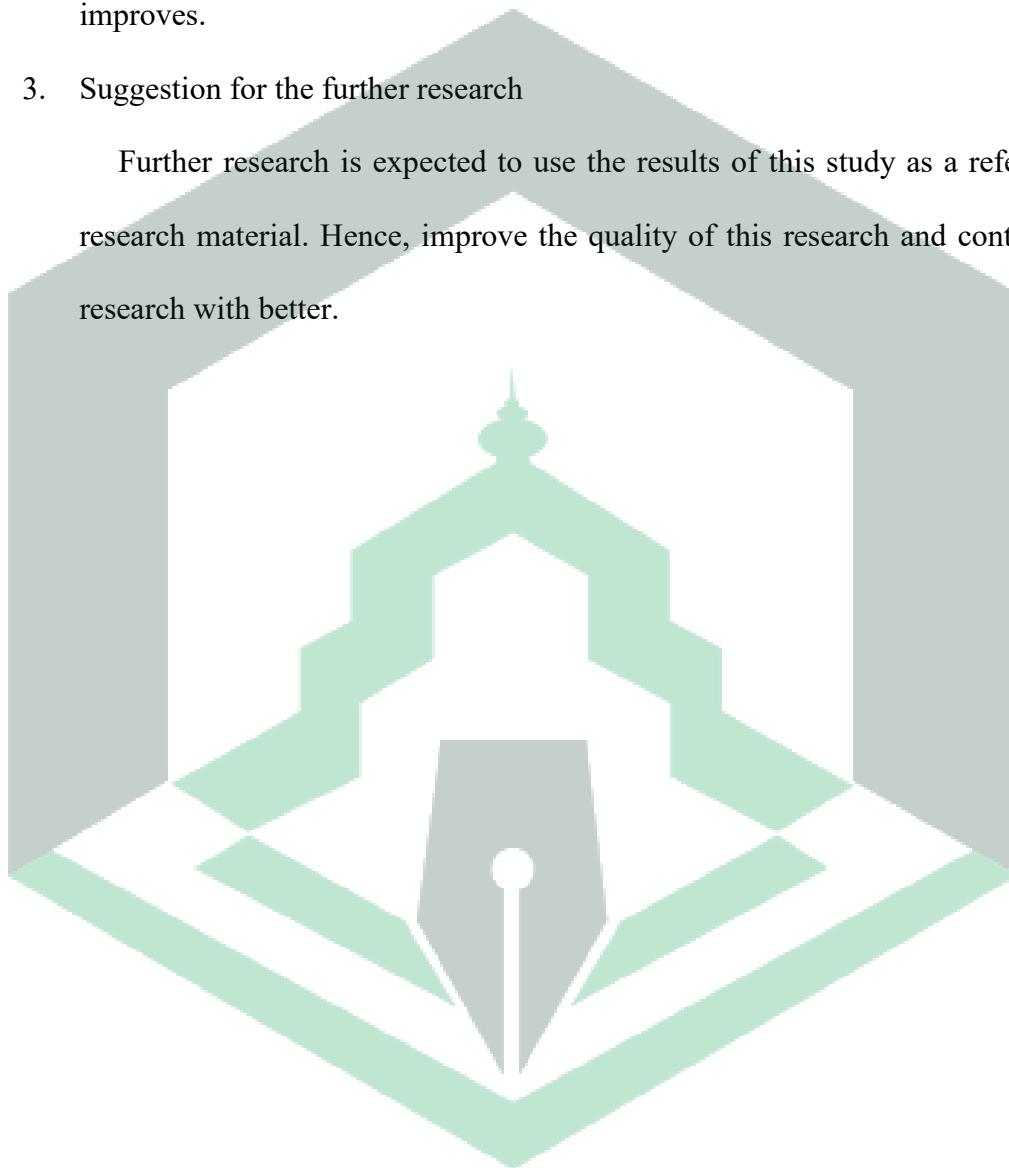
Teachers are expected to use this product as teaching material to improve students' Vocabulary and support the achievement of students' goals.

2. Suggestions for the Students'

Students must further improve their ability to master English by always reading the book the researcher has designed so that their way of Vocabulary improves.

3. Suggestion for the further research

Further research is expected to use the results of this study as a reference or research material. Hence, improve the quality of this research and continue this research with better.



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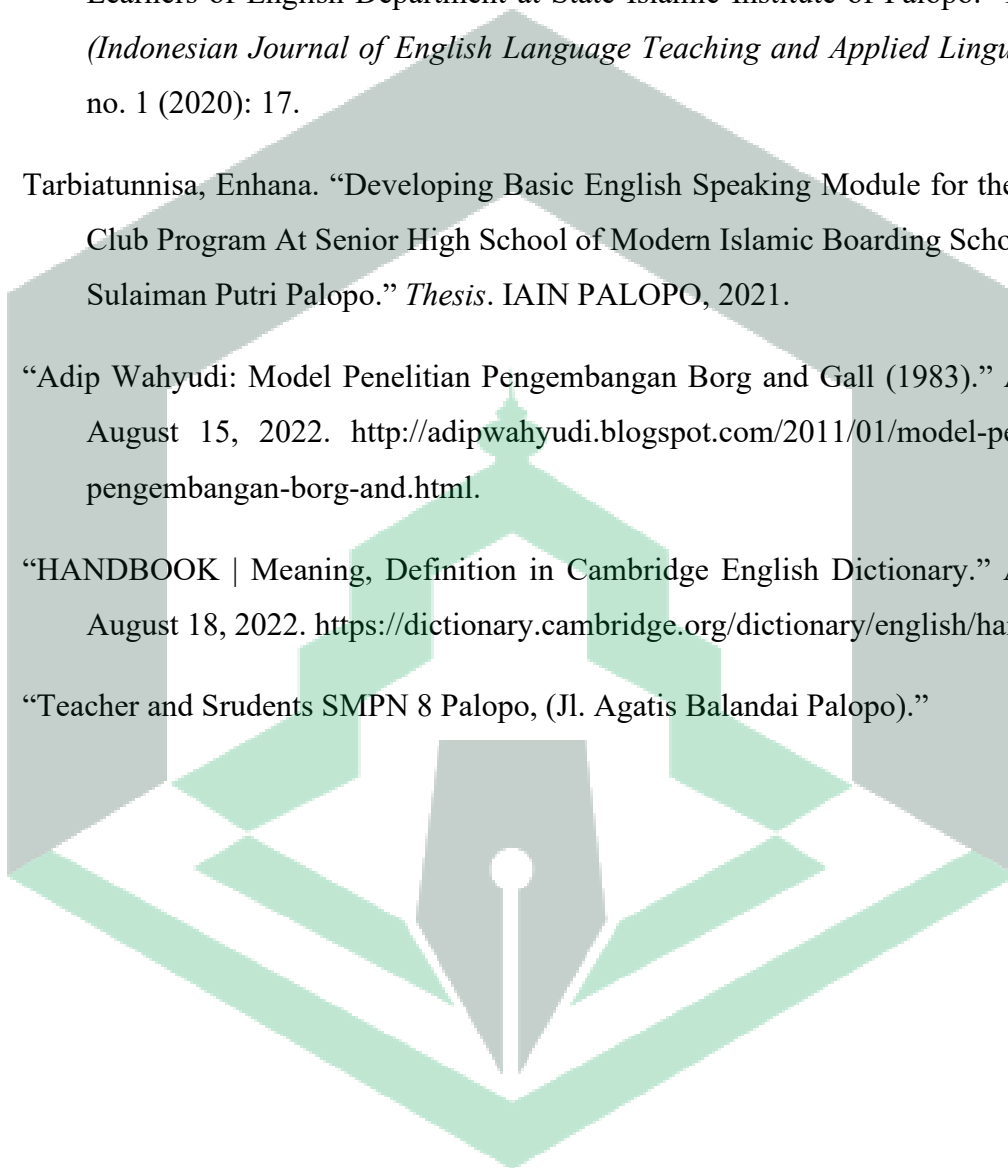
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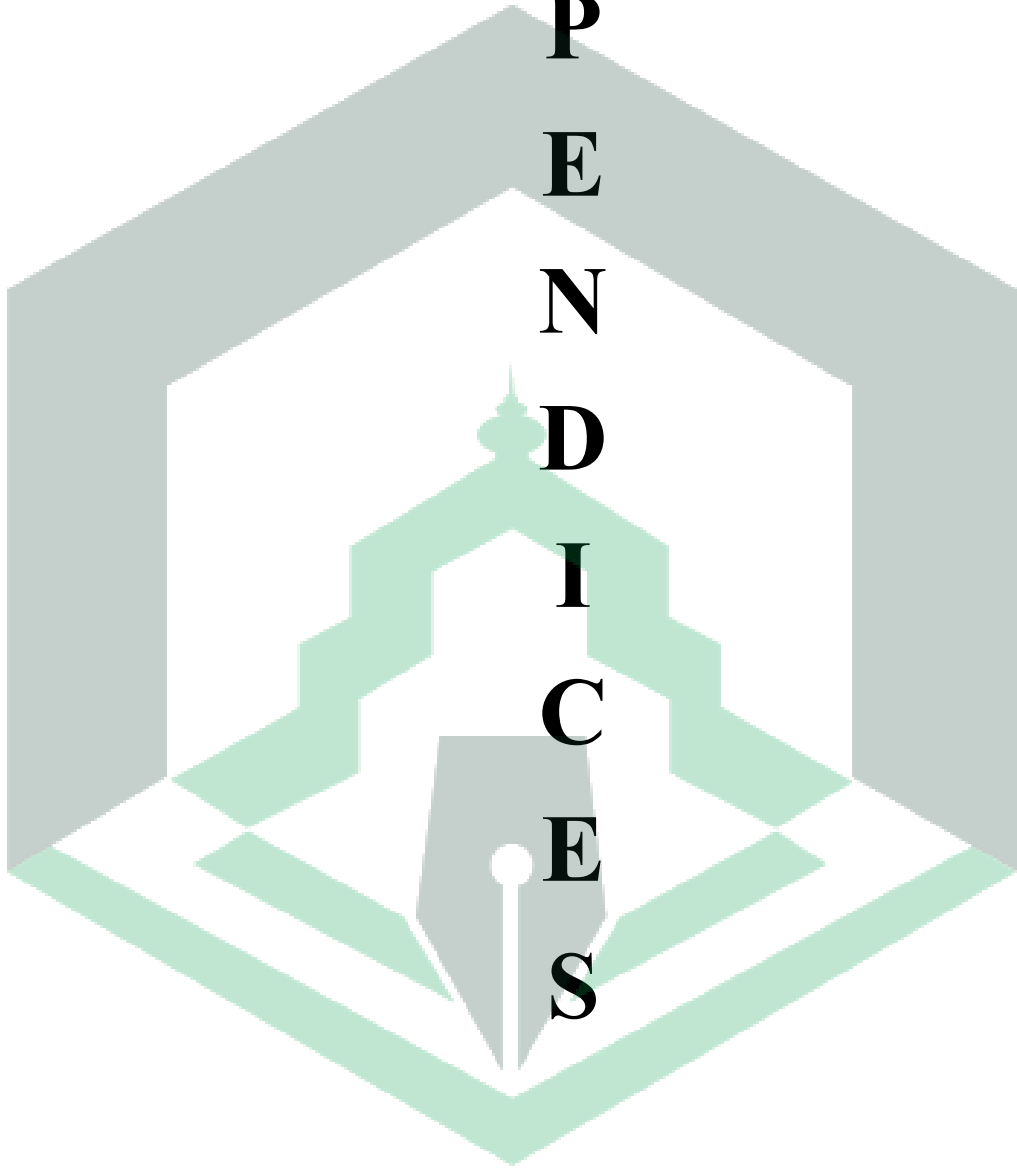
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“Teacher and Srudents SMPN 8 Palopo, (Jl. Agatis Balandai Palopo).”



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APPENDIX 1

SURAT IZIN MENELITI







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

ASLI

IZIN PENELITIAN

NOMOR : 1361/IP/DPMTSP/XI/2022

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Menteri Nomor 3 Tahun 2016 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	: SALSABILA ANGGRAENI
Jenis Kelamin	: Perempuan
Alamat	: Jl. Bitti Balandi Kota Palopo
Pekerjaan	: Mahasiswa
NIM	: 19 0202 0078

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

DEVELOPING VOCABULARY HANDBOOK FOR EIGHTH GRADE STUDENTS OF SMP NEGERI 8 PALOPO

Lokasi Penelitian	: SMP NEGERI 8 PALOPO
Lamanya Penelitian	: 17 November 2022 s.d. 17 Februari 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) eksemplar 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 November 2022
 a.n. Kepala Dinas Penanaman Modal dan PTSP
 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

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

Tembusan :

1. Kepala Badan Kepegawaian Provinsi Sulteng
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian



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

KUSIONER EVALUASI UNTUK AHLI DESAIN AND LAUOUT

A. Data Responden

Nama : HUSNAINI, S.Pd.I, M.Pd.
 Umur : 38 TAHUN
 Jenis Kelamin : PEREMPUAN
 Pendidikan : S1 S2 S3
 Pengalaman mengajar : 0-2 tahun 2-4 tahun
 4-6 tahun ≥6 tahun

B. Table Evaluasi

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

Keterangan Poin Validasi :

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

No	Pernyataan	1	2	3	4
A. KONTEN					
1	Cakupan isi materi dalam bahan ajar <i>Vocabulary Handbook</i> sesuai dengan kebutuhan siswa SMPN 8 Palopo			✓	
2	Kedalaman materi dalam bahan ajar <i>Vocabulary Handbook</i> memadai.			✓	
3	Keaslian materi dalam bahan ajar <i>Vocabulary Handbook</i> memadai.			✓	
4	Isu-isu terbaru di dalam bahan ajar <i>Vocabulary Handbook</i> menarik.				✓

Saran Perbaikan:

List of vocabularies yang di urutkan subalknya
Merujuk ke kosakata baru yang ada di dalam
teks (page 5, 9, 33, etc).

B. ACTIVITY

5	Kegiatan dalam tiap tasks banyak melibatkan siswa.			✓	
6	Kegiatan dalam tasks bervariasi.			✓	
7	Kegiatan dalam tasks sesuai topic				✓
8	Kegiatan dalam tasks			✓	
9	Kegiatan dalam tasks sesuai topic.				✓
10	Kegiatan dalam tasks membantu siswa dalam memahami materi.				✓
11	Kegiatan melibatkan siswa untuk bekerja secara individu, berpasangan, maupun berkelompok.				✓
12	Kegiatan dalam tasks disusun dari tingkatan mudah kesulit				✓
13	Kegiatan dalam tasks berguna dalam kehidupan nyata siswa.			✓	

Saran perbaikan:

Masih banyak mengadopsi materi dari buku
pegangan guru / siswa. Bisa lebih kreatif
lagi untuk kegiatan - kegiatan pembelajaran

C. INPUT

14	Instruksi dalam tiap tasks mudah dipahami.			✓	
----	--	--	--	---	--

15	Input materi berbentuk teks dan gambar relevan.			✓
16	Input materi berbentuk teks dan gambar sesuai dengan kemampuan siswa.			✓
17	Input materi berbentuk teks dan gambar menarik			✓
18	Input materi mencakup struktur bahasa yang benar.			✓
19	Input materi dapat menambah wawasan siswa.			✓
20	Input materi dapat menambah kosa kata siswa.			✓
21	Input materi membantu siswa dalam berbahasa.			✓
22	Input dan tasks seimbang			✓
23	Pilihan topic sesuai dengan karakteristik siswa.			✓

Saran Perbaikan:

Input Materi sebaiknya disesuaikan dengan materi pembelajaran yang ada pada silabus

D. BAHASA

24	Bahasa yang digunakan dalam bahan ajar <i>Vocabulary Handbook</i> sesuai dengan kemampuan siswa.			✓
25	Bahasa yang disajikan <i>Vocabulary Handbook</i> sesuai dengan tingkat perkembangan kognitif siswa.			✓
26	Ekspresi yang digunakan pada <i>Vocabulary Handbook</i> sesuai dengan tata bahasa yang benar.			✓
27	Bahasa yang disajikan dalam bahan ajar <i>Vocabulary Handbook</i> mudah dipahami.			✓

Saran Perbaikan:

E. DESAIN DAN LAYOUT

28	Tampilan mater ijelas.				✓
29	Tampilan materi menarik.				✓
30	Ukuran huruf sesuai.				✓
31	Ukuran spasi sesuai.				✓
32	Jarak spasi sesuai				✓
33	Penggunaan tanda baca tepat.				✓

Saran Perbaikan:

Design buku sebaiknya lebih menarik lagi dan colourful, yang dapat menumbuhkan minat belajar siswa

F. EVALUASI UMUM

34	Sistematika penyajian runtut.				✓
35	Keseluruhan materi sesuai dengan kemampuan berbahasa siswa.				✓
36	Penilaian sesuai dengan input yang diberikan				✓

Kesimpulan:

Secara umum, pendapat bapak/ibu terhadap bahan ajar (handbook) yang dikembangkan:

- a. Layak

b. Layak dengan perbaikan

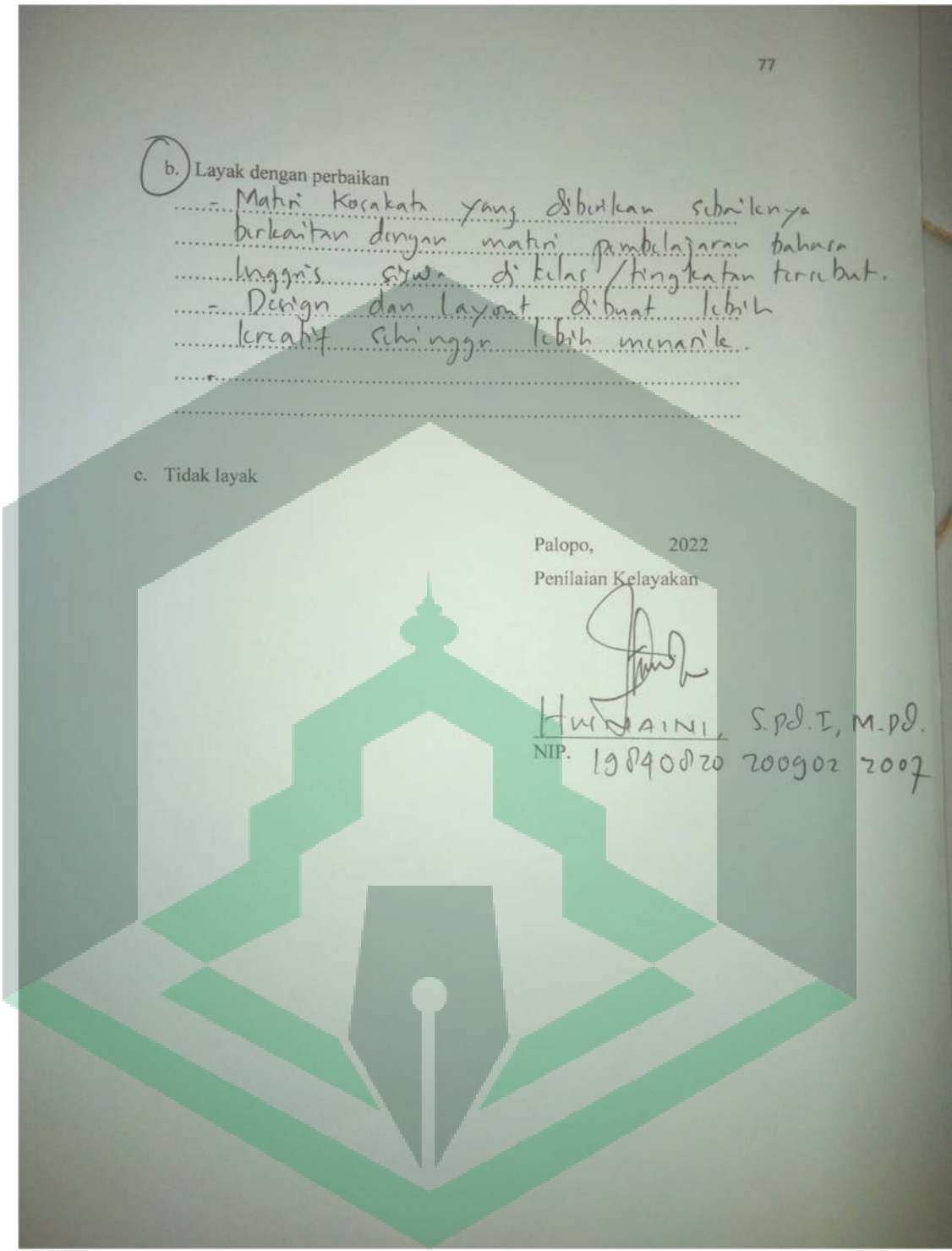
- Materi Kosakata yang disebutkan sebelumnya berkaitan dengan materi pembelajaran bahasa Inggris siswa di kelas/tingkatan tersebut.
- Design dan layout dibuat lebih kreatif sehingga lebih menarik.

c. Tidak layak

Palopo, 2022
Penilaian Kelayakan



HURDAINI, S.Pd.I, M.Pd.
NIP. 19840020 200902 2007



KUSIONER EVALUASI UNTUK AHLI BAHASA

A. Data Responden

Nama : ST. HARTINA, M. Pd.
 Umur : 30 TAHUN
 Jenis Kelamin : PEREMPUAN
 Pendidikan : S1 S2 S3
 Pengalaman mengajar : 0-2 tahun 2-4 tahun
 4-6 tahun ≥6 tahun

B. Table Evaluasi

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

Keterangan Poin Validasi :

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

No	Pernyataan	1	2	3	4
A. KONTEN					
1	Cakupan isi materi dalam bahan ajar <i>Vocabulary Handbook</i> sesuai dengan kebutuhan siswa SMPN 8 Palopo			✓	
2	Kedalaman materi dalam bahan ajar <i>Vocabulary Handbook</i> memadai.			✓	
3	Keaslian materi dalam bahan ajar <i>Vocabulary Handbook</i> memadai.				✓
4	Isu-isu terbaru di dalam bahan ajar <i>Vocabulary Handbook</i> menarik.			✓	

Saran Perbaikan:				
B. ACTIVITY				
5	Kegiatan dalam tiap tasks banyak melibatkan siswa.		✓	
6	Kegiatan dalam tasks bervariasi.		✓	
7	Kegiatan dalam tasks sesuai topic			✓
8	Kegiatan dalam tasks		✓	
9	Kegiatan dalam tasks sesuai topic.		✓	
10	Kegiatan dalam tasks membantu siswa dalam memahami materi.			✓
11	Kegiatan melibatkan siswa untuk bekerja secara individu, berpasangan, maupun berkelompok.			✓
12	Kegiatan dalam tasks disusun dari tingkatan mudah kesulit		✓	
13	Kegiatan dalam tasks berguna dalam kehidupan nyata siswa.			✓
Saran perbaikan:				
C. INPUT				
14	Instruksi dalam tiap tasks mudah dipahami.		✓	
15	Input materi berbentuk teks dan gambar relevan.		✓	
16	Input materi berbentuk teks dan gambar sesuai dengan kemampuan siswa.		✓	
17	Input materi berbentuk teks dan gambar menarik			✓

18	Input materi mencakup struktur bahasa yang benar.				✓
19	Input materi dapat menambah wawasan siswa.				✓
20	Input materi dapat menambah kosa kata siswa.				✓
21	Input materi membantu siswa dalam berbahasa.				✓
22	Input dan tasks seimbang			✓	
23	Pilihan topic sesuai dengan karakteristik siswa.			✓	
Saran Perbaikan:					
D. BAHASA					
24	Bahasa yang digunakan dalam bahan ajar <i>Vocabulary Handbook</i> sesuai dengan kemampuan siswa.				✓
25	Bahasa yang disajikan <i>Vocabulary Handbook</i> sesuai dengan tingkat perkembangan kognitif siswa.				✓
26	Ekspresi yang digunakan pada <i>Vocabulary Handbook</i> sesuai dengan tata bahasa yang benar.			✓	
27	Bahasa yang disajikan dalam bahan ajar <i>Vocabulary Handbook</i> mudah dipahami.			✓	
Saran Perbaikan:					
E. DESAIN DAN LAYOUT					
28	Tampilan materi jelas.			✓	
29	Tampilan materi menarik.				✓
30	Ukuran huruf sesuai.				✓

31	Ukuran spasisesuai.				✓
32	Jarak spasi sesuai				✓
33	Penggunaan tanda baca tepat.			✓	
Saran Perbaikan:					
E. EVALUASI UMUM					
34	Sistematika penyajian runtut.			✓	
35	Keseluruhan materi sesuai dengan kemampuan berbahasa siswa.				✓
36	Penilaian sesuai dengan input yang diberikan			✓	

Kesimpulan:

Secara umum, pendapat bapak/ibu terhadap bahan ajar (modul) yang dikembangkan:

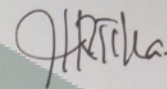
a. Layak

b. Layak dengan perbaikan

Ada beberapa susunan kalimat yang masih rancu
Perbaiki dan cek kembali menggunakan grammarly.

c. Tidak layak

Palopo, 2023
Penilaian Kelayakan



ST-HARTINA, Npd
NIP. 199109092019032021



KUSIONER EVALUASI UNTUK AHLI MATERI

A. Data Responden

Nama : Ermawati, S.Pd., M.Hum.
 Umur : 31 Tahun
 Jenis Kelamin : Perempuan
 Pendidikan : S1 S2 S3
 Pengalaman mengajar : 0-2 tahun 2-4 tahun
 4-6 tahun ≥6 tahun

B. Table Evaluasi

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

Keterangan Poin Validasi :

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

No	Pernyataan	1	2	3	4
A. KONTEN					
1	Cakupan isi materi dalam bahan ajar <i>Vocabulary Handbook</i> sesuai dengan kebutuhan siswa SMPN 8 Palopo				✓
2	Kedalaman materi dalam bahan ajar <i>Vocabulary Handbook</i> memadai.				✓
3	Keaslian materi dalam bahan ajar <i>Vocabulary Handbook</i> memadai.				✓
4	Isu-isu terbaru di dalam bahan ajar <i>Vocabulary Handbook</i> menarik.				✓

B. ACTIVITY				
5	Kegiatan dalam tiap tasks banyak melibatkan siswa.			✓
6	Kegiatan dalam tasks bervariasi.			✓
7	Kegiatan dalam tasks sesuai topic			✓
8	Kegiatan dalam tasks			✓
9	Kegiatan dalam tasks sesuai topic.			✓
10	Kegiatan dalam tasks membantu siswa dalam memahami materi.			✓
11	Kegiatan melibatkan siswa untuk bekerja secara individu, berpasangan, maupun berkelompok.			✓
12	Kegiatan dalam tasks disusun dari tingkatan mudah kesulit			✓
13	Kegiatan dalam tasks berguna dalam kehidupan nyata siswa.			✓
C. INPUT				
14	Instruksi dalam tiap tasks mudah dipahami.			✓
15	Input materi berbentuk teks dan gambar relevan.			✓
16	Input materi berbentuk teks dan gambar sesuai dengan kemampuan siswa.			✓
17	Input materi berbentuk teks dan gambar menarik			✓
18	Input materi mencakup struktur bahasa yang benar.			✓
19	Input materi dapat menambah wawasan siswa.			✓
20	Input materi dapat menambah kosa kata siswa.			✓
21	Input materi membantu siswa dalam berbahasa.			✓
22	Input dan tasks seimbang			✓
23	Pilihan topic sesuai dengan karakteristik siswa.			✓
D. BAHASA				

24	Bahasa yang digunakan dalam bahan ajar <i>Vocabulary Handbook</i> sesuai dengan kemampuan siswa.					✓
25	Bahasa yang disajikan <i>Vocabulary Handbook</i> sesuai dengan tingkat perkembangan kognitif siswa.					✓
26	Ekspresi yang digunakan pada <i>Vocabulary Handbook</i> sesuai dengan tata bahasa yang benar.					✓
27	Bahasa yang disajikan dalam bahan ajar <i>Vocabulary Handbook</i> mudah dipahami.					✓
E. DESAIN DAN LAYOUT						
28	Tampilan materi jelas.					✓
29	Tampilan materi menarik.					✓
30	Ukuran huruf sesuai.					✓
31	Ukuran spasi sesuai.					✓
32	Jarak spasi sesuai					✓
33	Penggunaan tanda baca tepat.					✓
F. EVALUASI UMUM						
34	Sistematika penyajian runtut.					✓
35	Keseluruhan materi sesuai dengan kemampuan berbahasa siswa.					✓
36	Penilaian sesuai dengan input yang diberikan					✓

Kesimpulan:

Secara umum, pendapat bapak/ibu terhadap bahan ajar (modul) yang dikembangkan:

a. Layak

(b) Layak dengan perbaikan

Tambahkan biodata penulis & bibliography

c. Tidak layak

Palopo, 3 Maret 2023
Penilaian Kelayakan



Ermawati, S.Pd.I., M.Hum.
NIP. 199111172020122019

APPENDIX 3

NEED ANALYSIS QUESTIONNAIRES



QUESTIONNAIRE

DEVELOPING VOCABULARY HANDBOOK FOR EIGHT GRADE STUDENTS OF SMP 8 PALOPO

A. Data Respondent

Nama :
Usia :
Gender :
Kelas :

B. Tujuan Penelitian : Penelitian ini bertujuan untuk merancang Handbook Vocabulary for Eight Grade Students of SMPN 8 Palopo.

C. Petunjuk Pengisian

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan Anda saat ini. Sesuaikan dengan kebutuhan dan kegiatan Anda terkait dengan Bahasa Inggris. Kuestioner ini dibuat guna mengumpulkan data need analysis siswa terkait pembelajaran Bahasa Inggris Anda. Informasi yang terdapat dalam kuestioner ini akan digunakan dalam penyusunan skripsi dan akan menjadi materi dalam handbook untuk meningkatkan kemampuan vocabulary Bahasa Inggris siswa. Jika Anda memilih jawaban lain-lain, tuliskan jawaban tersebut dengan singkat dan jelas. Silahkan bertanya apabila ada yang kurang jelas dan **Anda boleh memilih lebih dari satu pilihan jawaban.**

1. Apa manfaat mempelajari kosakata bagi anda?
 - a. Mempermudah mengakses informasi tentang bahasa Inggris
 - b. Untuk mendapatkan nilai yang baik dalam pelajaran bahasa Inggris
 - c. Untuk meningkatkan kosakata baru dan menambah skill dalam bahasa Inggris
 - d. Untuk dapat berbagi informasi dengan teman mengenai bahasa Inggris
 - e. Lain-lain (Tuliskan bila ada)
2. Apa tujuan Anda belajar kosakata?

- a. Untuk memperlancar berbahasa Inggris
 - b. Agar dapat menambah kosa kata baru dalam bahasa Inggris saya
 - c. Membantu menghapalkan kosakata baru disekolah
 - d. Sebagai penunjang untuk materi selanjutnya
 - e. Saya ingin berkomunikasi dengan berbahasa Inggris yang baik dan benar
 - f. Lain-lain (Tuliskan bila ada)
3. Bagaimana tingkat penguasaan Bahasa Inggris anda?
- a. Mengetahui sedikit kosakata
 - b. Dapat berkomunikasi dengan baik pada beberapa topik dengan percakapan pendek
 - c. Dapat berkomunikasi dengan baik pada beberapa topik dengan percakapan panjang
 - d. Mampu berkomunikasi dengan lancar pada sebagian besar topik
 - e. Lain-lain (Tuliskan bila ada)
4. Kesulitan apa yang anda jumpai saat belajar kosakata dalam bahasa Inggris?
- a. Sulit membedakan (noun, verb and adjective)
 - b. Kesulitan dalam menglafalkan kosakata
 - c. Kesulitan dalam memahami kosakata baru karena media yang kurang menarik
 - d. Kesulitan dalam mengingat arti dari kosakata baru
 - e. Lain-lain (Tuliskan bila ada)
5. Anda butuh *Vocabulary Handbook* karena.....
- a. Saya ingin mengetahui kosakata
 - b. Karena saya belum memiliki *Handbook* untuk belajar kosakata
 - c. Karena *Handbook* lebih praktis dan simpel
 - d. Lain-lain (Tuliskan bila ada)
6. Menurut anda media pembelajaran yang anda sukai dalam *Vocabulary* adalah?
- a. Hanya berisi kosakata

- b. Kosakata yang dilengkapi table
 - c. Kosakata yang dilengkapi terjemahan
 - d. Kosakata yang dilengkapi dengan gambar dan terjemahan
 - e. Lain-lain (Tuliskan bila ada)
7. Materi bahasa Inggris yang ingin anda pelajari dalam handbook adalah
- (urutkan dengan keinginan anda)
- a. My uncle is a zookeeper (kebun binatang)
 - b. What are you doing? (rutinitas sehari-hari)
 - c. Bigger is not always better (membandingkan orang, hewan/benda)
 - d. When I was a child (simple present, simple past)
 - e. Yes, we made it! (menceritakan masa lalu dengan bangga)
 - f. Don't forget it, please! (menulis pesan singkat)
 - g. We got a lot of history (lagu one direction "History")
 - h. Lain-lain (Tuliskan bila ada)
8. Hal apa yang anda lakukan dalam menghafal kosa kata baru?
- a. Mendengarkan lalu mengulangi
 - b. Membayangkan bentuk/gambar dari kata tersebut
 - c. Mendengarkan dan melihat gambar dari kata tersebut
 - d. Menuliskannya ke dalam sebuah kalimat
 - e. Menuliskan kata-kata tersebut disebuah kartu
 - f. Lain-lain (Tuliskan bila ada)
9. Media yang dapat menunjang pembelajaran kosakata yang anda sukai adalah....
- a. Audio (rekaman suara, podcast, lagu, dll)
 - b. Visual (gambar dan tulisan)
 - c. Audio visual (film, dll)
 - d. Social media (Youtube, Instagram, Facebook, Whatsapp, dll)
 - e. Lain-lain (Tuliskan bila ada)
10. Jika anda menggunakan *Vocabulary Handbook* sebagai media, desain seperti apakah yang anda inginkan?

- a. Table-tabel (berisi daftar kosakata bahasa inggris beserta artinya dan mudah dibawah-bawah)
 - b. Grafik/gambar (gafik/gambar yang menggambarkan kosakata bahasa inggris dan terjemahan)
 - c. Lain-lain (Tuliskan bila ada)
11. Desain materi kosa kata yang ideal menurut anda adalah....
- a. Halaman dan sampulnya berwarna-warni
 - b. Dilengkapi dengan gambar-gambar dan ilustrasi sesuai dengan topik yang akan dibahas
 - c. Setiap kosa kata di lengkapi terjemahan dan di lengkapi symbol baca
 - d. Lain-lain (Tuliskan bila ada)
12. Jenis gambar yang anda sukai adalah?
- a. Gambar kartun
 - b. Gambar sesuai objek aslinya.
13. Dalam mempelajari kosakata menggunakan gambar, anda lebih tertarik pada gambar yang...
- a. Full color
 - b. Warm color (merah, orange, kuning, pink)
 - c. Cool color (biru, ungu, hijau)
 - d. Achromatic color (putih, hitam, abu-abu)
 - e. Lain-lain (Tuliskan bila ada)
14. Tempat belajar bahasa Inggris yang anda sukai adalah
- a. Library (perpustakaan)
 - b. Indoor (dalam ruangan; kelas, dll)
 - c. Outdoor (luar ruangan; dibawah pohon, taman, gazebo)
 - d. Lain-lain (Tuliskan bila ada)
15. Dalam belajar bahasa Inggris, anda lebih suka mengerjakan dengan cara?
- a. Individu
 - b. Berpasangan dengan teman
 - c. Kelompok kecil (2-4 orang)

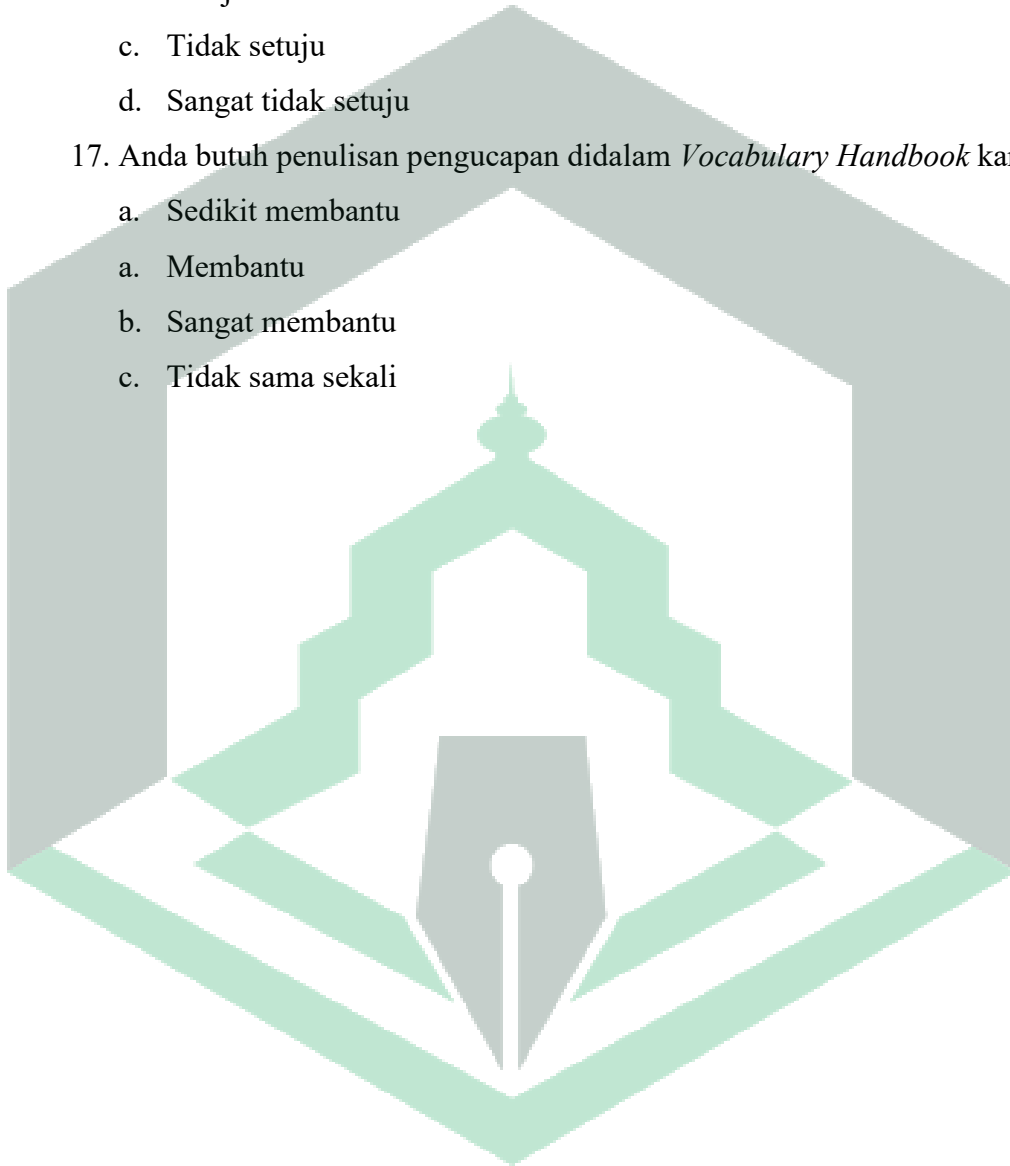
- d. Kelompok besar (>5 org)
- e. Lain-lain (Tuliskan bila ada)

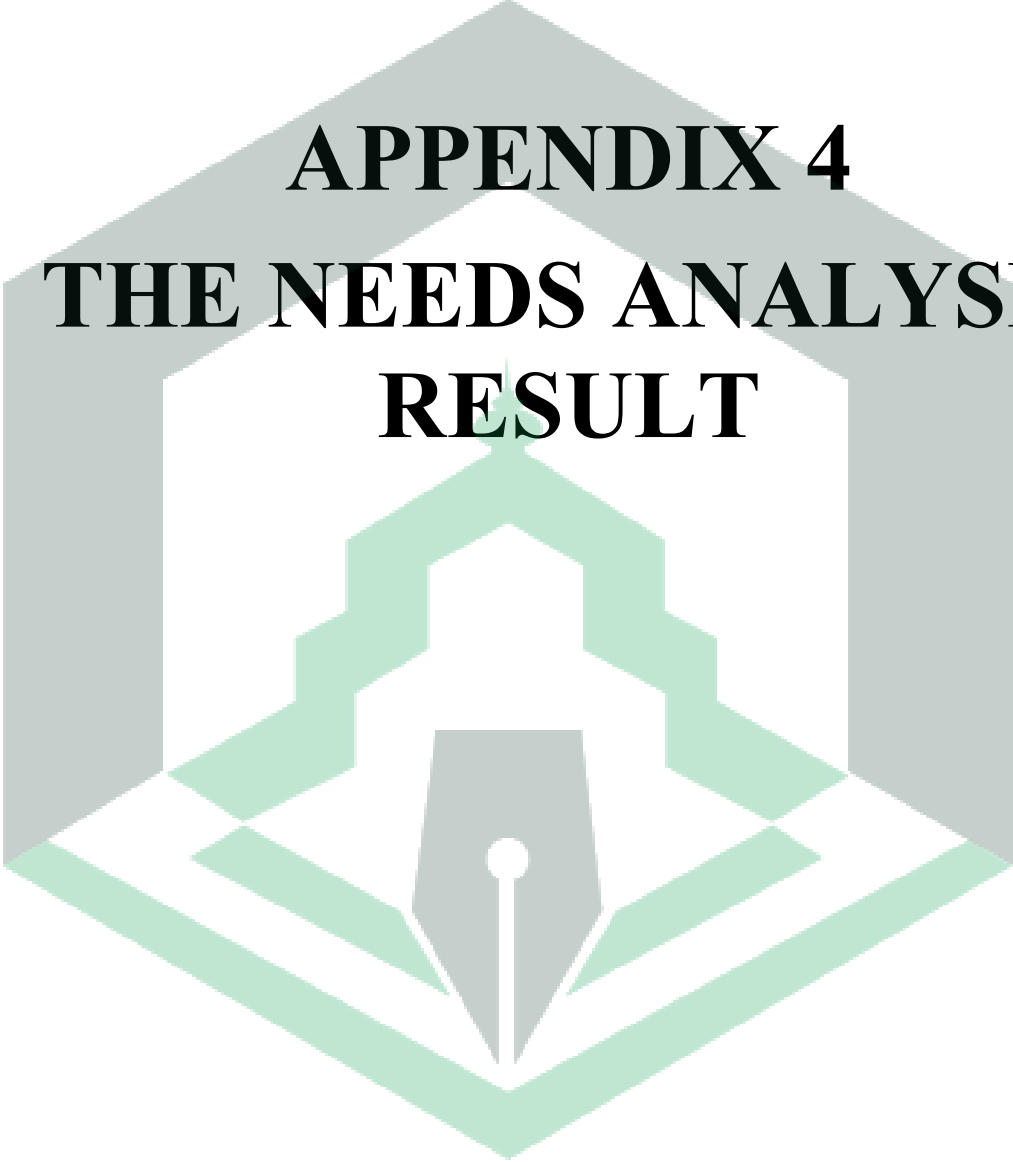
16. Apakah Anda butuh memilah *part of speech* didalam *Vocabulary Handbook*....

- a. Sangat setuju
- b. Setuju
- c. Tidak setuju
- d. Sangat tidak setuju

17. Anda butuh penulisan pengucapan didalam *Vocabulary Handbook* karena.....

- a. Sedikit membantu
- a. Membantu
- b. Sangat membantu
- c. Tidak sama sekali





APPENDIX 4
THE NEEDS ANALYSIS
RESULT

QUESTIONNAIRE

DEVELOPING VOCABULARY HANDBOOK FOR EIGHT GRADE STUDENTS OF
SMP 8 PALOPO

A. Data Respondent

Nama : HIRKIA PUTRI KABORO
 Usia : 13 thn
 Gender : PEREMPUAN
 Kelas : VIII-2

B. Tujuan Penelitian : Penelitian ini bertujuan untuk merancang Handbook Vocabulary for Eight Grade Students of SMPN 8 Palopo.

C. Petunjuk Pengisian

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan Anda saat ini. Sesuaikan dengan kebutuhan dan kegiatan Anda terkait dengan Bahasa Inggris. Kuestioner ini dibuat guna mengumpulkan data need analysis siswa terkait pembelajaran Bahasa Inggris Anda. Informasi yang terdapat dalam kuestioner ini akan digunakan dalam penyusunan skripsi dan akan menjadi materi dalam handbook untuk meningkatkan kemampuan vocabulary Bahasa Inggris siswa. Jika Anda memilih jawaban lain-lain, tuliskan jawaban tersebut dengan singkat dan jelas. Silahkan bertanya apabila ada yang kurang jelas dan **Anda boleh memilih lebih dari satu pilihan jawaban.**

1. Apa manfaat mempelajari kosakata bagi anda?
 - a. Mempermudah mengakses informasi tentang bahasa Inggris
 - b. Untuk mendapatkan nilai yang baik dalam pelajaran bahasa Inggris
 - c. Untuk meningkatkan kosakata baru dan menambah skill dalam bahasa Inggris
 - d. Untuk dapat berbagi informasi dengan teman mengenai bahasa Inggris
 - e. Lain-lain (Tuliskan bila ada)
2. Apa tujuan Anda belajar kosakata?
 - a. Untuk memperlancar berbahasa Inggris
 - b. Agar dapat menambah kosa kata baru dalam bahasa Inggris saya
 - c. Membantu menghapalkan kosakata baru disekolah

- d. Sebagai penunjang untuk materi selanjutnya
e. Saya ingin berkomunikasi dengan berbahasa Inggris yang baik dan benar
f. Lain-lain (Tuliskan bila ada)
3. Bagaimana tingkat penguasaan Bahasa Inggris anda?
 Mengetahui sedikit kosakata
b. Dapat berkomunikasi dengan baik pada beberapa topik dengan percakapan pendek
c. Dapat berkomunikasi dengan baik pada beberapa topik dengan percakapan panjang
d. Mampu berkomunikasi dengan lancar pada sebagian besar topik
e. Lain-lain (Tuliskan bila ada)
4. Kesulitan apa yang anda jumpai saat belajar kosakata dalam bahasa Inggris?
 Sulit membedakan (noun, verb and adjective)
b. Kesulitan dalam menglafalkan kosakata
c. Kesulitan dalam memahami kosakata baru karena media yang kurang menarik
d. Kesulitan dalam mengingat arti dari kosakata baru
e. Lain-lain (Tuliskan bila ada)
5. Anda butuh *Vocabulary Handbook* karena.....
a. Saya ingin mengetahui kosakata
b. Karena saya belum memiliki *Handbook* untuk belajar kosakata
 Karena *Handbook* lebih praktis dan simpel
d. Lain-lain (Tuliskan bila ada)
6. Menurut anda media pembelajaran yang anda sukai dalam *Vocabulary* adalah?
a. Hanya berisi kosakata
b. Kosakata yang dilengkapi table
c. Kosakata yang dilengkapi terjemahan
 Kosakata yang dilengkapi dengan gambar dan terjemahan
e. Lain-lain (Tuliskan bila ada)
7. Materi bahasa Inggris yang ingin anda pelajari dalam *handbook* adalah
(urutkan dengan keinginan anda)
a. My uncle is a zookeeper (kebun binatang)
b. What are you doing? (rutinitas sehari-hari)
c. Bigger is not always better (membandingkan orang, hewan/benda)

- d. When I was a child (simple present, simple past)
e. Yes, we made it! (menceritakan masa lalu dengan bangga)
f. Don't forget it, please! (menulis pesan singkat)
 We got a lot of history (lagu one direction "History")
h. Lain-lain (Tuliskan bila ada)
8. Hal apa yang anda lakukan dalam menghafal kosa kata baru?
a. Mendengarkan lalu mengulangi
 Membayangkan bentuk/gambar dari kata tersebut
c. Mendengarkan dan melihat gambar dari kata tersebut
d. Menuliskannya ke dalam sebuah kalimat
e. Menuliskan kata-kata tersebut disebuah kartu
f. Lain-lain (Tuliskan bila ada)
9. Media yang dapat menunjang pembelajaran kosakata yang anda sukai adalah....
 Audio (rekaman suara, podcast, lagu, dll)
b. Visual (gambar dan tulisan)
c. Audio visual (film, dll)
d. Social media (Youtube, Instagram, Facebook, Whatsapp, dll)
e. Lain-lain (Tuliskan bila ada)
10. Jika anda menggunakan *Vocabulary Handbook* sebagai media, desain seperti apakah yang anda inginkan?
a. Table-tabel (berisi daftar kosakata bahasa inggris beserta artinya dan mudah dibawah-bawah)
 Grafik/gambar (gafik/gambar yang menggambarkan kosakata bahasa inggris dan terjemahan)
c. Lain-lain (Tuliskan bila ada)
11. Desain materi kosa kata yang ideal menurut anda adalah....
a. Halaman dan sampulnya berwarna-warni
 Dilengkapi dengan gambar-gambar dan ilustrasi sesuai dengan topik yang akan dibahas
c. Setiap kosa kata di lengkapi terjemahan dan di lengkapi symbol baca
d. Lain-lain (Tuliskan bila ada)

12. Jenis gambar yang anda sukai adalah?
- Gambar kartun
 - Gambar sesuai objek aslinya.
 - Lain-lain (Tuliskan bila ada)
13. Dalam mempelajari kosakata menggunakan gambar, anda lebih tertarik pada gambar yang...
- Full color
 - Warm color (merah, orange, kuning, pink)
 - Cool color (biru, ungu, hijau)
 - Achromatic color (putih, hitam, abu-abu)
 - Lain-lain (Tuliskan bila ada)
14. Tempat belajar bahasa Inggris yang anda sukai adalah
- Library (perpustakaan)
 - Indoor (dalam ruangan; kelas, dll)
 - Outdoor (luar ruangan; dibawah pohon, taman, gazebo)
 - Lain-lain (Tuliskan bila ada)
15. Dalam belajar bahasa Inggris, anda lebih suka mengerjakan dengan cara?
- Individu
 - Berpasangan dengan teman
 - Kelompok kecil (2-4 orang)
 - Kelompok besar (>5 org)
 - Lain-lain (Tuliskan bila ada)
16. Apakah Anda butuh memilah *part of speech* didalam *Vocabulary Handbook*....
- Sangat setuju
 - Setuju
 - Tidak setuju
 - Sangat tidak setuju
17. Apakah Anda butuh penulisan pengucapan didalam *Vocabulary Handbook*.....
- Sedikit membantu
 - Membantu
 - Sangat membantu
 - Tidak sama sekali

QUESTIONNAIRE

DEVELOPING VOCABULARY HANDBOOK FOR EIGHT GRADE STUDENTS OF
SMP 8 PALOPO

A. Data Respondent

Nama : Andi Oberpatihah
 Usia : 13
 Gender : Perempuan
 Kelas : VIII.2

B. Tujuan Penelitian : Penelitian ini bertujuan untuk merancang Handbook Vocabulary for Eight Grade Students of SMPN 8 Palopo.

C. Petunjuk Pengisian

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan Anda saat ini. Sesuaikan dengan kebutuhan dan kegiatan Anda terkait dengan Bahasa Inggris. Kuesioner ini dibuat guna mengumpulkan data need analysis siswa terkait pembelajaran Bahasa Inggris Anda. Informasi yang terdapat dalam kuesioner ini akan digunakan dalam penyusunan skripsi dan akan menjadi materi dalam handbook untuk meningkatkan kemampuan vocabulary Bahasa Inggris siswa. Jika Anda memilih jawaban lain-lain, tuliskan jawaban tersebut dengan singkat dan jelas. Silahkan bertanya apabila ada yang kurang jelas dan Anda boleh memilih lebih dari satu pilihan jawaban.

1. Apa manfaat mempelajari kosakata bagi anda?
 - a. Mempermudah mengakses informasi tentang bahasa Inggris
 - b. Untuk mendapatkan nilai yang baik dalam pelajaran bahasa Inggris
 - c. Untuk meningkatkan kosakata baru dan menambah skill dalam bahasa Inggris
 - d. Untuk dapat berbagi informasi dengan teman mengenai bahasa Inggris
 - e. Lain-lain (Tuliskan bila ada)
2. Apa tujuan Anda belajar kosakata?
 - a. Untuk memperlancar berbahasa Inggris
 - b. Agar dapat menambah kosa kata baru dalam bahasa Inggris saya
 - c. Membantu menghapalkan kosakata baru disekolah

- d. Sebagai penunjang untuk materi selanjutnya
- e. Saya ingin berkomunikasi dengan berbahasa Inggris yang baik dan benar
- f. Lain-lain (Tuliskan bila ada)
3. Bagaimana tingkat penguasaan Bahasa Inggris anda?
- a. Mengetahui sedikit kosakata
- Dapat berkomunikasi dengan baik pada beberapa topik dengan percakapan pendek
- c. Dapat berkomunikasi dengan baik pada beberapa topik dengan percakapan panjang
- d. Mampu berkomunikasi dengan lancar pada sebagian besar topik
- e. Lain-lain (Tuliskan bila ada)
4. Kesulitan apa yang anda jumpai saat belajar kosakata dalam bahasa Inggris?
- a. Sulit membedakan (noun, verb and adjective)
- Kesulitan dalam melafalkan kosakata
- c. Kesulitan dalam memahami kosakata baru karena media yang kurang menarik
- d. Kesulitan dalam mengingat arti dari kosakata baru
- e. Lain-lain (Tuliskan bila ada)
5. Anda butuh *Vocabulary Handbook* karena.....
- Saya ingin mengetahui kosakata
- b. Karena saya belum memiliki *Handbook* untuk belajar kosakata
- c. Karena *Handbook* lebih praktis dan simpel
- d. Lain-lain (Tuliskan bila ada)
6. Menurut anda media pembelajaran yang anda sukai dalam *Vocabulary* adalah?
- a. Hanya berisi kosakata
- b. Kosakata yang dilengkapi table
- c. Kosakata yang dilengkapi terjemahan
- Kosakata yang dilengkapi dengan gambar dan terjemahan
- e. Lain-lain (Tuliskan bila ada)
7. Materi bahasa Inggris yang ingin anda pelajari dalam handbook adalah
- (urutkan dengan keinginan anda)
- a. My uncle is a zookeeper (kebun binatang)
- b. What are you doing? (rutinitas sehari-hari)
- Bigger is not always better (membandingkan orang, hewan/benda)

- d. When I was a child (simple present, simple past)
- e. Yes, we made it! (menceritakan masa lalu dengan bangga)
- f. Don't forget it, please! (menulis pesan singkat)
- g. We got a lot of history (lagu one direction "History")
- h. Lain-lain (Tuliskan bila ada)
8. Hal apa yang anda lakukan dalam menghafal kosa kata baru?
- a. Mendengarkan lalu mengulangi
- b. Membayangkan bentuk/gambar dari kata tersebut
- c. Mendengarkan dan melihat gambar dari kata tersebut
- d. Menuliskannya ke-dalam sebuah kalimat
- e. Menuliskan kata-kata tersebut disebuah kartu
- f. Lain-lain (Tuliskan bila ada)
9. Media yang dapat menunjang pembelajaran kosakata yang anda sukai adalah....
- a. Audio (rekaman suara, podcast, lagu, dll)
- b. Visual (gambar dan tulisan)
- c. Audio visual (film, dll)
- d. Social media (Youtube, Instagram, Facebook, Whatsapp, dll)
- e. Lain-lain (Tuliskan bila ada)
10. Jika anda menggunakan *Vocabulary Handbook* sebagai media, desain seperti apakah yang anda inginkan?
- a. Table-tabel (berisi daftar kosakata bahasa inggris beserta artinya dan mudah dibawah-bawah)
- b. Grafik/gambar (grafik/gambar yang menggambarkan kosakata bahasa inggris dan terjemahan)
- c. Lain-lain (Tuliskan bila ada)
11. Desain materi kosa kata yang ideal menurut anda adalah....
- a. Halaman dan sampulnya berwarna-warni
- b. Dilengkapi dengan gambar-gambar dan ilustrasi sesuai dengan topik yang akan dibahas
- c. Setiap kosa kata di lengkapi terjemahan dan di lengkapi symbol baca
- d. Lain-lain (Tuliskan bila ada)

12. Jenis gambar yang anda sukai adalah?
- a. Gambar kartun
 - b. Gambar sesuai objek aslinya.
 - c. Lain-lain (Tuliskan bila ada)
13. Dalam mempelajari kosakata menggunakan gambar, anda lebih tertarik pada gambar yang...
- a. Full color
 - b. Warm color (merah, orange, kuning, pink)
 - c. Cool color (biru, ungu, hijau)
 - d. Achromatic color (putih, hitam, abu-abu)
 - e. Lain-lain (Tuliskan bila ada)
14. Tempat belajar bahasa Inggris yang anda sukai adalah
- a. Library (perpustakaan)
 - b. Indoor (dalam ruangan; kelas, dll)
 - c. Outdoor (luar ruangan; dibawah pohon, taman, gazebo)
 - d. Lain-lain (Tuliskan bila ada)
15. Dalam belajar bahasa Inggris, anda lebih suka mengerjakan dengan cara?
- a. Individu
 - b. Berpasangan dengan teman
 - c. Kelompok kecil (2-4 orang)
 - d. Kelompok besar (>5 org)
 - e. Lain-lain (Tuliskan bila ada)
16. Apakah Anda butuh memilah *part of speech* didalam *Vocabulary Handbook*....
- a. Sangat setuju
 - b. Setuju
 - c. Tidak setuju
 - d. Sangat tidak setuju
17. Apakah Anda butuh penulisan pengucapan didalam *Vocabulary Handbook*.....
- a. Sedikit membantu
 - b. Membantu
 - c. Sangat membantu
 - d. Tidak sama sekali

QUESTIONNAIRE

DEVELOPING VOCABULARY HANDBOOK FOR EIGHT GRADE STUDENTS OF
SMP 8 PALOPO

A. Data Respondent

Nama : Faith Wahyueli
Usia : 13 thn
Gender : Pria
Kelas : VIII. 2

B. Tujuan Penelitian : Penelitian ini bertujuan untuk merancang Handbook Vocabulary for Eight Grade Students of SMPN 8 Palopo.

C. Petunjuk Pengisian

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan Anda saat ini. Sesuaikan dengan kebutuhan dan kegiatan Anda terkait dengan Bahasa Inggris. Kuestioner ini dibuat guna mengumpulkan data need analysis siswa terkait pembelajaran Bahasa Inggris Anda. Informasi yang terdapat dalam kuestioner ini akan digunakan dalam penyusunan skripsi dan akan menjadi materi dalam handbook untuk meningkatkan kemampuan vocabulary Bahasa Inggris siswa. Jika Anda memilih jawaban lain-lain, tuliskan jawaban tersebut dengan singkat dan jelas. Silahkan bertanya apabila ada yang kurang jelas dan Anda boleh memilih lebih dari satu pilihan jawaban.

1. Apa manfaat mempelajari kosakata bagi anda?
 - a. Mempermudah mengakses informasi tentang bahasa Inggris
 - b. Untuk mendapatkan nilai yang baik dalam pelajaran bahasa Inggris
 - c. Untuk meningkatkan kosakata baru dan menambah skill dalam bahasa Inggris
 - d. Untuk dapat berbagi informasi dengan teman mengenai bahasa Inggris
 - e. Lain-lain (Tuliskan bila ada)
2. Apa tujuan Anda belajar kosakata?
 - a. Untuk memperlancar berbahasa Inggris
 - b. Agar dapat menambah kosa kata baru dalam bahasa Inggris saya
 - c. Membantu menghapalkan kosakata baru disekolah

- d. Sebagai penunjang untuk materi selanjutnya
e. Saya ingin berkomunikasi dengan berbahasa Inggris yang baik dan benar
f. Lain-lain (Tuliskan bila ada)
3. Bagaimana tingkat penguasaan Bahasa Inggris anda?
a. Mengetahui sedikit kosakata
 b. Dapat berkomunikasi dengan baik pada beberapa topik dengan percakapan pendek
c. Dapat berkomunikasi dengan baik pada beberapa topik dengan percakapan panjang
d. Mampu berkomunikasi dengan lancar pada sebagian besar topik
e. Lain-lain (Tuliskan bila ada)
4. Kesulitan apa yang anda jumpai saat belajar kosakata dalam bahasa Inggris?
a. Sulit membedakan (noun, verb and adjective)
 b. Kesulitan dalam menglafalkan kosakata
c. Kesulitan dalam memahami kosakata baru karena media yang kurang menarik
d. Kesulitan dalam mengingat arti dari kosakata baru
e. Lain-lain (Tuliskan bila ada)
5. Anda butuh *Vocabulary Handbook* karena.....
a. Saya ingin mengetahui kosakata
 b. Karena saya belum memiliki *Handbook* untuk belajar kosakata
c. Karena *Handbook* lebih praktis dan simpel
d. Lain-lain (Tuliskan bila ada)
6. Menurut anda media pembelajaran yang anda sukai dalam *Vocabulary* adalah?
a. Hanya berisi kosakata
b. Kosakata yang dilengkapi table
c. Kosakata yang dilengkapi terjemahan
 d. Kosakata yang dilengkapi dengan gambar dan terjemahan
e. Lain-lain (Tuliskan bila ada)
7. Materi bahasa Inggris yang ingin anda pelajari dalam handbook adalah
(urutkan dengan keinginan anda)
a. My uncle is a zookeeper (kebun binatang)
b. What are you doing? (rutinitas sehari-hari)
c. Bigger is not always better (membandingkan orang, hewan/benda)

- d. When I was a child (simple present, simple past)
- e. Yes, we made it! (menceritakan masa lalu dengan bangga)
- f. Don't forget it, please! (menulis pesan singkat)
- g. We got a lot of history (lagu one direction "History")
- h. Lain-lain (Tuliskan bila ada)
8. Hal apa yang anda lakukan dalam menghafal kosa kata baru?
- a. Mendengarkan lalu mengulangi
- b. Membayangkan bentuk/gambar dari kata tersebut
- c. Mendengarkan dan melihat gambar dari kata tersebut
- d. Menuliskannya ke dalam sebuah kalimat
- e. Menuliskan kata-kata tersebut di sebuah kartu
- f. Lain-lain (Tuliskan bila ada)
9. Media yang dapat menunjang pembelajaran kosakata yang anda sukai adalah....
- a. Audio (rekaman suara, podcast, lagu, dll)
- b. Visual (gambar dan tulisan)
- c. Audio visual (film, dll)
- d. Social media (Youtube, Instagram, Facebook, Whatsapp, dll)
- e. Lain-lain (Tuliskan bila ada)
10. Jika anda menggunakan *Vocabulary Handbook* sebagai media, desain seperti apakah yang anda inginkan?
- a. Table-tabel (berisi daftar kosakata bahasa inggris beserta artinya dan mudah dibawah-bawah)
- b. Grafik/gambar (grafik/gambar yang menggambarkan kosakata bahasa inggris dan terjemahan)
- c. Lain-lain (Tuliskan bila ada)
11. Desain materi kosa kata yang ideal menurut anda adalah....
- a. Halaman dan sampulnya berwarna-warni
- b. Dilengkapi dengan gambar-gambar dan ilustrasi sesuai dengan topik yang akan dibahas
- c. Setiap kosa kata di lengkapi terjemahan dan di lengkapi symbol baca
- d. Lain-lain (Tuliskan bila ada)

12. Jenis gambar yang anda sukai adalah?
- Gambar kartun
 - Gambar sesuai objek aslinya.
 - Lain-lain (Tuliskan bila ada)
13. Dalam mempelajari kosakata menggunakan gambar, anda lebih tertarik pada gambar yang...
- Full color
 - Warm color (merah, orange, kuning, pink)
 - Cool color (biru, ungu, hijau)
 - Achromatic color (putih, hitam, abu-abu)
 - Lain-lain (Tuliskan bila ada)
14. Tempat belajar bahasa Inggris yang anda sukai adalah
- Library (perpustakaan)
 - Indoor (dalam ruangan; kelas, dll)
 - Outdoor (luar ruangan; dibawah pohon, taman, gazebo)
 - Lain-lain (Tuliskan bila ada)
15. Dalam belajar bahasa Inggris, anda lebih suka mengerjakan dengan cara?
- Individu
 - Berpasangan dengan teman
 - Kelompok kecil (2-4 orang)
 - Kelompok besar (>5 org)
 - Lain-lain (Tuliskan bila ada)
16. Apakah Anda butuh memilah *part of speech* didalam *Vocabulary Handbook*....
- Sangat setuju
 - Setuju
 - Tidak setuju
 - Sangat tidak setuju
17. Apakah Anda butuh penulisan pengucapan didalam *Vocabulary Handbook*.....
- Sedikit membantu
 - Membantu
 - Sangat membantu
 - Tidak sama sekali

QUESTIONNAIRE

DEVELOPING VOCABULARY HANDBOOK FOR EIGHT GRADE STUDENTS OF
SMP 8 PALOPO

A. Data Respondent

Nama : Faith Wahyueli
Usia : 13 thn
Gender : Pria
Kelas : VIII.2

B. Tujuan Penelitian : Penelitian ini bertujuan untuk merancang Handbook Vocabulary for Eight Grade Students of SMPN 8 Palopo.

C. Petunjuk Pengisian

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan Anda saat ini. Sesuaikan dengan kebutuhan dan kegiatan Anda terkait dengan Bahasa Inggris. Kuestioner ini dibuat guna mengumpulkan data need analysis siswa terkait pembelajaran Bahasa Inggris Anda. Informasi yang terdapat dalam kuestioner ini akan digunakan dalam penyusunan skripsi dan akan menjadi materi dalam handbook untuk meningkatkan kemampuan vocabulary Bahasa Inggris siswa. Jika Anda memilih jawaban lain-lain, tuliskan jawaban tersebut dengan singkat dan jelas. Silahkan bertanya apabila ada yang kurang jelas dan Anda boleh memilih lebih dari satu pilihan jawaban.

1. Apa manfaat mempelajari kosakata bagi anda?
 - a. Mempermudah mengakses informasi tentang bahasa Inggris
 - b. Untuk mendapatkan nilai yang baik dalam pelajaran bahasa Inggris
 - c. Untuk meningkatkan kosakata baru dan menambah skill dalam bahasa Inggris
 - d. Untuk dapat berbagi informasi dengan teman mengenai bahasa Inggris
 - e. Lain-lain (Tuliskan bila ada)
2. Apa tujuan Anda belajar kosakata?
 - a. Untuk memperlancar berbahasa Inggris
 - b. Agar dapat menambah kosa kata baru dalam bahasa Inggris saya
 - c. Membantu menghapalkan kosakata baru disekolah

- d. Sebagai penunjang untuk materi selanjutnya
e. Saya ingin berkomunikasi dengan berbahasa Inggris yang baik dan benar
f. Lain-lain (Tuliskan bila ada)
3. Bagaimana tingkat penguasaan Bahasa Inggris anda?
a. Mengetahui sedikit kosakata
 b. Dapat berkomunikasi dengan baik pada beberapa topik dengan percakapan pendek
c. Dapat berkomunikasi dengan baik pada beberapa topik dengan percakapan panjang
d. Mampu berkomunikasi dengan lancar pada sebagian besar topik
e. Lain-lain (Tuliskan bila ada)
4. Kesulitan apa yang anda jumpai saat belajar kosakata dalam bahasa Inggris?
a. Sulit membedakan (noun, verb and adjective)
 b. Kesulitan dalam menglafalkan kosakata
c. Kesulitan dalam memahami kosakata baru karena media yang kurang menarik
d. Kesulitan dalam mengingat arti dari kosakata baru
e. Lain-lain (Tuliskan bila ada)
5. Anda butuh *Vocabulary Handbook* karena.....
a. Saya ingin mengetahui kosakata
 b. Karena saya belum memiliki *Handbook* untuk belajar kosakata
c. Karena *Handbook* lebih praktis dan simpel
d. Lain-lain (Tuliskan bila ada)
6. Menurut anda media pembelajaran yang anda sukai dalam *Vocabulary* adalah?
a. Hanya berisi kosakata
b. Kosakata yang dilengkapi table
c. Kosakata yang dilengkapi terjemahan
 d. Kosakata yang dilengkapi dengan gambar dan terjemahan
e. Lain-lain (Tuliskan bila ada)
7. Materi bahasa Inggris yang ingin anda pelajari dalam handbook adalah
(urutkan dengan keinginan anda)
a. My uncle is a zookeeper (kebun binatang)
b. What are you doing? (rutinitas sehari-hari)
c. Bigger is not always better (membandingkan orang, hewan/benda)

- d. When I was a child (simple present, simple past)
- e. Yes, we made it! (menceritakan masa lalu dengan bangga)
- f. Don't forget it, please! (menulis pesan singkat)
- g. We got a lot of history (lagu one direction "History")
- h. Lain-lain (Tuliskan bila ada)
8. Hal apa yang anda lakukan dalam menghafal kosa kata baru?
- a. Mendengarkan lalu mengulangi
- b. Membayangkan bentuk/gambar dari kata tersebut
- c. Mendengarkan dan melihat gambar dari kata tersebut
- d. Menuliskannya ke dalam sebuah kalimat
- e. Menuliskan kata-kata tersebut di sebuah kartu
- f. Lain-lain (Tuliskan bila ada)
9. Media yang dapat menunjang pembelajaran kosakata yang anda sukai adalah....
- a. Audio (rekaman suara, podcast, lagu, dll)
- b. Visual (gambar dan tulisan)
- c. Audio visual (film, dll)
- d. Social media (Youtube, Instagram, Facebook, Whatsapp, dll)
- e. Lain-lain (Tuliskan bila ada)
10. Jika anda menggunakan *Vocabulary Handbook* sebagai media, desain seperti apakah yang anda inginkan?
- a. Table-tabel (berisi daftar kosakata bahasa inggris beserta artinya dan mudah dibawah-bawah)
- b. Grafik/gambar (grafik/gambar yang menggambarkan kosakata bahasa inggris dan terjemahan)
- c. Lain-lain (Tuliskan bila ada)
11. Desain materi kosa kata yang ideal menurut anda adalah....
- a. Halaman dan sampulnya berwarna-warni
- b. Dilengkapi dengan gambar-gambar dan ilustrasi sesuai dengan topik yang akan dibahas
- c. Setiap kosa kata di lengkapi terjemahan dan di lengkapi symbol baca
- d. Lain-lain (Tuliskan bila ada)

12. Jenis gambar yang anda sukai adalah?
- Gambar kartun
 - Gambar sesuai objek aslinya.
 - Lain-lain (Tuliskan bila ada)
13. Dalam mempelajari kosakata menggunakan gambar, anda lebih tertarik pada gambar yang...
- Full color
 - Warm color (merah, orange, kuning, pink)
 - Cool color (biru, ungu, hijau)
 - Achromatic color (putih, hitam, abu-abu)
 - Lain-lain (Tuliskan bila ada)
14. Tempat belajar bahasa Inggris yang anda sukai adalah
- Library (perpustakaan)
 - Indoor (dalam ruangan; kelas, dll)
 - Outdoor (luar ruangan; dibawah pohon, taman, gazebo)
 - Lain-lain (Tuliskan bila ada)
15. Dalam belajar bahasa Inggris, anda lebih suka mengerjakan dengan cara?
- Individu
 - Berpasangan dengan teman
 - Kelompok kecil (2-4 orang)
 - Kelompok besar (>5 org)
 - Lain-lain (Tuliskan bila ada)
16. Apakah Anda butuh memilah *part of speech* didalam *Vocabulary Handbook*....
- Sangat setuju
 - Setuju
 - Tidak setuju
 - Sangat tidak setuju
17. Apakah Anda butuh penulisan pengucapan didalam *Vocabulary Handbook*.....
- Sedikit membantu
 - Membantu
 - Sangat membantu
 - Tidak sama sekali

QUESTIONNAIRE

DEVELOPING VOCABULARY HANDBOOK FOR EIGHT GRADE STUDENTS OF
SMP 8 PALOPO

A. Data Respondent

Nama : wahidatul Umri
 Usia : 13
 Gender : Perempuan
 Kelas : VIII.2

B. Tujuan Penelitian : Penelitian ini bertujuan untuk merancang Handbook Vocabulary for Eight Grade Students of SMPN 8 Palopo.

C. Petunjuk Pengisian

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan Anda saat ini. Sesuaikan dengan kebutuhan dan kegiatan Anda terkait dengan Bahasa Inggris. Kuestioner ini dibuat guna mengumpulkan data need analysis siswa terkait pembelajaran Bahasa Inggris Anda. Informasi yang terdapat dalam kuestioner ini akan digunakan dalam penyusunan skripsi dan akan menjadi materi dalam handbook untuk meningkatkan kemampuan vocabulary Bahasa Inggris siswa. Jika Anda memilih jawaban lain-lain, tuliskan jawaban tersebut dengan singkat dan jelas. Silahkan bertanya apabila ada yang kurang jelas dan Anda boleh memilih lebih dari satu pilihan jawaban.

1. Apa manfaat mempelajari kosakata bagi anda?
 - a. Mempermudah mengakses informasi tentang bahasa Inggris
 - b. Untuk mendapatkan nilai yang baik dalam pelajaran bahasa Inggris
 - c. Untuk meningkatkan kosakata baru dan menambah skill dalam bahasa Inggris
 - d. Untuk dapat berbagi informasi dengan teman mengenai bahasa Inggris
 - e. Lain-lain (Tuliskan bila ada)
2. Apa tujuan Anda belajar kosakata?
 - a. Untuk memperlancar berbahasa Inggris
 - b. Agar dapat menambah kosa kata baru dalam bahasa Inggris saya
 - c. Membantu menghapalkan kosakata baru disekolah

- d. Sebagai penunjang untuk materi selanjutnya
- e. Saya ingin berkomunikasi dengan berbahasa Inggris yang baik dan benar
- f. Lain-lain (Tuliskan bila ada)
3. Bagaimana tingkat penguasaan Bahasa Inggris anda?
- a. Mengetahui sedikit kosakata
- Dapat berkomunikasi dengan baik pada beberapa topik dengan percakapan pendek
- c. Dapat berkomunikasi dengan baik pada beberapa topik dengan percakapan panjang
- d. Mampu berkomunikasi dengan lancar pada sebagian besar topik
- e. Lain-lain (Tuliskan bila ada)
4. Kesulitan apa yang anda jumpai saat belajar kosakata dalam bahasa Inggris?
- a. Sulit membedakan (noun, verb and adjective)
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- c. Kesulitan dalam memahami kosakata baru karena media yang kurang menarik
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- b. Kosakata yang dilengkapi table
- c. Kosakata yang dilengkapi terjemahan
- Kosakata yang dilengkapi dengan gambar dan terjemahan
- e. Lain-lain (Tuliskan bila ada)
7. Materi bahasa Inggris yang ingin anda pelajari dalam handbook adalah
- (urutkan dengan keinginan anda)
- a. My uncle is a zookeeper (kebun binatang)
- What are you doing? (rutinitas sehari-hari)
- c. Bigger is not always better (membandingkan orang, hewan/benda)

- d. When I was a child (simple present, simple past)
- e. Yes, we made it! (menceritakan masa lalu dengan bangga)
- f. Don't forget it, please! (menulis pesan singkat)
- g. We got a lot of history (lagu one direction "History")
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- c. Lain-lain (Tuliskan bila ada)
11. Desain materi kosakata yang ideal menurut anda adalah.....
- a. Halaman dan sampulnya berwarna-warni
- b. Dilengkapi dengan gambar-gambar dan ilustrasi sesuai dengan topik yang akan dibahas
- c. Setiap kosakata di lengkapi terjemahan dan di lengkapi symbol baca
- d. Lain-lain (Tuliskan bila ada)

12. Jenis gambar yang anda sukai adalah?
- a. Gambar kartun
 - b. Gambar sesuai objek aslinya.
 - c. Lain-lain (Tuliskan bila ada)
13. Dalam mempelajari kosakata menggunakan gambar, anda lebih tertarik pada gambar yang...
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 - d. Achromatic color (putih, hitam, abu-abu)
 - e. Lain-lain (Tuliskan bila ada)
14. Tempat belajar bahasa Inggris yang anda sukai adalah
- a. Library (perpustakaan)
 - b. Indoor (dalam ruangan; kelas, dll)
 - c. Outdoor (luar ruangan; dibawah pohon, taman, gazebo)
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- a. Individu
 - b. Berpasangan dengan teman
 - c. Kelompok kecil (2-4 orang)
 - d. Kelompok besar (>5 org)
 - e. Lain-lain (Tuliskan bila ada)
16. Apakah Anda butuh memilah *part of speech* didalam *Vocabulary Handbook*....
- a. Sangat setuju
 - b. Setuju
 - c. Tidak setuju
 - d. Sangat tidak setuju
17. Apakah Anda butuh penulisan pengucapan didalam *Vocabulary Handbook*.....
- a. Sedikit membantu
 - b. Membantu
 - c. Sangat membantu
 - d. Tidak sama sekali

WAWANCARA GURU SMPN 8 PALOPO

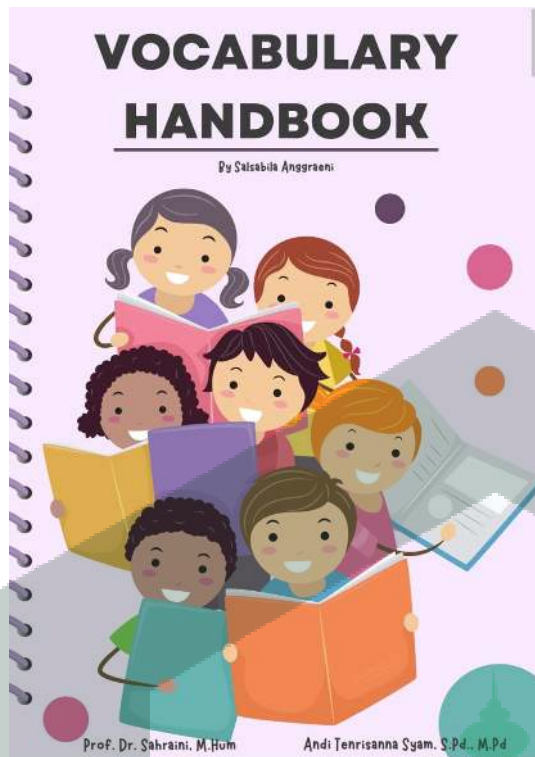
1. Bagaimana level vocabulary siswa SMPN 8 Palopo saat ini?
Berbicara tentang level vocabulary siswa SMPN 8 Palopo, masih tergolong rendah terutama pada kelas 7, hal ini disebabkan mereka tidak punya dasar dari SD.
2. Apa saja kesulitan yang dialami siswa SMPN 8 Palopo dalam pembelajaran vocabulary?
Kesulitan yang dialami siswa adalah tidak memiliki kamus atau sumber belajar lain di dalam kelas, selain buku paket.
3. Bagaimana materi, teknik, atau aktivitas yang biasa diberikan kepada siswa?
Materinya sesuai dengan kurikulum atau berdasarkan buku paket, dengan membuat materi slide di canva/google slide/quizizz.
4. Dalam proses pembelajaran bahasa Inggris, apakah biasa menggunakan media lain selain buku ajar siswa?
Dalam pembelajaran bahasa Inggris, selain menggunakan buku paket, saya memberikan materi melalui slide presentasi dengan canva, juga aplikasi lain seperti quizizz, wordwall, wheel of names, dll.
5. Apakah bahan ajar yang tersedia lebih spesifik ke pengajaran vocabulary?
Bahan ajar tidak spesifik ke pengajaran vocabulary tetapi tergantung pada materi yang diajarkan.
6. Apakah pengadaan buku pegangan kosa kata dapat menunjang pembelajaran lebih efektif serta mampu meningkatkan kemampuan vocabulary siswa?
Menurut saya, buku pegangan kosa kata dapat menunjang pembelajaran menjadi lebih efektif dan meningkatkan pemahaman vocabulary siswa, tetapi tentunya harus disesuaikan dengan kompetensi yang ingin dicapai atau materi ajar.
7. Materi dan kegiatan apa saja yang diharapkan dalam penyusunan buku pegangan kosa kata untuk meningkatkan kemampuan siswa SMPN 8 Palopo?
Di dalam buku pegangan kosa kata sebaiknya memperhatikan kebutuhan siswa dan sesuai dengan kompetensi yang ingin dicapai. Dengan kata lain, berpatokan pada materi-materi yang ada di dalam buku paket siswa.
8. Pada tahap pendahuluan pembelajaran, apa yang dilakukan untuk menantang siswa dan sekaligus menimbulkan motivasi belajar?
Pada tahap pendahuluan, saya biasanya memberikan penyemangat dengan memutar video senam otak dan secara bersama-sama mempraktikkannya.

Ataupun memberikan pertanyaan-pertanyaan seputar materi yang akan dipelajari, menggali pemahaman awal siswa.





APPENDIX 5
THE FIRST DRAFT OF
VOCABULARY
HANDBOOK



Vocabulary Handbook

UNIT 1 WHAT ARE YOU DOING?

Learning Objective
After learning this unit, we will learn:
To communicate states and events in progress in order to share information with others.

Vocabulary Handbook

LEARNING MATERIAL

When we want to know about someone's routine, we usually ask them some information. Below are examples and formulas for making sentences.

Simple Present Continuous Tenses is a tense form that you can use to explain something or express an on going action during a certain time in the present (now).

- + Subject + Verbing + O
- Subject + Not + Verbing + O
- ? Subject + Is + Verbing + O?

Positive	Negative	Interrogative
They are playing <i>congak</i> .	They are not playing <i>congak</i> .	Are they playing <i>congak</i> ?
He is having his lunch in the canteen.	He is not having his lunch in the canteen.	Is he having his lunch in the canteen?
I am eating meatball.	I am not eating meatball.	Am I eating eating meatball?

TASK 1

Discuss materials that can be used to ask information about someone they do with friends and teachers. You can use several sources such as books or the internet. After that, share it in front of your class.

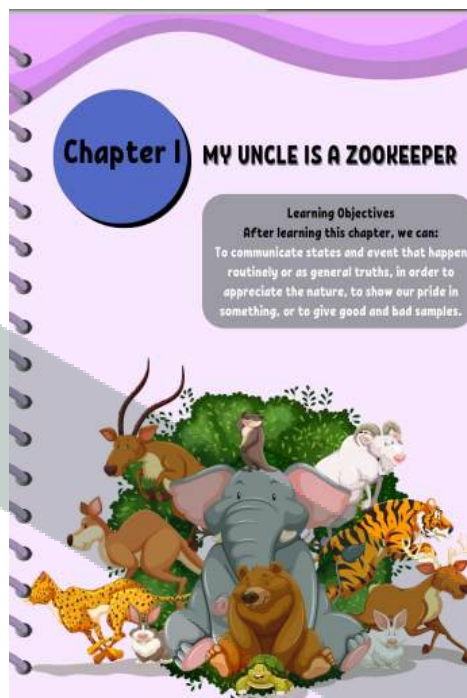
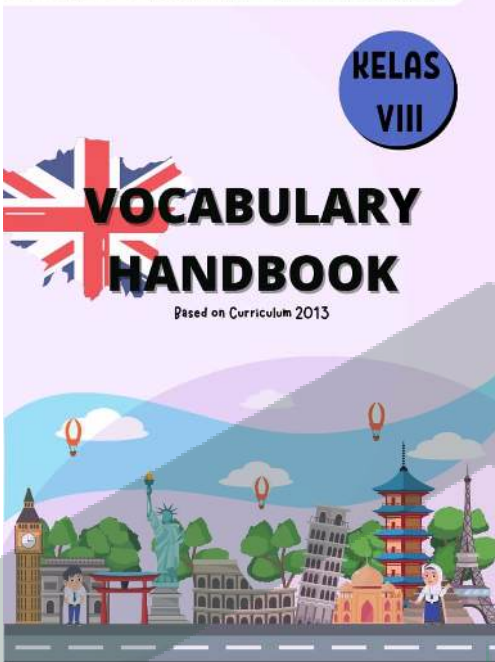
LET'S GET READY!

TASK 3

Look at the following pictures. What do you thing they are doing?


VOCABULARY BUILDING


Study (n) /stʌdi/ = Belajar	Play (v) /pleɪ/ = Bermain
Speak (v) /spi:k/ = Berbicara	Write (v) /raɪ/ = Menulis
Gather (v) /gæθə(r)/ = Berkumpul	Laugh (v) /lɑ:ʃ/ = Ketawa
Discussion (n) /dɪ'skʌʃn/ = Diskusi	Smile (v) /smaɪl/ = Senyum
Selfie (n) /selfi/ = Selfi	Computer (n) /kəm'pjʊ:tə(r)/ = Komputer



Observing and Asking Questions

Instruction: Look at the picture below, and do what the picture says!

 We have a study tour in a zoo. What animals do you see in the picture?

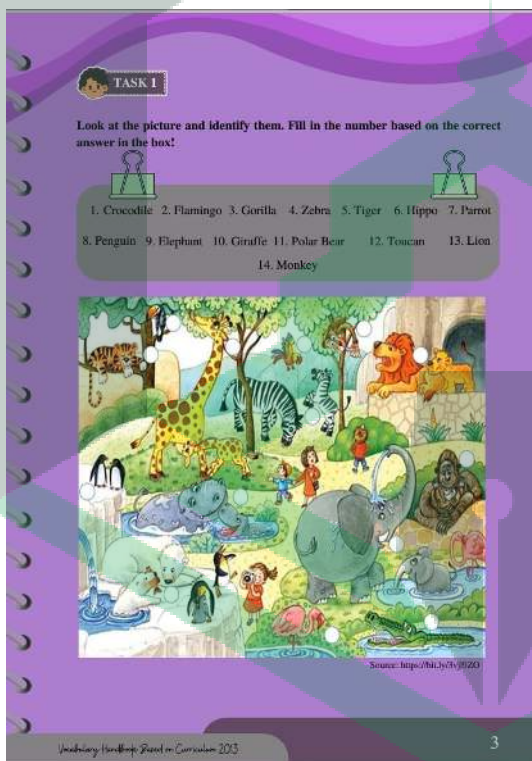
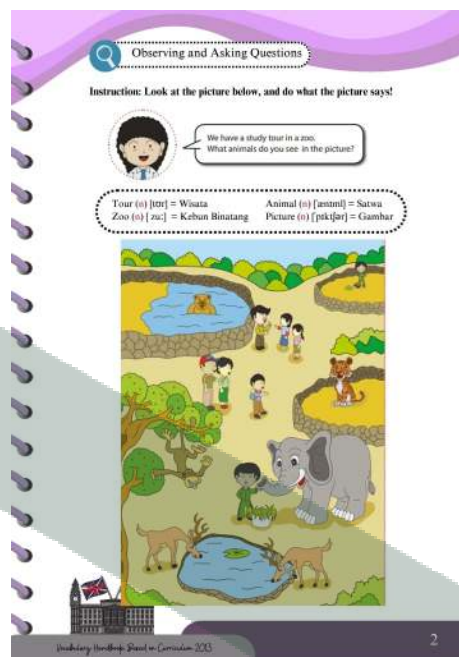
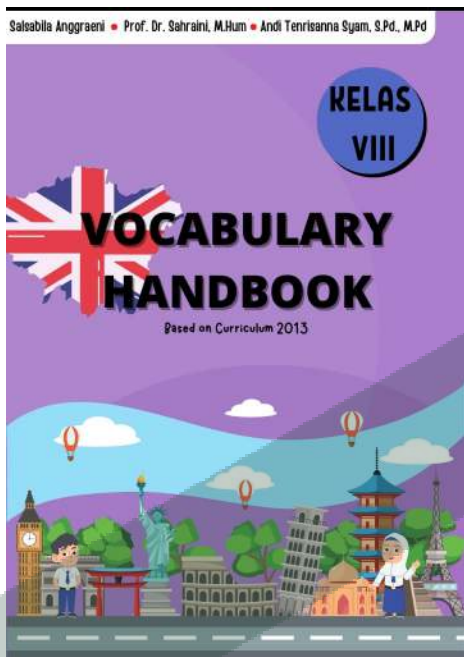


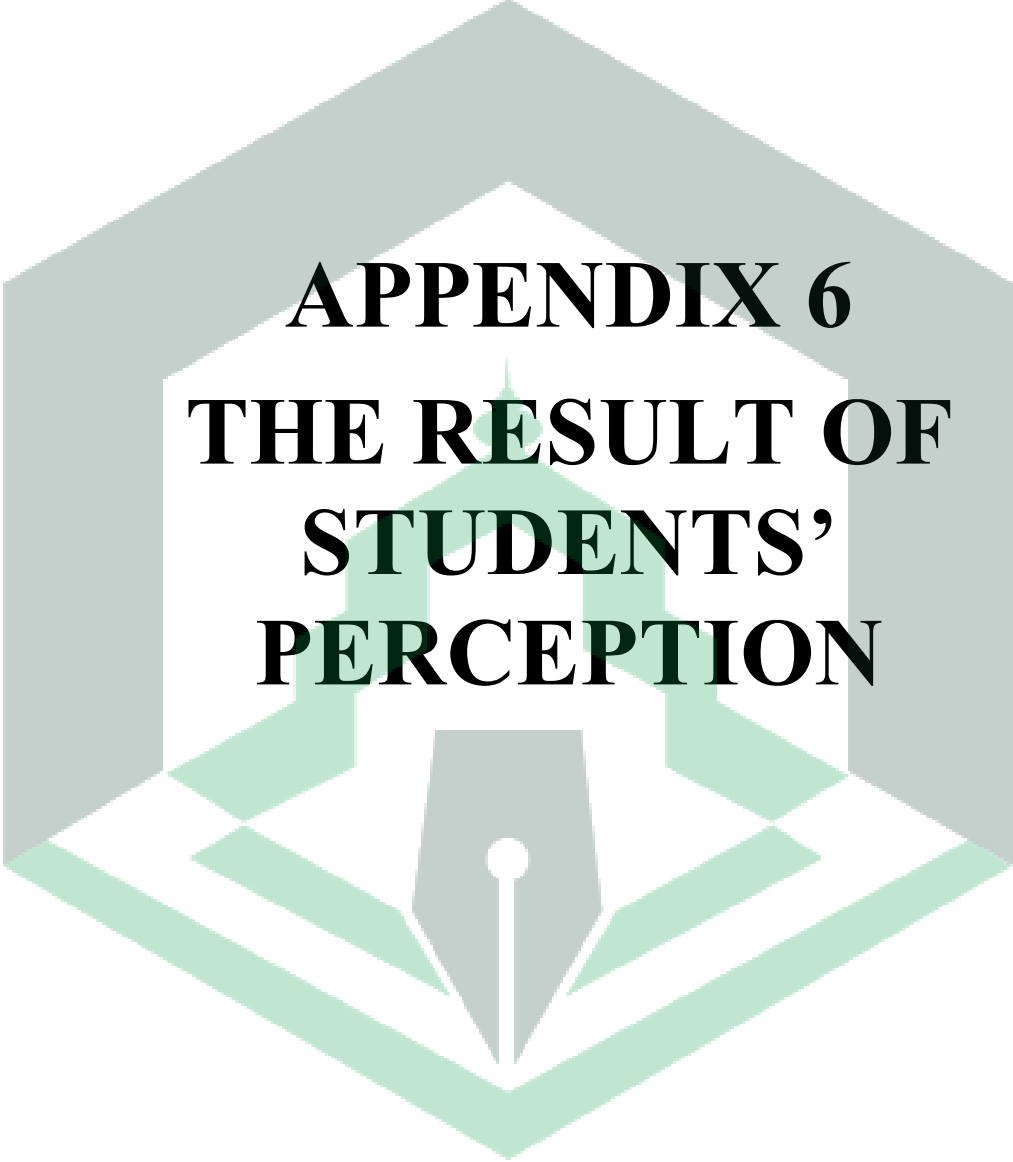
Vocabulary Handbook Based on Curriculum 2013 2

GLOSSARY

Word	Classification	Pronunciation	Meaning
A	art	[et]	Selawah, Sezenang, Sebatang
About	prep	[ə'baʊt]	Tentang
Activities	n	[æk'tɪvətɪ]	Aktivitas
Adjective	n	[ədʒektɪv]	Kata Sifat
After	n	[ɑːftər]	Setelah
Again	adv	[ə'ɡeɪn]	Lagi
Agree	v	[ə'ɡriː]	Setuju
All	deter	[ɔːl]	Semua
Alike	adv	[ə'laɪk]	Sama
Almost	adv	[ɔːlməʊst]	Hampir
Also	adv	[ɔːlsoʊ]	Juga
Always	adv	[ɔːlweɪz]	Selalu
Ambitious	adj	[æm'bɪʃəs]	Ambisius

Vocabulary Handbook Based on Curriculum 2013 45





APPENDIX 6
THE RESULT OF
STUDENTS'
PERCEPTION

Questionnaire for Students Perception

Developing Vocabulary Handbook for Eight Grade Students of SMPN 8 Palopo

Data Responden

Nama : wahidatul umri
Usia : 14 tahun
Kelas : VII . 2

A. Tujuan Penelitian

Tujuan penelitian ini adalah membuat sebuah produk untuk meningkatkan penguasaan Kosakata siswa berdasarkan buku paket siswa SMPN 8 Palopo.

B. Tujuan Kuisisioner

Tujuan kuisisioner ini adalah untuk mengumpulkan data penelitian produk yang hasilnya akan menjadi acuan untuk evaluasi produk yaitu *Vocabulary Handbook Based on Curriculum 2013*.

C. Petunjuk Pengisian

1. Lembar penilaian *students's perception* ini meliputi aspek bahasa, konten dan keefektifitas *Vocabulary Handbook*.
2. Berikan tanda (✓) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Pedoman skala penilaian sebagai berikut:
4 : Sangat setuju
3 : Setuju
2 : Kurang setuju
1 : Tidak setuju
4. Dimohon kesediaan anda untuk memberikan saran-saran perbaikan pada bagian akhir tiap aspek penilaian di lembar ini

D. Komponen kelayakan Vocabulary Handbook

No	Pertanyaan	1	2	3	4
I. Aspek Bahasa					
1.	Desain <i>vocabulary handbook</i> yang diberikan menarik				✓
2.	Ukuran <i>vocabulary handbook</i> sudah tepat				✓
3.	Jenis huruf yang digunakan sudah tepat			✓	
4.	Ukuran huruf yang digunakan sudah tepat				✓
5.	Bahasa yang digunakan dalam <i>vocabulary handbook</i> sudah baik dan benar			✓	
6.	Bahasa yang digunakan dalam <i>vocabulary handbook</i> mudah dipahami		✓		
7.	Bahasa yang digunakan dalam <i>vocabulary handbook</i> sesuai tingkat kemampuan bahasa anda saat ini				✓
Saran:					
II. Aspek Konten					
1.	Konten yang ada dalam <i>vocabulary handbook</i> mudah dipahami				✓
2.	Konten yang ada dalam <i>vocabulary handbook</i> menarik				✓
3.	Materi yang ada dalam <i>vocabulary handbook</i> sesuai dengan kebutuhan anda			✓	
4.	Konten materi secara keseluruhan beragam/bervariasi				✓
Saran:					

III. Aspek Keefektifitasan				
1.	Dengan <i>vocabulary handbook</i> dapat membantu anda belajar disekolah maupun diluar sekolah			✓
2.	Menggunakan <i>vocabulary handbook</i> membantu meningkatkan <i>speaking</i> dan menambah <i>kosa kata</i> lebih mudah			✓
3.	Penguasaan <i>kosa kata</i> menggunakan <i>vocabulary handbook</i> lebih mudah			✓
4.	<i>Vocabulary handbook</i> membantu anda lebih semangat dalam mempelajari <i>kosa kata</i> dalam pembelajaran bahasa Inggris.			✓
Saran:				

Questionnaire for Students Perception

Developing Vocabulary Handbook for Eight Grade Students of SMPN 8 Palopo

Data Responden

Nama : Tiyo Sori Susman
Usia : kelas VIII. 2
Kelas : 14

A. Tujuan Penelitian

Tujuan penelitian ini adalah membuat sebuah produk untuk meningkatkan penguasaan Kosa kata siswa berdasarkan buku paket siswa SMPN 8 Palopo.

B. Tujuan Kuisisioner

Tujuan kuisisioner ini adalah untuk mengumpulkan data penelitian produk yang hasilnya akan menjadi acuan untuk evaluasi produk yaitu *Vocabulary Handbook Based on Curriculum 2013*.

C. Petunjuk Pengisian

1. Lembar penilaian *students's perception* ini meliputi aspek bahasa, konten dan keefektifitas *Vocabulary Handbook*.
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D. Komponen kelayakan Vocabulary Handbook

No	Pertanyaan	1	2	3	4
I. Aspek Bahasa					
1.	Desain <i>vocabulary handbook</i> yang diberikan menarik				✓
2.	Ukuran <i>vocabulary handbook</i> sudah tepat				✓
3.	Jenis huruf yang digunakan sudah tepat				✓
4.	Ukuran huruf yang digunakan sudah tepat			✓	
5.	Bahasa yang digunakan dalam <i>vocabulary handbook</i> sudah baik dan benar		✓		
6.	Bahasa yang digunakan dalam <i>vocabulary handbook</i> mudah dipahami	✓			
7.	Bahasa yang digunakan dalam <i>vocabulary handbook</i> sesuai tingkat kemampuan bahasa anda saat ini				✓
Saran:					
II. Aspek Konten					
1.	Konten yang ada dalam <i>vocabulary handbook</i> mudah dipahami		✓		
2.	Konten yang ada dalam <i>vocabulary handbook</i> menarik				✓
3.	Materi yang ada dalam <i>vocabulary handbook</i> sesuai dengan kebutuhan anda				✓
4.	Konten materi secara keseluruhan beragam/bervariasi	✓			
Saran:					

III. Aspek Keefektifitasan					
1.	Dengan <i>vocabulary handbook</i> dapat membantu anda belajar disekolah maupun diluar sekolah			✓	
2.	Menggunakan <i>vocabulary handbook</i> membantu meningkatkan <i>speaking</i> dan menambah <i>kosa kata</i> lebih mudah				✓
3.	Penguasaan <i>kosa kata</i> menggunakan <i>vocabulary handbook</i> lebih mudah				✓
4.	<i>Vocabulary handbook</i> membantu anda lebih semangat dalam mempelajari kosa kata dalam pembelajaran bahasa Inggris.				✓
Saran:					

Questionnaire for Students Perception

Developing Vocabulary Handbook for Eight Grade Students of SMPN 8 Palopo

Data Responden

Nama : Muh, REZA
 Usia : 15 Thn
 Kelas : VIII.2

A. Tujuan Penelitian

Tujuan penelitian ini adalah membuat sebuah produk untuk meningkatkan penguasaan Kosa kata siswa berdasarkan buku paket siswa SMPN 8 Palopo.

B. Tujuan Kuisisioner

Tujuan kuisisioner ini adalah untuk mengumpulkan data penelitian produk yang hasilnya akan menjadi acuan untuk evaluasi produk yaitu *Vocabulary Handbook Based on Curriculum 2013*.


C. Petunjuk Pengisian

1. Lembar penilaian *students's perception* ini meliputi aspek bahasa, konten dan keefektifitas *Vocabulary Handbook*.
2. Berikan tanda (✓) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Pedoman skala penilaian sebagai berikut:
 - 4 : Sangat setuju
 - 3 : Setuju
 - 2 : Kurang setuju
 - 1 : Tidak setuju
4. Dimohon kesedian anda untuk memberikan saran-saran perbaikan pada bagian akhir tiap aspek penilaian di lembar ini

D. Komponen kelayakan Vocabulary Handbook

No	Pertanyaan	1	2	3	4
I. Aspek Bahasa					
1.	Desain <i>vocabulary handbook</i> yang diberikan menarik			✓	
2.	Ukuran <i>vocabulary handbook</i> sudah tepat	✓		✓	
3.	Jenis huruf yang digunakan sudah tepat				✓
4.	Ukuran huruf yang digunakan sudah tepat			✓	
5.	Bahasa yang digunakan dalam <i>vocabulary handbook</i> sudah baik dan benar		✓		
6.	Bahasa yang digunakan dalam <i>vocabulary handbook</i> mudah dipahami			✓	
7.	Bahasa yang digunakan dalam <i>vocabulary handbook</i> sesuai tingkat kemampuan bahasa anda saat ini				✓
Saran:					
II. Aspek Konten					
1.	Konten yang ada dalam <i>vocabulary handbook</i> mudah dipahami			✓	
2.	Konten yang ada dalam <i>vocabulary handbook</i> menarik				✓
3.	Materi yang ada dalam <i>vocabulary handbook</i> sesuai dengan kebutuhan anda			✓	
4.	Konten materi secara keseluruhan beragam/bervariasi				✓
Saran:					

III. Aspek Keefektifitasan				
1.	Dengan <i>vocabulary handbook</i> dapat membantu anda belajar disekolah maupun di luar sekolah			✓
2.	Menggunakan <i>vocabulary handbook</i> membantu meningkatkan <i>speaking</i> dan menambah <i>kosa kata</i> lebih mudah			✓
3.	Penguasaan <i>kosa kata</i> menggunakan <i>vocabulary handbook</i> lebih mudah			✓
4.	<i>Vocabulary handbook</i> membantu anda lebih semangat dalam mempelajari <i>kosa kata</i> dalam pembelajaran bahasa Inggris.			✓
Saran:				



Questionnaire for Students Perception

Developing Vocabulary Handbook for Eight Grade Students of SMPN 8 Palopo

Data Responden

Nama : farsisius anrianus niu,ns
 Usia : 13
 Kelas : VIII.2

A. Tujuan Penelitian

Tujuan penelitian ini adalah membuat sebuah produk untuk meningkatkan penguasaan Kosakata siswa berdasarkan buku paket siswa SMPN 8 Palopo.

B. Tujuan Kuisisioner

Tujuan kuisisioner ini adalah untuk mengumpulkan data penelitian produk yang hasilnya akan menjadi acuan untuk evaluasi produk yaitu *Vocabulary Handbook Based on Curriculum 2013*.

C. Petunjuk Pengisian

1. Lembar penilaian *students's perception* ini meliputi aspek bahasa, konten dan keefektifitas *Vocabulary Handbook*.
2. Berikan tanda (✓) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Pedoman skala penilaian sebagai berikut:
 - 4 : Sangat setuju
 - 3 : Setuju
 - 2 : Kurang setuju
 - 1 : Tidak setuju
4. Dimohon kesedian anda untuk memberikan saran-saran perbaikan pada bagian akhir tiap aspek penilaian di lembar ini

D. Komponen kelayakan Vocabulary Handbook

No	Pertanyaan	1	2	3	4
I. Aspek Bahasa					
1.	Desain <i>vocabulary handbook</i> yang diberikan menarik			✓	
2.	Ukuran <i>vocabulary handbook</i> sudah tepat			✓	
3.	Jenis huruf yang digunakan sudah tepat			✓	
4.	Ukuran huruf yang digunakan sudah tepat				✓
5.	Bahasa yang digunakan dalam <i>vocabulary handbook</i> sudah baik dan benar		✓		
6.	Bahasa yang digunakan dalam <i>vocabulary handbook</i> mudah dipahami	✓			
7.	Bahasa yang digunakan dalam <i>vocabulary handbook</i> sesuai tingkat kemampuan bahasa anda saat ini	✓			
Saran:					
II. Aspek Konten					
1.	Konten yang ada dalam <i>vocabulary handbook</i> mudah dipahami	✓			
2.	Konten yang ada dalam <i>vocabulary handbook</i> menarik		✓		
3.	Materi yang ada dalam <i>vocabulary handbook</i> sesuai dengan kebutuhan anda				✓
4.	Konten materi secara keseluruhan beragam/bervariasi		✓		
Saran:					

III. Aspek Keefektifitasan				
1.	Dengan <i>vocabulary handbook</i> dapat membantu anda belajar disekolah maupun diluar sekolah			✓
2.	Menggunakan <i>vocabulary handbook</i> membantu meningkatkan <i>speaking</i> dan menambah <i>kosa kata</i> lebih mudah			✓
3.	Penguasaan <i>kosa kata</i> menggunakan <i>vocabulary handbook</i> lebih mudah			✓
4.	<i>Vocabulary handbook</i> membantu anda lebih semangat dalam mempelajari kosa kata dalam pembelajaran bahasa Inggris.			✓
Saran:				

Questionnaire for Students Perception

Developing Vocabulary Handbook for Eight Grade Students of SMPN 8 Palopo

Data Responden

Nama : IBNU ADIANSAT
Usia : 14
Kelas : 8.2

A. Tujuan Penelitian

Tujuan penelitian ini adalah membuat sebuah produk untuk meningkatkan penguasaan Kosakata siswa berdasarkan buku paket siswa SMPN 8 Palopo.

B. Tujuan Kuisisioner

Tujuan kuisisioner ini adalah untuk mengumpulkan data penelitian produk yang hasilnya akan menjadi acuan untuk evaluasi produk yaitu *Vocabulary Handbook Based on Curriculum 2013*.

C. Petunjuk Pengisian

1. Lembar penilaian *students's perception* ini meliputi aspek bahasa, konten dan keefektifitas *Vocabulary Handbook*.
2. Berikan tanda (✓) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Pedoman skala penilaian sebagai berikut:
4 : Sangat setuju
3 : Setuju
2 : Kurang setuju
1 : Tidak setuju
4. Dimohon kesedian anda untuk memberikan saran-saran perbaikan pada bagian akhir tiap aspek penilaian di lembar ini

D. Komponen kelayakan Vocabulary Handbook

No	Pertanyaan	1	2	3	4
I. Aspek Bahasa					
1.	Desain <i>vocabulary handbook</i> yang diberikan menarik				✓
2.	Ukuran <i>vocabulary handbook</i> sudah tepat			✓	
3.	Jenis huruf yang digunakan sudah tepat		✓		
4.	Ukuran huruf yang digunakan sudah tepat				✓
5.	Bahasa yang digunakan dalam <i>vocabulary handbook</i> sudah baik dan benar				✓
6.	Bahasa yang digunakan dalam <i>vocabulary handbook</i> mudah dipahami		✓		
7.	Bahasa yang digunakan dalam <i>vocabulary handbook</i> sesuai tingkat kemampuan bahasa anda saat ini			✓	
Saran:					
II. Aspek Konten					
1.	Konten yang ada dalam <i>vocabulary handbook</i> mudah dipahami		✓		
2.	Konten yang ada dalam <i>vocabulary handbook</i> menarik				✓
3.	Materi yang ada dalam <i>vocabulary handbook</i> sesuai dengan kebutuhan anda			✓	
4.	Konten materi secara keseluruhan beragam/bervariasi		✓		
Saran:					

III. Aspek Keefektifitasan				
1.	Dengan <i>vocabulary handbook</i> dapat membantu anda belajar disekolah maupun diluar sekolah			✓
2.	Menggunakan <i>vocabulary handbook</i> membantu meningkatkan <i>speaking</i> dan menambah <i>kosa kata</i> lebih mudah		✓	
3.	Penguasaan <i>kosa kata</i> menggunakan <i>vocabulary handbook</i> lebih mudah			✓
4.	<i>Vocabulary handbook</i> membantu anda lebih semangat dalam mempelajari <i>kosa kata</i> dalam pembelajaran bahasa Inggris.		✓	
Saran:				

APPENDIX 7
THE RESULT OF
TEACHER
PERCEPTION



Questionnaire for Teacher Perception

Developing Vocabulary Handbook for Eight Grade Students of SMPN 8 Palopo

Data Responden

Nama : NASRAN, S.Pd-I
 Usia : 40 THN
 Pendidikan S1 S2 S3
 Pengalaman Mengajar 0-2 tahun
 2-4 tahun
 4-6 tahun
 \geq 6 tahun

A. Tujuan Penelitian

Tujuan penelitian ini adalah membuat sebuah produk untuk meningkatkan penguasaan Kosa kata siswa berdasarkan buku paket siswa SMPN 8 Palopo.

B. Tujuan Kuisisioner

Tujuan kuisisioner ini adalah untuk mengumpulkan data penelitian produk yang hasilnya akan menjadi acuan untuk evaluasi produk yaitu *Vocabulary Handbook Based on Curriculum 2013*.

C. Petunjuk Pengisian

1. Lembar penilaian *students's perception* ini meliputi aspek bahasa, konten dan keefektifitas *Vocabulary Handbook*.
2. Berikan tanda (✓) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Pedoman skala penilaian sebagai berikut:
 - 4 : Sangat setuju
 - 3 : Setuju
 - 2 : Kurang setuju
 - 1 : Tidak setuju

4. Dimohon kesediaan anda untuk memberikan saran-saran perbaikan pada bagian akhir tiap aspek penilaian di lembar ini

D. Komponen kelayakan Vocabulary Handbook

No	Pertanyaan	1	2	3	4
I. Aspek Bahasa					
1.	Desain <i>vocabulary handbook</i> yang diberikan menarik				✓
2.	Ukuran <i>vocabulary handbook</i> sudah tepat				✓
3.	Jenis huruf yang digunakan sudah tepat				✓
4.	Ukuran huruf yang digunakan sudah tepat				✓
5.	Bahasa yang digunakan dalam <i>vocabulary handbook</i> sudah baik dan benar				✓
6.	Bahasa yang digunakan dalam <i>vocabulary handbook</i> mudah dipahami				✓
7.	Bahasa yang digunakan dalam <i>vocabulary handbook</i> sesuai tingkat kemampuan bahasa anda saat ini				✓
Saran:					
II. Aspek Konten					
1.	Konten yang ada dalam <i>vocabulary handbook</i> mudah dipahami				✓
2.	Konten yang ada dalam <i>vocabulary handbook</i> menarik				✓
3.	Materi yang ada dalam <i>vocabulary handbook</i> sesuai dengan kebutuhan anda				✓
4.	Konten materi secara keseluruhan beragam/bervariasi				✓

Saran:

III. Aspek Keefektifitan

1.	Dengan <i>vocabulary handbook</i> dapat membantu anda belajar disekolah maupun diluar sekolah			✓	
2.	Menggunakan <i>vocabulary handbook</i> membantu meningkatkan <i>speaking</i> dan menambah <i>kosa kata</i> lebih mudah			✓	
3.	Penguasaan <i>kosa kata</i> menggunakan <i>vocabulary handbook</i> lebih mudah			✓	
4.	<i>Vocabulary handbook</i> membantu anda lebih semangat dalam mempelajari kosa kata dalam pembelajaran bahasa Inggris.			✓	

Saran:

Palopo,

2023

NASRAH, S.Pd.I

NIP:



APPENDIX 8
THE FINAL DRAFT OF
VOCABULARY
HANDBOOK

Salsabila Anggraeni • Prof. Dr. Sahraeni, M.Hum • Andi Tenrisanna Syam, S.Pd., M.Pd

**KELAS
VIII**

VOCABULARY HANDBOOK

Based on Curriculum 2013



Chapter 1

WHAT ARE YOU DOING?

Learning Objectives

After learning this chapter, we can:
To communicate states and event in progress
in order to share information with others.





Observing and Asking Questions

Instruction: Look at the picture below, and do what the picture says!

We will work in groups. We will learn to say what Edo, Siti, Lina, Dayu and Udin are doing.



Here are what we will do. **First**, we will listen and repeat the sentences after the teacher, one by one. **Second**, in the group we will take turns presenting, **not reading**, the sentences. **Third**, we will correct each other's mistakes. **Finally**, we will write the text in our notebook.

We will say the sentences loudly, clearly, and correctly.

Work (v) [wɜ:rk] = Kerja
 Learn (v) [lɜ:rn] = Belajar
 Do (v) [du:] = Melakukan
 Listen (v) ['lɪsn] = Mendengarkan
 Repeat (v) [ri'pi:t] = Ulang
 Take (v) [teɪk] = Mengambil
 Presenting (v) [prɪ'zent] = Menyajikan
 Read (v) [ri:d] = Membaca
 Correct (adj) [kə'rekt] = Benar

Here (adv) [hɪr] = Disini
 Mistake (n) [mɪ'steɪk] = Kesalahan
 Write (v) [raɪt] = Menulis
 Text (n) [tekst] = Teks
 Notebook (n) ['nəʊtbʊk] = Buku Catatan
 Say (v) [seɪ] = Mengatakan
 Loudly (adv) ['laʊdli] = Dengan Lantang
 Clearly (adv) ['klɪrli] = Dengan Jelas
 Correctly (adv) [kə'rektli] = Dengan Benar





The boys and the girls are busy cleaning up the classroom. Udin is sweeping the floor. Siti is mopping the floor. Lina is cleaning the whiteboard. Edo is putting the books back into the shelf. And, Dayu is taking the rubbish to the rubbish bin outside.

Busy (adj) ['bɪzi] = Sibuk

Classroom (n) ['klɑ:sru:m] = Kelas

Mop (n) [mɒp] = Mengepel

Floor (n) [flɔ:(r)] = Lantai

Put (v) [pʊt] = Meletakkan

Book (n) [bʊk] = Buku

Shelf (n) [ʃelf] = Rak

Sweep (v) [swi:p] = Mengapu

Rubbish (n) ['rʌbɪʃ] = Sampah

Whiteboard (n) ['waɪtbɔ:d] = Papan Tulis

Window (n) ['wɪndəʊ] = Jendela

Clean (v) [kli:n] = Membersihkan

Take (v) [teɪk] = Mengambil

Outside (adv) [aʊt'saɪd] = Diluar



TASK 1

Busy (adj) ['bɪzi] = Sibuk

Classroom (n) ['klɑ:sru:m] = Kelas

Mop (n) [mɒp] = Mengepel

Floor (n) [flɔ:(r)] = Lantai

Put (v) [pʊt] = Meletakkan

Book (n) [bʊk] = Buku

Shelf (n) [ʃelf] = Rak

Sweep (v) [swi:p] = Mengapu

Rubbish (n) ['rʌbɪʃ] = Sampah

Whiteboard (n) ['waɪtbɔ:d] = Papan Tulis

Window (n) ['wɪndəʊ] = Jendela

Clean (v) [kli:n] = Membersihkan

Take (v) [teɪk] = Mengambil

Outside (adv) [aʊt'saɪd] = Diluar

Choose ten words in the box above, then write them in sentences!

 **TASK 2**

Write some verbs from the text above, then change them into V-Ing!

No	V1	V-Ing
1.	Find	Finding
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Instruction: Look at the picture below, and do what the picture says!

We will work in groups. We will tell what the other people around us are doing.

Here are what we will do. **First**, we will study the examples carefully. **Second**, we will copy the examples in our notebooks. **Third**, we will use the table below to make a list of 10 activities that the people around us are doing right now, like the examples.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. If we have any problems, we will go to our teacher for help.

People (n) ['pi:pl] = Orang-Orang Notebook (n) ['nəʊtbʊk] = Buku Catatan
 Use (v) [ju:z] = Menggunakan Carefully (adv) ['keɪfəli] = Dengan Hati-hati
 Dictionary (n) ['dɪkʃənəri] = Kamus Around (prep) [ə'raʊnd] = Sekitar

We will work in groups. We will put the information in our table into meaningful sentences.



Here are what we will do. **First**, we will study the examples carefully. **Second**, we will copy the examples to our notebook. **Third**, we will write 10 sentences about the 10 activities we have in our table.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. If we have any problems, we will go to our teacher for help.

Meaningful (adj) ['mi:nɪŋfl] = Berarti Go (v) [gəʊ] = Pergi
 Carefully (adv) ['keɪfəli] = Dengan Hati-hati Teacher (n) ['ti:tʃər] = Guru
 Punctuation (n) [ˌpʌŋktʃu'eɪʃn] = Tanda Baca Help (v) [help] = Tolong





APPENDIX 6
DOCUMENTATION







APPENDIX 7

SURAT KETERANGAN TELAH MENELITI



PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI 8 PALOPO
Alamat : Jl. Dr. Ratulangi No. 66 Balandi Palopo ☎ (0471) 22921



SURAT KETERANGAN PENELITIAN

Nomor: 421.3/090/SMPN.8/V/2023

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama Negeri 8 Palopo, dengan ini menerangkan bahwa:

Nama : SALSABILA ANGGRAENI
Tempat / Tgl Lahir : Sorowako, 31 Mei 2001
NIM : 1902020078
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswi
Program Studi : Pendidikan Bahasa Inggris
Alamat : Jl. Veteran No. 12 Kec. Towoti Kab. Luwu Timur

Adalah benar telah melaksanakan penelitian di Sekolah Menengah Pertama Negeri 8 Palopo pada tanggal 26 November 2023 sd. 3 Mei 2023, untuk kepentingan penulisan Skripsi dengan judul **“DEVELOPING VOCABULARY HANDBOOK FOR EIGHT GRADE STUDENTS AT SMPN 8 PALOPO”**.

Demikian Surat Keterangan ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 3 Mei 2023

Kepala Sekolah



SALSABILA SATRIA, S.Pd., M.M

NIP. 19670616 199503 1 007