DESIGNING PICTURES VOCABULARY (E-BOOK)
FOR THE FIRST GRADE STUDENTS
OF SMP NEGERI 5 ANGKONA

A Thesis

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

IAIN PALOPO

Composed By:

SAUFI RIDWAN

18 0202 0116

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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STATE ISLAMIC INSTITUTE OF PALOPO
2025

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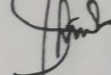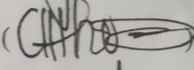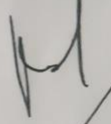
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THESIS APPROVAL

This thesis entitled "Designing Pictures Vocabulary (E-Book) For The First Grade of SMP Negeri 5 Angkona", which is written by Saufi Ridwan, Reg. Number 1802020116, 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 Friday 21th March, 2025 and coincided in Ramadhan 21th 1446 H it is authorized and acceptable as a partial fulfilment requirement for S.Pd. degree in English Language Education Study Program.

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيم

الْحَمْدُ لِلهِ رَبِّ الْعَالَمِيْنَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ ٱلْأَنْبِيَاءِ وَالْمُرْسَلِيْنَ وَعَلَى اَلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْد

All praises and grateful to the almighty God Allah Swt. for his mercies and blessings, the researcher could complete this thesis as a requirement for the *Sarjana Pendidikan* degree at the State Islamic Institute of Palopo, entitled "Designing Pictures Vocabulary (E-Book) for The First Grade Students of SMP Negeri 5 Angkona." *Salawat and salam* may be upon our beloved prophet Muhammad SAW, his family, his companion, and his adherence.

The researcher realized this thesis could be completed with many people's support, advice, guidance, and suggestions. Therefore, in this chance, the researcher would like to express the highest appreciation to:

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3. Prof. Dr. H. Sukirman, S.S., M.Pd. as Dean of the Faculty of Tarbiyah and Teacher Science IAIN Palopo along with Mr/Mrs. Deputy Dean I, II, and III Faculty of Tarbiyah and Teacher Training IAIN Palopo.

4. Husnaini, S.Pd.I., M.Pd. as the head of the English Language Education Study Program at IAIN Palopo, along with staff who have helped complete the thesis.

The researcher realizes that this thesis is still far from perfection, but it is expected to benefit the other researcher and readers as well. Therefore, constructive criticism and suggestions are really needed for this thesis' improvement.

Hopefully, it is worth worshiping and getting rewards from Allah SWT. Amen.

Palopo, February 18th 2025

The Researcher

Saufi Ridwan
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Saufi Ridwan
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ABSTRACT

Saufi Ridwan, 2025. *"Designing Pictures Vocabulary (E-Book) for The First Grade Students of SMP Negeri 5 Angkona"*. A thesis of The English Department Study Program of Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. They are supervised by: (1) Wisran and (2) Fadhliyah Rahmah Muin

This research aims to design an appropriate Pictures Vocabulary (E-Book) for The First Grade Students of SMP Negeri 5 Angkona. This research answered three questions; (1) What is the appropriate Pictures Vocabulary (E-Book) for The First Grade Students of SMP Negeri 5 Angkona? and (2) How is the perception of students in the first grade of SMP Negeri 5 Angkona toward the designed Pictures Vocabulary (E-Book)? (3) Can Pictures Vocabulary (E-Book) be accessed by all first grade students of SMP Negeri 5 Angkona? The method used in this research is the R&D method by applying a 4-D model (Define, Design, Develop and Disseminate). This research used several instruments to collect the data; need analysis questionnaire, interview, expert validation, and students and teacher perception. The contents of the pictures vocabulary (e-book) consist of 37 topics/themes related to the students vocabulary levels. The pictures vocabulary (e-book) contains how to spell and pictures in each vocabulary. This product is considered helpful for students of SMP Negeri 5 Angkona. It can be seen from the student's perception was 4,57, with 94% of the percentage qualified as "Very Good." The product is indicated that a pictures vocabulary (e-book) is available to use.

Keywords: *Research and Development, Pictures Vocabulary, E-Book*

CHAPTER I

INTRODUCTION

A. Background

English as a language for international communication is clearly needed by many learners to deliver thoughts and interact in a variety of situation, as for foreign travel, business or other professional reasons in Indonesia. English is one of international languages, which takes the widest range of usage. English is used in many fields such as in politics, economics, social and education.

In education field English is a main subject, which must be learnt from kindergarten up to university level. Generally, English is still considered as a difficult subject for the Indonesian students because English is completely different from Indonesian language in the systems of structure, pronunciation and vocabulary.

Vocabulary is one of the important aspects in teaching language, besides grammar and pronunciation, as stated by Edward in his book "Vocabulary is one important factor in all language teaching, student must continually be learning words as they learn structure and as they practice the sound system."[1]

Therefore, the English teachers have to be able to organize teaching learning activities. They have to give materials by using a suitable technique and master the subject matter.

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[1]Edward David Allen and Rebecca M. Vallete, Classroom Technique: Foreign language and English as Second Language (New York; Harcourt Brave Javanovich). 1977.

A good technique may make students understand and master the lesson. Asking children to memorize words with their meaning is usually ineffective, sometimes children remember their meaning for a short period of time, and moreover they forget with the meaning. To give solution of this problem, the writer gives an alternative technique to enrich student's vocabulary by using pictures. Because the picture can direct the student see and speak about object from elementary school until university, especially when the students are taught using English as ·medium of instruction and communication.

Another reason for using picture in teaching vocabulary is that the picture is effective and helpful in teaching learning process, so the students became easier in understanding and studying English especially in studying vocabulary, and it may save valuable classroom time in teaching learning process.

For students, vocabulary is the primary tool to use English effectively. When confronted with a native English speaker, watching a movie without subtitles, or listening to an English conversation, students will always need to operate with the word when reading books or texts.[2]

Many schools or courses provide English as one of the lessons. One of the main problems faced by students in mastering and learning English is the lack of vocabulary. To master all skills in English including speaking, listening, reading and writing they are afraid in learning English. Students whose vocabulary

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[2]Fariska Wulandari, "Analysis of Student Vocabulary Mastery in Second Semester Students of Business English and Management" 8, no. 1. 2019.

knowledge is limited are at greater risk of experiencing language and reading difficulties later in life.[3]

Many factors influence students' difficulties in mastering vocabulary. First, students' difficulties in understanding and remembering vocabulary. Many students have difficulty speaking because of their limited vocabulary. Second, the lack of media used only relies on speech methods without involving the media. Students are not interested and have difficulty understanding vocabulary. Third, rigid or serious English learning makes students stressed or afraid to develop their vocabulary skills. Fourth, there is a lack of control in memorizing students' vocabulary so that students easily forget the vocabulary that has been taught or learned.[4]

One of the junior high schools in East Luwu is SMP Negeri 5 Angkona, precisely in Taripa Village. This is a school that has only been operating for a few years. Of course, the quality of schools is still minimal in mastering vocabulary. Therefore, there are still several obstacles faced, such as students' English language skills. When researchers conducted initial observations and taught English in first grade, researchers found that students' vocabulary skills were still very low. Apart from that, there is a lack of media used by teachers because they only rely on speech methods in the learning process so that students have difficulty pronouncing and writing vocabulary.

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[3]Cuticelli, Mari, et al. "Improving Kindergarten Students' Vocabulary Skills Through a Tiered Learning Approach." Interventions in Schools and Clinics, 2016.
[4]Kustanti, Dewi, and Yadi Prihmayadi. "Cultural Problems of Speaking English." *Al-Tsaqafa: Scientific Journal of Islamic Civilization,* 2017.

This fact is a sign that efforts are needed to increase students' vocabulary through the development of English learning media in the first grade of SMP Negeri 5 Angkona. Researchers realize that students have the potential and ability to improve their vocabulary. According to researchers, one solution to overcome this is to use a "Pictures Vocabulary (E-Book)".

In the digital era like now, technology provides quite a lot of convenience, one of which is learning media. Now, learning media can also be in the form of digital media, one of which is (E-Books). By using E-books, it will be easier for students to access this media both at school and outside school.

Using Pictures Vocabulary (E-Book) in teaching vocabulary can make it easier for them to access and understand the objects they want to convey, memorize them and be interested in learning further vocabulary. Pictures media such as picture books, posters, cartoons and other visual media can be an effective and interesting means of learning and teaching vocabulary. Through the use of picture media, it is hoped that first grade students at SMP Negeri 5 Angkona can more easily learn vocabulary and be interested and active in the learning process.

Based on the explanation above, researchers are interested in using the Research and Developing (RnD) method with the 4-D development model to improve students' vocabulary mastery.

This was done with the title *"Designing Pictures Vocabulary (E-Book) for First Grade Students of SMP Negeri 5 Angkona".*

B. Research Question

Based on the background above, the researcher formulated the problem statement as follows:

1. What is the appropriate Pictures Vocabulary (E-Book) for students in the first grade at SMP Negeri 5 Angkona?

2. How is the perception of students in the first grade at SMP Negeri 5 Angkona toward the designed Pictures Vocabulary (E-Book)?

3. Can Pictures Vocabulary (E-Book) be accessed by all first grade students of SMP Negeri 5 Angkona?

C. The Objective of the Research

Related to the problem formulation above, this research aims to design an appropriate Pictures Vocabulary (E-Book) for first grade students at SMP Negeri 5 Angkona.

D. The Significance of the Research

This research was expected to give some benefits as follows:

1. Theoretically

   a. Further research could use the result of the research as a reference.

   b. The result of the product can be an inspiration for the teacher to create new learning media.

2. Practically

   a. For the teacher: the product can be used as media to teach vocabulary related to the English basic learning study program.

   b. For the students: the product is expected to improve students' vocabulary.

E. Specification of the Expected Product

The researcher will produce a product that focuses on a pictures vocabulary for first grade students of SMP Negeri 5 Angkona and has the following specifications:

1. The product's contents (Pictures Vocabulary) related to the basic of vocabulary mastery.

2. Pictures Vocabulary (E-Book) contains English words and pictures related to basic learning and makes students interested.

3. Pictures Vocabulary organized based on the general theme or topic.

4. Products will be designed to combine colors and be equipped with appropriate images on learning media to stimulate students' interest in learning English.

5. The product is digital based (E-Book) so it is easy to access anytime and anywhere.

6. Use 4-D model (Defining, Designing, Developing and Disseminating).

F. The Assumption and Limitation of the Research

1. Assumption

   a. The researcher expected that by design, this product could help teachers deliver teaching-learning.

   b. The researcher expected that by design, this product could help students improve their vocabulary mastery.

2. Limitation

    a. This product focuses on designing a Pictures Vocabulary (E-Book) for basic students English learning (vocabulary mastery).

    b. This product applied 4-D models consisting of four stages, and those are; Define, Design, Develop, and Disseminate.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

Some researchers used the research and development (R&D) theory. Especially in making teaching media. Some of them are:

Andi Paso's research entitled "*Designing Thematic Vocabulary Pocketbook For The First Graders of SMP Negeri 1 Palopo*" focused on developing a thematic pocket book for students at SMP Negeri 1 Palopo.[5] According to the preliminary survey results, students at boarding schools need learning media to serve as a pocketbook to direct their communication in English. The result of the research was a thematic pocketbook consisting of various themes. Those are about animals, fruit, public place, sports, greetings and others. The similarity of the research is Research and Development (R&D), which adopted the 4-D model and it designing a media consisting of vocabularies with pictures. There are several differences in these two studies, namely the media, participants, and research location. Where the previous study used printed media (Pocketbook) while this study uses digital media (E-Book). In addition, the participants and research location are also different.

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[5]Andi Paso. "Designing Thematic Vocabulary Pocketbook for First Graders of SMP Negeri 1 Palopo". (Institut Agama Islam Negeri Palopo), 2022.

Salsabila Amelia's research entitled *"Peningkatan Kosakata Bahasa Inggris Melalui Media Buku Bergambar Pada Anak Desa Sitimerto."* focused on developing an English vocabulary book for the child at Sitimerto village.[6] According to the preliminary survey results, child do not have a teachers and learning media to study anytime and anywhere to improve their English vocabulary. The result of the research was a picture media consisting of daily vocabulary. In this reseach, both of them used illustrated media containing daily English vocabulary material. The similarities In this research, the media used is printed books that focus on daily vocabulary. The differences is participants of this reseach were not students in public schools but rather rural children in Sitimerto Village, Kediri.

Syahrul Bahru's research entitled "*Designing Daily Expression Pocketbook for Learning Speaking Skills in the Second Grade of MTsN 2 Luwu.*".[7] This research discussed teaching English daily expression vocabulary for the Second Grade Students of MTsN 2 Luwu. The interview research showed the students' vocabulary mastery in learning English because the guidebook used by the students does not include the meaning of English. The research is R&D research. The researcher collects the data by interviewing the students and teacher. The researcher prepares some questions for interviewing in order to get information related to the research problems. The result of the interview is to

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[6] Salsabila, Amelia. "Peningkatan Kosa kata Bahasa Inggris Melalui Media Buku Bergambar Pada Anak Desa Sitimerto." *Jurnal Pengabdian Pendidikan Masyarakat (JPPM)*, 2022.

[7] Syahrul Bahru. "Designing Daily Expression Pocketbook for Learning Speaking Skills in the Second Grade of MTsN 2 Luwu". 2022.

know the problem of teaching English and teaching vocabulary. The similarities between these two research are the use of interview instruments when conducting research and teaching vocabulary mastery to junior high school students. The differences In this research, the media used is a pocketbook that focuses on mastering English daily expression.

Ratih Hardianti's research entitled "*Developing Vocabulary Pocketbook for the Seventh Grade of Satap Students at SMPN 2 Baebunta"*.[8] This research discussed developing a vocabulary pocketbook for the seventh-grade of Satap students at SMPN 2 Baebunta. The interview research showed the students' vocabulary mastery in learning English because the guidebook used by the students does not include the meaning of English. This research is R&D, which adapted the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The final product of the research was a pocketbook consisting of English vocabulary in four themes. Those vocabulary themes are: Theme 1 (to greet, to leave, to say thank you, and to say sorry/to apologize); Theme 2 (identities); Theme 3 (to tell time, to tell the date, to tell the day, and to tell the month); Theme 4 (to state things around us, to state animals, and to state public places around us). The similarities in these two research is the development of vocabulary media for junior high school students. The differences in this research, the media used is print media (Pocketbook), the method used (ADDIE) while the latest research uses digital media and the 4-D method type.

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[8]Ratih Hardianti. "Developing Vocabulary Pocketbook for The Seventh Grade of Satap Students at Smpn 02 Baebunta." (Phd Diss., Institut Agama Islam Negeri IAIN Palopo), 2020.

Fadila Huzaifah Husain's research entitled "*Designing Picture Vocabulary Dictionary for Culinary Art Students at the Tenth Grade of SMKN 1 Palopo*" focused on developing an designing picture vocabulary dictionary for culinary art students at the tenth grade of SMKN 1 Palopo.[9] Based on the results of the preliminary survey, students do not yet have personal media as a learning medium, especially for their vocation at culinary school. So researchers took the initiative to create media that suits the needs of vocational students. With this media, it is hoped that it can improve students' ability to master their English vocabulary. The results of the research are in the form of a pocket book consisting of themes and topics that focus on culinary matters such as types of vegetables, food and other necessities needed in the vocational school. The similarities of the research is (R&D), which adopted the 4-D model (Define, Design, Develop, and Disseminate), and it designed a book consisting of english vocabulary with picture. The difference in these two research lies in the media used, the previous study used a dictionary book (printed media) and the research participants were students of the Culinary Arts. While the latest study used digital media (E-Book) and the participants were general students.

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[9]Fadila Huzaifah Husain. "Designing Picture Vocabulary Dictionary for Culinary Art Students at the Tenth Grade of SMKN 1 Palopo." Phd Diss., Institut Agama Islam Negeri (IAIN Palopo), 2022.

B. Literature Review

1. Concept of Teaching Media

a. Definition of Pictures Media

Media

First of all, it is necessary to address definitions of media and material in a language program. According to Tomlinson materials include anything which can be used to facilitate the learning of a language. They can be linguistic, visual, or auditory. They can also be presented in print, through live performance or display, or on cassette, CD-ROM, DVD or Internet. The materials can be in the form of instructional or exploratory so that they can inform learners about the language and provide experience of the language in use. Similarly, Richards states that materials may take the form of printed materials such as books, workbooks, work-sheet, or readers, or nonprint materials such as cassette or audio materials, videos, or computer-based materials. Besides, materials can comprise both print and nonprint sources such as self-access materials and materials on the Internet. Materials that are not designed in the purpose of a course use such as magazines, newspapers, and TV materials are also useful in language classroom.[10]

According to Suyanto (2020), "Media are any means of communication which carry out the information between the source and the receiver".[11] The media called instructional media if they are used to convey the messages in educational environment. Media is a physical tool which deliver massage and stimulate the

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[10]Jack C. Richards. "*Curriculum Development in Language Teaching*". (Cambridge: Cambridge University Press), 2001.

[11]Suyanto "*Use of Circle Time in Supporting Learning 4.0*". (Proceedings of the 4th International Conference on Learning Innovation and Quality Education), 2020.

students to study. So, media as an instrument can affect the condition and support the teaching learning process. According to Suyanto (2007) there are 3 kinds of media such as:

1. Visual media is media that can be seen and touched, example: pictures, photo, real object, map, flashcard, and realia.

2. Audio media is media that contain record text to listen, example: radio and recorder, etc.

3. Audio visual media is that have sound and picture, example: TV, film, etc.

Pictures

Scrivener (1994) states, "Pictures can be drawn on the board or on posters".[12] They have been used a starting point for mastering vocabulary. Wright (1989:2) states, "Pictures are media that can be applied in teaching and learning English".[13] The pictures will motivate the students to get ideas, information and make the students more interested in studying English". Picture also supports the student ability to remember the words, meaning and the form of object. Nowadays, learning and teaching through pictures are very popular, most text books in English especially primary school up to senior high school are written with pictures. Considering this, it shows us that the pictures play important role to aid the students in learning English vocabulary. Moreover, picture is able to improve students' motivation. Indeed, it made the aim of teaching and learning can be reached. For instance, when the teacher showed pictures, they can remember the similar scene, they saver seen and immediately recognize the

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[12]Scrivener *"Improving Student's Vocabulary Mastery By Using Pictures".* (Santo Thomas University), 1994.

[13]Wright *"Pictures For Language Learning".* (Cambridge, University Press), 1989.

components of the pictures. Their memory of the situation enables them to describe what it is even though there are no words given. It means that the picture has opened up the storage of words in their memory. The Advantages of Using Pictures also gives some advantages of pictures as follows: a) Picture provide settings for understanding and using new words, as they naturally spoken. b) Picture represent an important step in concept and vocabulary development c) Picture help broaden observation, opportunities and knowledge, resulting in enlarges and enriched vocabulary. All the advantages of pictures media above made the writer easier in improving students' vocabulary mastery. I was encouraged to use media to conduct this study using pictures media,[14] could effectively increase their vocabulary through the usage of pictures.[15]

b.   Definition of Vocabulary

Vocabulary

Vocabulary is one of the most important elements in a language. To speak the language we need to master vocabulary. No matter how well you learn grammar, how successfully the sound of a foreign language is mastered, without words to express a wider range of meanings, communication in the foreign language just cannot happen in any meaningful way.

Vocabulary is central to English language because without sufficient vocabulary students cannot understand the others or express their own ideas. Mastering English vocabulary in the process of teaching and learning English in

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[14]Turnip, Merry Christina, Linus Rumapea, and Anna Stasya Prima Sari. "Improving students' vocabulary mastery by using pictures media to the seventh grade students of SMP Negeri 21 Medan". 2017.

[15]Nurdiana Tandi Langi, Masruddin, Ermawati, Husnaini "Using Picture of Luwu Culture Activity for Teaching Vocabulary". 2024.

Junior High School is very important. Mastering is a large numbers of vocabularies very important for foreign language learners. Without mastering it, foreign language learners will get some difficulties in developing the four skills.

According to Nunan (1991:118), Vocabulary is an element in the acquisition of a second language.[16] It means that vocabulary is one of the language components which have to be mastered by the students in learning a new language. Vocabulary is the basic component of English. It means, students should learn vocabulary in order to be able in achieve the four language skills. In listening, listeners hear words; in speaking they produce words, in reading they have to understand word and in writing they use words to express their thought.

Vocabulary mastery also plays an important part in English skill namely, listening, speaking, reading, and writing skill, more vocabulary the students get more ability in language skills. Vocabulary is the knowledge of words and meaning of words.

Vocabulary is a fundamental component of second language proficiency; one of the primary goals of language of language learning is to know the meaning of the words.

Lewis and Hill (1990: 12) state, "Vocabulary mastery is important for the students".[17] It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having proportional English vocabulary, students will get some difficulties in using English".

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[16] Nunan "The Influence of Multimedia in Increasing Students Vocabulary Mastery". (Cambridge, University Press), 1991.

[17] Lewis and Hill "Improving Students Vocabulary Mastery By Pictures Media". 1990.

Most of the students get much difficulties in mastering English vocabulary because of lack of motivation, and the pronunciation that make most of students are difficult to memorize English vocabulary especially in mastering English vocabulary. They should master vocabulary so they can understand and memorize English vocabulary well. Learning vocabulary is basic important element of language. To be good on it, the students can master and understand English Language especially for understand the text written in English vocabularies to enrich the readers words.[18]

The Importance of Vocabulary

Vocabulary is one element of the language that should be learn and taught. It will be hard to master the language without mastering or understanding a certain number of vocabularies. Before teaching other aspects of language, vocabulary is the first step to be taught. If we have a little vocabulary, a language learner will not be able to master the language skills. It shows that vocabulary mastery has important roles in communication. Two main reasons about the importance of vocabulary.

There are:

1) Language exist two main skills spoken, written, both of them need vocabulary to develop the existence itself, and

2) Vocabulary is needed for production in learning English as a foreign language rather than only needed for recognition it.

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[18]Amalia Yahya, Husnaini Husnaini, Nur Inayah Wulandari Putri. "Developing Common Expressions Book in Indonesian Traditional Market in Three Languages (English-Indonesian-Mandarin)". 2024.

By having a lot of vocabularies, we can improve our English. As vocabulary buildings are very important in any language learning because it has a close correlation with intellectual mature of the learners but also the fact that it helps a great deal in improvement of four language skills of the students, it means that gives significant contribution towards students' vocabulary development.[19]

Thornbury (2002:13) states," Without grammar very little can be conveyed, without vocabulary nothing can be conveyed".[20] We can say very little with grammar, but we can say almost anything with words. If we understand, the main words are sentence we can usually get a good idea of it is meaning. In addition, if we understand what a sentence means, we can gradually come to see how is grammar works. It means we can say anything with words.

Types of Vocabulary

Hatch & Brown (1995:1) divides two kinds of vocabulary, namely receptive and productive vocabulary.

a. Receptive Vocabulary

Receptive vocabulary is words that the learners recognize and understand when they are use in context, but which cannot produce. It is vocabulary the learners recognize then they see or meet in reading text but do not use it in speaking and writing. [21]

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[19]Amalia Yahya "Teaching English Vocabulary Through Think Talk Write Method". (IAIN Palopo, Press) 2019.

[20]Thornbury "How To Teach Vocabulary with Grammar" (Cambridge, University Press), 2002.

[21]Hatch, E., & Brown. S. "Vocabulary, Semantics, and Language Education". (New York: Cambridge University Press), 1995.

b. Productive Vocabulary

Productive vocabulary is the words that the learners understand, can pronounce correctly and use constructively in speaking and writing.

It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as active process because the learners can produce the words to express their thought.

Teaching Vocabulary

Words are essential to communication. Little children learn to speak in isolated words and then in chains of nouns and verbs. We expect students of a second language, however to control grammatical features of that language as well as its vocabulary. Regardless of the specific target language and the conditions of instructions, vocabulary is an important factor in all language teaching. The Students must continually be learning words as they learn structure and as they practice the sound system. Learning vocabulary of course must be according to level of age and ability of the students.

According to Nation (1990) there are parts of the course deliberately set aside for vocabulary development, namely:

1) Focus on the most of useful vocabulary.[22] First some words can be used in a wide variety of circumstances. Others have much more limited use. For example, the words "help" can be used to ask for help, to describe how people work with others, to describe how knowledge, tools, and materials can make people work more easily. Teaching useful vocabulary before less useful vocabulary gives

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[22] Nation "Teaching and Learning Vocabulary". (New York, NY: Newbury House), 1990.

learners the best return for their learning effort. The most useful vocabulary is obviously needed by language learners whether they use the language in formal and informal situation.

2) Focus on the vocabulary in appropriate way. The first principle looksat what words to teach and learn. This principle looks at how they should be taught and learned.

3) Give attention to the high frequency words across the four strands of a course. High frequency vocabulary needs to occur in all four strands of a course. It should get deliberate attention through teaching and study and should be met and used in communicating messages in listening, speaking, reading, and writing. High frequency vocabulary should be fluently accessible for receptive and productive use.

4) Encourage learns to reflect and take responsibility for learning. This is an important principle that lies behind choosing and learning, the learners need to realize they must be responsible for their own learning. Taking this responsibility requires knowledge of what to learn and the range of options for learning vocabulary, skill in choosing the best option and the ability to monitor and evaluate progress and evaluate progress with those options.[23]

2. Pictures Vocabulary Book

a. Definition of Pictures Vocabulary Book

Pictures vocabulary book is a book with exciting vocabularies and picture, so it is very exciting and helpful to learn. Michael said that a vocab book is an excellent resource for practioners interested in developing a comprehensive

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[23]Siti Choiriyah. The Use of Electronic Picture Books to Improve the Vocabulary Mastery of Seventh Grade Students of SMP. *"Jurnal Penelitian, Pendidikan, dan Pembelajaran"*. 2004.

program for building vocabulary in children.[24] On the other hand, Sumaryanti also defines the pictures vocabulary book as one of the printed teaching media containing picture and materials designed with a more attractive appearance, such as the nuances of images and color fonts which can attract students' attention in learning.[25]

In summary, a pictures vocabulary book is a printed book as a learning media containing picture words, learning materials, etc.

b. **Characteristics of Pictures Vocabulary Book**

Pictures Vocabulary Book have different characteristics from other teaching materials based on the book's concept and the practicality of its use. The pictures vocabulary will make it easier and more interesting for students to study the material anywhere and anytime. The vocabulary book contains complete of general material with pictures made so that students understand the material more quickly. Based on its use, vocabulary can be used as practical learning media for teachers. Teachers do not need special skills or expertise to use pictures vocabulary book as learning tools in the classroom.

c. **Advantages and Disadvantages of Pictures Vocabulary Book**

Pictures Vocabulary Book are printed/digital teaching materials that have advantages, including:

1) Simple, practical, and interesting concept.

2) Attractive design, so students are not bored to read in vocabulary.

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[24]Michael F. Graves "The Vocabulary Book Learning and Instruction." (*Teachers College Press*), 2016.

[25]Lilis Sumaryanti, "Menumbuhkan minat baca anak MI/SD dengan media buku bergambar." (AL-ASASIYYA: *Journal of Basic Education*), 2020.

3) Combining text and images in a vocabulary book can increase student interest in learning.

4) Teachers and students can repeat the material quickly.

Besides that, a pictures vocabulary book also has disadvantages, including:

1) Requires reading ability and speed.

2) The media is using digital and some students don't understand digital media.

3) The media just contain images and texts (not audios and videos).[26]

3. E-Book

a. Definition of E-Book

An e-book, essentially an electronic book, works on various devices such as computer screens, tablets, smartphones, or e-readers. To fully grasp what e-books are and what do e-books look like, you should know there are differences among popular formats like EPUB, Word documents, and PDF files.

This exploration clarifies how e-books are made, their attributes, and the compatibility of each format with diverse reading devices and software, providing a clearer picture of e-book examples and their functionalities.

a) The text is not editable

While you can (and do) read your friend's dissertation or your neighbor's recipe book on your smartphone, it doesn't count as an ebook as long as you can change the text. Essentially, when it comes to what is an ebook format, note that

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[26]Annur Sulistyowati, "Pengembangan Buku Saku Mata Pelajaran Matematika Materi Geometri Dan Aritmatika SD/MI," *Doctoral Dissertation, UIN Raden Intan Lampung*, repository.radenintan.ac.id. 2019.

e-books made for public distribution are in a format that is not easy to change (ideally impossible) without the author's permission. All reading apps are designed to restrict any editing while leaving the possibility of adding notes and highlighting (without changing the original file format).

b) The text is reflowable

E-books adapt their format to suit the screen of the device on which they are being read, enhancing the user's reading experience across various digital platforms. With the introduction of EPUB 3, the EPUB format supports both reflowable and fixed-layout options.

Reflowable EPUBs adjust to the reader's device, providing an optimal reading experience by automatically resizing text and images.

Fixed-layout EPUBs, while maintaining a set arrangement of content on the page, are still capable of recognizing the device and application they are viewed on, offering a compromise between the adaptability of traditional e-books and the consistency of PDFs.

PDFs, known for their fixed layout, offer a consistent visual presentation identical to printed books, making them a preferred choice for documents where precise formatting is crucial. However, their lack of reflowability can make them challenging to read on smaller screens. It means that media can increase listening ability in tenth-grade students.[27]

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[27]Khoirotun Naimah, Jufriadi Jufriadi, Fadhliyah Rahmah Muin. "The Impact of Powerpoint Animation in Increasing the Students' Listening Skills at Islamic Senior High School". 2024.

c) You set your own rules

Since the layout is not fixed, you will be given the option to customize it and change it for your own needs: the details differ by device, but you are given a couple of fonts to choose from (usually a serif, a monospace and a sans-serif) and can change font size and line spacing.

We have not yet mentioned the great large print and text-to-speech opportunities most e-readers come with.

While these are the basic characteristics, ebooks can do this and much more. We can provide numerous other details of how e-books look like: built-in dictionaries can help your language learning, hyperlinks enable easy navigation between chapters, and they have great multimedia potential - interactive books are the topic of another article.

b. E-Book History

Several writers have imagined the idea of a library that fits in your pocket during the last century, but by the time book readers were fascinated by The Hitchhiker's Guide to the Galaxy (1979), e-books were already around.[28]

The Project Gutenberg was launched in 1971, creating e-books as we know them today and digitalizing books ever since. We still had to wait until 1998 for the first e-reader devices to emerge (Rocket E-book and Softbook), but the breakthrough didn't happen until 2007 when Amazon Kindle launched their very own e-reader, Kindle Paperwhite.

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[28]Hitchhiker's "Trilogy of Five Books". *Hitchhiker's Guide To Galaxy* (United Kingdom), 1979.

c. Development Material

In the initial process of developing the Pictures Vocabulary (E-Book) product, the researcher designed the product through the Canva application then added and the basic concept of the product, namely illustrated vocabulary in columns, then added pronunciation and translation. After the product was completed, it was tested in schools and applied by students in the learning process. Product promotion media made using Canva, can be said to be very effective as a promotional media.[29]

C. Conceptual Framework

The problem in SMP Negeri 5 Angkona is that they don't have practical learning media for learning and increasing their vocabulary. When students learn English, they usually faced with many difficulties not only in specific language skills but also in vocabulary memorizing.[30] Therefore, researchers will design an pictures vocabulary (e-book) that contains general vocabulary that is quite complete and interesting. By designing this pictures vocabulary (e-book), Researchers hope that it can be adapted to the needs of SMP Negeri 5 Angkona.

This research used Research and Development (R&D) model. This research aims to design an appropriate pictures vocabulary (e-book) for the first grade students of SMP Negeri 5 Angkona. In designing a pictures vocabulary (e-book), the researcher applied 4-D models of Defining, Designing, Developing and Disseminating.

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[29]HA Suwandi. "Pembuatan Katalog Produk menggunakan Canva sebagai media promosi" (UIN Malang), 2024.

[30]Wisran. "Semantic Mapping in Language Teaching in term of Memorizing Vocabularies". (IAIN Palopo, Press), 2021.

Borg and Gall (1889)

Educational development research is a process used to develop and validate educational products. This method is clearly needed by every educational institution or company in order to make progress.[31]
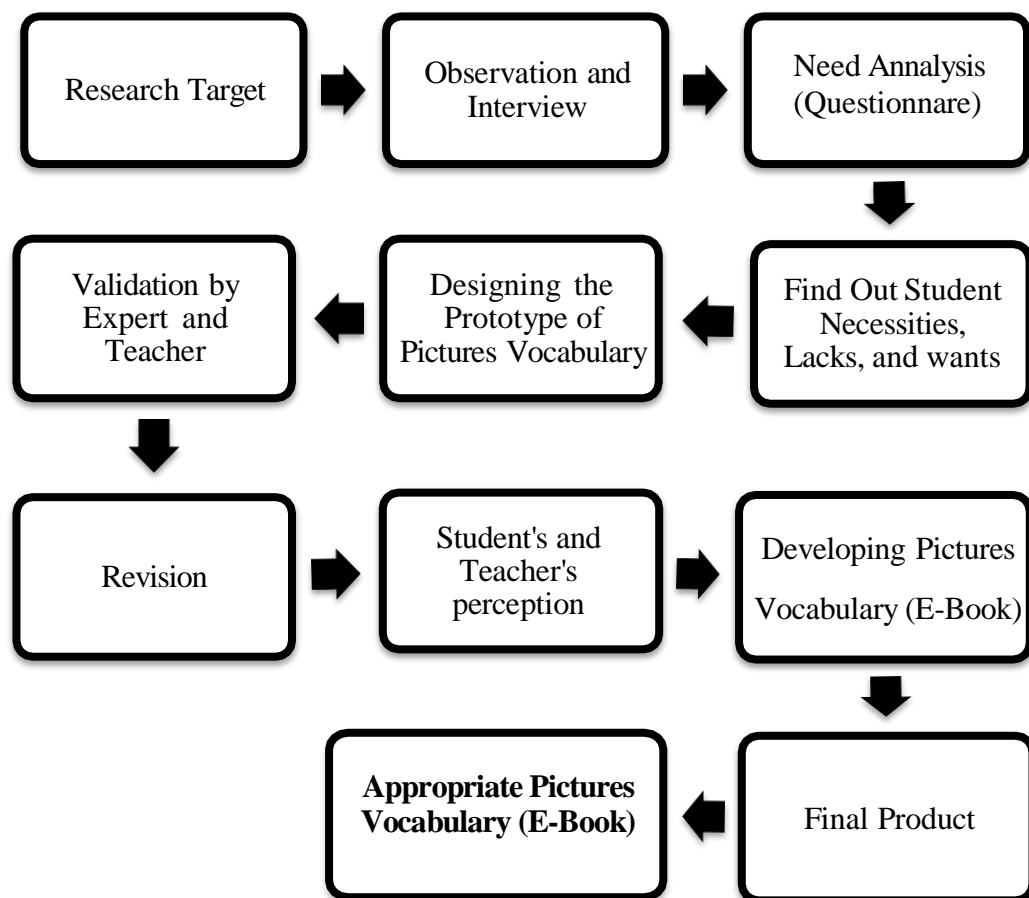
Figure 2. 1 Conceptual Framework

[31] Borg, W. R. and M. D. Gall. "Educational Research: An Introduction. Fifth Edition". (New York and London: Longman), 1989.

CHAPTER III

RESEARCH METHOD

In this research, the researcher used the Research and Development (R&D) method in designing a Pictures Vocabulary (E-Book) for the first grade of SMP Negeri 5 Angkona. In this study, the researcher used the 4-D model.

A. Research Design

In this research, there were four steps in developing a product adopted from the 4-D that Thiagarajan, Semmel, and Semmel had developed. The four steps are: Define, Design, Develop and Disseminate.[32] The researcher used this development model because the procedures are systematically arranged, making it very easy to use and helpful in producing teaching material.

B. The Procedure of Development

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

1. Define

The researcher focused on determining and defining students' needs in this stage. In other models, this stage is named need analysis. The researcher did need analysis by using questionnaires and interviews. The questionnaire and interview are delivered to find out some information about students' lacks and wants. This

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[32]Trianto, "Model Pembelajaran Terpadu Dalam Teori Dan Praktek," (Jakarta, Prestasi Pustaka), 2007.

analysis aimed to determine the suitable Pictures Vocabulary (E-Book) for learning English in the first grade of SMP Negeri 5 Angkona.

2. Design

In the design stage, the researcher designed the prototype of the product. The prototype design is based on the lack of analysis and wants students obtained through the questionnaire and interview. This product will design a Pictures Vocabulary (E-Book). The goal of product design is to generate and prioritize functionality that could potentially deliver value to users.[33]

In designing a Pictures Vocabulary (E-Book), we have to follow the instruction to make a good product, here are some important things to recognize before making a Pictures Vocabulary (E-Book) :

The first is Pictures Vocabulary (E-Book) design, before we make a Pictures Vocabulary (E-Book), we have to make a design for it. It is including the framework and concept of the Pictures Vocabulary (E-Book). A good design will lead us to a good product.

Then Pictures Vocabulary (E-Book) form, we have to plan the form of the Pictures Vocabulary (E-Book) before we create the products'.

The third is the presentation of the Pictures Vocabulary (E-Book), presentation of the Pictures Vocabulary (E-Book) is important to hook the students' motivation to read the Pictures Vocabulary (E-Book), a good presentation will also make the audience trust our product. Next, the material of

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[33]Mark Hendrickson, "Three Types of Design | by Mark Hendrickson | Medium," https://medium.com/@markymark/three-types-of-design-3623c3243aa6. (accessed March 15, 2022).

the Pictures Vocabulary (E-Book), the material of Pictures Vocabulary (E-Book), has to contains general theme of vocabularies.

The Pictures Vocabulary (E-Book) must be containing complete theme for students' can be increase the vocabulary with picture. In general, the format of the Pictures Vocabulary (E-Book), (Ministry of national Education:2012) explained the following introduction, contains Title (title, author, institution, and others), table of contents, and preface. Then, content, which contains an illustration of the material, and closing, that contains a bibliography.[34]

Designs of Pictures Vocabulary (E-Book) is made with Canva Apps to make it more efficient, practice and easier to edited and used.[35] The Pictures Vocabulary (E-Book) also has to be interesting and attract the reader, the language used in English and Indonesian has to be easy to understand, and the structure has to be in order if we can attract the reader, the e-book will increase the reader's motivation to learn the content inside.

3. **Develop**

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

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[34]Khanna Soliha, "Developing Pocket Book of Islamic Vocabulary for The First-Grade of Madrasah Tsanawiyah 32 Lamasi." 2020.

[35]Fahtria Yuliani, Lina Herlina, and Jurusan Biologi, "Pengembangan Buku Saku Materi Pemanasan Global Untuk Smp," *Unnes Journal of Biology Education* 4, no. 1 (2015): 50229, http://journal.unnes.ac.id/sju/index.php/ujbe. 2015.

in this step. After that, the Pictures Vocabulary (E-Book) is implemented in the school.

4. Disseminate

After the product is developed and revised based on the assessment, then in this step the product is socialized and given at SMP Negeri 5 Angkona. The stage of distributing the product is through electronic media where students are made vocabulary study groups via WhatsApp. After that, students can develop their vocabulary through the media by routinely discussing in the study groups that have been created.

C. Subject and Object of the Research

There were two classes in the first grade of SMP Negeri 5 Angkona. The total number of first-grade students is 40 students. The researcher chose two class as the sample (A & B Class). They are in the 2024/2025 school year.

D. Data Collection Technique

The researcher used two instruments to collect the data in this research:

1. Questionnaire

The questionnaire employed in this study comprises statements designed with a closing statement format. Closed questions, characterized by their succinct nature and the expectation for respondents to select a single alternative answer from available options, facilitate swift responses.[36]

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[36]Sugiyono "Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D". (Bandung: Alfabeta), 2013.

This format aids in expediting data collection and subsequently simplifies the data analysis process for researchers. In this research, three distinct questionnaires were utilized, each structured as follows:

a. Questionnaire for need analysis

A needs analysis was conducted to ascertain the requirements of students regarding English Pictures Vocabulary (E-Book).

The questionnaire comprised statements aimed at eliciting information regarding students' needs, deficiencies, and preferences in this regard.

Table 2.6 The student's need analysis for media of vocabulary learning.

No.	Questions	Answers
1	Have you ever studied vocabulary?	
2	What difficulties do you experience in learning vocabulary?	
3	What are the media do you use to learn vocabulary?	
4	What types of media can make you enthusiastic /interested in using them when learning vocabulary?	
5	Have you ever used pictorial media to memorize vocabulary?	
6	Do you think pictorial media can make it easier for you to learn vocabulary?	
7	Have you ever used digital-based learning media?	
8	What is digital media have you used?	

9	Would you be happy if you learned vocabulary using learning media digital-based? (eg with audio, visual, audio-visual media)	
10	Do you agree if necessary developed teaching materials such as digital-based picture vocabulary book?	

b. Questionnaire for expert judgment

Upon completion of the product development phase, the product underwent expert assessment. These experts responded to structured questionnaires and provided constructive feedback and suggestions. Their collective evaluation affirmed the readiness of the product for further testing or implementation.

Table 2.7 The expert judgment for media of vocabulary learning.

No.	Questions	Answers
1	Does Pictures Vocabulary (E-Book) suit for students' basic needs in learning vocabulary?	
2	Can Pictures Vocabulary (E-Book) be an adequate media for students' basic needs in learning vocabulary?	
3	Is the authenticity of the Pictures Vocabulary (E-Book) suitable for use in the learning process?	
4	Is the composition of the Pictures Vocabulary (E-Book) is appropriate to the theme and topic?	

5	Is the material of the Pictures Vocabulary (E-Book) complete enough?	
6	Is the grammar in Pictures Vocabulary (E-Book) is appropriate?	
7	Is the material in Pictures Vocabulary (E-Book) easy for students to understand?	
8	Is content in the Pictures Vocabulary (E-Book) arranged systematically?	
9	Is the sources of Pictures Vocabulary (E-Book) is clear?	
10	Is the presentation of Pictures Vocabulary (E-Book) is clear?	

c. Questionnaire for expert product evaluation data collection instrument

The design of the Pictures Vocabulary (E-Book) underwent validation via a validation sheet assessed by two experts in the field: a lecturer specializing in book development and an expert in English materials. Subsequent revisions were made to refine the content, culminating in the finalization of the Pictures Vocabulary (E-Book) as a product tailored to enhancing pictures literacy and vocabulary acquisition.

Table 2.8 The Expert Product Evaluation Data Collection Instrument.

No.	Questions	Answers
1	Is the purpose of the research is clearly stated?	
2	Is the purpose of the questionnaire is clearly stated?	
3	Is the questionnaire instructions easy to understand?	
4	Do the questionnaire items include data related to the material?	
5	Do the questionnaire items include data related to the use of language in the material well?	
6	Do the questionnaire items adequately cover data related to learning activities?	
7	Do the questionnaire items adequately cover data related to material input?	
8	Do the questionnaire items cover data related to graphics adequately?	
9	Are the questionnaire items formulated in Indonesian properly and correctly?	
10	Are the questionnaire items formulated in Indonesian according to the respondent's language skills?	

2. Interview

The researcher conducted interviews with both students and teachers at SMP Negeri 5 Angkona. The aim was to gather pertinent information concerning

the students' needs and objectives within the realm of English language application programs, as well as to assess the perceptions of both students and teachers regarding the desirability of an English Pictures Vocabulary (E-Book). The interview questions encompass:

a. Questions for Students

1) How would you describe your experience using English language applications at school?

2) What types of material or topics in the English language applications do you find most helpful?

3) In your opinion, are there any aspects lacking in the current English language applications you use?

4) What is your opinion on the use of pictures or other media in learning English vocabulary?

5) Are you interested in using an English Pictures Vocabulary (E-Book)? Why or why not?

6) What are your expectations or desires regarding an ideal English Pictures Vocabulary (E-Book)?

b. Questions for Teachers

1) How do you assess the effectiveness of the English language applications used in school?

2) In your view, what are the primary needs of students in developing English language skills in this school?

3) How do you integrate vocabulary material into English language teaching in the classroom?

4) What is your response to the idea of using an English Pictures Vocabulary (E-Book) in teaching?

5) What benefits do you see from the use of Pictures Vocabulary (E-Book) in English language learning?

6) Do you have any recommendations or specific suggestions regarding the development of an English Pictures Vocabulary (E-Book) for students in this school?

E. Data Analysis Technique

1. Data Analysis of Questionnaire

Data from the needs analysis questionnaire, given to students at the need analysis step, is described based on the students' answers to represent their needs. It is managed through quantitative and qualitative descriptive methods.

The results of the needs analysis questionnaire were calculated using the following formula:

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

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

Figure 3.1

The highest percentage stated the most accepted choices from the students. It is the researcher's background in designing a Pictures Vocabulary (E-Book).

2. Data Analysis of Expert Validation and Students' Perception

The researcher used the *Likert scale* to calculate the results of the expert's validation and students' perceptions. The data were analyzed by calculating the answer average based on experts' and students' scoring using the following formula.[37]

The number of answer *very good*	= VG	x 5	= ….
The number of answers *good*	= G	x 4	= ….
The number of answers *fairly*	= F	x 3	= ….
The number of answer *poor*	= P	x 2	= ….
The number of answer *very poor*	= VP	x 1	= ….
Total score			= ….

[37]Dr Sugiyono "*Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*". 2013.

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

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

M   = Mean score

B   = Total scores

N   = Total number of material topics

Figure 3.2

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

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

X   = The value

M   = Average score

N   = Total number of value

Figure 3.3

After the mean score of each material topic was calculated, the researcher defined them as an appropriate Pictures Vocabulary (E-Book) for first-grade students in SMP Negeri 5 Angkona.

Table 3.1 Material Topics Qualification of Product Evaluation

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

Table 3.2 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

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, researcher discussed developing the Pictures Vocabulary (E-Book) for the first grade of SMP Negeri 5 Angkona.

A. Research Findings

The researcher developed this product using Thaiagarajan's 4-D (Define, Design, Develop, and Disseminate) model. The stages are as follows:

1. Define

This stage is divided into three sections: observation, interview, and questionnaire need analysis. The results are elaborated as follows:

a. The result of the observation and interview

The activities conducted at these stages are observing the students and the teacher. The results of this observation are:

1) Number of subjects per class

Fourty students of the first grade in SMP Negeri 5 Angkona are the participants of this research.

2) Media in learning

The teacher used a module in the learning process. The material taught is general English, but the example is related to the student's need. Teachers and students still need more media to find pictures vocabulary to improve student's vocabulary mastery. The researcher aims to design a pictures vocabulary (e-book) for the first grade student's in SMP Negeri 5 Angkona.

b. The result of the need analysis questionnaire

In designing the product, the researcher collects information about students' necessities, lacks, and wants using a questionnaire. Before distributing the instrument, the researcher validated the questionnaire by two validators: Nurhajar P., S.Pd., M.Pd. as a Media/Design expert, and Dewi Furwana, S.Pd.I., M.Pd. as a Material/Language expert. The results of instrument validation are shown below.

Table 4. 1 The result of media/design experts' validation

Aspect	Score
Visual	4
Language	4
Digital Safety	3,5
Implementation	3
Average Score	**3,6**

Table 4. 2 The result of material/language experts' validation

Aspect	Score
Contents	3,5
Language	4
Presentation	3,5
Media Effect	3,5
Attractiveness	3
Average Score	**3,5**

The validation results of the instrument by the experts in Table 4.1 is validation by media/design expert got a score of 3.6, and the material/language expert in Table 4.2 got a score of 3.5. Meanwhile, the instruments can be used with correction according to the suggestions given by the validators.

After the validator had validated the questionnaire, the researcher distributed the questionnaire by printout. The respondents consist of 40 students of first grade in SMP Negeri 5 Angkona.

Next, the data chart adopted from Fadila Huzaifah Husain's research (2022) is presented as follows:

1) Target needs

a) Necessity
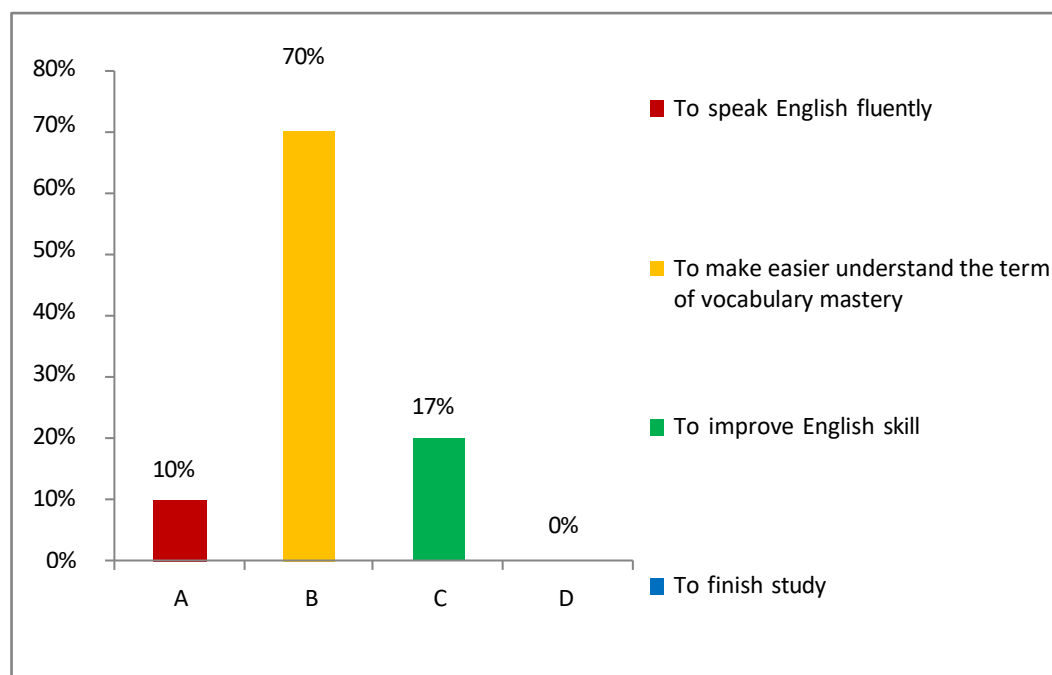
Chart 4. 1 The percentage of students' needs in English

The chart above illustrates the percentage of students' purpose in learning English. The highest percentage of option is 70% of the total respondents stated that their reason for learning English is to make it easier to understand the term vocabulary mastery. Based on the highest percentage result, the researcher aims to sign a pictures vocabulary (e-book) for students.
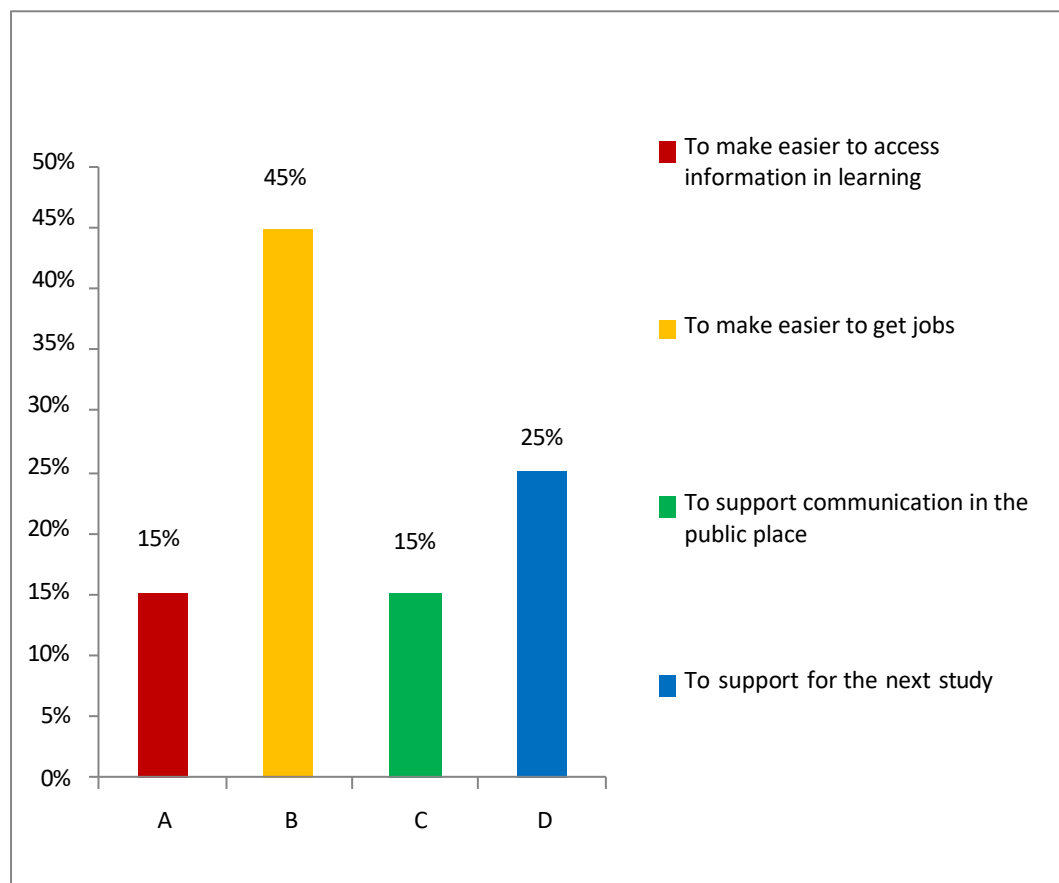
Chart 4. 2 The percentage of the benefit of English after graduated

The bar showed the use of English after graduating. The most answered to make it easier to get a job with 45% of the total respondents. This means most students want to learn English because English is important to support the students' job.

b) Lacks
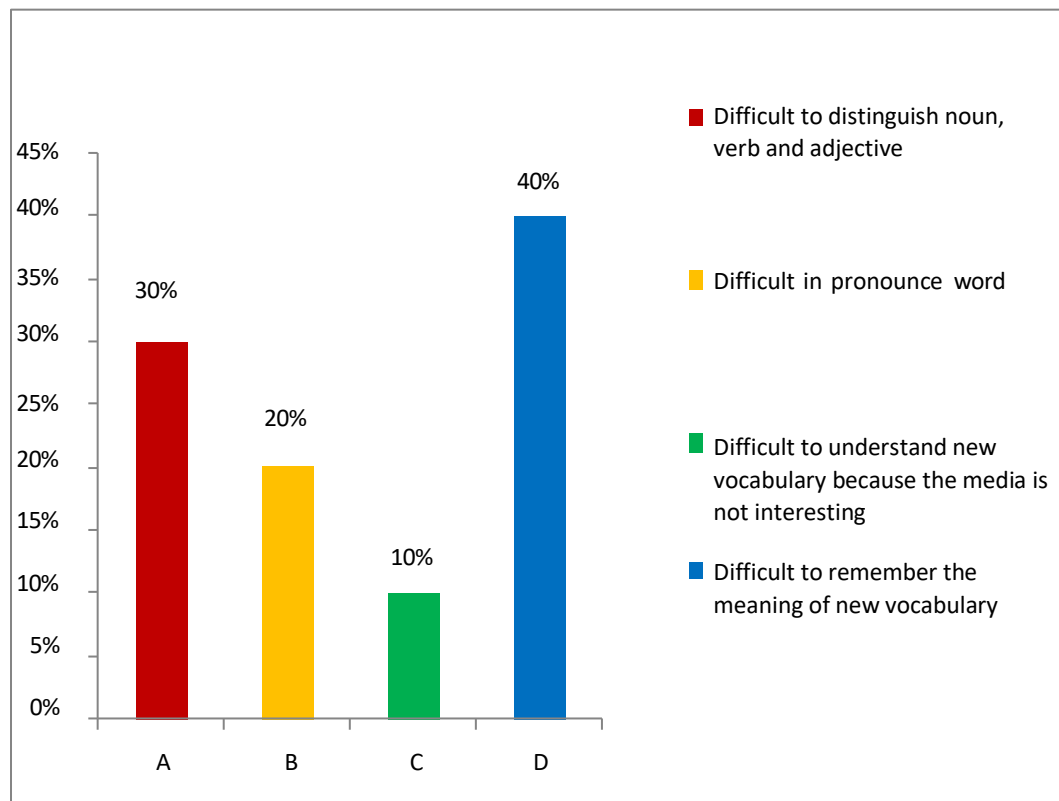
Chart 4. 3 The percentage of student's problems in learning vocabulary

The chart presented the percentage of the student's problems in learning vocabulary. There is four typical students' problems learning vocabulary, but the biggest problem is difficulty remembering the meaning of new vocabulary 40%.
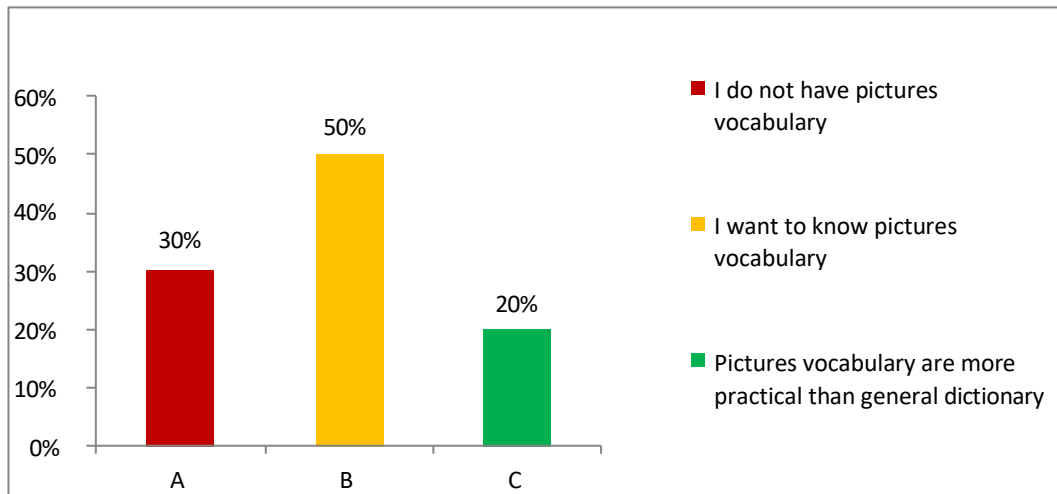
Chart 4. 4 The percentage of why the student needs a pictures vocabulary

The chart above delineates the percentage of why students need a pictures vocabulary. Students who want to know pictures vocabulary had the highest percentage, with 50%. Further, the researcher focused on designing the product about pictures vocabulary.
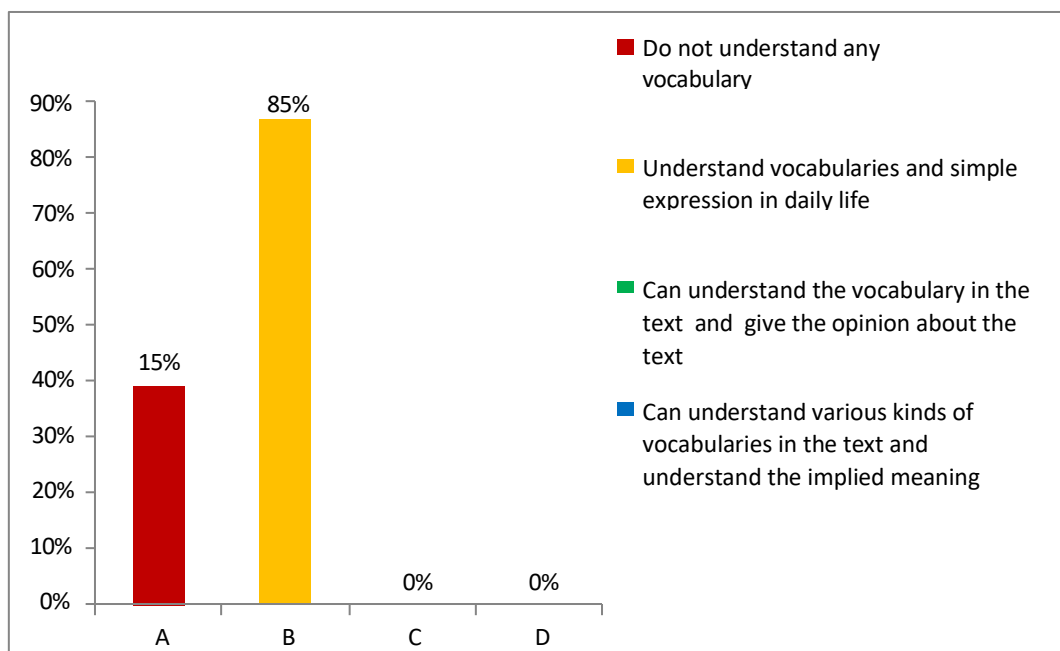
Chart 4. 5 The percentage of student's level vocabulary mastery

The chart was given the student's level of vocabulary mastery. The chart shows four types of students' level vocabulary mastery. From the chart, the students only understand vocabulary and simple expressions in daily life with 85%. Meanwhile, 15% of students do not understand any vocabulary.

2) Learning needs

a) Wants
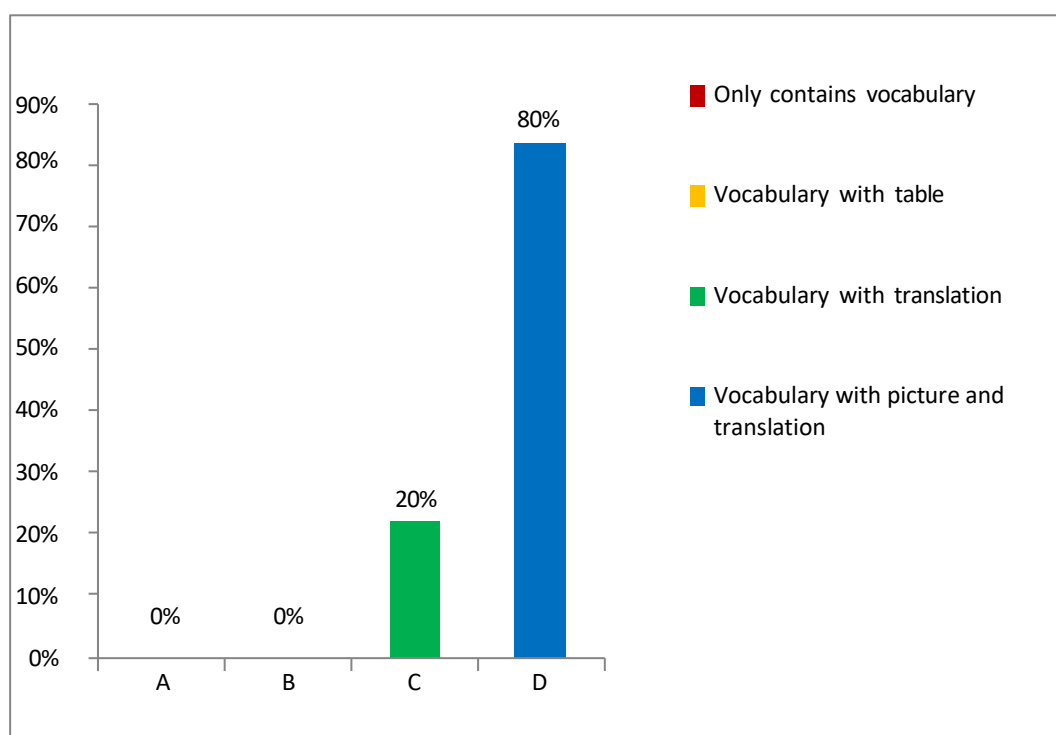
Chart 4. 6 The percentage of student's want in pictures vocabulary

The chart depicts the percentages of students who wanted a pictures vocabulary. 20% of students wanted the input of a picture in vocabulary with translation while 80% of students wanted vocabulary with picture, translation and how to spell in the pictures vocabulary. Looking up the students' choice, the researcher will input the translation, how to spell and pictures in the product.
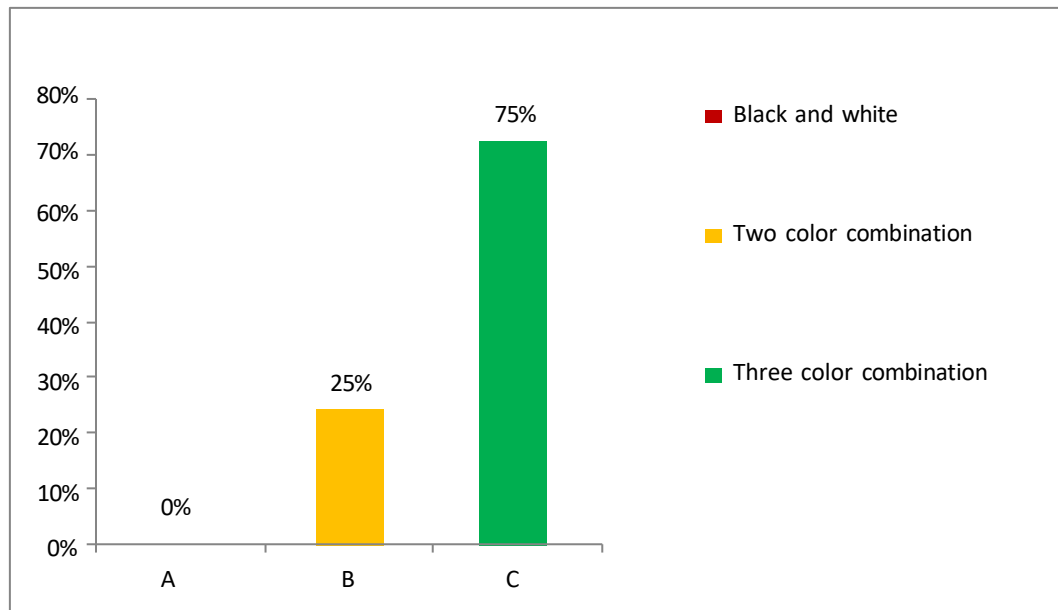
Chart 4. 7 The percentage of the color pictures vocabulary

The chart above presented the color of the pictures vocabulary that students wanted. The highest percentage of options is 75% of the total respondent. The student is more interested if the color pictures vocabulary is three color combinations.
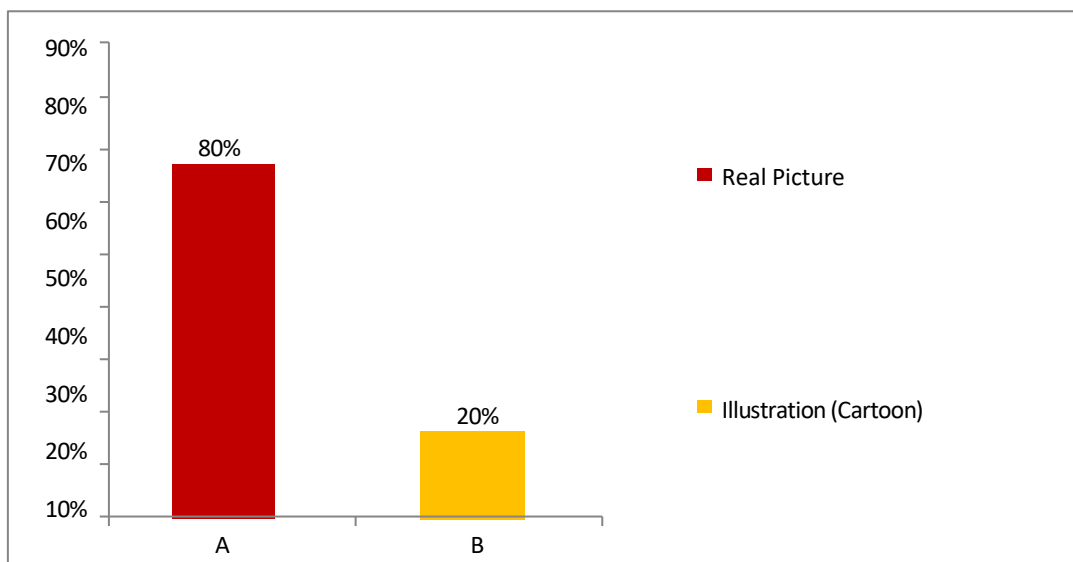
Chart 4. 8 The percentage of the kind picture in pictures vocabulary

The bar chart explained the percentage of the kind of picture wanted in the pictures vocabulary. 80% of students wanted the pictures vocabulary used real picture. Further, the researcher used the real picture for each vocabulary in the pictures vocabulary.
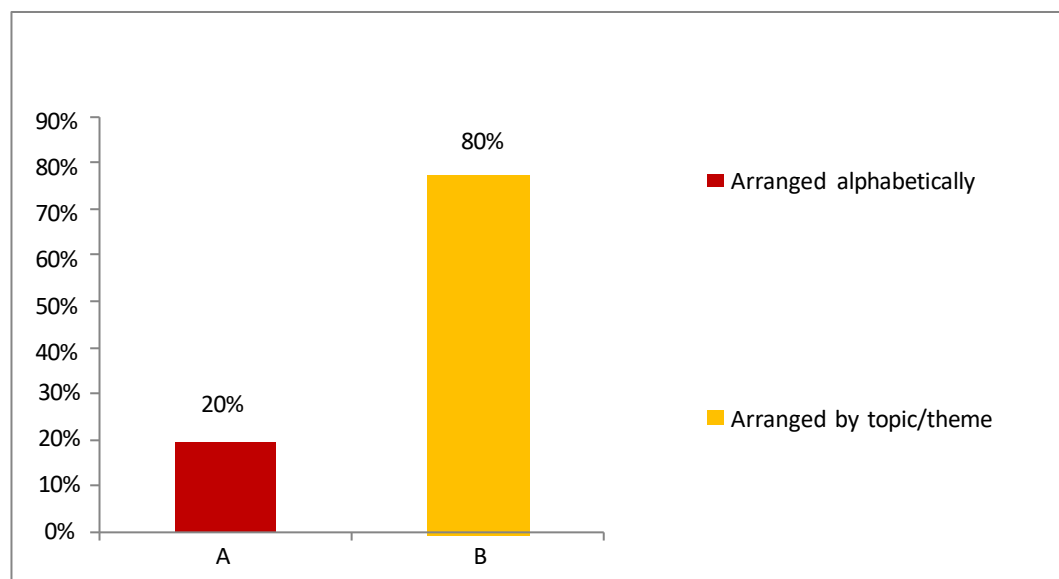
Chart 4. 9 The percentage of arrangement pictures vocabulary

The chart showed the percentage of students who wanted in arranged the pictures vocabulary. There were, 20% of students who wanted the pictures vocabulary arranged alphabetically. Meanwhile, 80% of students wanted the pictures vocabulary arranged based on the topic/theme. The researcher decided to arrange the pictures vocabulary base on the topic/theme.
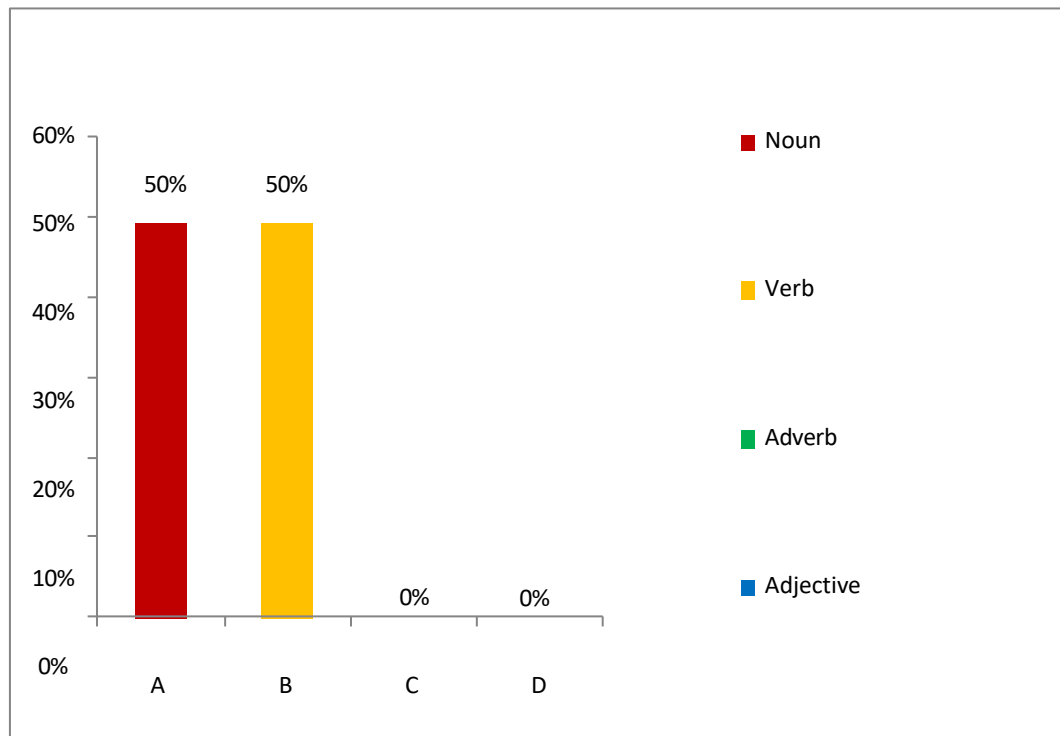
Chart 4. 10 The percentage of topics in pictures vocabulary

The chart above illustrated the percentage of the topics in the pictures vocabulary based on the student's wants. The chart result got the same percentage with 50% basic noun and 50% other. Meanwhile, the topics in the pictures vocabulary only focus in general noun.

b) Media
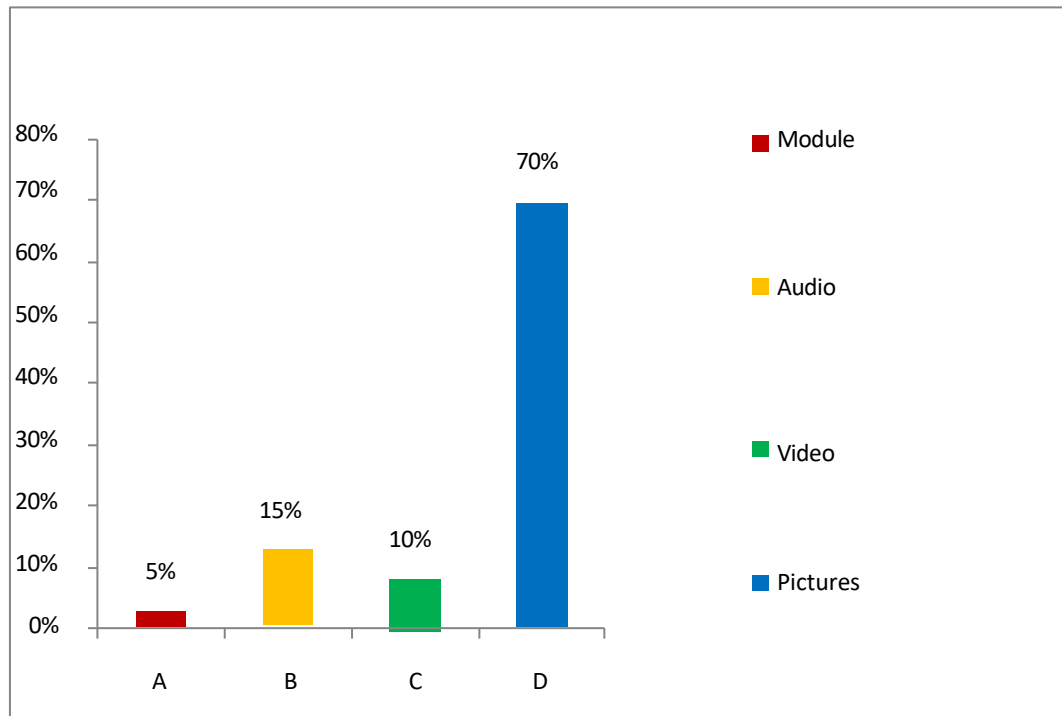
Chart 4. 11 The percentage of student's media in increase pictures vocabulary

The bar chart explained the percentage of the media used by the student to increase their vocabulary. From the four options were presented on the chart: module, audio, video, and pictures. Many of the students chose pictures to increase student's vocabulary with 70%. This is why the dictionary was designed with an attractive picture.

c) Setting
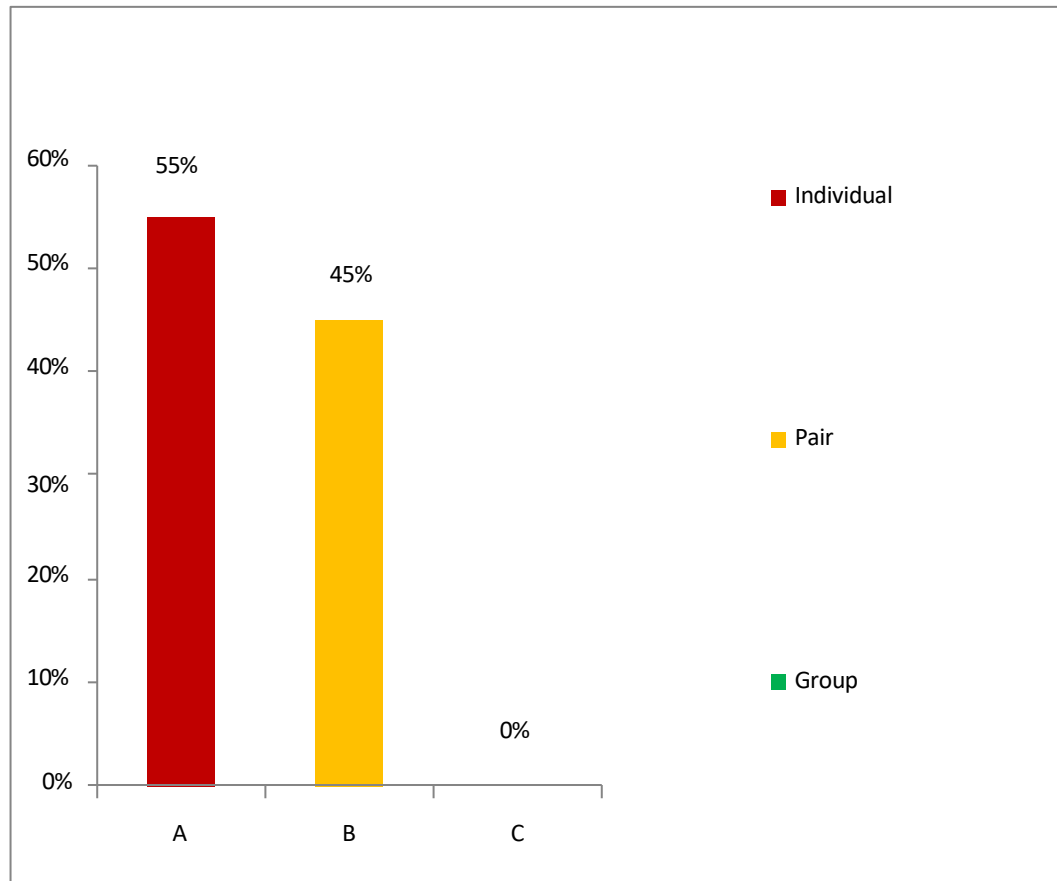
Chart 4. 12 The percentage of student preferred ways of learning vocabulary

The chart above illustrated the percentage of student's ways of learning vocabulary. There are three options in the chart: individual, pair, and group. The setting aspects showed that the students most wanted individual in learning vocabulary with 55% of the total respondent, and 45% of students preferred to learn vocabulary by pairs.

d) Activity
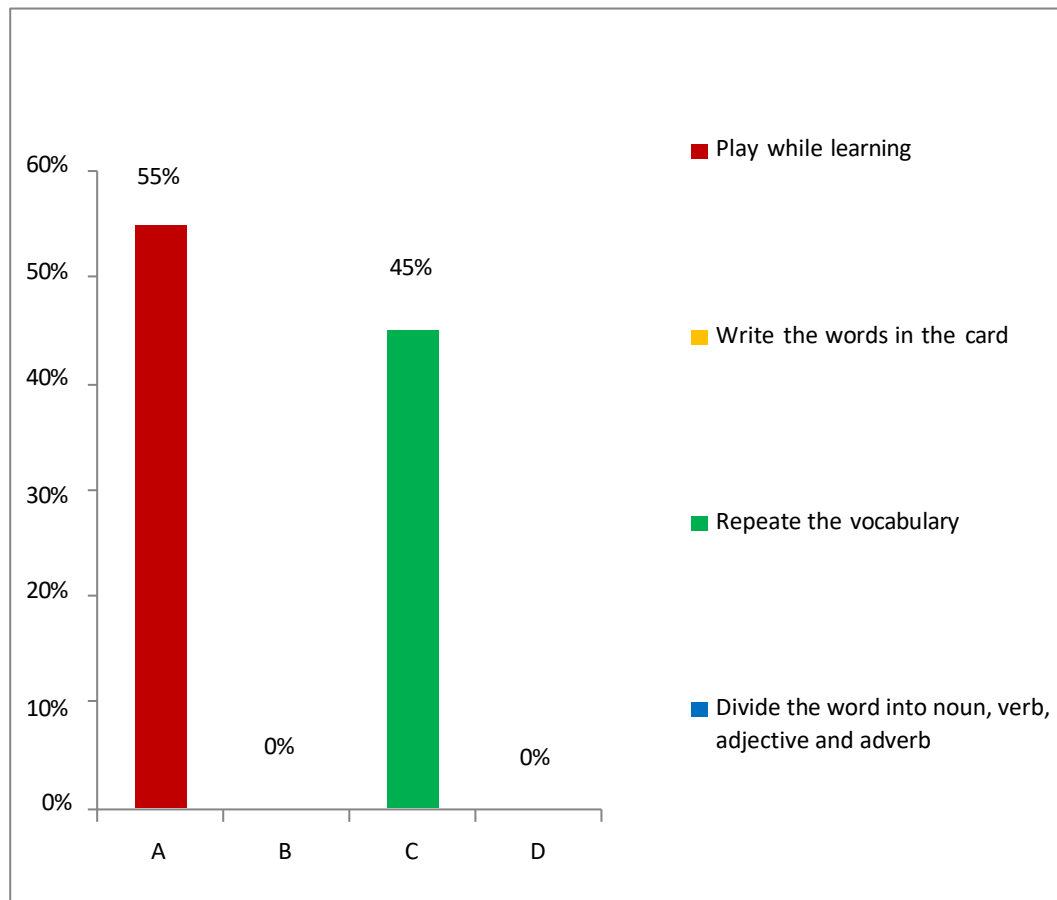
Chart 4. 13 the percentage of student's activity in learning vocabulary

The chart depicts the percentage of students' activity in remembering vocabulary. Based on the result, the highest percentage is the students who remember vocabulary by playing while learning with 55% of the total respondent. Meanwhile, 45% of students prefer to remember the vocabulary by repeat it.

2. Design

In the design step, the researcher designed the prototype of the product base on the need analysis, observation, and interview that the researcher did before. The researcher input the topic based on the students chosen in the questionnaire and including some exercise for learning. The researcher design the product used application (Canva).

Table 4. 3 Topic of the product

No	Topics	No	Topics
1.	Colours	10.	Land Mammals
2.	Times	11.	Primates
3.	Seasons	12.	Poultry
4.	Nature	13.	Birds
5.	Insects	14.	Flowers
6.	Reptiles & Amphibians	15.	Fruits
7.	Sea Animals	16.	Vegetables
8.	Fish	17.	Grains
9.	Marine Mammals	18.	Herb & Spices

No	Topics	No	Topics
19.	Seasoning & Sauces	31.	Women's Accessories
20.	Foods	32.	Family
21.	Sweet Foods	33.	Religions
22.	Drinks	34.	Public Places
23.	Part of House	35.	Transportations
24.	Household Appliance	36.	Sports
25.	Electronic Devices	37.	Jobs
26.	School Supplies		
27.	Part of School		
28.	Men's Clothing		
29.	Men's Accessories		
30.	Women's Clothing		

3. Develop

a. The result of expert validation

There are two expert validations that have been validating the pictures vocabulary (e-book). They are Nurhajar P., S.Pd., M.Pd. as a Media/Design expert, and Dewi Furwana, S.Pd.I., M.Pd. as a Material/Language expert. The result of the expert validation can be seen below:

1) Result validation of language expert

Table 4. 4 The result of the product validation by the language expert

No.	Criteria	Score	Description	Follow Up
	A . CONTENT			
1.	The scope of vocabulary in the pictures vocabulary suits the needs of the students at first grade of SMP Negeri 5 Angkona.	5	Very Good	It can be utilized without revision
2.	The depth of vocabulary in the pictures vocabulary for the students at first grade of SMP Negeri 5 Angkona is adequate.	4	Very Good	It can be utilized without revision
3.	The authenticity of the vocabulary in the pictures vocabulary is adequate.	5	Very Good	It can be utilized without revision
4.	The vocabulary in the pictures vocabulary arranges based on the topic/theme.	5	Very Good	It can be utilized without revision
5.	The vocabulary in the pictures vocabulary is equipped with pictures.	5	Very Good	It can be utilized without revision

	B. LANGUAGE			
6.	The vocabulary used in the pictures vocabulary is grammatical correct.	4	Good	It can be utilized with a little bit of revision
7.	The vocabulary presented by the pictures vocabulary is in accordance with the level of the student's cognitive development.	5	Very Good	It can be utilized without revision
8.	The vocabulary presented is easy to understand.	5	Very Good	It can be utilized without revision
9	Whole vocabulary according to the student's language skill	5	Very Good	It can be utilized without revision
	C. DESIGN			
10.	Attractive pictures vocabulary (e-book).	5	Very Good	It can be utilized without revision
11.	The type of font used is good.	5	Very Good	It can be utilized without revision
12.	The contents display of the picture vocabulary vocabulary is clear.	5	Very Good	It can be utilized without revision
13.	The arrangement of vocabulary in the pictures vocabulary is systematic.	5	Very Good	It can be utilized without revision
14.	Correct punctuation.	4	Very Good	It can be utilized without revision
15.	The sources in the pictures vocabulary dictionary are clear.	5	Very Good	It can be utilized without revision
16.	Spacing is appropriate	4	Good	It can be utilized with a little bit of revision

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

$$M = \frac{B}{N} = \frac{76}{16} = \textbf{4,75}$$

Figure 4. 1

The percentages of the language expert validation were calculated below:

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

$$X = \frac{4,75}{5} \ 100\% = \textbf{95\%}$$

Figure 4. 2

The language expert validation result got the mean score 4,75 with 95%, which qualified as "very good" the result of the language expert validation indicated the pictures vocabulary (e-book) can be used without revision.

2) Result validation of design and layout expert

Table 4. 5 The result of the product validation by the design/layout expert

No.	Criteria	Score	Description	Follow Up
	A . CONTENT			
1.	The scope of vocabulary in the pictures vocabulary suits the needs of the students at first grade of SMP Negeri 5 Angkona.	5	Very Good	It can be utilized without revision
2.	The depth of vocabulary in the pictures vocabulary for the students at first grade of SMP Negeri 5 Angkona is adequate.	4	Very Good	It can be utilized without revision
3.	The authenticity of the vocabulary in the pictures vocabulary is adequate.	5	Very Good	It can be utilized without revision
4.	The vocabulary in the pictures vocabulary arranges based on the topic/theme.	4	Very Good	It can be utilized without revision
5.	The vocabulary in the pictures vocabulary is equipped with pictures.	5	Very Good	It can be utilized without revision
	B. LANGUAGE			
6.	The vocabulary used in the pictures vocabulary is grammatical correct.	4	Good	It can be utilized with a little bit of revision
7.	The vocabulary presented by the pictures vocabulary is in accordance with the level of the student's cognitive development.	4	Very Good	It can be utilized without revision
8.	The vocabulary presented is easy to understand.	5	Very Good	It can be utilized without revision
9.	Whole vocabulary according to the student's language skill	4	Very Good	It can be utilized without revision

	C. DESIGN			
10.	Attractive pictures vocabulary (e-book).	4	Very Good	It can be utilized without revision
11.	The type of font used is good.	5	Very Good	It can be utilized without revision
12.	The contents display of the picture vocabulary vocabulary is clear.	4	Very Good	It can be utilized without revision
13.	The arrangement of vocabulary in the pictures vocabulary is systematic.	5	Very Good	It can be utilized without revision
14.	Correct punctuation.	4	Very Good	It can be utilized without revision
15.	The sources in the pictures vocabulary dictionary are clear.	5	Very Good	It can be utilized without revision
16.	Spacing is appropriate	4	Good	It can be utilized with a little bit of revision

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

$$M = \frac{B}{N} = \frac{71}{16} = \textbf{4,44}$$

Figure 4. 3

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

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

$$X = \frac{4,44}{5} \ 100\% = \textbf{88,8\%}$$

Figure 4. 4

The result of design and layout validation by the expert got the mean score 4,44 with 88,8%, which qualified as "very good" the result of the language expert validation indicated the pictures vocabulary (e-book) can be utilized without revision.

3) Result validation of material expert

Table 4. 6 The result of the product validation by the material expert

No.	Criteria	Score	Description	Follow Up
	A . CONTENT			
1.	The scope of vocabulary in the pictures vocabulary suits the needs of the students at first grade of SMP Negeri 5 Angkona.	5	Very Good	It can be utilized without revision
2.	The depth of vocabulary in the pictures vocabulary for the students at first grade of SMP Negeri 5 Angkona is adequate.	5	Very Good	It can be utilized without revision
3.	The authenticity of the vocabulary in the pictures vocabulary is adequate.	4	Very Good	It can be utilized without revision
4.	The vocabulary in the pictures vocabulary arranges based on the topic/theme.	5	Very Good	It can be utilized without revision
5.	The vocabulary in the pictures vocabulary is equipped with pictures.	5	Very Good	It can be utilized without revision
	B. LANGUAGE			
6.	The vocabulary used in the pictures vocabulary is grammatical correct.	5	Good	It can be utilized with a little bit of revision
7.	The vocabulary presented by the pictures vocabulary is in accordance with the level of the student's cognitive development.	5	Very Good	It can be utilized without revision
8.	The vocabulary presented is easy to understand.	4	Very Good	It can be utilized without revision
9	Whole vocabulary according to the student's language skill	4	Very Good	It can be utilized without revision
	C. DESIGN			
10.	Attractive pictures vocabulary (e-book).	5	Very Good	It can be utilized without revision
11.	The type of font used is good.	5	Very Good	It can be utilized without revision
12.	The contents display of the picture vocabulary vocabulary is clear.	5	Very Good	It can be utilized without revision
13.	The arrangement of vocabulary in the pictures vocabulary is systematic.	5	Very Good	It can be utilized without revision
14.	Correct punctuation.	5	Very Good	It can be utilized without revision
15.	The sources in the pictures vocabulary dictionary are clear.	5	Very Good	It can be utilized without revision

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

$$M = \frac{B}{N} = \frac{76}{16} = \mathbf{4{,}75}$$

Figure 4. 5

The percentages of the material expert validation were calculated below:

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

$$X = \frac{4{,}75}{5} \ 100\% = \mathbf{95\%}$$

Figure 4. 6

The result of material validation by the expert got the mean score 4,75 with 95%, which qualified as "very good" the result of the material expert validation indicated the pictures vocabulary (e-book) can be used without revision.

b. The suggestion and revision draft of the pictures vocabulary

After the pictures vocabulary (e-book) had been validated, the researcher obtained several suggestions and revisions by the experts. It was aimed to develop the first draft of the pictures vocabulary (e-book) before try-out to the students. The expert's corrections can be seen below:

Table 4. 7 The revisions of the pictures vocabulary given by the experts

Aspects	Topic (Section)	Suggestion	Revision Result
Design	Phonetic Symbols	Add the barcode	The barcode had been added
	All	Highlight the title of each part	The title had been highlighted in each part
Language	All	Add pronunciation with phonetic symbol	Pronunciation with phonetic symbols had been added
Material	Part of School	Add the kinds of School	The kinds of school had been added

c. Implementation

After revised the product, the researcher implemented the product for the students in the first grade of SMP Negeri 5 Angkona. The implementation was held in a day on 18th August 2024 with 40 students. The researcher explained the component of the pictures vocabulary (e-book). The researcher began to explain the pronuciation, vocabulary guide, and how to scan the barcode. The students gave their perception of the product after used and read the pictures vocabulary (e-book).

Table 4. 8 The result of students' perception

No	Criteria	Score	Description	Follow Up
1.	The design pictures vocabulary is attractive.	4,45	Very Good	It can be utilized without revision
2.	The size pictures vocabulary is appropriate.	4,4	Very Good	It can be utilized without Revision
3.	The font type used is appropriate.	4,5	Very Good	It can be utilized without Revision
4.	The size of the font used is appropriate.	4,55	Very Good	It can be utilized without Revision
5.	The language used is appropriate.	4,3	Very Good	It can be utilized without revision

6.	The language used is easy to understand.	4,65	Very Good	It can be utilized without revision
7.	The language used is according to the student's language skill.	4,55	Very Good	It can be utilized without revision
8.	The content in the pictures vocabulary is easy to understand.	4,55	Very Good	It can be utilized without revision
9.	The content in the pictures vocabulary is attractive.	4,6	Very Good	It can be utilized without Revision
10.	The material in the pictures vocabulary is accordance with the student's needs	4,6	Very Good	It can be utilized without revision
11.	The material contents overall are varied	4,7	Very Good	It can be utilized without Revision
12.	Pictures vocabulary can help student learn at school.	4,65	Very Good	It can be utilized without revision
13.	Pictures vocabulary can add vocabulary easily.	4,65	Very Good	It can be utilized without Revision
14.	Vocabulary mastery using pictures vocabulary becomes easier.	4,7	Very Good	It can be utilized without revision
15.	Pictures vocabulary make students more excited to learn vocabulary related to the student's need.	4,7	Very Good	It can be utilized without revision

The students' perception means scores were calculated below:

$$M = \frac{B}{N} = \frac{68.55}{15} = \textbf{4,57}$$

Figure 4. 7

The students' perception percentages were calculated below:

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

$$X = \frac{4.57}{5} \ 100\% = \textbf{91,4\%}$$

Figure 4. 8

The students' perception result got a mean score 4,57 with 91% of the percentages that qualified as "Very Good." It indicated that the pictures vocabulary could be used without revision.

Moreover, also asked several students about the appropriateness of the pictures vocabulary for their needs. The students answered that the pictures vocabulary was appropriate for their needs. Here are some comments about the designed pictures vocabulary:

"I like this book because full of pictures and I like the color of the book."

"I never had book like this. It could help me to remember the vocabulary easily."

"This book is suitable for improving my vocabulary because I lack of

vocabulary".

Furthermore, the researcher also distributed the questionnaire to the teacher. The result of the teachers' perception as seen below:

Table 4. 9 The result of teachers' perception

No	Criteria	Score	Description	Follow Up
1.	The design pictures vocabulary is attractive.	5	Very Good	It can be utilized without revision
2.	The size pictures vocabulary is appropriate.	5	Very Good	It can be utilized without revision
3.	The font type used is appropriate.	4	Very Good	It can be utilized without revision
4.	The size of the font used is appropriate.	5	Very Good	It can be utilized without revision
5.	The language used is appropriate.	4	Very Good	It can be utilized without revision
6.	The language used is easy to understand.	5	Very Good	It can be utilized without revision
7.	The language used is according to the student's language skill.	5	Very Good	It can be utilized without revision

8.	The content in the pictures vocabulary is easy to understand.	4	Very Good	utilized without revision
9.	The content in the pictures vocabulary is attractive.	5	Very Good	utilized without revision
10.	The material in the pictures vocabulary is accordance with the student's needs	5	Very Good	utilized without revision
11.	The material content overall is varied	5	Very Good	It can be utilized without revision
12.	Pictures vocabulary can help student learn at school.	4	Very Good	It can be utilized without revision
13.	Pictures vocabulary can add vocabulary easily.	4	Very Good	It can be utilized without revision
14.	Vocabulary mastery using pictures vocabulary becomes easier.	5	Very Good	It can be utilized without revision
15.	Pictures vocabulary make students more excited to learn vocabulary related to the student's.	5	Very Good	It can be utilized without revision

The teacher's perception means scores were calculated below:

$$M = \frac{B}{N} = \frac{70}{15} = \textbf{4,7}$$

Figure 4. 9

The teacher's perception percentages were calculated below:

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

$$X = \frac{4,7}{5} \ 100\% = \textbf{94 \%}$$

Figure 4. 10

The teacher's perception result got a mean 4,7 with 94% of percentages which qualified as "Very Good." It indicated that the pictures vocabulary could be used without revision.

Further, the teacher also gave some comments about the product:

"The pictures vocabulary is presented in line with the students' needs. The product is very attractive, full of pictures and real pictures. As a suggestion, the researcher should change the picture of the cover into the real picture".

d. Draft Change

<div align="center">Before   After</div>

<div align="center">Before   After</div>

Before   After

Before   After

The pictures above were shown before and after revising after got some suggestions and corrections from the experts' validation and teacher. The draft change, such as the cover, the preface, the material, and how to spell for each vocabulary.

4. Dissemination

In this stage the researcher did disseminate the final product after designing, revised, and trial the product. The researcher socialized the product to the students in the first grade students in SMP Negeri 5 Angkona. Students and teacher responses are good and enthusiast. They wanted to use the product in English teaching learning.

B. Discussion

English in vocational high school is important to support students to help get a job. Meanwhile, the problem that students face in learning English is the material is not focused to the student's level. This research is aimed to design an appropriate pictures vocabulary (e-book) for first grade students in SMP Negeri 5 Angkona. Students have different English needs compared to public school. The need of English in each field is different. English learning can support student in academic and support their job. The first grade students in SMP Negeri 5 Angkona are lack vocabulary that focuses on the study program because no media focus on vocabulary mastery. That's why pictures vocabulary for students is very

important to support students in improving their vocabulary. Pictures vocabulary (e-book) is a reference book that contains words equipped with pictures.[38]

Picture are very important to use in clarify something[39] Besides, this research also aimed to determine the students' perception of the product to support the design products' appropriateness and effectiveness.

The pictures vocabulary (e-book) was designed by used 4-D model, which develops by Sivasallam Thiagarajan, Dorothy S Semmet, and Melvyn I Semmel. This model consists of four stages: define, design, develop and disseminate. In the first stage, the researcher do is need analysis by using a questionnaire and interview. The need analysis result showed the product content that the student needed. The researcher designed the first draft of the pictures vocabulary (e-book) based on the need analysis.

The first draft pictures vocabulary (e-book) that has been made is then validated by four expert validations in their field to get suggestions about the product. Validation aimed to see the quality of the product. The validation result of the pictures vocabulary (e-book) from the language expert got a mean score of 4,75 with 95%, which qualified as "Very Good." The result from the design and layout expert got a mean score of 4,44 with 88%, which qualified as "Very Good," and from material expert got a mean score 4,75 with 95% which qualified as "Very Good." Furthermore, the product was try-out after being revised based on the suggestion of validators. After that, the researcher conducted students' and

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[38]Anneahira, 2013, "Pengertian Kamus Elektronik Bergambar" http://www. anneahira.com/kamusistilah.htm (accessed 7 November 2022).

[39]Sanjaya, Wina. "Strategi Pembelajaran Berorientasi Standar Proses Pendidikan". (Jakarta: Prenada Media Group), 2010.

teachers' perceptions. The pictures vocabulary (e-book) appropriateness was approved by the mean score result of students' perception which was 4,57 with 91% of the percentage which qualified "Very Good." It indicated that the pictures vocabulary (e-book) could be used with little bit of revision. The feedback of the student's and teachers' perceptions is positive because the pictures vocabulary (e-book) is presented in line with student needs the design is very attractive with picture. The product development in this research was considered appropriate for students because it can be learning media to help students improve their vocabulary, especially general vocabulary.

Pictures Vocabulary (E-Book) is a digital-based media (E-book) where all students are expected to be able to use it as well as possible. Whether at school, at home or anywhere. As for students who have difficulty accessing the media, they can use electronic media owned by friends, family or can use the printed version of the media.

To compared the previous research result with this result to support this research. The research from Syahrul Bahru[40] entitled "*Designing Daily Expression Pocketbook for Learning Speaking Skills in the Second Grade of MTsN 2 Luwu*" it aimed to develop pictures vocabulary (e-book) about english speaking skills. The result of their research was categorized as very good. The result of the applied pictures vocabulary (e-book) was the pre-test with score 5, 90, and the result of the post-test was 8,76. It can be concluded that pictures vocabulary (e-book) can help students more interested in learning vocabulary.

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[40]Syahrul Bahru. "Designing Daily Expression Pocketbook for Learning Speaking Skills in the Second Grade of MTsN 2 Luwu." (Phd Diss., Institut Agama Islam Negeri Palopo), 2022.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The way to design the pictures vocabulary (e-book) for students is to use the 4-D (Define, Design, Develop and Disseminate) design model. The first step in designing pictures vocabulary (e-book) is to collect the student's needs by questionnaire. The researchers design the prototype of the product and then validate it to the validator. The researcher did a limited try-out to know the student's perception.

1. As the result of this research, the pictures vocabulary (e-book) for students was appropriate media in learning vocabulary for the student in the first grade of SMP Negeri 5 Angkona. Which qualified as "Very Good." This result was supported by the interview results of the English teacher and students. The teacher and the students stated that the designed pictures vocabulary (e-book) was in line with students' needs. The layout design of the pictures vocabulary (e-book) is interesting, and the content of the pictures vocabulary (e-book) is equipped with picture in each vocabulary, which makes students interested.

2. As for students' perceptions of the product, it is easier for students to understand and access vocabulary because the product used digital media.

3. Product can access by another media like Phone, Computer or Printed Media.

B. Suggestion

In this part, the researcher would like to give several suggestions based on the conclusion above. The suggestions for English teacher, dictionary users, and further researchers here are some of the suggestions from the researcher;

1. For teachers

This pictures vocabulary (e-book) is suggested to the teacher to use as a supporting media in teaching English, especially in improving student vocabulary about general vocabulary.

2. For students

The pictures vocabulary (e-book) users are expected to enhance their vocabulary by using this pictures vocabulary (e-book).

3. For the further research

The researcher realized that this research was still far from perfect. Therefore, for the next researchers who want to conduct similar research or continue this research, the research suggested to add a QR code scanner how to pronounce the vocabulary.

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APPENDICES

APPENDIX 1

SURAT IZIN MENELITI

Nomor   : B- 1513 /In.19/FTIK/HM.01/07/2024   Palopo, 5 Juli 2024
Lampiran   : -
Perihal   : *Permohonan Izin Penelitian*

Yth. Kepala Sekolah SMP Negeri 5 Angkona Kab Luwu Timur
di-

   Tempat

Assalamu Alaikum Wr. Wb.

Dengan hormat, kami sampaikan bahwa mahasiswa (i):

Nama	:	Saufi Ridwan
NIM	:	18 0202 0116
Program Studi	:	Pendidikan Bahasa Inggris
Semester	:	XII (Dua belas)
Tahun Akademik	:	2023/2024

akan melaksanakan penelitian dalam rangka penulisan skripsi dengan judul:
"Designing Pictures Vocabulary (E-Book) for the First Grade Students of SMP Negeri 5 Angkona". Untuk itu kami mohon kiranya Bapak/Ibu berkenan memberikan izin penelitian.

Demikian surat permohonan ini, atas perhatian dan kerjasama diucapkan banyak terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,

Prof. Dr. H. Sukirman, S.S., M.Pd.
NIP 196705162000031002

APPENDIX 2

THE RESULTS OF THE

INSTRUMENTS' VALIDATION BY

THE EXPERTS

LEMBAR VALIDASI INSTRUMENT EVALUASI UNTUK AHLI BAHASA

"Designing Pictures Vocabulary (E-Book)
For The First Grade Students of SMP Negeri 5 Angkona"

Petunjuk:

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Pemberian penilaian dengan memberikan tanda check list (√) pada kolom yang sesuai.
3. Pedoman skala penilaian sebagai berikut :

   1 = Tidak Baik

   2 = Cukup Baik

   3 = Baik

   4 = Sangat Baik
4. Pada bagian simpulan, lingkari salah satu yang sesuai dengan penilaian instrument.
5. Atas ketersediaan Bapak/Ibu menjadi validator dari instrument penelitian ini, saya ucapkan terima kasih sebanyak-banyaknya.

No	Aspek	Indikator	Nilai			
			1	2	3	4
1	Aspek Isi	a. Tujuan penelitian ditanyakan dengan jelas.				√
		b. Tujuan kuesioner ditanyakan dengan jelas.				√
		c. Petunjuk pengisian kuesioner mudah dipahami.				√

No	Aspek	Indikator	Nilai			
			1	2	3	4
2	**Aspek Cakupan (Isi)**	a. Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi.			✓	
		b. Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa yang baik dan benar.				✓
		c. Butir-butir kuesioner mencakup data yang berhubungan dengan aktivitas pembelajaran yang memadai.			✓	
		d. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi yang memadai.				✓

No	Aspek	Indikator	Nilai			
			1	2	3	4
3	**Aspek Bahasa**	a. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar.				✓
		b. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif dan efisien.			✓	
		c. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang mudah dipahami oleh peserta didik.				✓

Total skor :

Komentar/Saran :

Perbaiki Bahasa Yang Digunakan Pada Instrument
Penelitian.

Kesimpulan:

	Layak digunakan tanpa revisi/perbaikan	
✓	Layak digunakan dengan revisi/perbaikan	
	Tidak layak digunakan	

Palopo, 25/07/2024
Penilai Kelayakan

Dewi Furwana, M.Pd.

LEMBAR VALIDASI INSTRUMENT EVALUASI UNTUK AHLI MATERI

"Designing Pictures Vocabulary (E-Book)
For The First Grade Students of SMP Negeri 5 Angkona"

Petunjuk:

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Pemberian penilaian dengan memberikan tanda check list (√) pada kolom yang sesuai.
3. Pedoman skala penilaian sebagai berikut :

   1 = Tidak Baik

   2 = Cukup Baik

   3 = Baik

   4 = Sangat Baik

4. Pada bagian simpulan, lingkari salah satu yang sesuai dengan penilaian instrument.
5. Atas ketersediaan Bapak/Ibu menjadi validator dari instrument penelitian ini, saya ucapkan terima kasih sebanyak-banyaknya.

No	Aspek	Indikator	Nilai			
			1	2	3	4
1	Aspek Isi	a. Tujuan penelitian ditanyakan dengan jelas.				√
		b. Tujuan kuesioner ditanyakan dengan jelas.				√
		c. Petunjuk pengisian kuesioner mudah dipahami.			√	

No	Aspek	Indikator	Nilai			
			1	2	3	4
2	**Aspek Cakupan (Isi)**	a. Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi.			✓	
		b. Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa yang baik dan benar.				✓
		c. Butir-butir kuesioner mencakup data yang berhubungan dengan aktivitas pembelajaran yang memadai.				✓
		d. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi yang memadai.				✓

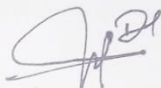| No	Aspek	Indikator	Nilai			
			1	2	3	4
3	**Aspek Bahasa**	a. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar.			✓	
		b. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif dan efisien.				✓
		c. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang mudah dipahami oleh peserta didik.				✓

Total skor :

Komentar/Saran :

....

Sesuaikan data dengan cakupan materi pada kuesioner

Kesimpulan:

	Layak digunakan tanpa revisi/perbaikan	
	Layak digunakan dengan revisi/perbaikan	
	Tidak layak digunakan	

Palopo, 25/ 7 / 2024

Penilai Kelayakan

Nurhajar P.,S.Pd., M.Pd.

APPENDIX 3

THE BLUEPRINT OF NEEDS

ANALYSIS QUESTIONNAIRE

QUESTIONNAIRE

Designing Pictures Vocabulary (E-Book) for the First Grade Students
of SMP Negeri 5 Angkona

Aspects	Reference and Theory	Questions
Necessities	**Hutchinson and Waters (1987 : 55)** Achievement expected by the students	1. Apa tujuan Anda belajar Bahasa Inggris saat ini? a. Memperlancar berbahasa Inggris b. Mempermudah dalam memahami kosakata dalam Bahasa Inggris c. Meningkatkan kemampuan dasar Bahasa Inggris d. Menyelesaikan studi 2. Apa manfaat Bahasa Inggris untuk Anda jika lulus dari sekolah? a. Mempermudah mengakses informasi dalam pembelajaran. b. Mempermudah untuk mendapatkan pekerjaan. c. Sebagai penunjang untuk berkomunikasi di tempat umum. d. Sebagai penunjang untuk melanjutkan studi kejenjang yang lebih tinggi.

Lacks	**Jack C. Richards (2014: 2-4)** Typical learner problems (Richard):	3. Kesulitan apa yang Anda jumpai saat belajar kosakata dalam Bahasa Inggris?

	• Lack vocabulary
	• Lack grammar
	• Lack pronunciation
	• Lack communication strategies
	• Cannot sustain
	
	   spoken interaction beyond short segment
	• Misunderstandings
	• Difficult to
	
	   compose utterances, Etc.
		a. Sulit membedakan (*noun, verb,* dan *adjective*)
		b. Kesulitan dalam melafalkan kosakata
		c. Kesulitan dalam memahami kosakata baru karena media yang kurang menarik
		d. Kesulitan dalam mengingat arti dari kosakata baru

	Hutchinson and Waters (1987 : 55) Level of the knowledge of students. Criado & Sanchez (2009) The mastery of a students' language is very dependent on the mastery of the number of vocabularies possessed in the language.	4. Bagaimana tingkat penguasaan kosakata Anda saat ini? . . . . . a. Tidak memahami apapun dalam bahasa inggris b. Dapat memahami kosakata dan ungkapan sederhana yang sering muncul dalam kehidupan sehari-hari. c. Dapat memahami kosakata dalam sebuah teks dan memberikan tanggapan. d. Dapat memahami berbagai macam kosakata dalam sebuah teks dan memahami makna tersirat.

Media	**Jeremy Harmer (1991: 176-189)** There are seven types of instructional media, they are:	5. Media yang dapat mendukung Anda dalam menambah penguasaan kosakata adalah (boleh memilih lebih dari satu) . . .
	• People • Realia • Pictures • Course Book • Ways of showing (boards, OHP, etc.) • Ways of listening (audio, video, CD, etc.) • Ways of finding out (dictionary, internet such as encyclopedia, etc.)	a. Modul b. Audio seperti rekaman, lagu, dsb c. Video d. Kamus bergambar
Activity	**Hutchinson & Walters (1978: 63)** Learners interest for the teaching style used**.**	6. Hal apa yang anda lakukan dalam menghafal kosakata baru? a. Bermain sambil belajar b. Menulis kata-kata tersebut pada kartu c. Selalu mengulang kosakata d. Membagi kelas kata menjadi (noun, verb, adjective, adverb) e. Lainnya (tuliskan bila ada)
Wants (input)	**Hutchinson and Waters (1987: 63)** Student wants to be included in the materials.	7. Anda butuh kamus bergambar karena . . . . . . a. Saya belum memiliki kamus bergambar b. Saya ingin mengetahui kosakata bergambar c. Kamus bergambar lebih praktis daripada kamus umum

	Howard (2004)
	
	Effective English language teaching material should have appropriate instructions.
		8. Menurut Anda isi media pembelajaran yang Anda sukai dalam kamus adalah . . .
		  a. Hanya berisi kosakata
		  b. Kosakata yang dilengkapi dengan tabel
		  c. Kosakata yang dilengkapi dengan terjemahan
		  d. Kosakata yang dilengkapi dengan gambar dan terjemahan

		9. Dalam mempelajari kosakata menggunakan kamus, Anda lebih tertarik pada kamus yang berwarna……
		  a. Hitam putih
		  b. Kombinasi 2 warna
		  c. Kombinasi 3 warna
		
		10. Jenis gambar yang Anda sukai adalah …
		  a. Gambar asli
		  b. Gambar kartun
		
		11. Seperti apa penyusunan kamus bergambar yang Anda inginkan . . . . . .
		  a. Disusun berdasarkan abjad
		  b. Disusun berdasarkan topik/tema

		12. Topik-topik apa yang Anda inginkan dalam kamus bergambar?
		
		  a. Kata Benda
		  b. Kata Kerja
		  c. Kata Ganti
		  d. Kata Sifat

Settings	**Russel (1974)** individual teaching is an attempt to provide optimal learning condition for each individual.	13. Cara belajar kosakata yang Anda senangi . . . .
		  a. Individu
		  b. Berpasangan
		  c. Berkelompok
		  Lainnya (tuliskan bila ada)

APPENDIX 4

THE NEEDS ANALYSIS RESULT

QUESTIONNAIRE OF THE STUDENT'S NEED ANALYSIS
FOR MEDIA OF VOCABULARY LEARNING

No.	Questions	Answers
1	Have you ever studied vocabulary?	
2	What difficulties do you experience in learning vocabulary?	
3	What are the media do you use to learn vocabulary?	
4	What types of media can make you enthusiastic /interested in using them when learning vocabulary?	
5	Have you ever used pictorial media to memorize vocabulary?	
6	Do you think pictorial media can make it easier for you to learn vocabulary?	
7	Have you ever used digital-based learning media?	
8	What is digital media have you used?	
9	Would you be happy if you learned vocabulary using learning media digital-based? (eg with audio, visual, audio-visual media)	
10	Do you agree if necessary developed teaching materials such as digital-based picture vocabulary book?	

ANGKET RESPON SISWA

Designing Pictures Vocabulary (E-Book) For The First Grade Students of SMP Negeri 5 Angkona.

Nama Siswa : _____

Kelas : _____

A. Petunjuk Penilaian

Angket respon siswa di buat dalam rangka penyusunan skripsi pada Program Studi Pendidikan Agama Islam. Program Strata Satu. Institut Agama Islam Negeri Palopo. Siswa dimohon kesediannya untuk memberikan penilaian secara objektif terhadap Pictures Vocabulary (E-Book) dengan memberikan tanda centang (√) pada kolom kreteria yang sesuai dengan pernyataan yang diberikan.

Adapun Kreteria :

1 = Sangat Tidak Baik
2 = Tidak Baik
3 = Baik
4 = Sangat baik

B. Tabel Penilaian

No	Indikator	Penilaian			
		1	2	3	4
1	Secara keseluruhan saya puas dengan kemudahan dalam penggunaan media ini.				
2	Media ini mudah dipahami.				
3	Materi yang disediakan jelas dan seimbang.				
4	Saya merasa nyaman menggunakan media ini.				
5	Saya belajar dengan cepat dan efesien menggunakan media ini.				
6	Materi dalam media ini membantu saya untuk belajar kosa kata.				
7	Saya lebih antusias belajar dengan menggunakan media ini.				
8	Informasi yang diberikan mampu mendukung saya belajar.				

9	Informasi yang disediakan oleh media ini mudah dimengerti.				
10	Saya merasa termotivasi untuk menghafal kosa kata.				
11	Secara keseluruhan saya puas dengan media kosa kata ini.				

APPENDIX 5

THE EXPERTS' VALIDATION

RESULT OF THE DESIGNED

PICTURES VOCABULARY (E-BOOK)

LEMBAR INSTRUMEN VALIDASI AHLI MEDIA

Judul Media   : Pictures Vocabulary (E-Book)

Judul Penelitain : Designing Pictures Vocabulary (E-Book) For The First
          Grade Students of SMP Negeri 5 Angkona.

Nama Mahasiswa : Saufi Ridwan

Prodi   : Pendidikan Bahasa Inggris

Nama Validator   : Nurhajar P., S.Pd., M.Pd.

Bidang Keahlian   : Ahli Media/Desain

Petunjuk:

1. Lembar ini diisi oleh validator

2. Instrument ini merupakan lembaran penilaian validasi ahli materi pada media pembelajaran kosa-kata bergambar berbasis digital "Pictures Vocabulary (E-Book)" pada mata pelajaran Bahasa Inggris materi kosa kata kelas VII SMP NEGERI 5 ANGKONA.

3. Pemberian penilaian dengan memberikan tanda check list (√) pada kolom yang sesuai.

4. Apabila ada kritik atau saran Bapak/Ibu silahkan isi pada kolom saran penilaian materi pada media pembelajaran kosa kata bergambar berbasis digital.

5. Pada bagian simpulan, lingkari salah satu yang sesuai dengan penilaian instrument.

6. Atas ketersediaan Bapak/Ibu menjadi validator dari media kami, kami ucapkan terima kasih sebanyak-banyaknya.

Keterangan :

1 : Tidak baik   2 : Cukup baik 3 : baik 4: Sangat baik

No	Aspek	Indikator	NILAI			
			1	2	3	4
1	Visual	Kejelasan teks (ukuran huruf) yang sesuai				✓
2		Unsur visual (teks, Ilustrasi) sesuai dengan kebutuhan materi dan mendukung materi ajar				✓
3		Kompesisi warna menjadikan tampilan menarik				✓
4		Keseimbangan (ukuran ilustrasi dan teks yang disajikan)				✓
5	Penggunaan Bahasa	Kejelasan penyampain pesan				✓
6		Ketepatan penyajian secara runtut				✓
7		Keterkaitan pesan dengan kehidupan sehari-hari				✓
8		Kesesuain dengan kaidah Bahasa Inggris/Indonesia			✓	
9		Penggunaan bahasa yang komunikatif				✓
10		Penggunaan bahasa yang umum (dipahami secara luas)				✓
11	Keamanan Digital	Aman dalam mengelola informasi (memprovokasi, menyebar hoax)				✓
12		Aman dari konten beresiko (*cyberbullying, pornografi*)				✓
13		Aman dari kejahatan siber (*phising, seam*)				✓
14		Aman dikomsumsi semua kalangan (Anak-Anak, Remaja, Dewasa)				✓
15		Aman dari plagiasi (meniru,		✓		

		mencantumkan sumber, masalah literasi)			✓	
16	Implementasi	Media dapat digunakan secara berulang-ulang				✓
17		Kemampuan menunjukan keaktifan peserta didik			✓	
18		Keterlihatan stimulus untuk meningkatkan kemampuan berfikir tingkat tinggi peserta didik			✓	

Komentar/saran:
- Judul buku "Pictures" diganti "Pictorial"
- Sumber buku ditambahkan
- Ditambahkan fitur pronunciation
- Gambarnya lebih islami
- Exercise ditambahkan
- Tambahkan jenis yg hampir sama "prawn" "shrimp" "lobster"

Kesimpulan:

	Layak digunakan tanpa revisi/perbaikan
✓	Layak digunakan dengan revisi/perbaikan
	Tidak layak digunakan

Palopo, 14 Agustus 2024

LEMBAR INSTRUMEN VALIDASI AHLI MATERI

Judul Media	: Pictures Vocabulary (E-Book)
Judul Penelitain	: Designing Pictures Vocabulary (E-Book) For The First Grade Students of SMP Negeri 5 Angkona.

Nama Mahasiswa	: Saufi Ridwan
Prodi	: Pendidikan Bahasa Inggris
Nama Validator	: *Dewi Furwana, S.Pd.I., M.Pd.*
Bidang Keahlian	: Ahli Materi

Petunjuk:

1. Lembar ini diisi oleh validator

2. Instrument ini merupakan lembaran penilaian validasi ahli materi pada media pembelajaran kosa-kata bergambar berbasis digital "Pictures Vocabulary (E-Book)" pada mata pelajaran Bahasa Inggris materi kosa-kata kelas VII SMP NEGERI 5 ANGKONA.

3. Pemberian penilaian dengan memberikan tanda check list (√) pada kolom yang sesuai.

4. Apabila ada kritik atau saran Bapak/Ibu silahkan isi pada kolom saran penilaian materi pada media pembelajaran kosa kata bergambar berbasis digital.

5. Pada bagian simpulan, lingkari salah satu yang sesuai dengan penilaian instrument.

6. Atas ketersediaan Bapak/Ibu menjadi validator dari media kami, kami ucapkan terima kasih sebanyak-banyaknya.

Keterangan :

1 : Tidak baik   2 : Cukup baik   3 : baik   4: Sangat baik

No	Aspek	Indikator	Nilai			
			1	2	3	4
1	Visual	Materi dalam media kosa-kata bergambar mudah dipahami, sederhana dan jelas				✓
2		Isi kosa-kata bergambar sesuai dengan tujuan pembelajaran				✓
3		Kosa-kata bergambar sesuai dengan kompetensi dasar				✓
4		Materi dalam kosa kata bergambar sesuai dengan kemampuan peserta didik			✓	
5		Kosa-kata bergambar mampu mendukung pembelajaran				✓
6	Kebahasaan	Bahasa yang digunakan dalam kosa-kata bergambar mudah dipahami				✓
7		Kalimat yang digunakan ringkas tetapi padat				✓
8		Tidak ada penafsiran ganda dari kata-kata yang digunakan				✓
9		Bahasa yang digunakan komunikatif				✓
10		Ketepatan penulisan ejaan dan istilah			✓	
11		Ketepatan penulis tanda baca				✓
12	Penyajian	Kesesuain materi dengan tujuan pembelajaran				✓

13		Kesesuain tujuan pembelajaran dengan media				✓
14		Kejelasan konsep yang disampaikan melalui media				✓
15		Dukungan kosa-kata bergambar terhadap keterlibatan siswa pada proses pembelajaran				✓
16	Efek Media	Kemudahan dalam penggunakan			✓	
17		Dukungan media bagi kemandirian belajar siswa				✓
18		Kemampuan media menambah pengetahuan				✓
19		Kemampuan media memperluas wawasan siswa				✓
20	Kemenarikan	Pemilihan background sesuai, menarik dan tidak berlebihan				✓
21		Tampilan dan penyajian pada kosa-kata bergambar konsisten dan kesederhanaan				✓
22		Ilustrasi, gambar dan foto relevan dengan pesan yang disampaikan. Jelas dan menarik			✓	
23		Penggunaan kosa-kata bergambar dapat mengurangi ketergantungan siswa pada guru			✓	

Total skor :

Komentar/saran:

Tambahkan activity lain di produknya seperti Compound words, games, dan kelompk sub bagiannya sesuai temanya

Kesimpulan:

		Layak digunakan tanpa revisi/perbaikan
	✓	Layak digunakan dengan revisi/perbaikan
		Tidak layak digunakan

Palopo, 7/8/ 2024

Validator

Dewi Furwana, M.Pd.

APPENDIX 6

THE RESULT OF STUDENTS'

PERCEPTION

Designing Pictures Vocabulary (E-Book)

For The First Grade Students of SMP Negeri 5 Angkona

1. **Data Responden**

   Nama   : Novelin ewanda P.

   Usia   : 13

   Jenis Kelamin   : Perempuan

   Kelas   : 7A

2. **Tujuan penelititan**

   Tujuan penelitian ini adalah membuat sebuah produk kosa-kata bergambar (E-Book) untuk siswa kelas VII di SMP Negeri 5 Angkona.

3. **Tujuan kuesioner**

   Tujuan kuisioner ini adalah untuk mengmpulkan data tentang kebutuhan, keinginan dan kekurangan (analisa kebutuhan) kebutuhan responden dalam pembelajaran Bahasa Inggris sesuai dengan kebutuhan siswa. Hasil dari Analisa kebutuhan ini akan dijadikan acuan dalam pembuatan produk yaitu *Pictures Vocabulary (E-Book)* (kosakata bergambar berbasis digital) untuk siswa kelas VII di SMP Negeri 5 Angkona.

4. **Petunjuk Pengisian**

   Berilah tanda (✓) pada pilihan pertanyaan yang sesuai dengan keadaan Anda saat ini dan anda dapat memilih lebih dari satu jawaban. Sesuaikan dengan kebutuhan dan keinginan Anda terkait dengan penguasaan kosa-kata Bahasa Inggris di kelas VII SMP Negeri 5 Angkona.

QUESTIONNAIRE

Designing Pictures Vocabulary (E-Book)

For The First Grade Students of SMP Negeri 5 Angkona

1. **Data Responden**

   Nama   : ~~Fatul~~ IRMAH
   Usia   : 13
   Jenis Kelamin : perempuan
   Kelas   : VIII A

2. **Tujuan penelititan**

   Tujuan penelitian ini adalah membuat sebuah produk kosa-kata bergambar (E-Book) untuk siswa kelas VII di SMP Negeri 5 Angkona.

3. **Tujuan kuesioner**

   Tujuan kuisioner ini adalah untuk mengmpulkan data tentang kebutuhan, keinginan dan kekurangan (analisa kebutuhan) kebutuhan responden dalam pembelajaran Bahasa Inggris sesuai dengan kebutuhan siswa. Hasil dari Analisa kebutuhan ini akan dijadikan acuan dalam pembuatan produk yaitu *Pictures Vocabulary (E-Book)* (kosakata bergambar berbasis digital) untuk siswa kelas VII di SMP Negeri 5 Angkona.

4. **Petunjuk Pengisian**

   Berilah tanda (✓) pada pilihan pertanyaan yang sesuai dengan keadaan Anda saat ini dan anda dapat memilih lebih dari satu jawaban. Sesuaikan dengan kebutuhan dan keinginan Anda terkait dengan penguasaan kosa-kata Bahasa Inggris di kelas VII SMP Negeri 5 Angkona.

QUESTIONNAIRE

Designing Pictures Vocabulary (E-Book)

For The First Grade Students of SMP Negeri 5 Angkona

1. **Data Responden**

   Nama   : GEDE RADITYA ADI PUTRA

   Usia   : 13

   Jenis Kelamin : laui-laui

   Kelas   : 7 A

2. **Tujuan penelititan**

   Tujuan penelitian ini adalah membuat sebuah produk kosa-kata bergambar (E-Book) untuk siswa kelas VII di SMP Negeri 5 Angkona.

3. **Tujuan kuesioner**

   Tujuan kuisioner ini adalah untuk mengmpulkan data tentang kebutuhan, keinginan dan kekurangan (analisa kebutuhan) kebutuhan responden dalam pembelajaran Bahasa Inggris sesuai dengan kebutuhan siswa. Hasil dari Analisa kebutuhan ini akan dijadikan acuan dalam pembuatan produk yaitu *Pictures Vocabulary (E-Book)* (kosakata bergambar berbasis digital) untuk siswa kelas VII di SMP Negeri 5 Angkona.

4. **Petunjuk Pengisian**

   Berilah tanda (✓) pada pilihan pertanyaan yang sesuai dengan keadaan Anda saat ini dan anda dapat memilih lebih dari satu jawaban. Sesuaikan dengan kebutuhan dan keinginan Anda terkait dengan penguasaan kosa-kata Bahasa Inggris di kelas VII SMP Negeri 5 Angkona.

Designing Pictures Vocabulary (E-Book)

For The First Grade Students of SMP Negeri 5 Angkona

1. **Data Responden**

   Nama : Novi ANGGRAINI

   Usia : 13Thn

   Jenis Kelamin : ParemPuan

   Kelas : 7A

2. **Tujuan penelititan**

   Tujuan penelitian ini adalah membuat sebuah produk kosa-kata bergambar (E-Book) untuk siswa kelas VII di SMP Negeri 5 Angkona.

3. **Tujuan kuesioner**

   Tujuan kuisioner ini adalah untuk mengmpulkan data tentang kebutuhan, keinginan dan kekurangan (analisa kebutuhan) kebutuhan responden dalam pembelajaran Bahasa Inggris sesuai dengan kebutuhan siswa. Hasil dari Analisa kebutuhan ini akan dijadikan acuan dalam pembuatan produk yaitu *Pictures Vocabulary (E-Book)* (kosakata bergambar berbasis digital) untuk siswa kelas VII di SMP Negeri 5 Angkona.

4. **Petunjuk Pengisian**

   Berilah tanda (✓) pada pilihan pertanyaan yang sesuai dengan keadaan Anda saat ini dan anda dapat memilih lebih dari satu jawaban. Sesuaikan dengan kebutuhan dan keinginan Anda terkait dengan penguasaan kosa-kata Bahasa Inggris di kelas VII SMP Negeri 5 Angkona.

1. Apa tujuan Anda belajar Bahasa Inggris saat ini?

  ✓ a. Memperlancar berbahasa Inggris

  b. Meningkatkan kemampuan dasar Bahasa Inggris (Khususnya kosa-kata)

  c. Mempermudah dalam memahami kosa-kata yang dipelajari dalam Bahasa Inggris

  d. Membantu mengakses informasi

  e. Lainnya (tuliskan jika ada) . . . .

2. Apa manfaat belajar kosa-kata Bahasa Inggris untuk Anda jika lulus dari sekolah?

  ✓ a. Mempermudah mengakses informasi di bidang kosa-kata.

  b. Mempermudah untuk menguasai kosa-kata pada umumnya dalam Bahasa Inggris.

  c. Sebagai penunjang untuk berkomunikasi sesuai jurusan.

  d. Sebagai penunjang untuk melanjutkan studi kejenjang yang lebih tinggi.

  e. Lainnya (tuliskan jika ada) . . . .

3. Kesulitan apa yang Anda jumpai saat belajar kosakata dalam Bahasa Inggris?

  ✗ a. Sulit membedakan (*noun, pronoun, verb, adverb* dan *adjective*)

  b. Kesulitan dalam melafalkan kosa-kata

  c. Kesulitan dalam memahami kosa-kata baru karena media yang kurang menarik

  ✓ d. Kesulitan dalam mengingat arti dari kosa-kata baru

  e. Lainnya (tuliskan jika ada) . . . .

4. Anda butuh kosa-kata bergambar berbasis digital karena?

  ✓ a. Saya belum memiliki media penunjang untuk belajar kosa-kata

  b. Saya ingin mengetahui kosa-kata lebih banyak lagi

  c. Kosa-kata bergambar berbasis digital lebih praktis daripada kamus umum

  d. Lainnya (tuliskan jika ada). . . . .

5. Bagaimana tingkat penguasaan kosa-kata Anda saat ini?

   a. Tidak dapat memahami kosa-kata apapun

   b. Dapat memahami kosa-kata sederhana yang sering muncul dalam kehidupan sehari-hari

   c. Dapat memahami kosa-kata dalam sebuah teks

   d. Dapat memahami berbagai macam kosa-kata dalam sebuah teks dan paragraf

   e. Lainnya (tuliskan jika ada) . . . .

6. Isi media pembelajaran apa yang Anda sukai dalam kosa-kata?

   a. Hanya berisi kosa-kata

   b. Kosa-kata yang dilengkapi dengan tabel

   c. Kosa-kata yang dilengkapi dengan terjemahan

   d. Kosa-kata yang dilengkapi dengan gambar dan terjemahan

   e. Lainnya (tuliskan jika ada) . . . .

7. Dalam mempelajari kosa-kata menggunakan media digital, Anda lebih tertarik pada media digital yang berwarna? . . . . . .

   d. Hitam putih

   e. Kombinasi 2 warna

   f. Kombinasi 3 warna

   g. Lainnya (tuliskan jika ada) . . . .

8. Jenis gambar yang Anda sukai adalah . . . .

   a. Gambar asli

   b. Gambar ilustrasi

   c. Lainnya (tuliskan jika ada) . . . .

9. Seperti apa penyusunan kosa-kata bergambar (E-Book) yang Anda inginkan?

   a. Disusun berdasarkan abjad

   b. Disusun berdasarkan topik/tema

   c. Lainnya (tuliskan jika ada) . . . .

10. Topik-topik apa yang Anda inginkan dalam *Pictures Vocabulary E-Book* (kamus bergambar berbasis digital) untuk siswa kelas VII SMP Negeri 5 Angkona?

    a. Noun (Kata Benda)

    b. Verb (Kata Kerja)

    c. Adverb (Kata Keterangan)

    d. Pronoun (Kata Ganti)

    e. Adjective (Kata Sifat)

    f. Lainnya (tuliskan jika ada) . . . .

11. Media apa yang dapat mendukung Anda dalam menambah penguasaan kosa-kata?

    a. Modul/Buku

    b. Audio

    c. Video

    d. Media bergambar

    e. Lainnya (tuliskan jika ada) . . . .

12. Cara belajar kosakata bagaimana yang Anda sukai?

    a. Individu

    b. Berpasangan

    c. Berkelompok

    d. Lainnya (tuliskan jika ada) . . . .

13. Aktivitas apa yang biasa Anda lakukan dalam menghafal kosa-kata baru?

    a. Bermain sambil belajar

    b. Belajar melalui Gadget

    c. Selalu mengulang kosakata

    d. Membagi kelas kata menjadi (*noun, verb, adjective, adverb*)

    e. Lainnya (tuliskan jika ada) . . . .

14. Topik "Kosa-kata" apa yang Anda inginkan dalam *pictures vocabulary E-Book* (kamus bergambar berbasis digital) untuk siswa kelas VII SMP Negeri 5 Angkona. (boleh memilih lebih dari satu)

    a. Jenis kata benda ( )

    b. Jenis kata kerja ( )

    c. Jenis kata sifat ( )

15. Topik "Kosa-kata umum" seperti apa yang Anda inginkan dalam *pictures vocabulary E-Book* (kamus bergambar berbasis digital) untuk siswa kelas VII SMP Negeri 5 Angkona. (boleh memilih lebih dari satu)

a. Jenis Makanan ( )

b. Jenis Minuman ( )

c. Jenis Hewan ( )

d. Jenis Tanaman ( )

e. Jenis Pakaian ( )

f. Jenis Benda ( )

g. Jenis Warna ( )

h. Jenis Tempat ( )

i. Jenis Transportasi ( )

j. Lainnya (tuliskan jika ada) . . . .

Adapted from Batari AS. (2021) and Fadila Huzaifa (2022)

APPENDIX 7

THE RESULT OF TEACHERS'

PERCEPTION

LEMBAR VALIDASI PRAKTISI

MEDIA PICTURES VOCABULARY (E-BOOK)

Designing Pictures Vocabulary (E-Book) For The First Grade Students of SMP Negeri 5 Angkona.

Nama Validator : I MADE SUTEJA

Jabatan : Guru Wali Kelas VII

1. Petunjuk Penilaian

a. Lembar validasi ini untuk diisi oleh praktisi.

b. Tujuan dari lembar validasi ini adalah untuk mengevaluasi aspek media.

c. Penilaian diberikan dengan skala sebagai berikut:

1 = Sangat Tidak Baik   2 = Tidak Baik   3 = Baik   4 = Sangat baik

d. Mohon diberikan tanda (√) pada kolom 1,2,3 dan 4 sabagai tanda penilaian secara objektif, komentar atau saran mohon diberikan pada kolom yang disediakan.
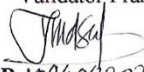
2. Tabel Penilaian

No	Aspek yang Diamati	Penilaian			
		1	2	3	4
1	Ketepatan Ukuran			✓	
2	Kesesuain dengan Tujuan Pembelajaran				✓
3	Kejelasan Materi Pembelajaran			✓	
4	Kesesuaian dengan Karakteristkik Peserta Didik				✓
5	Ketepatan Penataan Gambar				✓
6	Kemenarikan Gambar				✓
7	Ketepatan Penyampaian Informasi			✓	
8	Kerlibatan siswa pada proses pembelajaran			✓	
9	Mengurangi ketergantungan siswa pada guru				✓
10	Kebermanfaatan dalam Implementasi sehari-hari				✓
11	Kemandirian belajar siswa			✓	

Komentar atau saran perbaikan.

Produknya sudah sangat menarik, tinggal dikembangkan lagi agar lebih baik dan Menarik.

Taripa, 31 / 07 / 2024
Validator Praktisi

NIP. 198404202019031001

MEDIA PICTURES VOCABULARY (E-BOOK)

Designing Pictures Vocabulary (E-Book) For The First Grade Students of SMP Negeri 5 Angkona.

Nama Validator : EKA ASRIANTI , S.Pd

Jabatan　　　　 : Guru Mapel Bahasa Inggris kelas VII

1. Petunjuk Penilaian

a. Lembar validasi ini untuk diisi oleh praktisi.

b. Tujuan dari lembar validasi ini adalah untuk mengevaluasi aspek media.

c. Penilaian diberikan dengan skala sebagai berikut:

　1 = Sangat Tidak Baik　　2 = Tidak Baik　　3 = Baik　　4 = Sangat baik

d. Mohon diberikan tanda (√) pada kolom 1,2,3 dan 4 sabagai tanda penilaian secara objektif, komentar atau saran mohon diberikan pada kolom yang disediakan.

2. Tabel Penilaian

No	Aspek yang Diamati	Penilaian			
		1	2	3	4
1	Ketepatan Ukuran			✓	
2	Kesesuain dengan Tujuan Pembelajaran				✓
3	Kejelasan Materi Pembelajaran				✓
4	Kesesuaian dengan Karakteristkik Peserta Didik			✓	
5	Ketepatan Penataan Gambar				✓
6	Kemenarikan Gambar				✓
7	Ketepatan Penyampaian Informasi				✓
8	Kerlibatan siswa pada proses pembelajaran			✓	
9	Mengurangi ketergantungan siswa pada guru			✓	
10	Kebermanfaatan dalam Implementasi sehari-hari			✓	
11	Kemandirian belajar siswa			✓	

Komentar atau saran perbaikan.

Media yang ditawarkan sudah sangat baik. semoga kedepannya bisa di kembangkan dengan menambahkan beberapa exercise / latihan yang bisa memperkuat kosa kata yang ada.

Taripa,　　　/2024
Validator Praktisi

EKA ASRIANTI.S.Pd
NIP. 199105242020122001

APPENDIX 8

THE FINAL PRODUCT

Easy Way To Learn English

PICTURES VOCABULARY

For Junior High School

BY. SAUFI RIDWAN

Preface
(Kata Pengantar)

Alhamdulillah, thank God for the presence of Allah Swt.
because of his blessings and mercy
the author was able to complete this book.
This book was prepared with the hope that students can
more easily understand the lessons and be more interested
in learning English.

Hopefully with this book, students' vocabulary can increase
and make them more confident in speaking English.

Alhamdulillah, puji syukur kehadirat Allah Swt.
karena berkat dan rahmatnya
penulis dapat menyelesaikan buku ini.
Buku ini disusun dengan harapan siswa dapat
lebih mudah memahami pelajaran serta lebih
tertarik lagi untuk mempelajari Bahasa Inggris.

Semoga dengan adanya buku ini,
perbendaharaan kosa-kata para siswa dapat
meningkat dan menjadikan mereka lebih
percaya diri dalam berbahasa Inggris.

PENULIS

SAUFI RIDWAN

Table of Contents
(Daftar Isi)

Alphabet	Abjad
A (a)	(ei)
B (b)	(bi)
C (c)	(si)
D (d)	(di)
E (e)	(i)
F (f)	(ef)
G (g)	(ji)
H (h)	(eic)
I (i)	(ai)
J (j)	(jei)
K (k)	(kei)
L (l)	(el)
M (m)	(em)
N (n)	(en)
O (o)	(ou)

Alphabet	Abjad
P (p)	(pi)
Q (q)	(kiu)
R (r)	(ar)
S (s)	(es)
T (t)	(ti)
U (u)	(yu)
V (v)	(vi)
W (w)	(dabelyu)
X (x)	(eks)
Y (y)	(wai)
Z (z)	(zi/zed)

Numbers	Angka
1	(one)
2	(two)
3	(three)
4	(four)
5	(five)
6	(six)
7	(seven)
8	(eight)
9	(nine)
10	(ten)
11	(eleven)
12	(twelve)
13	(thirteen)
14	(fourteen)
15	(fifteen)

Numbers	Angka
16	(sixteen)
17	(seventeen)
18	(eighteen)
19	(nineteen)
20	(twenty)
21	(twenty one)
22	(twenty two)
23	(twenty three)
24	(twenty four)
25	(twenty five)
26	(twenty six)
27	(twenty seven)
28	(twenty eight)
29	(twenty nine)
30	(thirty)

Page 5

Numbers	Angka
40	(fourty)
50	(fifty)
60	(sixty)
70	(seventy)
80	(eighty)
90	(ninety)
100	(one hundred)
200	(two hundred)
300	(three hundred)
400	(four hundred)
500	(five hundred)
600	(six hundred)
700	(seven hundred)
800	(eight hundred)
900	(nine hundred)

Page 6

Numbers	Angka
1000	(one thousand)
2000	(two thousand)
3000	(three thousand)
4000	(four thousand)
5000	(five thousand)
6000	(six thousand)
7000	(seven thousand)
8000	(eight thousand)
9000	(nine thousand)
10000	(ten thousand)
100000	(one hundred thousand)
1000000	(one million)
1000000000	(one billion)
1000000000000	(one trillion)

Page 7

Month	Bulan
January	Januari
February	Februari
March	Maret
April	April
May	Mei
June	Juni
July	Juli
August	Agustus
September	September
October	Oktober
November	November
December	Desember

Days	Hari
Monday	Senin
Tuesday	Selasa
Wednesday	Rabu
Thursday	Kamis
Friday	Jumat
Saturday	Sabtu
Sunday	Minggu

Page 8

Scan For Sound

Click The Barcode Below :

Scan For Alphabets Sound

Scan For Numbers Sound

Scan For Days Sound

Scan For Month Sound

Colours / Kalers
(Warna)

Black / Black
(Hitam)

Grey / Grei
(Abu - Abu)

White / Wait
(Putih)

Brown / Braun
(Cokelat)

Red / Red
(Merah)

Orange / Ourenj
(Jingga)

Yellow / Yelo
(Kuning)

Green / Grin
(Hijau)

Dark Green / Dark Grin
(Hijau Tua)

Navy / Neibi
(Biru Tua)

Blue / Blu
(Biru)

Tosca / Toska
(Toska)

Purple / Parpel
(Ungu)

Pink / Ping
(Merah Muda)

Cream / Krim
(Krim)

Times / Taimz
(Waktu)

Morning / Mau:nin
(Pagi)

Noon / Nun
(Siang)

Afternoon / Aftenun
(Sore)

Evening / Ebning
(Malam)

Midnight / Mitnait
(Tengah Malam)

Season / Sizen
(Musim)

Spring / Zpring
(Musim Semi)

Summer / Samme:
(Musim Panas)

Autumn / Outem
(Musim Gugur)

Winter / Winta:
(Musim Dingin)

Rainy / Reini
(Musim Hujan)

Nature / Neitje
(Alam)

Mountain / Mauntein
(Pegunungan)

Forest / Fourez
(Hutan)

Hill / Hil
(Bukit)

Valley / Balei
(Lembah)

Lake / Leik
(Danau)

Waterfall / Wote:fol
(Air Terjun)

Meadow / Midou
(Padang Rumput)

Desert / Deze:t
(Padang Pasir)

Flower Field / Flaue: Feild
(Ladang Bunga)

River / Riba:
(Sungai)

Beach / Bij
(Pantai)

Sea / Si
(Laut)

Snow / Znou
(Salju)

Ice Hill / Ais Hil
(Bukit Es)

Ice Mountain / Ais Mauntein
(Gunung Es)

Insects / Inzeik
(Serangga)

Caterpillar / Keite:pile:
(Ulat)

Cocoon / Kakeun
(Kepompong)

Butterfly / Bate:flai
(Kupu - Kupu)

Bug / Beg
(Kumbang)

Bee / Bi
(Lebah)

Ant / Aen
(Semut)

Cockroach / Kakrej
(Kecoa)

Mosquito / Mezkitou
(Nyamuk)

Cricket / Krikeut
(Jangkrik)

Fly / Flai
(Lalat)

Grasshopper /
Greshoupe:
(Belalang)

Dragonfly / Dreigenflai
(Capung)

Snail / Zneil
(Siput)

Scorpion / Zka:pien
(Kalajengking)

Centipede / Sentipeid
(Lipan)

Reptiles & Amphibians / Rebteilz & Emfibienz
(Reptil & Amfibi)

House Lizard /
Haz Lizze:d
(Cicak)

Lizard / Lizze:d
(Kadal)

Gecko / Gekkou
(Tokek)

Chameleon /
Kaemelleiyen
(Bunglon)

Iguana / Iguwana
(Iguana)

Salamanders /
Zalemeinde:z
(Salamander)

Toad / Taud
(Kodok)

Frog / Fraug
(Katak)

Tortoise / Terdeuz
(Kura-Kura)

Snake / Zneik
(Ular)

Frill-Neck Lizard /
Fril-Neg Lizze:d
(Kadal Berjumbai)

Monitor Lizard /
Maniter Lizze:d
(Biawak)

Komodo Dragon /
Kemoudo Dreijen
(Komodo)

Crocodile / Krakedail
(Buaya)

Alligators / Eligate:z
(Aligator)

Sea Animals / Si Einimelz
(Hewan Laut)

Starfish / Zta:fyz
(Bintang Laut)

Crab / Kreb
(Kepiting)

Sea Urchins / Si Archinz
(Bulu Babi)

Sea Snails / Si Zneils
(Keong Laut)

Oyster / Aizte:
(Kerang)

Hermit Crab / He:mit Kreb
(Kelomang)

Jelly Fish / Jeli Fyz
(Ubur-Ubur)

Octopus / Akteupez
(Gurita)

Squid / Zequid
(Cumi-Cumi)

Shrimp / Zrim
(Udang)

Lobster / Labzte:
(Lobster)

Turtle / Tartel
(Penyu)

Sea Horse / Si Ha:z
(Kuda Laut)

Anemons / Aenemenz
(Anemon)

Coral / Kourel
(Koral)

Fish / Fyz
(Ikan)

Lion Fish / Laiyen Fyz
(Ikan Singa)

Blue Tang / Blu Teng
(Nemo Biru)

Clown Fish / Klaun Fyz
(Ikan Badut)

Discus / Dizkas
(Ikan Diskus)

Chiclid Fish / Siklid Fyz
(Ikan Chiclid)

Blue Cheek Fish /
Blu Cik Fyz
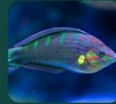(Ikan Pipi Biru)

Yellow Tang / Yelo Teng
(Nemo Kuning)

Mandarin Fish /
Maenderin Fyz
(Ikan Mandarin)

Butterfly Fish /
Bate:flai Fyz
(Ikan Kupu-Kupu)

Parrot Fish / Paeret Fyz
(Ikan Kakak Tua)

Snapper Fish /
Znaepe: Fyz
(Ikan Kakap)

Trevally Fish /
Tribeli Fyz
(Ikan Kuwe)

Angel Fish / Aenjel Fyz
(Ikan Malaikat)

Puffer Fish / Pafe: Fyz
(Ikan Buntal)

Yellow Fin / Yelo Fen
(Ikan Ekor Kuning)

Marine Mammals / Meirin Maemelz
(Mamalia Laut)

Dolphin / **Daulphen**
(Lumba-Lumba)

Bottle-nose Dolphin / **Badel-nouz Daulphen**
(Lumba-Lumba Hidung Botol)

Pink Dolphin / **Pink Daulphen**
(Lumba-Lumba Merah Muda)

Orca Whale / **Orka Weil**
(Paus Pembunuh)

Blue Whale / **Blu Weil**
(Paus Biru)

Pilot Whale / **Pailet Weil**
(Paus Pilot)

Tiger Whale / **Taige Weil**
(Paus Macan)

Humpback Whale / **Hampbek Weil**
(Paus Bungkuk)

Narhwal / **Nerweul**
(Paus Bertanduk)

Manatee / **Maeneti**
(Sapi Laut)

Beluga / **Bileuga**
(Paus Beluga)

Right Whale / **Rait Weil**
(Paus Sikat)

Walrus / **Waelrez**
(Beruang Laut)

Sea Lion / **Si Laiyen**
(Singa Laut)

Seal / **Sil**
(Anjing Laut)

21   Pictures Vocabulary

Land Mammals / Laend Maemelz
(Mamalia Darat)

Elephant / **Ileibhen**
(Gajah)

Rhinoceros / **Rainoseroz**
(Badak)

Tapir / **Taeper**
(Tapir)

Hippopotamus / **Haipopotemez**
(Kuda Nil)

Pig / **Pik**
(Babi)

Boar / **Bour**
(Babi Hutan)

Dairy Cow / **Deiri Kau**
(Sapi Perah)

Cow / **Kau**
(Sapi)

Buffalo / **Bafelau**
(Kerbau)

Bull / **Beul**
(Banteng)

Bison / **Baizen**
(Bison)

Wildbeest / **Wailbiz**
(Gnus)

Giraffe / **Jiraef**
(Jerapah)

Okapi / **Oukepi**
(Okapi)

Antelope / **Aentelap**
(Antelop)

22   Pictures Vocabulary

Primates / Primaetz
(Primata)

Monkey / **Mangky**
(Monyet)

Marmoset / **Mermouzet**
(Kera Sagoin)

Grey Monkey / **Grei Mangky**
(Kera Abu-Abu)

White Monkey / **Wait Mangky**
(Monyet Putih)

Spider Monkey / **Zpaider Mangky**
(Kera Laba-Laba)

Tamarin Monkey / **Temeurin Mangky**
(Kera Emas)

Capuchin Monkey / **Kapuein Mangky**
(Kera Kapucin)

Mandrill Monkey / **Maenrel Mangky**
(Kera Dukun)

Red Tamarin Monkey / **Red Temeurin Mangky**
(Kera Merah)

Baboon / **Baebun**
(Kera Babun)

Gibbon / **Gaiben**
(Kera Owa)

Proboscis Monkey / **Proubasis Mangky**
(Bekantan)

Chimpanze / **Simpaenz**
(Simpanse)

Orangutan / **Ourenguten**
(Orang Utan)

Gorilla / **Gourila**
(Gorila)

27   Pictures Vocabulary

Poultry / Paultri
(Unggas)

Chicken / **Ciken**
(Ayam)

Jungle Fowl / **Janggel Faul**
(Ayam Hutan)

Ornamental Chicken / **Ournamentel Ciken**
(Ayam Hias)

Broilers Chicken / **Brailer Ciken**
(Ayam Potong)

Domestic Chicken / **Dameustik Ciken**
(Ayam Negeri)

Turkey / **Tarky**
(Ayam Kalkun)

Pheasant / **Pizent**
(Ayam Pegar)

Quail / **Kueil**
(Puyuh)

Domestic Quail / **Dameustik Kueil**
(Puyuh Ternak)

Duck / **Dak**
(Bebek)

Wild Duck / **Wail Dak**
(Bebek Liar)

Whistling Duck / **Wizling Dak**
(Belibis)

Goose / **Gouz**
(Angsa)

Swan / **Zwaen**
(Angsa Liar)

Mandarin Duck / **Maendeurin Dak**
(Bebek Mandarin)

28   Pictures Vocabulary

Birds / Be:dz
(Burung)

Pigeon / Peijen (Merpati)	White Pigeon / Wait Peijen (Merpati Putih)	Crowned Pigeon / Kraunid Peijen (Merpati Mahkota)
Dove / Daf (Perkutut)	Indian Dove / Indien Daf (Perkutut India)	Emerald Dove / Imerel Daf (Perkutut Zamrud)
King Paradisaea / King Peuredaizia (Cendrawasih Raja)	Bird of Paradise / Be:d of Peuredaiz (Cendrawasih)	Blue Paradisaea / Blu Peuredaizia (Cendrawasih Biru)
Starling / Zta:leng (Jalak)	Kiwi Bird / Kiwi Be:d (Burung Kiwi)	Maleo Bird / Melaeou Be:d (Burung Maleo)
Cassowary / Kezweuri Be:d (Kasuari)	Peacock / Pikak (Merak)	Ostrich / Austriz (Burung Unta)

Flowers / Flaue:
(Bunga)

Sunflower / Zanflaue: (Bunga Matahari)	Lotus / Latez (Bunga Seroja)	Aster / Ozte: (Bunga Aster)
Orchid / Arsed (Bunga Anggrek)	Adenium / Edeniem (Bunga Kamboja Jepang)	Lily / Lily (Bunga Lily)
Dandelions / Daendellienz (Bunga Dandelion)	Bougenville / Baujenfeil (Bunga Kertas)	Pansy / Pensy (Bunga Pansy)
Lylae / Lilak (Bunga Lilac)	Hibiscus / Hibiskez (Bunga Sepatu)	Violet Hydrangea / Baiollet Haidrangea (Bokor Ungu)
Peony / Piony (Bunga Cempaka)	Daffodil / Daefodeil (Bunga Narsis)	Water Lily / Wote: Lily (Bunga Teratai)

Fruits / Frutz
(Buah)

Apple / Eipel (Apel)	Peach / Pijh (Persik)	Pear / Peia: (Pir)
Cherry / Ceri (Ceri)	Strawberry / Ztrouberi (Stroberi)	Raspberry / Rezperi (Raspberi)
Orange / Ourenj (Jeruk)	Lemon / Leimen (Jeruk Lemon)	Lime / Laim (Jeruk Nipis)
Papaya / Babaya (Pepaya)	Mango / Menggo (Mangga)	Pineapple / Painepel (Nanas)
Watermelon / Wote:meilen (Semangka)	Kiwi / Kiwi (Buah Kiwi)	Dragon Fruit / Dreijen Frut (Buah Naga)

Vegetables / Bejtebeulz
(Sayuran)

Spinach / Zpinej (Bayam)	Lettuce / Leiteuz (Selada)	Water Spinach / Wote: Zpinej (Kangkung)
Brocolli / Braukeli (Brokoli)	Cauliflower / Kouliflaue: (Kembang Kol)	Cabbage / Kebeij (Kol)
Parsley / Perzlei (Peterseli)	Basil / Baezel (Kemangi)	Celery / Seleuri (Seledri)
Collard / Kalerd (Sawi)	Asparagus / Aesperegeuz (Asparagus)	Leek / Lik (Daun Bawang)
Long Bean / La:ng Bin (Kacang Panjang)	Green Bean / Grin Bin (Buncis)	Peas / Piz (Kacang Polong)

Grains / Greinz
(Biji-Bijian)

Green Bean / Grin Bin (Kacang Hijau)	**Soybeans / Zoibinz** (Kacang Kedelai)	**Red Bean / Red Bin** (Kacang Merah)
Candlenut / Keindeulnat (Kemiri)	**Hazelnut / Heizeulnat** (Kacang Hazel)	**Walnut / Wolnat** (Kacang Kenari)
Peanut / Pinat (Kacang Tanah)	**Almond / Aelmen** (Kacang Almon)	**Cashew / Keisyu** (Kacang Mede)
Nutmeg / Natmeg (Pala)	**Bitter Bean / Bidet Bin** (Petai)	**Dog Fruit / Dauk Frut** (Jengkol)
Wheat / Wit (Gandum)	**Paddy Rice / Pedi Rais** (Beras)	**Sesame / Saesemi** (Wijen)

43   Pictures Vocabulary

Herbs & Spices / Herbz & Spaisez
(Herbal & Rempah)

Garlic / Gerlik (Bawang Putih)	**Shallot / Syeleut** (Bawang Merah)	**Onion / Anien** (Bawang Bombay)
Pepper / Peiper (Merica)	**Cinnamon / Sinaemen** (Kayu Manis)	**Coriander / Kariender** (Ketumbar)
Rosemary / Rouzmeri (Rosmeri)	**Mint / Mint** (Daun Mint)	**Vanilla / Beunila** (Vanili)
Saffron / Zeifren (Safron)	**Lemongrass / Leimengreiz** (Serai)	**Clove / Klauf** (Cengkeh)
Ginger / Jinjar (Jahe)	**Turmeric / Tarmeurik** (Kunyit)	**Curcuma / Keurkuma** (Temulawak)

44   Pictures Vocabulary

Seasoning & Sauces / Sizening & Sousez
(Bumbu & Saus)

Palm Oil / Polm Ouil (Minyak Sawit)	**Coconut Oil / Kaekeunat Ouil** (Minyak Kelapa)	**Olive Oil / Oulib Ouil** (Minyak Zaitun)
Honey / Hani (Madu)	**Apple Cider Vinegar / Eipel Saider Binejar** (Cuka Apel)	**Vinegar / Bineja** (Cuka)
Soy Sauce / Zoi Souz (Kecap Manis)	**Salty Soy Sauce / Zoulti Zoi Souz** (Kecap Asin)	**Oyster Sauce / Aizter Souz** (Saus Tiram)
Chili Sauce / Cili Souz (Saus Cabai)	**Tomato Sauce / Toumeto Souz** (Saus Tomat)	**Chili Pasta / Cili Pazta** (Sambal)
Broth Powder / Brauth Pauder (Bubuk Kaldu)	**Sugar / Syuger** (Gula)	**Salt / Zoult** (Garam)
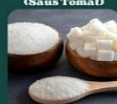
45   Pictures Vocabulary

Foods / Fudz
(Makanan)

White Rice / Wait Rais (Nasi Putih)	**Fried Rice / Fred Rais** (Nasi Goreng)	**Sticky Rice / Ztiky Rais** (Nasi Ketan)
Noodle Soup / Nudel Zup (Mie Kuah)	**Fried Noodle / Fred Nudel** (Mie Goreng)	**Spaghetti / Zpageti** (Pasta)
Pizza / Piza (Piza)	**Hamburger / Haembarger** (Burger)	**Hot Dog / Hat Dauk** (Roti Daging)
Sausage / Souziz (Sosis)	**Steak / Ztik** (Daging Panggang)	**Kebab / Kibab** (Kebab)
Sandwich / Zaenwij (Roti Lapis)	**Vegetables Salad / Bejteibeul Zalad** (Salad Sayuran)	**French Fries / Frenj Fraiz** (Kentang Goreng)

46   Pictures Vocabulary

50/100

Sweet Foods / Zwit Fudz
(Makanan Manis)

Cakes / Keiks
(Kue)

Tart / Ta:t
(Kue Tar)

**Birthday Cake /
Bertdei Keik**
(Kue Ulang Tahun)

Brownies / Brauniz
(Bronis)

Cup Cakes / Kap Keiks
(Kue Cup)

Donuts / Daunetz
(Donat)

Chesse Cake / Ciz Keik
(Kue Keju)

Macaroons / Mekarunz
(Makaron)

Pudding / Pouding
(Puding)

Ice Cream / Ais Krim
(Es Krim)

Waffle / Wafel
(Wafel)

Wafers / Waferz
(Wafer)

Biscuits / Beskuitz
(Biskuit)

Croissant / Kroizent
(Roti Gulung)

Candy / Kaendi
(Permen)

Drinks / Drinkz
(Minuman)

**Mineral Water /
Mainerel Wote:**
(Air Mineral)

Milk / Meulk
(Susu)

Fruit Milk / Frut Meulk
(Susu Buah)

Tea / Ti
(Teh)

Coffee / Kafi
(Kopi)

Cappucino / Kaepucino
(Kapucino)

**Ginger Drink /
Jinja: Drink**
(Wedang Jahe)

**Herbal Drink /
Herbeul Drink**
(Jamu)

**Boba Drink /
Bouba Drink**
(Minuman Boba)

**Vegetable Juice /
Bejteibeul Juz**
(Jus Sayur)

Fruit Juice / Frut Juz
(Jus Buah)

Lemonade / Leimeneid
(Minuman Lemon)

Juice / Juz
(Jus)

Smoothies / Zmutiz
(Smoothie)

Mojjito / Maujito
(Mojito)

Part of House / Pa:t of Hauz
(Bagian Dari Rumah)

House / Hauz
(Rumah)

Front Yard / Fraunt Ya:d
(Halaman Depan)

Back Yard / Bek Ya:d
(Halaman Belakang)

Garage / Geraej
(Garasi)

Roof / Ruf
(Atap)

Door / Dau:r
(Pintu)

Window / Windau
(Jendela)

Wall / Woul
(Dinding)

Floor / Flu:r
(Lantai)

**Sitting Room /
Ziting Rum**
(Ruang Tamu)

**Living Room /
Laibing Rum**
(Ruang Keluarga)

Bedroom / Bedrum
(Kamar Tidur)

Kitchen / Kicen
(Dapur)

Bathroom / Bethrum
(Kamar Mandi)

**Warehouse /
Werhauz**
(Gudang)

Household Appliance / Hauzhauld Aepliens
(Peralatan Rumah)

Cupboard / Kapbeu:d
(Lemari)

Sofa / Zoufa
(Sofa)

Carpet / Kaerpet
(Karpet)

Mattress / Maetrez
(Kasur)

Pillow / Pilou
(Bantal)

Mirror / Mireu:r
(Cermin)

Drawer / Drouer
(Laci)

**Flower Vase /
Flaue: Beiz**
(Vas Bunga)

Basket / Bezkeut
(Keranjang)

Clothes / Klautez
(Pakaian)

Hanger / Henge:
(Gantungan Baju)

Rack / Raek
(Rak)

Chandelier / Kaendelair
(Lampu Gantung)

Doormat / Dau:rmet
(Keset)

Painting / Peinting
(Lukisan)

Electronic Devices / Ileiktraunik Dibaizis
(Alat Elekronik)

Phone / Phaun
(HP)

Tablet / Teiblet
(Tablet)

Laptop / Leiptop
(Laptop)

Computer / Kampiute:
(Komputer)

Television / Telebizien
(TV)

Speakers / Zpi:kers
(Speaker)

Air Conditioning /
Ei: Kandiziening
(AC)

Fan / Fen
(Kipas Angin)

Iron / Airen
(Setrika)

Microwave /
Maikrouweib
(Pemanggang)

Rice Cooker / Raiz Kuke:
(Penanak Nasi)

Blenders / Bleinde:z
(Penghancur)

Washing Machine /
Wozhing Mezin
(Mesin Cuci)

Camera / Keimeura
(Kamera)

Refrigerator /
Reifrijeraite:
(Kulkas)

57   Pictures Vocabulary

School Supplies / Zkul Saplaiz
(Perlengkapan Sekolah)

Uniform / Yunife:m
(Seragam)

Tie / Tai
(Dasi)

Cap / Kaep
(Topi)

Name Plate / Neim Pleit
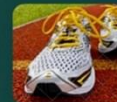(Papan Nama)

School Logo /
Zkul Laugo
(Lambang Sekolah)

Glasses / Gleizez
(Kacamata)

Sock / Zak
(Kaos Kaki)

Shoe / Shu
(Sepatu)

Sport Shoe / Zpau:t Shu
(Sepatu Olahraga)

Stationery /
Ztesieneuri
(Alat Tulis)

Electronics Device /
Ileiktraunikz Dibaiz
(Alat Elektronik)

Sports Equipment /
Zpau:t Iquipment
(Alat Olahraga)

Lunchbox / Laencbakz
(Kotak Makan)

Tumbler / Taembla:
(Tempat Minum)

Backpack / Baekpek
(Ransel)

59   Pictures Vocabulary

Part of School / Pa:t of Zkul
(Bagian Dari Sekolah)

Headmaster /
Hedmazte:
(Kepala Sekolah)

Teachers / Tijche:z
(Guru)

Students / Stjudntz
(Siswa)

School Building /
Skul Beulding
(Gedung Sekolah)

Office Room / Oufis Rum
(Ruang Kantor)

Classroom / Klaezrum
(Ruang Kelas)

Library / Laibraeri
(Perpustakaan)

Sains Laboratory /
Seinz Lebouretouri
(Lab Biologi)

Computers Laboratory /
Kaempiute:z Lebouretouri
(Lab Komputer)

Hall / Houl
(Aula)

Canteen / Kaentin
(Kantin)

Toilet / Tailet
(WC)

Ceremony Field /
Seremouni Feild
(Lapangan Upacara)

Sports Field /
Zpou:t Feild
(Lapangan Olahraga)

Playgrounds /
Pleygraundz
(Taman Bermain)

60   Pictures Vocabulary

Men's Clothing / Men'z Klauthing
(Pakaian Pria)

Singlet / Zinglet
(Pakaian Dalam)

Short-sleeved Shirt /
Zyau:t-zlibid Zheu:t
(Kemeja Pendek)

Long-sleeved Shirt /
La:ng-zlibid Zheu:t
(Kemeja Panjang)

Stripped Shirt /
Ztripid Zheu:t
(Kemeja Bergaris)

Hoodie / Haudi
(Jaket Tudung)

Sweater / Zwite:
(Jaket Panas)

Jacket / Jaeket
(Jaket)

Coat / Kout
(Mantel)

Leather Jacket /
Lidhe: Jaeket
(Jaket Kulit)

Suit / Zu:t
(Setelan Jas)

Denimcoat / Deinimkout
(Jas Denim)

Raincoat / Reinkout
(Jas Hujan)

Short T-Shirt /
Zyau:t T-Zheu:t
(Kaos Pendek)

Long T-Shirt /
La:ng T-Zheu:t
(Kaos Panjang)

Pyjamas / Pijama
(Piyama)

62   Pictures Vocabulary

Men's Accessories / Men'z Aekzesouriz
(Aksesoris Pria)

Cap / Kaep
(Topi)

Beanie / Baeni
(Kupluk)

Headband / Hedbaen
(Bandana)

Sun Glasses /
Zan Gleizez
(Kacamata Hitam)

Bow Ties / Bau Taiz
(Dasi Kupu-Kupu)

Long Ties /
La:ng Taiz
(Dasi Panjang)

Belt / Beult
(Ikat Pinggang)

Bracelet / Braeklet
(Gelang)

Watch / Woutj
(Jam Tangan)

Flip-Flop / Flib-Flab
(Sandal Jepit)

Slippers / Zliperz
(Sandal Selop)

Mountain Sandals /
Mauntein Zendalz
(Sandal Gunung)

Sports Shoes /
Zpau:t Shu:z
(Sepatu Sports)

Sneakers Shoes /
Znikerz Shu:z
(Sepatu Kets)

Leather Shoes /
Lita: Shu:z
(Sepatu Kulit)

64 Pictures Vocabulary

Women's Clothing / Waumen'z Klauthing
(Pakaian Wanita)

Short T-Shirt /
Zyau:t T-Zheu:t
(Kaos Pendek)

Long T-Shirt /
La:ng T-Zheu:t
(Kaos Panjang)

Pyjamas / Pijama
(Piyama)

Short Dress /
Zyau:t Drez
(Gaun Pendek)

Long Dress /
La:ng Drez
(Gaun Panjang)

Party Dress /
Pau:ti Drez
(Gaun Pesta)

Summer Dress /
Zame: Drez
(Gaun Musim Panas)

Hijab Dress / Hiabi Drez
(Gaun Hijab)

Casual Dress /
Kezuel Drez
(Gaun Kasual)

Overall Clothes /
Ouberael Klautez
(Baju Kodok)

Jacket / Jaeket
(Jaket)

Denim Jacket /
Deinim Jacket
(Jaket Denim)

Formal Clothes /
Faurmel Klautez
(Pakaian Formal)

Motive Clothes /
Mautif Klautez
(Pakaian Motif)

Traditional Clothes /
Treidizionel Klautez
(Pakaian Tradisional)

65 Pictures Vocabulary

Women's Accessories / Waumen'z Aekzesouriz
(Aksesoris Wanita)

Make Up Set /
Meik Ap Zet
(Alat Rias)

Mirror / Mirau:
(Cermin)

Bag / Baeg
(Tas)

Necklace / Neikleis
(Kalung)

Earrings / Aeringz
(Anting)

Glasses / Gleizez
(Kacamata)

Ring / Ring
(Cincin)

Bracelet / Breiklet
(Gelang)

Watch / Wautj
(Jam Tangan)

Tie / Tai
(Dasi)

Hat / Het
(Topi)

Hijab / Hijabi
(Tudung)

Higheels / Haihilz
(Sepatu Hak)

Casual Shoes /
Kezuel Shuz
(Sepatu Kasual)

Sports Shoes /
Z...
(...)

67 ...bular

Family / Femeuli
(Keluarga)

Grandfather /
Grenfade:
(Kakek)

Grandmother /
Grenmade:
(Nenek)

Grandchild /
Grenchaild
(Cucu)

Father / Fade:
(Ayah)

Mother / Made:
(Ibu)

Grandson / Grensan
(Cucu Laki-Laki)

Uncle / Angkel
(Paman)

Aunt / Ount
(Bibi)

Granddaughter /
Grendoute:
(Cucu Perempuan)

Brother / Brade:
(Saudara Laki-Laki)

Sister / Sizte:
(Saudara Perempuan)

Siblings / Ziblings
(Saudara Kandung)

Nephew / Nipyu
(Keponakan Laki-Laki)

Niece / Ni:s
(Keponakan Perempuan)

Twins / Twinz
(Saudara Kembar)

68 Pictures Vocabulary

Religions / Reilijienz
(Agama)

- Islam / Izlam (Islam)
- The Qur'an / Di Qor'an (Al - Qur'an)
- Mosque / Mazkiu (Masjid)
- Christian / Kriztien (Kristen)
- The Bible / Di Bibel (Bibel)
- Church / Cerj (Gereja)
- Hinduism / Hinduizm (Hindu)
- Vedas / Wedaz (Weda)
- Temple / Tempeul (Pura)
- Buddhist / Beudizt (Buddha)
- Tri-Pitaka / Tri-Pitaka (Tripitaka)
- Vihara / Bihara (Kuil)
- Confucian / Kenfuzien (Konghucu)
- Shi-Shu Wu-Ching / Shi-Shu Wu-Ching (Shishu Wujing)
- Temple / Tempeul (Kelenteng)

70 Pictures Vocabulary

Public Places / Pablik Plaesez
(Tempat Umum)

- Traditional Market / Treidizionel Maurket (Pasar Tradisional)
- Super Market / Zupeı Maurket (Pasar Raya)
- Mall / Moul (Mol)
- Street Food / Ztrit Fud (Jajan Pinggir Jalan)
- Restaurant / Reztaurent (Restoran)
- Cafe / Kaufe (Kafe)
- Cinema / Sainema (Bioskop)
- Museum / Meziem (Musium)
- Aquariums / Aquariemz (Aquarium)
- Zoo / Zu (Kebun Binatang)
- Park / Paık (Taman)
- Amusement Park / Emuzement Paık (Taman Hiburan)
- Water Park / Woteı Paık (Taman Air)
- Harbor / Herbeuı (Pelabuhan)
- Airport / Eıpauıt (Bandara)

71 Pictures Vocabulary

Transportations / Trenzpourtesienz
(Transportasi)

- Bicycle / Baisikel (Sepeda)
- Motorcycle / Mautesikel (Sepeda Motor)
- Car / Kaı (Mobil)
- Taxi / Taeksi (Mobil Taksi)
- Ambulans / Embulenz (Mobil Ambulan)
- Fire Truck / Faiyer Trak (Mobil Pemadam)
- Bus / Bez (Bis)
- Train / Trein (Kereta Api)
- Fast Train / Fezt Trein (Kereta Cepat)
- Plane / Plein (Pesawat)
- Helicopter / Heulikaupteı (Helikopter)
- Rocket / Rauket (Roket)
- Boat / Buıt (Perahu)
- Sailing Boat / Zeiling Buıt (Kapal Layar)
- Sub Marine / Sab Meurin (Kapal Selam)

73 Pictures Vocabulary

Sports / Zpauıts
(Olahraga)

- Football / Futbol (Sepak Bola)
- Basketball / Baezketbol (Basket)
- Volleyball / Baulibol (Voli)
- Futsal / Futzel (Futsal)
- Badminton / Bedminten (Bulutangkis)
- Tennis / Teniz (Tenis Lapangan)
- Table Tennis / Teibel Teniz (Tenis Meja)
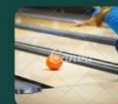- Boxing / Bauksing (Tinju)
- Baseball / Beizbol (Bisbol)
- Archery / Aerseuri (Panahan)
- Billiard / Bilyerd (Bilyar)
- Bowling / Bauling (Bowling)
- Marathon Running / Maerethen Rauning (Lari Maraton)
- Fencing / Faensing (Anggar)
- Horse Racing / Hauız Reising (Pacuan Kuda)

74 Pictures Vocabulary

Jobs / Jaubz
(Pekerjaan)

President / Prezident
(Presiden)

Lecture / Leikje:
(Dosen)

Teacher / Ticje:
(Guru)

Police / Poulis
(Polisi)

Soldier / Zauldie:
(Tentara)

Security / Zikyuridi
(Sekuriti)

Pilot / Pailet
(Pilot)

Steward / Ztiwe:d
(Pramugara)

**Flight Attendant /
Flait Eitendent**
(Pramugari)

**Maritime Pilot /
Meuritim Pailet**
(Pilot Laut)

Engineer / Enjinir
(Insinyur)

Lawyer / Louye:
(Pengacara)

Doctor / Daukte:
(Dokter)

Male Nurse / Meil Neurz
(Perawat Pria)

**Female Nurse /
Fimeil Neurz**
(Perawat Wanita)

EXERCISE I

MATCH THE PICTURES TO THE ALPHABET

(COCOKKAN GAMBAR YANG SESUAI DENGAN ABJAD)

A   B

C   D

E   F

G   H

EXERCISE II

FILL IN THE DOT'S BELOW ACCORDING TO THE PICTURE

(ISILAH TITIK-TITIK DIBAWAH SESUAI GAMBAR)

(Ant)

(.....)

(.....)

(.....)

(.....)

(.....)

(.....)

(.....)

(.....)

(.....)

(.....)

(.....)

EXERCISE III

MATCH THE PICTURES WITH THEIR PARTNERS

(COCOKKANLAH GAMBAR YANG SESUAI
DENGAN PASANGANNYA)

EXERCISE IV

FIND THE PICTURE THAT MATCHES THE NUMBER

(TEMUKAN GAMBAR YANG SESUAI DENGAN NOMOR)

SUN	④	GIRL	○
TREE	○	RABBIT	○
BIRDS	○	PLANE	○
FLOWERS	○	HORSE	○
AIR BALLOON	○	CLOUD	○

EXERCISE V

ARRANGE THE PICTURES INTO THE CORRECT ORDER

(SUSUN GAMBAR MENJADI SUSUNAN YANG BENAR)

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https://www.behance.net/search/projects/eBooks
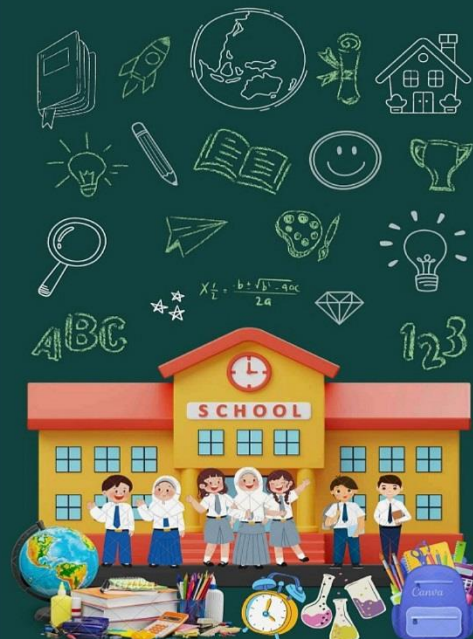
https://youtu.be/J_vfV693Wsc?si=aksz3p4h

https://youtu.be/tAu0E6F-3_0?si=-PjCq72IFto0VfENaByTiqlM

https://youtu.be/nG9hlFo_heMY?si=YTKHP8JV-nGgcNLU

https://youtu.be/mMoGkBAlETY?si=Ad-K8TbgNjRzq4rS

Pictures Vocabulary

@2024

APPENDIX 9

DOCUMENTATION

1. **Need Analysis**

2. Students' Perception

3. Teachers' Perception

Disseminate

APPENDIX 10

SURAT KETERANGAN TELAH MENELITI

PEMERINTAH KABUPATEN LUWU TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 5 ANGKONA
Alamat:Desa Taripa Lr(2),kec.Angkona ,Kab.luwu Timur

SURAT KETERANGAN PENELITIAN
Nomor : 421.3/128/ UPTSMPN.5-AKN/LT/VII/2024

Yang Bertanda Tangan Di Bawah Ini Kepala Sekolah UPT SMP Negeri 5 Angkona ,Kecamatan Angkona Kabupaten Luwu Timur,Propinsi Sulawesi Selatan Menerangkan Bahwa:

Nama	:	EKO RAHARJO,SE.,M.M
Nip	:	19761020 200502 1 005
Jabatan	:	Kepala Sekoloah
Unit Kerja	:	UPT SMP Negeri 5 Angkona
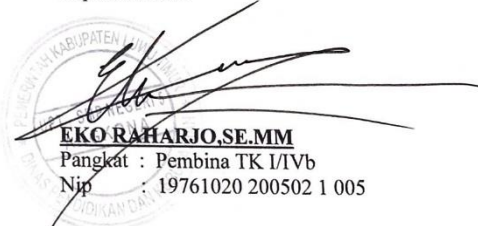
Menerangkan Bahwa :

Nama	:	SAUFI RIDWAN
Pekerjaan	:	Mahasiswa
NIM	:	1802020116
Jurusan/Prodi	:	Pendidikan Bahasa Inggris
Lembaga	:	INSTITUSI AGAMA ISLAM NEGERI PALOPO
Alamat	:	Desa taripa Kec.Angkona

Bahwa Benar Telah Melaksanakan Kegiatan Penelitian Pada UPT SMP Negeri 5 Angkona Adapaun Judul Skripsi Sehubungan Dengan Penelitian Tersebut Yaitu: '**Designing Pictures Vocabulary (E-Book) for the First Grade Students of SMP Negeri 5 Angkona** mulai Terhitung tanggal 30 Juli s/d 31 Juli 2024

Demikian Surat Keterangan *Penelitian* Ini Di Berikan Kepada Yang Bersangkutan Untuk Di Pergunakan Sebagai Mana Mestinya.

Angkona,31 Juli 2024
Kepala sekolah

EKO RAHARJO,SE.MM
Pangkat : Pembina TK I/IVb
Nip : 19761020 200502 1 005

APPENDIX 11

SURAT KETERANGAN PLAGIASI

NOTA DINAS

Lamp : 1 (Satu) Skripsi
Hal : *Pengesahan Hasil Turnytin*

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Di
Palopo

Assalamu 'alaikum wr. wb.

Tim Verifikasi Naskah Skripsi Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo setelah menelaah naskah skripsi sebagai berikut:

Nama : Saufi Ridwan

NIM : 18 0202 0116

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Designing Pictures Vocabulary (E-Book) For The First Grade Students Of SMP Negeri 5 Angkona.

Menyatakan bahwa penulisan naskah skripsi tersebut.

1. Telah memenuhi ketentuan sebagaimana dalam Buku Pedoman Penulisan Skripsi, Tesis, dan Artikel Ilmiah yang berlaku pada Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo.
2. Telah sesuai dengan kaidah tata bahasa sebagaimana diatur dalam Pedoman Umum Ejaan Bahasa Indonesia.

Demikian disampaikan untuk proses selanjutnya.
Wassalamu 'alaikum wr.wb.

Tim Verifikasi

1. Devi Ismayanti, S.S., M.Hum.   (. . . . .)
    Tanggal: 11 Februari 2025

2. Wiwi, S.E.S.y.   (. . . . .)
    Tanggal: 11 Februari 2025

BIOGRAPHY

Saufi Ridwan, was born in Taripa on February, 5th 2000. He is a child of Fahruddin and Juriah. He lives in Taripa, Kasuari District, East Luwu, South Sulawesi. He was graduated from SDN 213 Rinjani in 2012, MTs As-syafi'iah HW in 2015, MA As-syafi'iah HW in 2018. After graduated from high school, he continued his study at English Education Department of IAIN Palopo (Institut Agama Islam Negeri) Palopo.

Author Contact Details: saufyridwan@gmail.com