

**DEVELOPING VOCABULARY POCKETBOOK FOR THE
SEVENTH GRADE OF SATAP STUDENTS AT SMPN 02
BAEBUNTA**

A Thesis

*Submitted to the English Language of S1 Tarbiyah and Teacher Training Faculty
of State Islamic Institute of Palopo Fulfillment of Requirement for S.Pd Degree of
English Education*



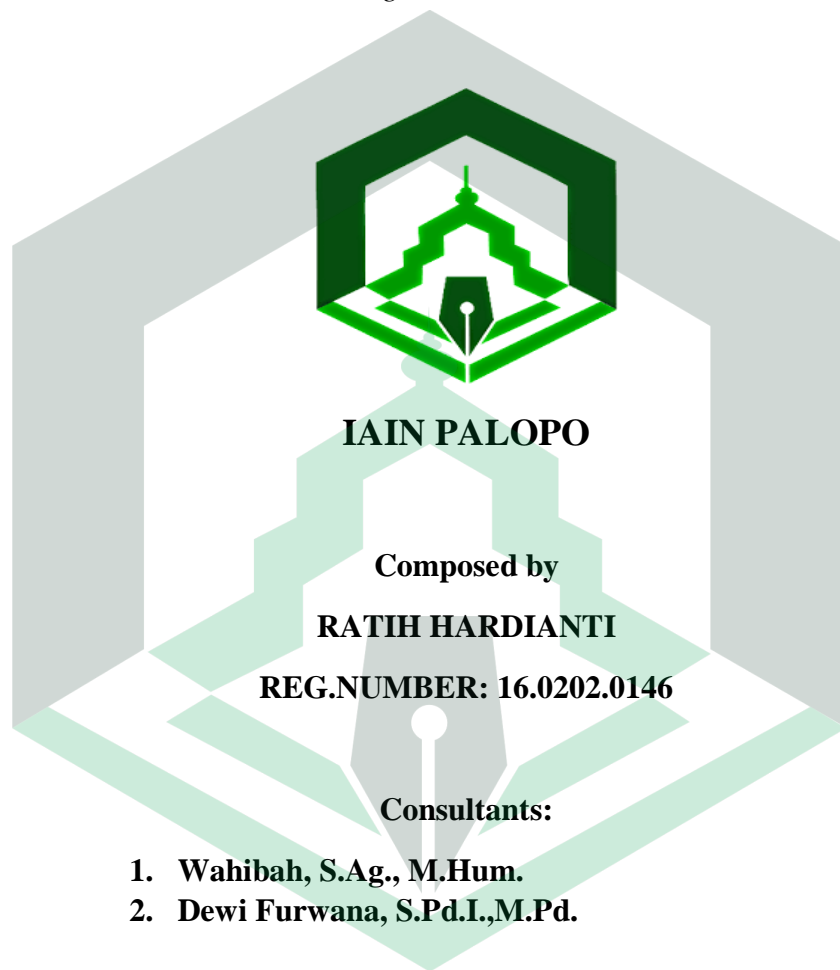
**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY STATE
ISLAMIC INSTITUTE OF PALOPO**

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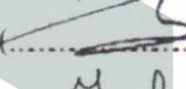
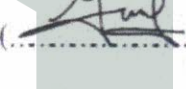
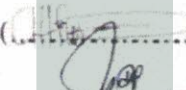
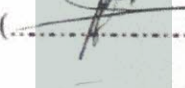
2020

THESIS APPROVAL

This thesis, entitled "Developing Vocabulary Pocketbook for the Seventh Grade SATAP Students SMPN 02 Baeburta" written by **Ratih Hardianti, Reg. Number 16 0202 0146**, English Language Education S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Friday February 19th 2021 M**, coincided with **Rajab 7th 1442 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, April 1st 2021 M
Ramadhan 19th 1442 H

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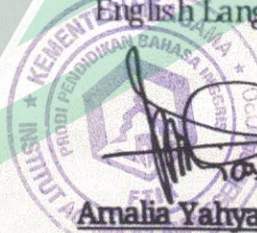
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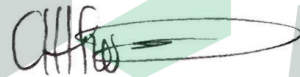
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الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ ، نَبِيِّنَا وَحَبِيبِنَا

مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ ، وَمَنْ تَبِعَهُمْ بِإِحْسَانٍ إِلَى يَوْمِ الدِّينِ، أَمَا بَعْدُ

Praise the researchers pray to Allah SWT, the most gracious and merciful, the kings of universe and space, for blessing the researcher with mercy and guidance to finish thi thesis. The peace is upon our prophet Muhammad SAW, as well as his family and others. This thesis entitled “Developing Vocabulary Pocketbook for the Seventh Grade of SATAP Students at SMPN 02 Baebunta” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teaching Training Faculty, State Islamic Institute of Palopo. This research would not have been completed without support, guidance, and help from individual and institution. Therefore, the researcher would like to express special thanks to:

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The reasearcher realizes that nothing is perfect. Hence, criticism and constructive suggestions are needed by researchers so that this work becomes even better. Finally, the researcher hopes that the writing of this thesis final project can provide benefits.



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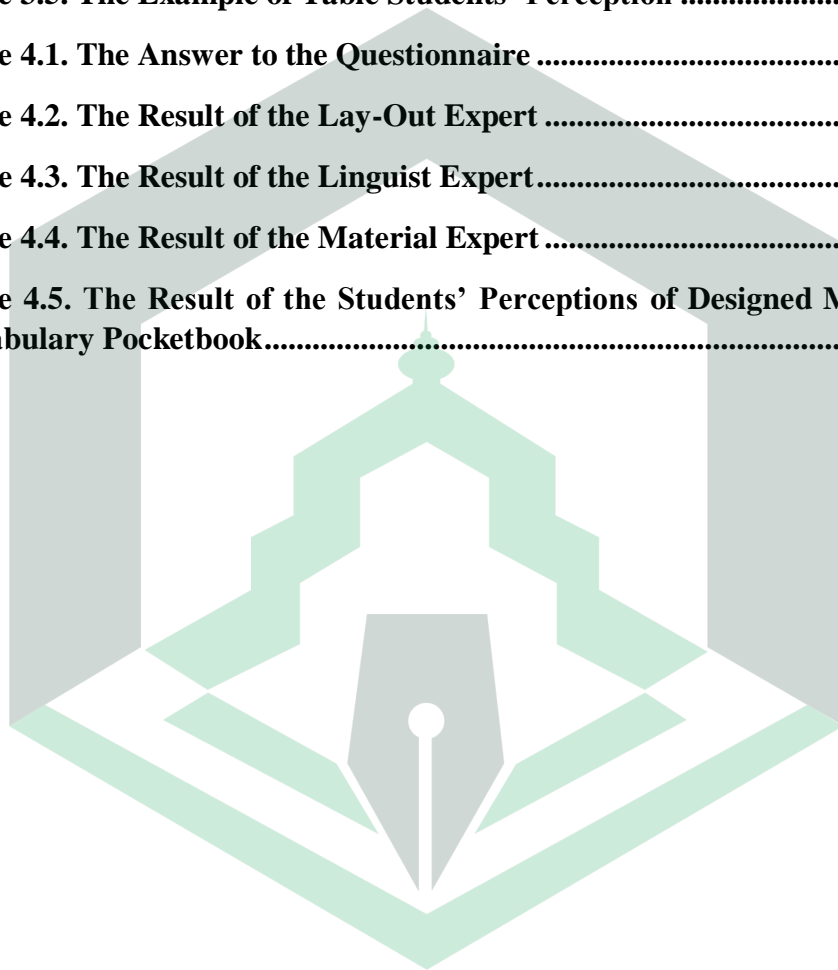
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ABSTRACT

Ratih Hardianti, 2020. “Developing Vocabulary Pocketbook for the Seventh-Grade Satap Students at SMPN 02 Baebunta”. Thesis of the English Departement Study Program Faculty of Tarbiyah and Teacher Training. State Islamic Institute of Palopo. Supervised by: (1) Wahibah, S.Ag., M.Hum (2) Dewi Furwana, S.Pd.I., M.Pd.,

This thesis is a research on the development of a Vocabulary Pocketbook for the seventh grade SATAP students at SMPN 02 Baebunta. The question are what is the appropriate vocabulary pocketbook for the seventh-grade SATAP (one roof) at SMPN 02 Baebunta and how is the students’ perception in using the vocabulary pocketbook for the seventh grade SATAP Students at SMPN 02 Baebunta?. The purpose of this research were to develop the appropriate English vocabulary pocketbook and to find out the students’ percepton in using English vocabulary pocketbook to improve vocabulary for the seventh grade SATAP students at SMPN 02 Baebunta. The method used in this research is the R&D method. The population was seventh-grade SATAP students of SMPN 02 Baebunta with a total of every class are 15 students. To take the number of samples, the researcher only took 15 students from the seventh-grade. Researchers develop products used Addie’s development model. The Addie model consists of 5 steps in development, namely (1) need analysis, (2) design, (3) development, (4) implementation and (5) evaluation. The product in this research is a pocketbook. The contents of the pocketbook consist of English vocabulary. The structure of the pocketbook consists of a cover, foreword, English vocabulary. This product is considered useful for SATAP students of SMPN 02 Baebunta. This can be seen from the assessment given by the expert judgment with a value of 4.6. In the interval, this category gets “Very Good”. From the result of students’ perception also got a score of 4.46. In the interval, this category gets “ Very Good”.

Keywords : Pocketbook, English Vocabulary, R and D Method.



CHAPTER I

INTRODUCTION

A. Background

Vocabulary is one of the language aspects, it is very important to be mastered by students.¹ It is also useful in the process of building sentences. People cannot speak and build a sentence without mastering them. They also cannot speak, read, write, and listen well. An English student who has a lack of vocabulary will face difficulties in speaking to others, especially to a foreigner.

One of the problems that exist in the world of education today is the low motivation of students in learning because they do not support its learning media used by teachers. Students tend to get bored easily and are not motivated by learning media the answer is the same without change. Teachers are sometimes lacking pay attention to what students need for them to be able to easy to accept the learning material that is given and capable problem problems given by the teacher. There are various kinds of learning media at this time are expected to be able to help teachers in delivering learning materials to students and students also able to understand and live the learning given and able to provide feedback to teachers about learning that happened. The use of media is not only seen in terms of sophistication, but the most important thing is its function and role in helping the learning process, order messages or subject matter delivered by the teacher can be accepted and easily understood by students.

¹ Wawan, 'Teaching American Accent by Using Handbook of American Accent Training at the Fifth Semester English Students of STAIN Palopo' (Sekolah Tinggi Islam Negeri Palopo, 2014).

Based on the interview that had been conducted during the observation at the seventh grade SATAP students at SMPN 02 Baebunta on Thursday, May 22nd, 2019, the researcher got some problems that occur in the field experienced by students, namely: 1). The lack students vocabulary mastery in learning English because the guidebook used by students does not include the meaning of English. 2). The level of students understanding in learning English is still low especially in vocabulary.²

By learning vocabulary, college students will be handy to analyze English. Allah SWT has given us the potential to do the entirety even to speak mainly in creating vocabulary. He says the words in Al-Qur'an Surah Al-Baqarah in the 31 verse:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ (۳۱)

“And He taught Adam the nature of all things; then He placed them before the angels, and said: “Tell me the nature of these if you are right”

On the basis of the above verse, it explains the teaching process first provided by Allah Almighty to the prophet Adam for the process of education. This implies that, from the first creation of man, education was exemplified by the Almighty.³ So, the education that is expected in the present is education that can support the nation's development in the future by creating competent students in solving every problem. The educational goals can be achieved if the

² Students of SMPN Satap 02 Baebunta. Thursday, May 22nd, 2019

³ Ibnu Katsir, 'Halaqah Malam Kamisan Pemuda Persatuan Islam', p. 32

<<http://pemudapersis32.blogspot.com/2015/05/al-baqarah-ayat-31-33.html>> [accessed 17 January 2020].

students have high learning motivation so that students have awareness of the importance of education for each individual.

One of the problems that exist in the world of education today, especially problems in schools that researchers observe is the low motivation of students in learning because they do not support it learning media used by teachers. But that does not mean that there is a lack of teacher initiative in using the media interesting learning may be due to limited facilities and less supportive infrastructure in the school.

The researcher therefore wants to perform the method of research and development in this research (R n D). this title is 'Developing vocabulary pocketbook at SMPN 02 Baebunta for seventh-grade SATAP (one roof) students'.

B. Research Question

The researcher formulates the research question, based on the research question, as follows:

1. What is the appropriate vocabulary pocketbook for seventh grade SATAP students (one roof) at SMPN 02 Baebunta?
2. How is the students' perception in using the vocabulary pocketbook to develop the vocabulary for the seventh grade of SATAP (one roof) at SMPN 02 Baebunta?

C. The Objective of the Research

The aim of the research was to the appropriate English Vocabulary Pocketbook and to find out the students' perception in using English Vocabulary Pocketbook to improve vocabulary for the seventh grade SATAP students at SMPN 02 Baebunta.

D. The Significance of the Research

There are two significances of the research namely:

1. Theoretically

The result of this research is expected to be useful for all teachers of learners English in making appropriate teaching materials to improve students' vocabulary.

2. Practically

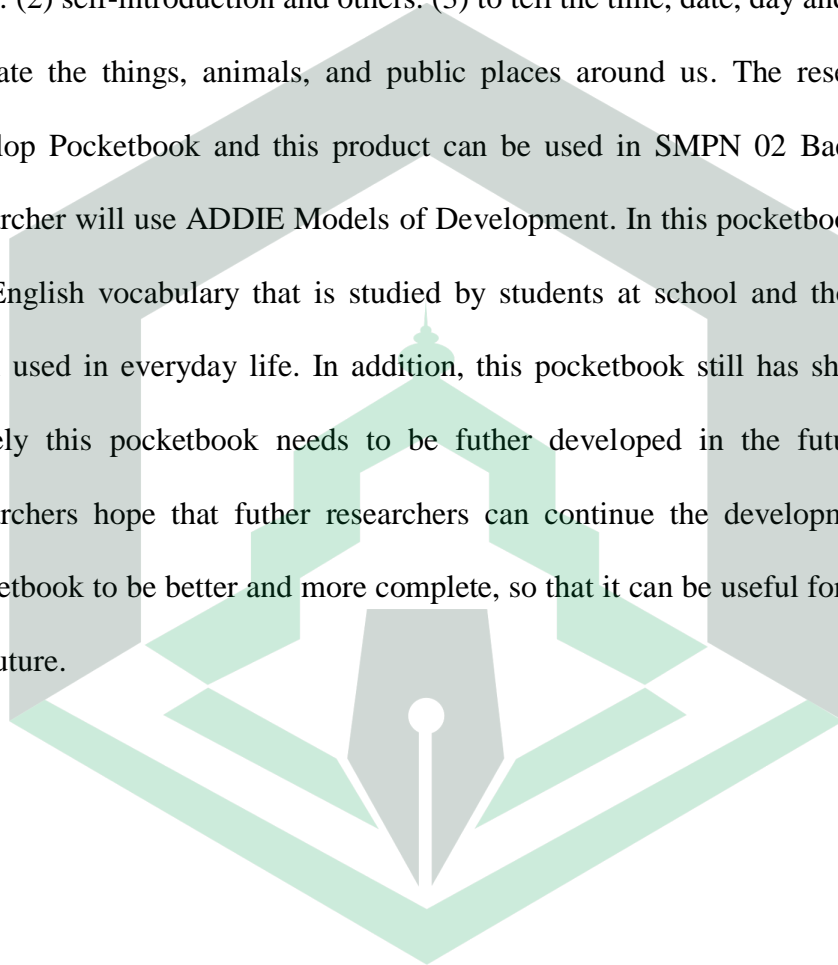
a. A teacher can use the Pocketbook as teaching materials in the English learning process.

b. A student can use this Pocketbook to improve Vocabulary in English.

c. A researcher can make Pocketbook improve students' Vocabulary for the seventh grade SATAP students at SMPN 02 Baebunta.

E. The Limitation of the Research

With this Pocketbook, students' can improve their vocabulary in English and increase the motivation of students' interest in learning English. The form of Pocketbook use about, namely:(1) to greet, to take leave, to say thank you, to say sorry. (2) self-introduction and others. (3) to tell the time, date, day and month. (4) to state the things, animals, and public places around us. The researcher will develop Pocketbook and this product can be used in SMPN 02 Baebunta. The researcher will use ADDIE Models of Development. In this pocketbook only lists the English vocabulary that is studied by students at school and those that are often used in everyday life. In addition, this pocketbook still has shortcomings, namely this pocketbook needs to be futher developed in the future, so that researchers hope that futher researchers can continue the development of this pocketbook to be better and more complete, so that it can be useful for students in the future.





CHAPTER II

LITERATURE REVIEW

A. Previous Research Findings

In this research, the researcher finds some researchers hold is research as follows:

Siti Khanifatur Rohmah (2014) in her research states "*Developing pocketbook for vocabulary to seventh-grade students of MTs Darul Huda Wonodadi Blitar*". The author developed a pocketbook for vocabulary that suitable for their English e-book to make the students can enhance their vocabulary mastery and the students can appear for difficult phrases easily. The objective of the improvement of this pocketbook to improve the seventh-grade students' vocabulary mastery so they can be studying English easily. For the teacher, the teacher can supply the material effortlessly using this pocketbook. This product is considered useful to the seventh-grade students of MTs Darul Huda to improve their vocabulary mastery. This is line with the result of the questionnaire stating 64% of them can improve their vocabulary mastery and can learn English easily using the pocketbook. The author has developed the product the usage of Addie's model development. Addie's mannequin consists of 5 steps in development. In this research, the author modified Addie's model.⁴

⁴ K. R. Siti, 'Developing Pocket Book for Vocabulary to Seventh Grade Students of MTs Darul Huda Wonodadi Blitar' (Institut Agama Islam Negeri Tulungagung, 2014).

Izzah Fijriyah (2015) in her research states *“Developing ESP teacher’s handbook to teach speaking for the Nursing Department at Muhammadiyah University of Malang”*. The reason for developing this product is the fact that shows that students in the UMM nursing department have low motivation to actively participate in teaching and learning activities because English learning materials, especially speaking cannot attract students’ motivation to learn and participate actively. The development process resulted in a draft of the teacher’s handbook for teaching Speaking II for Nursing majors. This product has several strengths. First, this is a teacher handbook developed based on the wants and needs of students. Second, it was developed based on the ESP syllabus at UMM. This product focuses on communicative language games that encourage students to learn cooperatively.⁵

Yuli Anggraeni (2016) in her research state *“Development of PocketBook Based On Learning Media for Improving Students Motivation In Manual Accounting Practices (MAP) Lesson Class XI Accounting SMK YPKK 1 Sleman Daerah Istimewa Yogyakarta”* The effects obtained from 5 phases include, Analysis, Design, Development, Implementation, and Evaluation. Assessing the feasibility of pocketbook confirmed the following: 1) The material professional gave an average score of 4.4, which included in the class of Very Good, 2) The media expert gave a

⁵ Izzah Fijriyah, *Developing ESP Teacher’s Handbook to Teach Speaking for the Nursing Department at Muhammadiyah University of Malang* (Muhammadiyah University of Malang, Indonesia, 2015).

common score of 4.13, which consists of a category Good. 3) Teachers gave a common score of 3.78, which consists of a group Good. Evaluation by using students received an average score of 4.24, which includes the class of Very Good. Overall the pocketbook is in the category of Good to be used as a studying media. The student motivates earlier than and after using the media confirmed improve 4.53%, from the score of 63.51% to 68.04%. Based on a paired test, t-count of -3.719 with sig. 0,001 showed considerable motivation difference earlier than and after using the media. We can conclude that pocketbook can enhance students' learning motivation.⁶

There is a common reason for the three researchers above. That is to construct a suitable study material based entirely on their research objects. (Siti Khanifatur Rohmah, 2014) is focusing to make the students can enhance their vocabulary mastery and the students can seem to be for difficult phrases easily. The objective of creating this pocketbook to improve the seventh-grade students can look for hard phrases easily. (Izzah Fijriyah, 2015) this product focuses on communicative language games that encourage students to learn cooperatively. (Yuli Anggraeni, 2016) Development Research or Research and Development (R&D) used to find out about were carried out using the ADDIE model (Analysis, Design, Development, Implementation and Evaluation).

⁶ Yuli Anggraeni, *Pengembangan Media Pembelajaran Berbentuk Pocket Book Untuk Meningkatkan Motivasi Belajar Siswa Pada Mata Pelajaran Praktik Akutansi Manual (PAM) Kelas XI SMK YPKK 1 Sleman Daerah Istimewa Yogyakarta* (Universitas Negeri Yogyakarta, Indonesia, 2016).

Researcher will use the R n D model for the production model. The same research steps will be followed and the learning material based on the R n D model will be generated.

The researchers above, previous researchers with my research used the same research method, namely the Addie Model and the same as making a pocketbook product, but there were slight differences in the types of pocketbooks that we made. Their product is more about ESP while my research is more general. But our products are mutually sustainable. From their previous research, all research was successful or useful for their object, namely students. So, from researcher took this research because the problem researcher got during the observation was the same as the previous research and researcher hope this research will be successful too. The researcher will continue this analysis to the next steps and there is no commodity that is completely the same as the researcher's analysis. This research will be performed at SMPN 02 Baebunta for the seventh-grade SATAP (one roof). This thesis will be applied to research and development (R n D).

B. Theories of Education

a) Vocabulary

1. Definition of Vocabulary

Vocabulary is: (1) stock of phrases used by the person, classification of people, profession, etc. (2) a collection or listing of words,

usually in alphabetical order and defined.⁷ Vocabulary is: (1) A list of phrases often described or translated. (2) All the words of a language. (3) The specialized expression which is indigenous to a particular area subject, trade or subculture. Vocabulary is the central component of language skills which provides much of the groundwork for how well students speak, listen, read and write.⁸ Jackson and Amvela suggest that the words are synonymous with vocabulary, lexicon and lexis.⁹ Vocabulary is all the words that an individual is aware of uses and in a specific language, it is all the words.¹⁰

2. Types of Vocabulary

Generally, there are two types of vocabulary; they are energetic and passive vocabulary. The lively vocabulary commonly the word used in dialogue and writing, due to the fact they are diagnosed and understood when read. The passive vocabulary is generally not often or in no way used in any person speaking or writing however identified when met them reading and listening. Vocabulary is the feature words of a language that are learned, and be in a position to understand in speaking, reading and writing. While passive vocabulary refers to words which scholars will understand when they meet them in reading and listening, however, they will possibly no longer be in a position to produce them.

⁷ Barnhart and A. Cynthia, 'The Facts On File Student's Dictionary of American English', 2008.

⁸ Roget, *The American Heritage Dictionary* (Boston, 1980).

⁹ H. Jackson and E. Z. Amvela, *Words, Meaning, and Vocabulary: An Introduction to Modern English Lexicology* (New York: Cromwell Press, 2000).

¹⁰ A S Hornby, *Oxford Advanced Learner's Dictionary* (Oxford University Press, 2006).

He explained that there were at least 6 types of vocabularies. There are Word classes, Word families, Word formation, Multi-word units, collocations, Homonyms.¹¹

From the previous explanation, it can be concluded that there are different types of vocabulary, this is relevant to the fact that if visual, aural, oral and written words, people have different ways of understanding words in items. Not all words fit the learners' needs, so it is important to consider vocabulary selection to teach students.

3. Role of Vocabulary

As a linguist, noted that “very little can be conveyed without grammar, nothing can be conveyed without vocabulary”. Vocabulary is the language’s flesh, while grammar is the skeleton. A certain amount of vocabulary must be learned in order to able to use the language productively. Now it is not only for speaking verbally, but also in written forms.

“In improving reading skills, the importance of vocabulary knowledge has long been recognized”.¹² Researchers have suggested that an increase in reading energy depends on an increase in word knowledge non-stop. It knows that everyone needs to learn the vocabulary first in order to understand the language competencies.

¹¹ Scott Thornbury, *How to Teach Vocabulary* (Pearson Education Limited, 2002).

¹² national Reading Panel, ‘Teaching a Child to Read. An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction.’, 2000 <<http://www.nichd.nih.gov/publications.nrp/smallbook.htm>>.

In conclusion, learners have to pay larger interest to vocabulary teaching due to the fact the information of vocabulary is very important. The teacher should have high-quality and environment-friendly media to make the purpose of the teaching of vocabulary successful. Someone will be capable to enhance achievement and decorate conversation if he/she can master vocabulary well.

4. Vocabulary Development

It describes that vocabulary enhancement can be defined as the movement or act of constructing the students' vocabulary or phrase, or it can also be claimed that the factors that are being developed in English are vocabulary enhancement. In addition, students must have certain English vocabulary variables, such as noun, conjunction, adverb, adjective, pronoun, and interjection.. He or she also, in several ways, improve the vocabulary of students. Based on the above clarification, a necessary component is a necessary component in accordance with the written words of a language and should be considered as the intent, so words have a top which implies and shape must be nicely suited to method in context.

5. Principle of Teaching and Learning Vocabulary

There are many concepts in teaching and studying vocabulary as follows: aims, quantity, need, situation presentation, meaningful presentation, presenting in context, learning vocabulary, inference

(guessing) manner in vocabulary learning, an approach in teaching and mastering vocabulary.

6. The Technique in Teaching and Learning Vocabulary

Similar to classifies the approach in teaching vocabulary for amateur training as follow:

- 1) Let the students seem to take a look at the book, the word representing noun, verbs, adjectives and various types of words in multiple phrases that are introduced in the first year. In a noun, the younger beginners are underlined in plain words such as animals, vegetables and so on. Common verbs that are usually used in daily color recognition, an individual's characteristic in adjectives and many others that are easy to understand for kids.
- 2) Showing the actual object.
- 3) Showing some pictures, mainly the snapshots the students draw.
- 4) Definition in pattern English, the use of vocabulary that the students recognize already.

7. Teaching Vocabulary

The author will note that certain views dealing with an instructor are referred to by way of some standards as follow: Instructor is the most vital factor in any instructing situation. There are no excellent and horrible approaches, it was regularly said; there are right and terrible teachers, however. With an attitude towards his students, his peers, his supervisors and his mindset

work, the character of the teacher will decide to extend to any program. Naturally, the teacher's usual teaching capacity, his unique education in the field of the situation of language study. Brock I notes that every trainer needs to find the most suitable fabulous solution to this need. Teachers are free to choose any techniques that use their preferences as long as information methods no longer falsify and betray objectives in accordance with the skill, its interest, preceding preparation the fabric available and much different small print that the instructor can make the final selection of techniques. Factors that 1) narrowly teach the act of teaching in teaching instruction, 2) generally teach the act of delivering materials and training items that help to master both formal and non-formal.

b) Pocketbook

1. Definition of Pocketbook

Book is a long-term communication tool and maybe a very influential means of communication on the development of culture and the human race. Pocketbook is a paperback or other small or cheap edition of a book. As an educational tool, books affect students than other means.¹³

2. Arrangement of Vocabulary Pocketbook for the seventh-grade of SATAP Students at SMPN 02 Baebunta in least follows the systematic writing of the book following the provisions of the Ministry of

¹³ Putra SAREB and Masri, *Menumbuhkan Minat Baca Sejak Dini* (Jakarta: P.T Indeks, 2008).

National Education. Systematic writing of the book contains the following matters:

1. Pocketbook Design is a framework/design as the first concept before it made pocketbook and have 36 pages.

2. Pocketbook Size

The size of a pocketbook is 13 X 10 cm, based on the pocket size of the student's school uniform.

3. Presentation of a pocketbook

Pocketbook presentation is a way of presenting a warehouse of presentations in this case which is used to attract student motivation in reading.

4. The material of a pocketbook only contains about English vocabulary of their guidebook at the school, and can use in others school.

➤ Introduction

a) Title

b) Preface

c) Table of contents

➤ Content section

a) Illustration of material (guidebook)

➤ Supporting Section

a) Bibliography

Thus the composition of the Pocketbook is adjusted to systematic writing of scientific work so that the presentation of material to in a pocketbook becomes systematic.¹⁴

3. Advantages of Pocketbook

Pocketbook or (Buku Saku), including print media such as a textbook. Print media have the advantage is that it can be learned at any time because it can be taken anywhere even.¹⁵ With a small size compared to ordinary textbooks hence, Pocket Books that are made will be easy to learn when and anywhere because of its small and practical shape pocketed and does not require a large space inside storage so that students do not bother carrying anywhere, both inside and outside the school. Message can learn by students as needed. This is because in the preparation of the PocketBook is based on an analysis of Competency Standards in the syllabus of the subjects concerned, so the messages are contained in the PocketBook has been adapted to student needs.

PocketBook is equipped with a display that will be more attract students because it is equipped with images and colours. Election pictures and colours will be adjusted to the needs of the writing. Another advantage of PocketBook is in the use of teachers does not require special abilities or other media such as electricity and so on so

¹⁴ Wijaya Kusumah and Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas* (Jakarta: Indeks, 2012).

¹⁵ Dina Indriani, *Ragam Alat Bantu Media* (Yogyakarta, 2011).

that every teacher can use the media This Pocket Book wherever and whenever you need it.

4. PocketBook Weaknesses

Argues that print media has the disadvantage is that the manufacturing process takes a lot of time a long time because they have to go through the printing process. The printing process takes time resulting in the PocketBook that was created cannot instant or instant fast. The printing material is quite thick made students lazy to learn it, therefore the selection the right material is to be considered here, don't be too thick or too thin.

The next weakness of PocketBook is material media print is easily damaged and torn if the print and paper quality is poor, especially if exposed to water or fire will be easily damaged so their use must be very careful. The size of a small Pocket Book is also very likely to be lost, so students must put it in the right place so it is easy to remember.

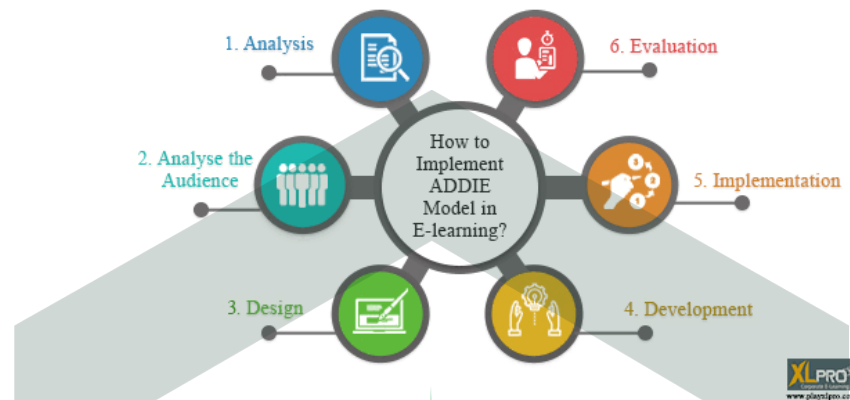
c) **Models in Developing**

There are several models in product development based on researchers, as follows:

1. ADDIE

This model of developing the product stand for five words. They are Analysis (needs, requirement, tasks and participants' current capabilities). Design (learning objectives delivery format, activities and exercises).

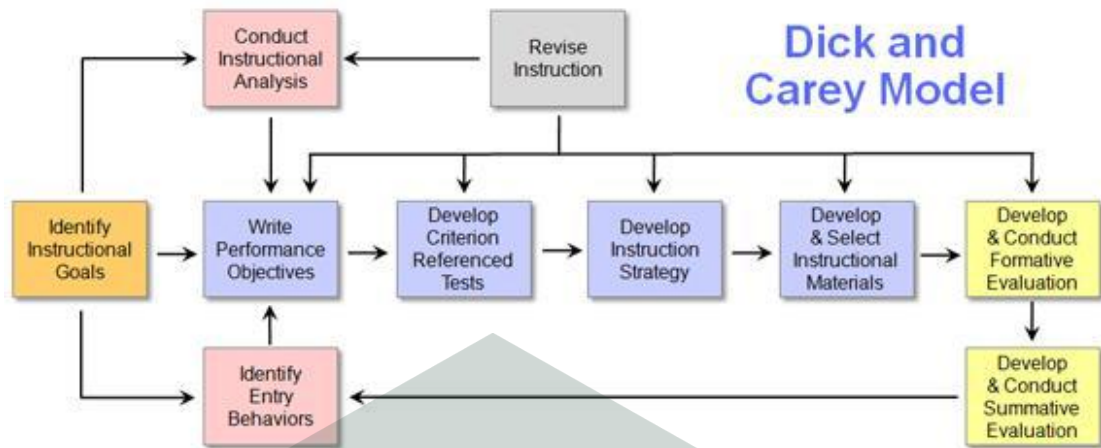
Development (create a prototype, develop course materials, review, pilot session). Implementation (training implementation, tools in place and observation). Evaluation (awareness, knowledge, behavior and result).



The summative comparison, meanwhile, consists for domain-specific criterion-related referenced gadgets that provide opportunities for recognized customers to comment. The analysis will be applied to ADDIE models of growth.

2. The Dick and Carey Design Model

All the stages mentioned so far in the ADDIE model include the Dick and Carey model, which starts with the identification of academic dreams and ends with the summative assessment. This model is ideal for a number of background areas, including the most relevant and secondary faculties, as well as the usage of commercial enterprises and authorities. The Dick and Carey instructional concept model is illustrated in figure 2 below:



In the Dick and Carey model, there are 9 stages. They are (1) determining the educational objective; (2) carrying out the instructional analysis; (3) describing the admission patterns and characteristics of the learner; (4) writing the success goals; (5) designing the evaluation items referenced by the criterion; (6) developing the instructional strategy; (7) the production and collection of educational materials; (8) the development and execution of the formative assessment; (9) the development and execution of the summative evaluation.

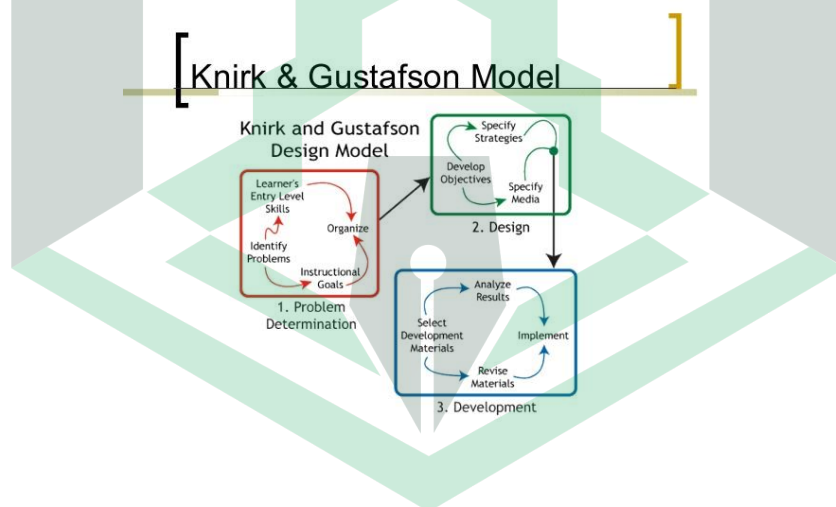
3. Borg and Gall

There are ten steps in the style of the growing guide: 1) Research and Collection of Knowledge. 2) Planning. 3) Designing the product's preliminary framework. 4) preliminary Testing of Fields. 5) Main Product Revision. 6) Main Field Research. 7) Revision of Operational Commodity. 8) Evaluating

Operational Area. 9) Final Revision of items. 10) Dissemination and Implementation.¹⁶

4. The Kirk and Gustafson Design Model

In the three phases of the Hannafin and Peck model, the Krik and Gustafon models fluctuate. There are individual approaches or measures involved in every stage in this model. In fact, like Hannafin and Peck's model, this model has three phases. They require the commitment, design and creation of problems includes the recognition of a problem and the stting of goals. In the planning stage, the enhancement of priorities and strategy specs are also addressed. The Kirk and Gustafon instructional concept model is illustrated in figure 4 below:



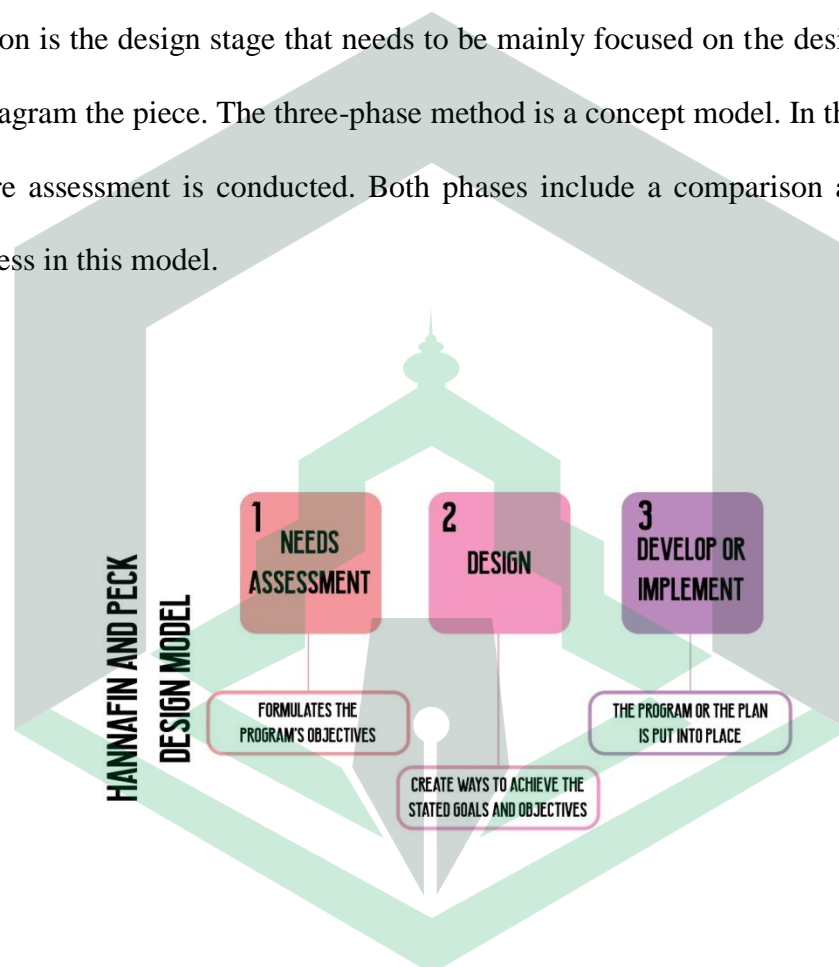
Finally, based entirely on the above rationalization, this survey adopted the ADDIE as the model of the academic diagram. The ADDIE model is less demanding and much less complex than numerous models of instructional design.

¹⁶ W. R Borg and M. D Gall, *Educational Research: An Introduction, Fifth Edition* (New York: Longman, 1983).

In addition, the ADDIE model is the primary model used as a supply in the production of various versions of the instructional plan.

5. Hannafin and Peck

Preparedness is develop and applied in the third process.¹⁷ The second section is the design stage that needs to be mainly focused on the desired analysis to diagram the piece. The three-phase method is a concept model. In the process, a desire assessment is conducted. Both phases include a comparison and revision process in this model.



C. Conceptual framework

In the learning process, there should be a process of cooperation or reciprocity between students and other students, teachers and students, vice versa. During English learning, learning is still teacher-centred and

¹⁷ M. J Hannafin and K. L Peck, *The Design, Development, and Evaluation of Instructional Software* (New York: Macmillan: company, 1988).

makes the teacher the only source of learning. Cooperation and interaction between fellow students very low. The approach that must be taken by students in the learning process is the communicative approach. The communicative approach is the approach used in the language teaching and learning process to communicate well. Therefore, the communicative approach aims to make communicative competence the goal of language learning and develop procedures for learning four language skills especially knowledge about vocabulary. In achieving a predetermined educational purpose, a teacher must teach as optimally as possible. One effort that done is to use learning media that are interesting for students.

The use of instructional media in the form of vocabulary pocketbook will be fair it can help students in the process of learning vocabulary and can help students in achieving learning goals. Pocketbook learning media are prepared and developed in accordance with the procedure for making a book product. The characteristics of the pocketbook are small books that can be studied in any place and the design provided can increase students' interest in learning English.

The use of learning media in the form of an English vocabulary pocketbook will be good if it can help achieve learning goals. This English vocabulary pocketbook learning media is structured and developed in such a way that it can improve student vocabulary. The researcher will use the ADDIE method in this study to build an English vocabulary

pocketbook for students at SMPN 02 Baebunta in the seventh-grade of SATAP students.

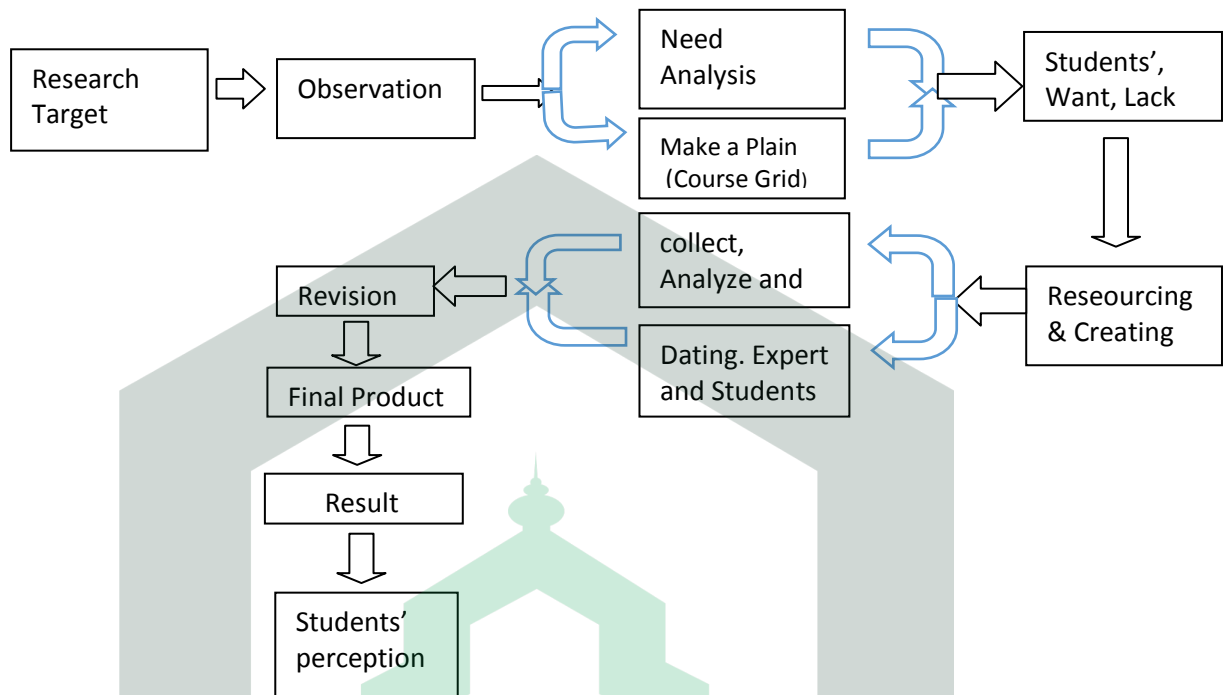


Figure 2.1 Conceptual Framework

1. Research Target

Here, based on the problem that happened, the researcher decides to choose the target of the analysis. In this analysis, the issue that occurred refers to the vocabulary capacity of the students in SMPN 02 Baebunta's seventh-grade SATAP students.

2. Observation and Interview

To obtain complete data on the problems of students in the listing subject, the researcher observed the class and interviewed some of the students. Before doing analysis of need, these two ways are done.

3. Need Analysis

The first schema in the ADDIE model is this step. It's called Research. In evaluating, the researcher divides a questionnaire that includes issues of lack, want and need. This aims to understand the learning needs of students as well as learning priorities.

4. Make a plan

Having a plan is called Design in the ADDIE Model. Here, the researcher focuses on the students' creation of a coarse grid (syllabus) based on the school's curriculum.

5. Resourcing and Make a Product

Resourcing and making a product named production in this process. The researcher gathers the information here and analyzes it to know about the appropriateness of the material with the students level. The researcher then produces a commodity in the pocketbook of English vocabulary. Until the teacher applies this product to the real class, the researcher will verify this pocketbook for experts and students (Try-Out)

6. Final Product

In this research, the final product was obtained from the outcome of expert judgment and validation by students. In this analysis, the final product passed two kinds of material validation above (Expert Judgment and Student Validity).

7. Try-out

For 15 students in the class, the pocketbook that had been validated was used. This try-out was aimed at understanding the outcomes of the students using the pocketbook.

D. Hypotheses

The use of media with pocketbook media by the syllabus of the school using can increase learning motivation of grade VII students in English at SATAP junior high school 02 Baebunta.



CHAPTER III

RESEARCH METHOD

A. Type of the Research

There are five steps in the development of the vocabulary pocketbook in this research, adapted from the ADDIE model and the guide of the researcher in the development of the vocabulary pocketbook. Analysis, Design, Develop, Implement and Evaluate stands for ADDIE.

B. Research Location

This research will be conducted on Thursday, 22 May 2019 at the seventh-grade students of SMPN 02 Baebunta.

C. Research Subject

The subjects of this research are one class consists of 15 students. The class seventh will be the subject. They are in the first semester of the academic year 2019/2020 at SATAP SMPN 02 Baebunta

D. Procedure of Development

The schema of the ADDIE model used to create the learning material is below.

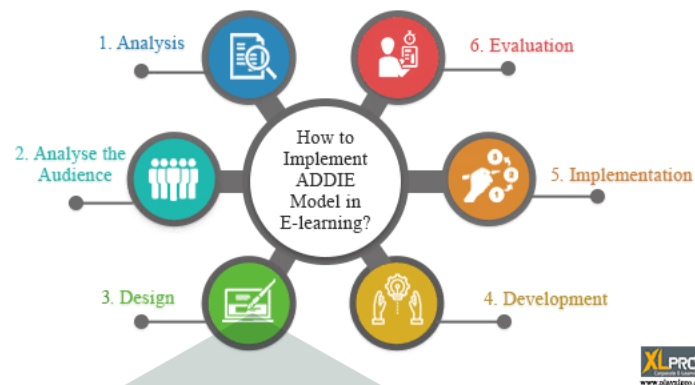


Figure 3.1 Schema of the Addie Model

1. *Analysis*. Here, the researcher should be able to grasp the lack, motivation and need of students. Those three components were included in the questionnaire given by the researcher to understand them. In addition, the questionnaire also aimed to explain the lack, motivation and need of learners.
2. *Design*. A course grid was developed by the researcher as the planning of the vocabulary class learning analysis. The need and aim of the learners were included in the course grid. How to develop student vocabulary using a pocketbook, the basic skills needed by the students.
3. *Development*: this step focuses on developing the material. Creation consists of 1. Gathering material (vocabulary list used in the guidebook), 2. Arranging the material (previously and based on the guidebook, adequacy of vocabulary for the level of students), 3. Arranging the template using the method of TBLT (Teaching Based on Language Teaching). It is the form of exercise that should be form the lowest level to the highest. The template here may be an example,

typing, editing of images, lay-out, colouring, etc, 4. Validation (the validation uses two approaches, using 4 experts the first way, and student validation the second way.

4. Implementation. The class has a pocketbook that has been checked by experts and students.
5. *Evaluation*. Here, the researcher used two types of evaluation. They whave been formative and summative evaluations. Formative assessment carried out for accumulating the data in every step of doing this research. This aimed to have strong data to repair the issues that regarded in this case. Summative contrast is an assessment performed in the remaining of research. This aimed to understand the effectiveness of the Pocketbook

E. The Technique of Data Collection

The data used in this research is qualitative and quantitative data. Under the needs of development research, quantitative reports are combined with qualitative. Qualitative data in the form of assessments, feedbacks, responses, criticisms and suggestions, while quantitative data collected by questionnaire prepared by providing choice answers about product assessment and test from the result of achievement in the field. The research instrument used to obtain data from this research includes:

- a. Questionnaire of the Students

This questionnaire will be given to students, its motive being used to accumulate records about students' needs, weaknesses, and desires. In the questionnaire, there will be 12 questions and the contents.

Table 3.1. The Students' Analysis Questionnaire

Aspect		The purpose of the Questionnaire	Questionnaire No.
Target Needs	Goal	To find out the reason for learning English.	1
	Necessities	To find out the type of needs by the demands of the target situation.	2
	Want	To find out the difference between abilities of learners and the needs of the target situation.	4,5,6,7,8,9,10,12
	Lack	To find out the learners' wants to learn English	3,11

b. Expert judgement

After the product is done, the researcher is going to do an professional in the step, some professionals will provide the judgments associated with the early product via the usage of the questionnaire. Besides the questionnaire, the statistics carried out from professionals are

additionally the shape of suggestion. The specialists make positive that the product is prepared to be tried-out.

c. Students Perceptions

The last stage in this research is students' perceptions of the products being developed.

F. Data Analysis Technique

The data analysis technique of this study will use two types of techniques, namely qualitative and quantitative descriptive. Data to be analyzed in descriptive quantitative are data from questionnaires. Data analysis of qualitative from observations and interviews with teacher and students at the seventh grade SATAP students at SMP 02 Baebunta. Data to be analyzed in descriptive quantitative are data from questionnaires

1. Analyze the result of the questionnaire for the students

Analyze the result of the questionnaire. Data analyze used in this lookup from the questionnaire is a consultant from the students reply from every lesson that can be formulated.

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

X= Value

$\sum X$ = Total answer

N= Total students

The opinion with the greater percentage the most typical desire by way of the students. The analyzed result is proven via the following table :

Table: 3.2 The example questionnaire of needs analysis

No	Question	Respond	Frequency (N)	Percentage (%)

2. Analyze the validation of the product by the expert

Expert validation result for products would be a central tend. The formula below can be used to analyze this:

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

Explanation:

M = Mean

ΣX = Total Score

N = Total Item

Table: 3.3 Data of Conversion Table

No	Interval	Descriptive categories
1.	$1.0 < X \leq 1.7$	Very Poor

2.	$1.8 < X \leq 2.5$	Poor
3.	$2.6 < X \leq 3.3$	Fair
4.	$3.4 < X \leq 4.1$	Good
5.	$4.2 < X \leq 5.0$	Very Good

Table 3.4 The Example of Table Expert Validation

No	Indicators	Score				
		1	2	3	4	5

Table 3.5 The Example of Table Students Perceptions

No	Indicators	Score				
		1	2	3	4	5

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The researcher will provide the result of this research in this chapter. The outcome consists of a questionnaire on needs analysis, a course grid, the first draft material, the product of expert judgement, final material and the impressions of the final draft by students of the questionnaire.

A. Research Findings

1. Result of Questionnaire Need Analysis

a. Need Analysis

The sample consisted of 15 students in this requirement analysis and was focused in the seventh-grade.

Table 4.1. The Answer to the Questionnaire

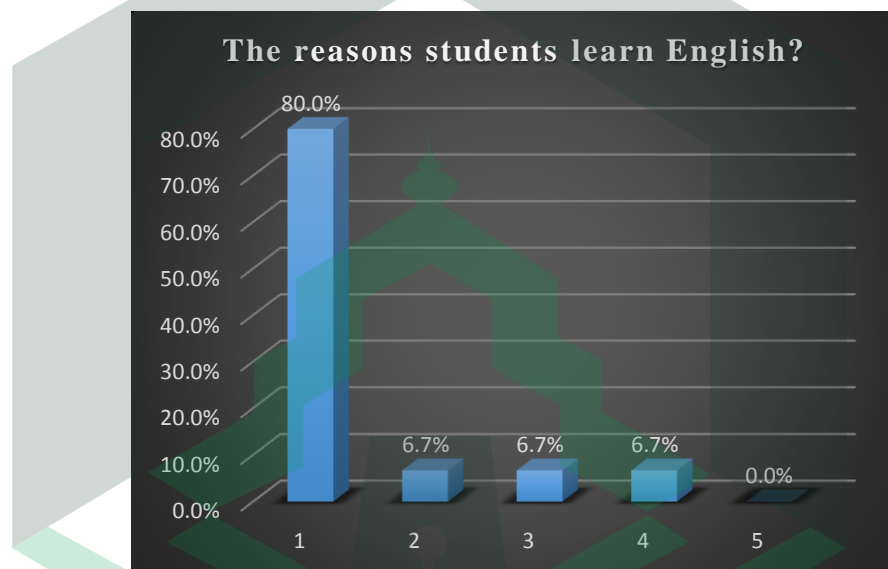
Question	A	B	C	D	E	Statement
1	12	1	1	1		Goal
2	2	3	5	5		Necessities
3	1	2	5	7		Lack
4	8	4	2		1	Want
5	3	10		2		Want
6	1	5	4	5		Want
7	6	6	3			Want
8	7		3	5		Want
9	3	4	6		2	Want

10	6	3	3	2	1	Want
11		3	12			Lack
12	6	6	2	1		Want

The type of questions

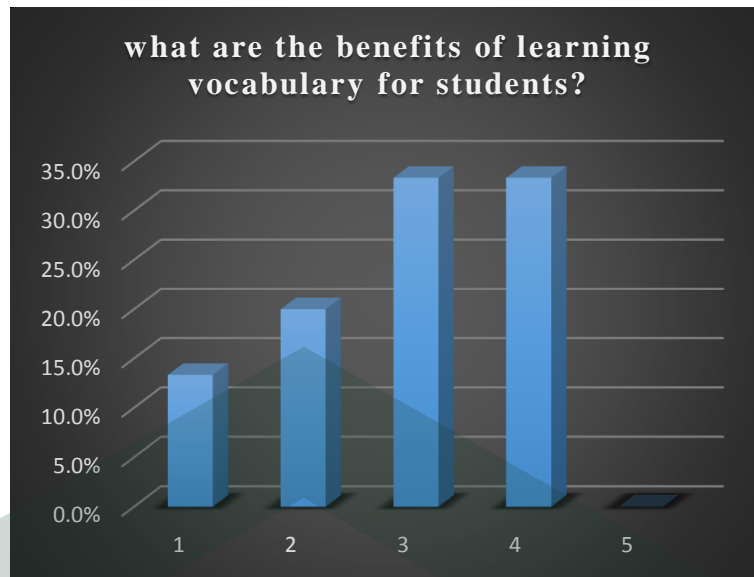
Figure 4.1 Percentage Result of Need Analysis Questionnaire

1. Goal



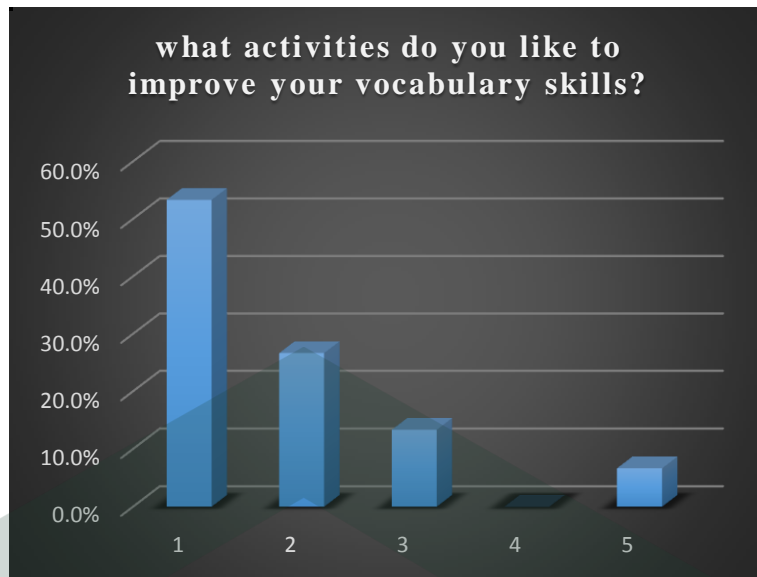
Based on the presentation on question number 1, namely the reasons students learn English at school which is the goal of the question. It can be seen, students prefer option A (80%). Which is to be able to communicate using English. Therefore, students must know the basis of English, namely vocabulary. Knowledge of English vocabulary can support students to communicate in English.

2. Necessities



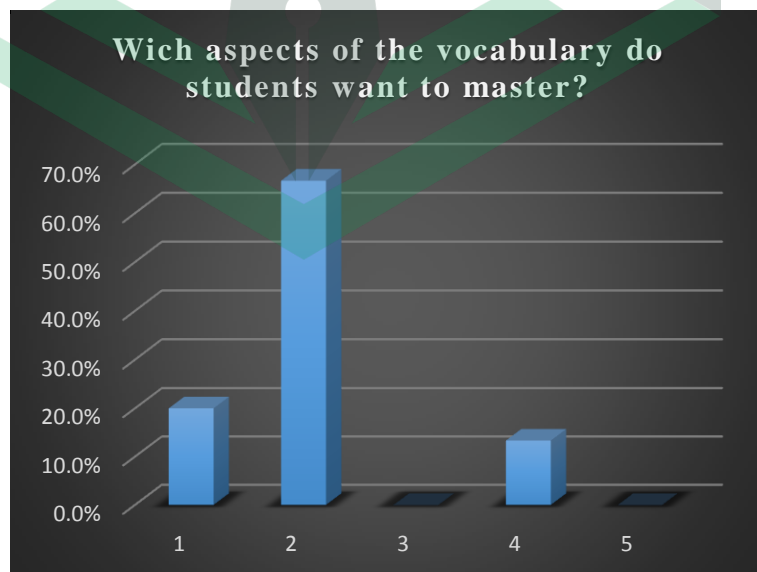
In question number 2 on the question sheet, what are the benefits for students learning vocabulary?. This is the necessities of asking. It can be seen from the presentation above, students prefer options C and D where the score for each option is (33.3%). In option C where the answer to the question is for capital when I will continue my education further. While option D is to be able to share information with friends about English. By using a vocabulary pocketbook, researchers hope to support students' desire to make students benefit when continuing their education and be able to share information with others about English.

3. Want



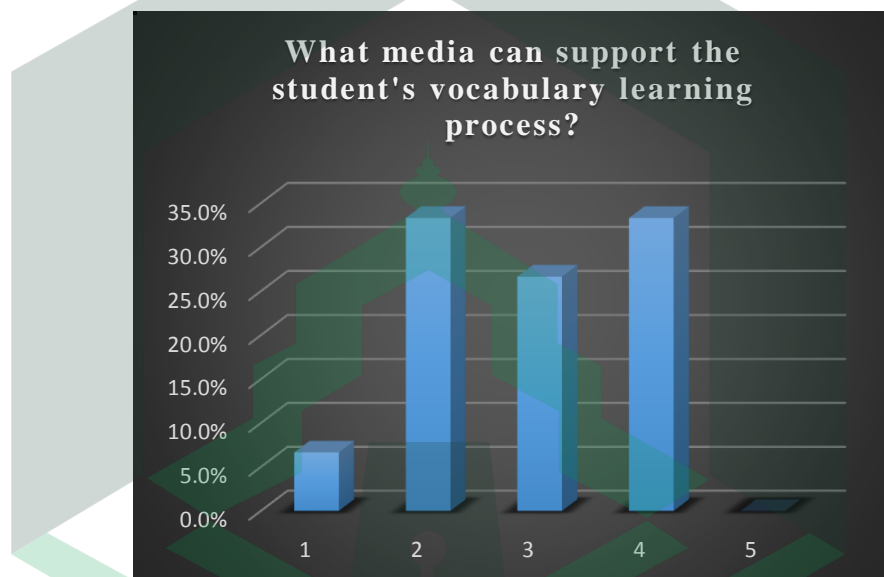
Based on the presentation in question number 4, which is what activities students like in improving vocabulary skills. This is the want of the question. It can be seen, students prefer option A (53.3%), namely question and answer. when using a vocabulary pocketbook, the teacher can test student' vocabulary skills using questions and answers.

4. Want



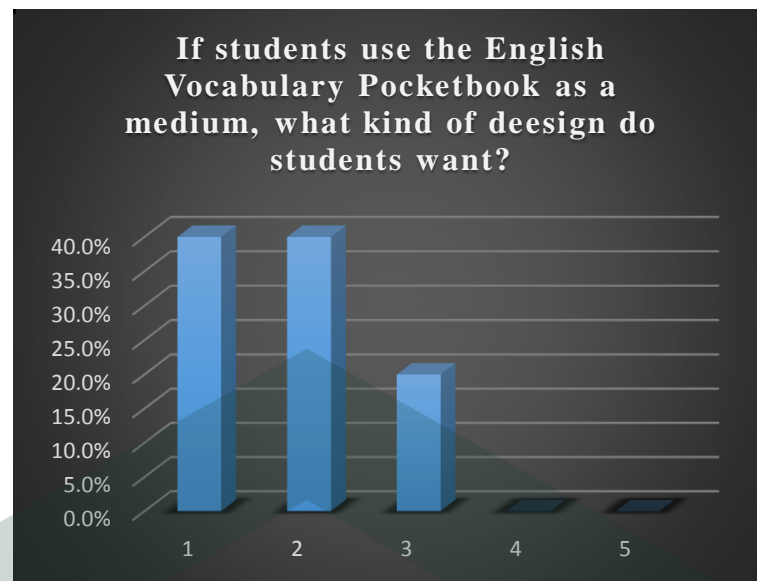
Based on question number 5, which is the vocabulary aspect that students want to master which is the want of the question. Students prefer option B (66.7%), which is the use of appropriate vocabulary. Therefore, the researcher recommends students to use book other than those used in school to guide students in understanding the appropriate use of English vocabulary.

5. Want



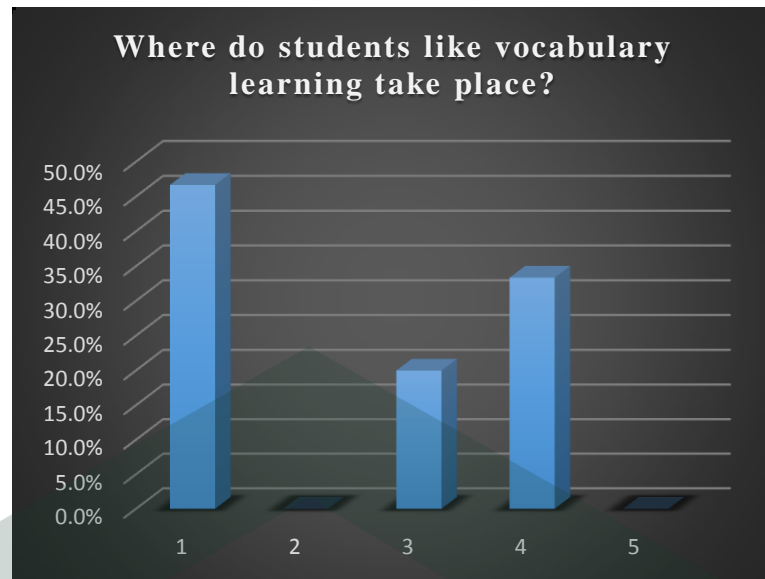
In question number 6, what media can support the vocabulary learning process for students which is the want of the question. Students prefer options B and D namely (33.3%). In option B where the answer to the question is visual (picture or writing is shown) while option D is a vocabulary pocketbook (a list of vocabulary according to the manual used which is easy to carry everywhere). Besides being interesting, the book should also be more useful in its use.

6. Want



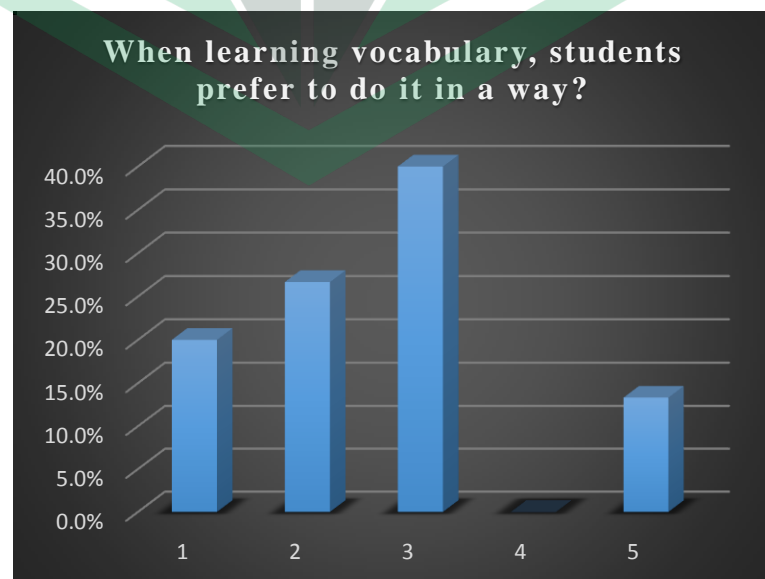
Based on question number 7, what kind of design do students want in using the English vocabulary pocketbook which is the want of the question based on the percentage of questions about the students' desired English vocabulary pocketbook design, they were correct. This can be seen as inion. It can be seen from the presentation, students prefer option A and B, namely (40%). Where the answer to the question option A is summary information about the material being taught. Whereas option B is tabled (contains a list of English vocabulary and their meanings and is easy to carry everywhere). Therefore, the researcher designed a brief and clear English pocketbook according to student learning and besides that, the book was designed to be more attractive.

7. Want



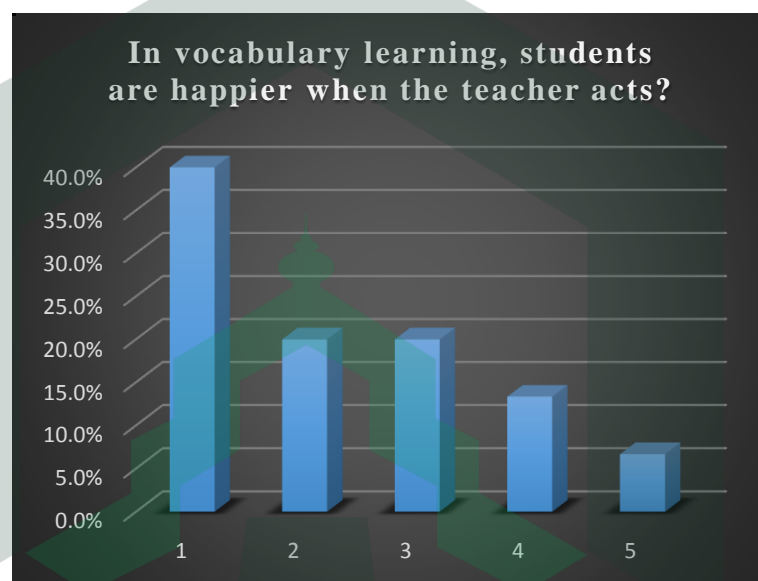
In question number 8, the place where vocabulary learning takes place is what students like. This is the want of the question. Students prefer option A (46.7%), that is students prefer to study in the classroom. So that students can focus more on the process of learning English. However, students can also learn English anywhere using a vocabulary pocketbook.

8. Want



Based on question number 9, namely, when learning vocabulary, students prefer to do it in a way. This is the want of the question. Students prefer option C (40%), which is in groups. However, when using vocabulary pocketbook, the researcher believed that students would prefer to study individually.

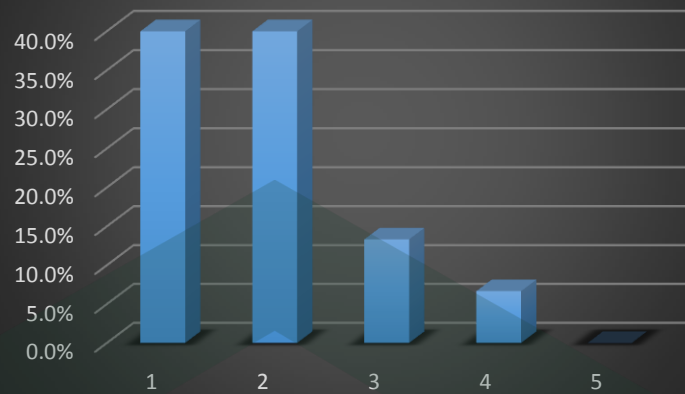
9. Want



Based on the presentation on question number 10, namely in vocabulary learning, students are happier when the teacher acts. This is the want of the question. It can be seen, students prefer option A (40%), which is to use English as the language of instruction. Therefore, when learning the teacher is recommended to use the vocabulary contained in the vocabulary pocketbook.

10. Want

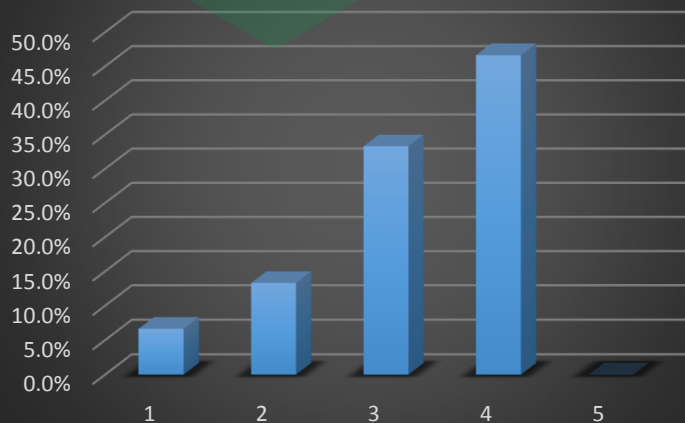
What topics do students want in vocabulary learning to improve students' vocabulary skills?



In question number 12, namely the topics that students want in vocabulary learning to improve students' vocabulary skills. It can be seen, students prefer options A and B namely (40%). Where the answer to option A is a topic based on the manual used, while option B is a topic that discusses your environment. So that researcher use vocabulary found in school manuals and vocabulary commonly used around their environment.

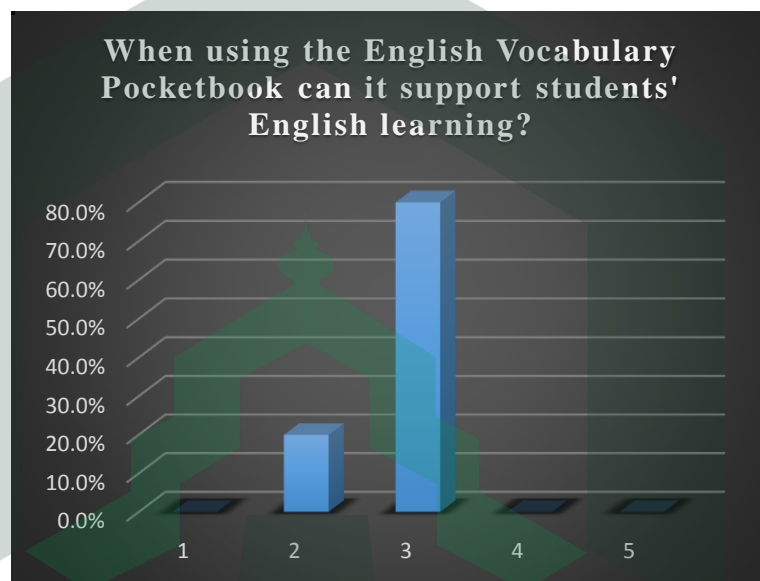
11. Lack

What difficulties do students have when learning vocabulary?



Based on the presentation on question number 3, namely what difficulties students feel in vocabulary learning. This is a lack of question. Students prefer option D (46.7%), which is difficult to group English words. So that the book that the researcher will create will be grouped according to the vocabulary theme in English learning.

12. Lack



In question number 11, whether using the English vocabulary pocketbook can support learning English for students. This is a lack of question. It can be seen from the presentation, students prefer option C (80%) which is very helpful. So, vocabulary pocketbook is very helpful for students in the process of learning English.

b. The Course Grid

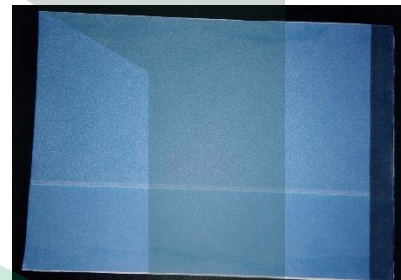
The course grid is based primarily on a previous analysis in needs. The ingredient is designed by taking from the questionnaire the best percentage of learning needs of students and target needs. As a

knowledge enhancement, this course grid is develop as a pocketbook for English vocabulary as teaching material for SATAP junior hing school students 02 Baebunta.

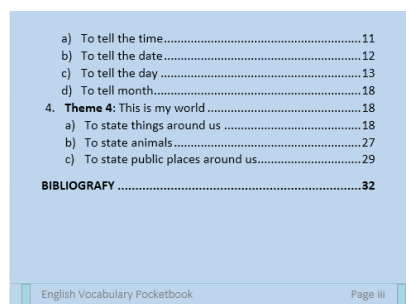
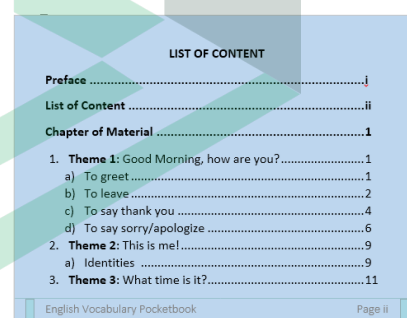
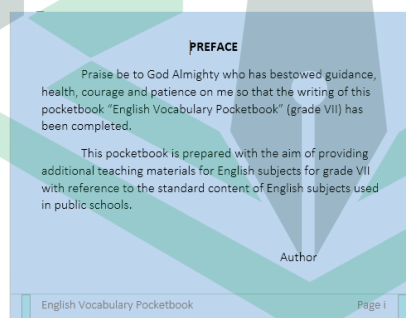
c. The First Draft of Material

The researcher's material design is based on the course grid that consists of the pocketbook design, size, cover, foreword, title, and pocketbook vocabulary material.

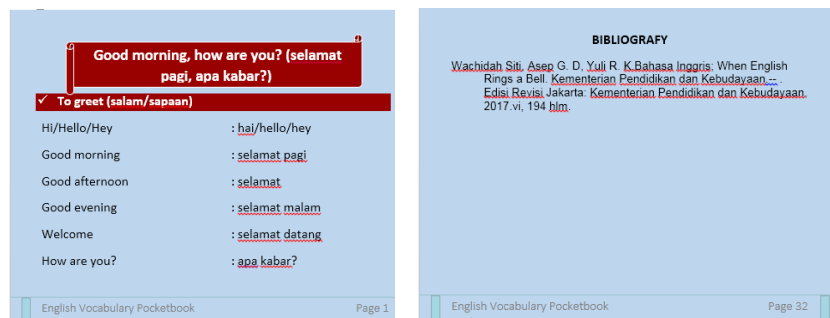
1) Front and back cover of English vocabulary pocketbook.



2) Foreword and list of contents of English vocabulary pocketbook.



3) Contents and Bibliography of English vocabulary pocketbook.



d. Material Validation

a. Expert Judgment

The researcher validated the material this time by providing Ardaliani S.Pd with a questionnaire (expert judgment) for lay-out expert, linguist and material expert. In this questionnaire inquire about all aspects of the product. In the material section, the expert gave suggestions regarding adding material to the pocketbook that the researcher made, namely adding vocabulary to each of the themes in the pocketbook. Then in the pocketbook design section to make it al little more attractive, especially in choosing a more suitable color so that students are more interested in using the book. While in the language section, the language used is good and easy to understand. From all of that, it can be seen from the reults of the expert's assessment of the pocketbook that has made to be considered feasible. The layout of the language and material that is judged by an expert are these aspects. The results of the expert review are below.

1) Table 4.2 The result of the Lay-Out Expert.

Questioner Number	Score	Questioner Number	Score	Questioner Number	Score
1	4	7	4	13	5
2	4	8	4	14	5
3	5	9	5	15	5
4	5	10	5	16	5
5	5	11	5	17	5
6	4	12	5	18	4
Total Score					84

$$\text{Mean} = \frac{84}{18} = 4,7$$

2) **Table 4.3 The result of the linguist Expert.**

Questioner Number	Score	Questioner Number	Score	Questioner Number	Score
1	5	5	4	9	5
2	5	6	4	10	5
3	5	7	4	11	5
4	4	8	4	12	5
Total Score					55

$$\text{Mean} = \frac{55}{12} = 4,6$$

3) **Table 4.4 The result of the Material Expert.**

Questioner Number	Score	Questioner Number	Score	Questioner Number	Score
1	4	6	5	11	4
2	4	7	5	12	4
3	4	8	5	13	4
4	4	9	5	14	4
5	5	10	4		
Total Score					61

$$\text{Mean} = \frac{61}{14} = 4,4$$

From the three tables above, the data shows that the pocketbook has been created the design by the researcher has met the necessities to be applied in the classroom. All of this is proven by 84 offers from Lay-Out Expert, 55 offers from Language Expert and 61 offers from material Expert, which is 4.6. this class gets “Very Good” at the interval. The expert provides the researcher with dome notes on another side as the correction.

2. Students' Perception

Table 4.5 The Result of Students' Perception

No.	Statement	Means	Description of Agreement

1.	The appearance of the pocketbook is attractive	4.8	Strongly Agree
2.	Pocketbook is easy to learn	4.6	Strongly Agree
3.	The language used is easy to understand	4.9	Strongly Agree
4.	With the pocketbook, it helps students when studying at school and at home independently	4.5	Strongly Agree
5.	Using the pocketbook helps complete tasks faster	4.1	Agree
6.	The vocabulary used in the pocketbook corresponds to the material in the school manual	4.8	Strongly Agree
7.	Using the pocketbook further increases students motivation to learn	4.1	Agree
8.	Learning English using pocketbook makes you better understand	4.5	Strongly Agree
9.	Pocketbook can help students be active in class	3.8	Agree
10.	Pocketbook makes students' mastery of English skills	4.5	Strongly Agree

	improve		
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The data above shows that the pocketbook of English vocabulary designed by the researcher is ready to be used in the classroom. This can be proven from the score of students' perception, which answered *Strongly Agree* **4.7** and *Agree* **4.0**. Then, the average of the mean is **4.46**. in the interval this category got "**Very Good**"

B. Discussion

This thesis is a research on the development of an English Vocabulary pocketbook for the seventh grade SATAP students at SMPN 02 Baebunta. The question is what is appropriate and how is the students' perception in using the vocabulary pocketbook for the seventh grade SATAP (one roof) at SMPN 02 Baebunta?. The purpose of this research was to develop the appropriate English vocabulary pocketbook and to find out the students' perception in using English vocabulary pocketbook to improve vocabulary for the seventh grade SATAP students at SMPN 02 Baebunta.

The method used in this research is the Research and Development (R&D) method. The population was seventh-grade SATAP students of SMPN 02 Baebunta with a total of every class are 15 students. To take the number of samples, the researcher only took 15 students from the seventh-grade. Researchers develop products used Addie's development model. The Addie model consists of 5 steps in development, namely (1) need

analysis phase is the analysis of the learners' needs, (2) design phase is drafting of media Pocketbook, (3) development phase is feasibility assessment from the expert, namely: Material Expert, Media Expert, Lay-Out Expert, (4) implementation phase is feasibility assessment of media by students which consist of 15 students and (5) evaluation phase is measuring the achievement of the development. The product in this research is a pocketbook. The contents of the pocketbook consist of English vocabulary. The structure of the pocketbook consists of a cover, foreword, English vocabulary.

This product is considered useful for SATAP students of SMPN 02 Baebunta. Assessing the feasibility of pocketbook showed the following:

- 1) The material expert gave average score 4.4, which included in the category of Very Good,
- 2) The linguist expert gave average sore 4.6, which includes a category Very Good.
- 3) The lay-out expert gave an average score of 4.7, which includes a category Very Good.

This can be seen from the assessment given by the expert judgment with a value of 4.6, which included a category Very Good. Evaluation by students' perception obtained an average score of 4.46, which includes a category Very Good. The result of data from students' perception indicates that the pocketbook is needed by seventh-grade students of SMP Satap 02 Baebunta. Thus, this vocabulary pocketbook is suitable for use as a learning medium.



CHAPTER V

CONCLUSIONS AND SUGGESTION

This research is intended at developing an English vocabulary pocketbook that meets the needs of SATAP junior high school 02 Baebunta students.

A. Conclusion

In accordance to the objective in Chapter IV, the conclusion of this research is to explain the result in the previous chapter. In this review, there are 2 points summed up. Namely:

1. Need Analysis

Knowing students problems through direct observation to seventh grade, as well as seeing the situation experienced by students of SMP SATAP 02 Baebunta. the give a question regarding the necessities, wants and lack of students in improving skills in learning English especially vocabulary skills. After that the researcher carried out the process of making what the students wanted through the results of the questionnaire that had been distributed, namely props in the form of pocketbooks to help and facilitate students in learning English. After the pocketbook has been made, the researcher then gives the product to the English teacher who is an expert judgement from 3 parts, namely linguist experts, material expert and design experts to get corrections to the pocketbook made by researchers, until it is truly proven than the pocketbook that are made suitable for the student use. This can be seen from the results of the expert judgement, namely linguists experts (4.6), material experts (4.4), and design experts (4.7). so that the score obtained is

4.6 which is included in the “Very Good” or decent category. Based on the results of the need analysis questions, seventh-grade students of SMPN Satap 02 Baebunta are suitable to use the English Vocabulary Pocketbook media in the learning process.

2. The Result of Students’ Perception

It can be seen from the importance the perception of students who reacted Strongly to Agreement 4.7 and Agreement 4.0. The mean, then, is 4.46. This category got “Very Good” in the interval. So, this English vocabulary pocketbook is focused on the needs of students.

B. Suggestion

1. Suggestion to the Students’

Students must be diligent in using the English vocabulary pocketbook by reading and memorizing them to better understand and increase knowledge of English vocabulary. So that motivation in learning English increases.

2. Suggestion to the Teacher

The teacher can use the English vocabulary pocketbook in the teaching and learning process, by explaining the English vocabulary to the students first. Besides, teachers need to monitor students’ progress in improving their vocabulary. So, the teacher must know the benefits of not using a pocketbook before learning begins by asking students one by one some English vocabulary to find out its development.

3. Suggestion to the Researchers

Researchers provide suggestions for the other researchers who want to develop pocketbooks. So that the mistakes made by previous researchers can be avoided. There are several suggestions given by researchers. Researchers only develop English vocabulary for seventh-grade students of SMP SATAP 02 Baebunta. Hopefully, other researchers can develop a more complete and interesting pocketbook.





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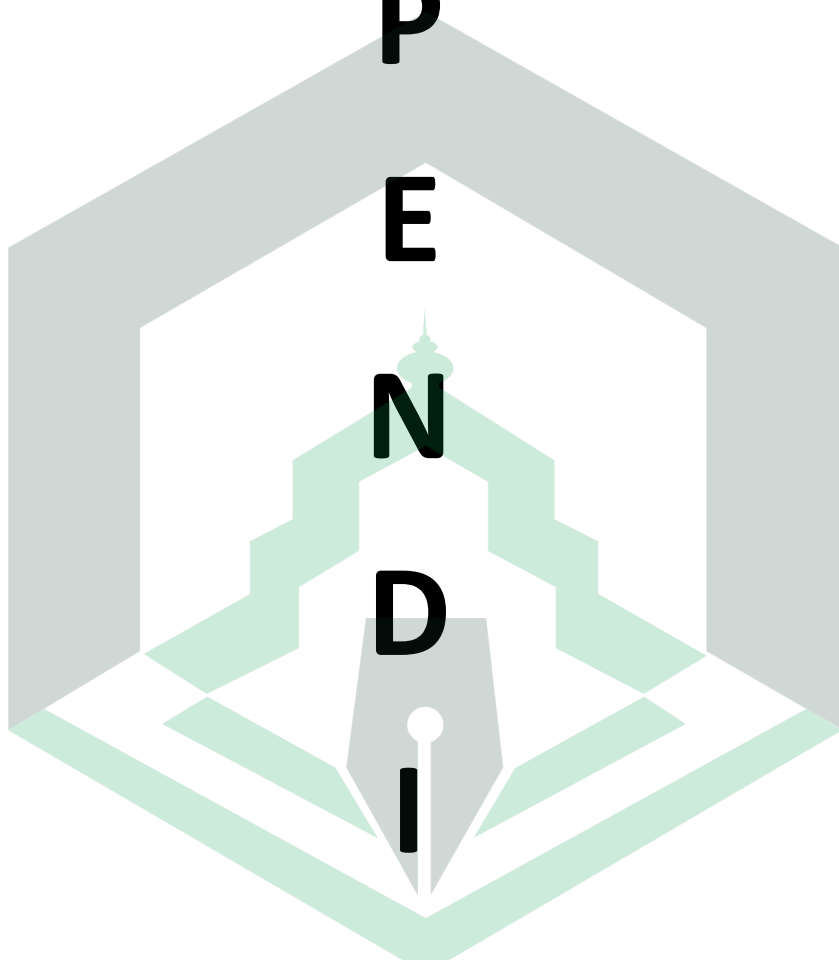
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SILABUS

Bahasa Inggris

Satuan Pendidikan : SMP/MTs Satap 02 Baebunta

Kelas : VII (Tujuh)

Alokasi Waktu : 4 jam X 160 detik jam pelajaran/ minggu

Kompetensi Inti :

- **KI1:** Menghargai dan menghayati ajaran agama yang dianutnya.
- **KI2:** Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi dengan	<p>➤ Fungsi Sosial Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapi nya, untuk menjaga hubungan interpersonal dengan guru dan teman.</p> <p>➤ Struktur Teks</p> <ul style="list-style-type: none"> • Memulai • Menanggapi 	<ul style="list-style-type: none"> - Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar. - Mengidentifikasi ungkapan yang sedang dipelajari - Belajar menanyakan 		12 JP	<ul style="list-style-type: none"> ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>konteks penggunaannya</p> <p>4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>(diharapkan /di luar dugaan)</p> <p>➤ Unsur Kebahasaan</p> <ul style="list-style-type: none"> • Ungkapan-ungkapan yang lazim digunakan. • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. <p>➤ Topik</p> <p>Interaksi antara peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyapa, berpamitan, berterimakasih, meminta maaf yang dapat menumbuhkan perilaku yang termuat di KI.</p>	<p>n hal-hal yang tidak diketahui atau yang berbeda.</p> <ul style="list-style-type: none"> - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa. - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar. 			
<p>3.2 Mengidentifikasi fungsi sosial,</p>	<p>➤ Fungsi Sosial</p> <p>Berkenalan, m</p>	<p>- Menyimak dan menirukan</p>		<p>16 JP</p>	<p>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. a. {Perhatikan unsur kebahasaan dan kosa kata terkait hubungan Keluarga; pronoun (subjective, objective, possessive)}</p>	<p>e m pe rk en alk an dir i se nd iri /o ra ng lai n.</p> <p>➤ Struktur Teks</p> <ul style="list-style-type: none"> • Memulai • <p>M en an gg ap i (di ha ra pk an /di lu ar du ga an)</p>	<p>beberapa contoh pemaparan jati diri, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> - Mengidentifikasi ungkapan-ungkapan penting - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Mempelajari contoh teks pemaparan jati diri oleh figur-figur terkenal - Memaparkan jati dirinya yang sebenarnya 			<p>When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013</p> <ul style="list-style-type: none"> ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru
<p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial,</p>	<p>➤ Unsur Kebahasaan</p> <ul style="list-style-type: none"> • Sebutan anggota keluarga 	<ul style="list-style-type: none"> - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya - Melakukan refleksi 			

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>inti dan yang lebih luas, serta orang-orang dekat lainnya.</p> <ul style="list-style-type: none"> • Verba: be, have, go, work, live (dalam simple present tense). • Subjek pronoun : I, You, We, They, He, She, It. • Kata ganti possessive my, your, his, dan sebagainya. • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. <p>➤ Topik</p> <p>Deskri</p>	<p>tentang proses dan hasil belajarnya</p>			

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>psi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik, yang dapat menuhkan perilaku yang termuat di KI.</p>				
<p>3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks</p>	<p>➤ Fungsi Sosial</p> <p>Menyebutkan/menanyakan waktu dari keadaan/peristiwa/kegiatan.</p> <p>➤ Struktur Teks</p> <ul style="list-style-type: none"> • Memulai • Menanggapi (diharapkan/di luar 	<ul style="list-style-type: none"> - Menyimak dan menirukan pemaparan tentang waktu terjadinya keadaan/kejadian/peristiwa, mencakup nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun - Menyebutkan semua nama hari, 		<p>20</p>	<ul style="list-style-type: none"> ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>penggunaannya a. (Perhatikan kosa kata terkait angka kardinal dan ordinal)</p>	<p>dugaan)</p> <p>➤ Unsur Kebahasaan</p>	<p>bulan, tanggal 1-31, waktu, bagian hari, tahun dengan ucapan dan tekanan kata yang benar, satu per satu.</p>			
<p>4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Pertanyaan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun. • Angka ordinal dengan <i>the</i> untuk menyebutkan tanggal (lisan): antara lain. <i>the first, the second, the twenty third, the thirty first of</i> 	<p>ucapan dan tekanan kata yang benar, satu per satu.</p> <ul style="list-style-type: none"> - Menyatakan secara lisan waktu terjadinya berbagai keadaan/peristiwa/kegiatan - Menanyakan hari, tanggal, bulan, dan waktu terjadinya keadaan/peristiwa/kegiatan dengan unsur kebahasaan yang benar - Membuat tulisan tentang waktu-waktu terjadinya peristiwa penting yang diketahui umum. Hasilnya dipublikasikan di kelas 			

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>May)</p> <ul style="list-style-type: none"> • Angka ordinal tanpa <i>the</i> untuk menyebutkan tanggal (tulis): antara lain. <i>1st, 2nd, 23rd, 31st of May.</i> • Waktu (lisan): <i>at one, at two fifteen, at ten to seven, at a quarter past eight.</i> • Waktu (tulis): : 01 :0 0; 02 :1 5; 06 :5 0; 08 :1 5. • Artikel <i>the</i> untuk menyebut 	<p>atau di majalah dinding sekolah</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajarnya 			

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>waktu dalam hari, <i>in the morning, in the afternoon, in the evening.</i></p> <ul style="list-style-type: none"> • Preposisi untuk <i>in</i> (bulan, tahun, waktu dalam hari), <i>on</i> (hari dan tanggal), <i>at</i> (jam, <i>at noon, at night</i>). • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. <p>➤ Topik Waktu kejadian /peristiwa/ kegiatan terkait kehidupan di sekolah, rumah, dan lingkungan sekitar peserta didik yang</p>				

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	dapat menumbuhkan perilaku yang termuat di KI.				
<p>3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular)</p>	<p>➤ Fungsi Sosial</p> <p>Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar.</p> <p>➤ Struktur Teks</p> <ul style="list-style-type: none"> • Memulai • Menganggapi (dira-pkan) 	<ul style="list-style-type: none"> - Mencermati beberapa teks pendek berisi penyebutan benda-benda di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Menyimak dan menirukan guru menanyakan dan menyebutkan benda-benda yang terdapat di dalam kelas dan di sekolah, dengan tata bahasa, ucapan dan tekanan kata yang benar - Bertanya 		24 JP	<ul style="list-style-type: none"> ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru
4.4 Menyusun teks interaksi					

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>/di lu ar du ga an)</p> <p>➤ Unsur Kebahasaan</p> <ul style="list-style-type: none"> • Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik. • Penyebutan benda dengan <i>a, the</i>, bentuk jamak (-s) • Penggunaan kata penunjuk <i>this, that, these, those</i> ... • Preposisi untuk 	<p>jawab tentang beberapa benda di dalam dan sekitar rumah</p> <ul style="list-style-type: none"> - Membaca beberapa teks pendek tentang rumah dan sekitarnya, terutama keberadaan benda dan binatang - Bertanya jawab tentang beberapa bangunan dan benda-benda dan binatang-binatang di dalam dan sekitarnya - Melakukan refleksi tentang proses dan hasil belajarnya 			

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>in, on, under</i> untuk menyatakan tempat</p> <ul style="list-style-type: none"> • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>➤ Topik Benda, binatang, dan bangunan yang biasa dijumpai dalam kehidupan nyata di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku</p>				

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	yang termuat di KI.				
<p>3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be, adjective</i>)</p>	<p>➤ Fungsi Sosial Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</p> <p>➤ Struktur Teks</p> <ul style="list-style-type: none"> • Memulai • Menanggapi (diharapkan/di luar dugaan) <p>➤ Unsur Kebahasaan</p> <ul style="list-style-type: none"> • Pernyataan dan pertanyaan terkait sifat orang, binatang, benda, 	<p>- Menyimak dan menirukan guru menanyakan dan menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <p>- Mencermati beberapa teks pendek yang mendeskripsikan sifat orang, benda, dan binatang di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar</p>		20 JP	<ul style="list-style-type: none"> ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris <i>When English Rings The Bell</i>, Kelas VII, Kemendikbud, Revisi Tahun 2013 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru
<p>4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan</p>	<p>➤ Unsur Kebahasaan</p> <ul style="list-style-type: none"> • Pernyataan dan pertanyaan terkait sifat orang, binatang, benda, 				

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>binatang.</p> <ul style="list-style-type: none"> • Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite). • Ucapan, tekanan kata, intonas 	<ul style="list-style-type: none"> - Bertanya jawab tentang sifat beberapa benda di dalam dan sekitar rumah - Membaca beberapa teks pendek tentang sifat orang, benda, binatang di dalam dan di sekitar rumah dan sekolah sekitarnya - Bertanya jawab tentang sifat orang, benda, binatang terkenal - Melakukan refleksi tentang proses dan hasil belajarnya 			

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>i, ejaan, tanda baca, dan tulisan tangan .</p> <p>➤ Topik Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.</p>				
<p>3.6</p> <p>Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan</p>	<p>➤ Fungsi Sosial Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda tingkah laku/tind</p>	<p>- Menyimak guru membacakan beberapa teks pendek kebiasaan yang dilakukan orang dan binatang</p>		<p>28 JP</p>	<ul style="list-style-type: none"> ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)</p>	<p>akan/fungsinya.</p> <ul style="list-style-type: none"> ➤ Struktur Teks <ul style="list-style-type: none"> • Memulai • Menanggapi (diharapkan/di luar dugaan) ➤ Unsur Kebahasaan <ul style="list-style-type: none"> • Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda. • Kalimat deklaratif (positif dan negatif) dalam 	<p>yang terdapat di rumah, sekolah, dan sekitarnya, dan kemudian menirukannya kalimat-kalimat dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> - Didiktekan guru, peserta didik menulis teks-teks tersebut dengan tulisan tangan, dengan ejaan dan tanda baca yang benar - Membuat teks-teks pendek tentang kebiasaan yang dilakukan beberapa orang dan binatang yang sangat dikenal - Bertanya 			
<p>4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>akan/fungsinya.</p> <ul style="list-style-type: none"> ➤ Struktur Teks <ul style="list-style-type: none"> • Memulai • Menanggapi (diharapkan/di luar dugaan) ➤ Unsur Kebahasaan <ul style="list-style-type: none"> • Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda. • Kalimat deklaratif (positif dan negatif) dalam 	<p>yang terdapat di rumah, sekolah, dan sekitarnya, dan kemudian menirukannya kalimat-kalimat dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> - Didiktekan guru, peserta didik menulis teks-teks tersebut dengan tulisan tangan, dengan ejaan dan tanda baca yang benar - Membuat teks-teks pendek tentang kebiasaan yang dilakukan beberapa orang dan binatang yang sangat dikenal - Bertanya 			

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>m simpl e prese nt tense .</p> <ul style="list-style-type: none"> • Kalimat interogative: Yes/No question; Why-question. • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. <p>➤ Topik Tingkah laku/tindakan/fungsi orang, binatang, benda, yang terdapat</p>	<p>jawab tentang isi teks yang telah ditulis dengan kelompok lain.</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajarnya 			

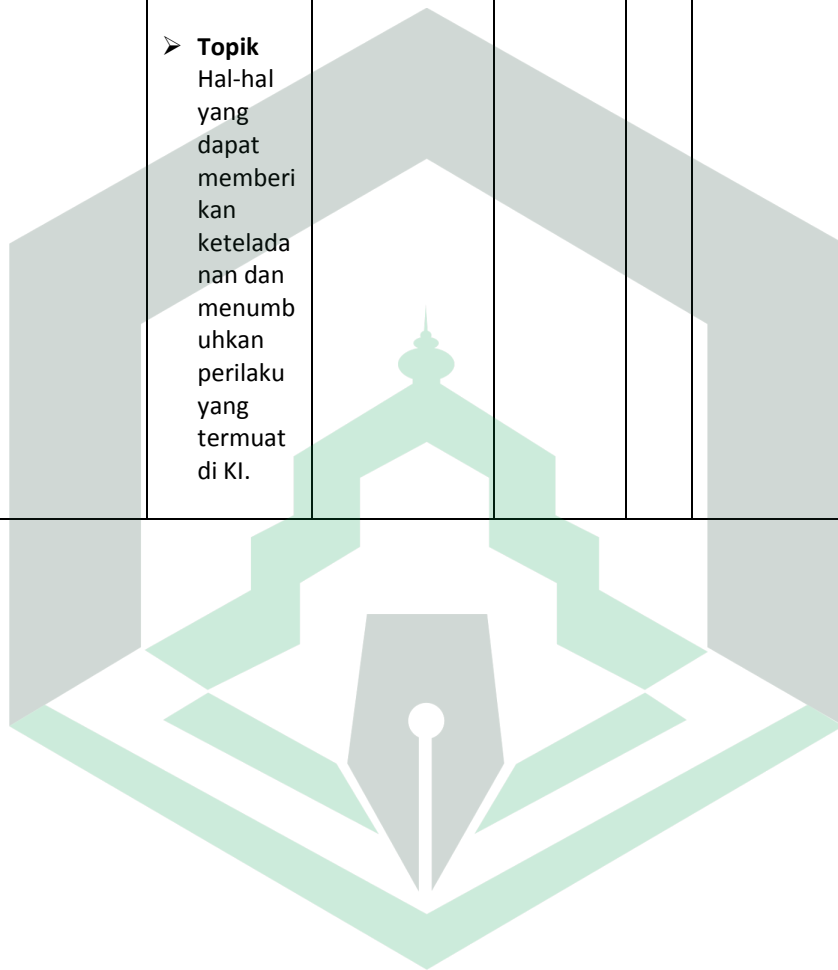
Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.				
<p>3.7</p> <p>Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<p>➤ Fungsi Sosial Mendeskripsikan, menganalisis, memuji, mengidentifikasi, mengkritik.</p> <p>➤ Struktur Teks</p> <ul style="list-style-type: none"> • Identifikasi (nama keseluruhan dan bagian) • Sifat yang menjadi pencirinya. • Fungsi, perilaku 	<ul style="list-style-type: none"> - Membaca beberapa teks deskriptif tentang sekolah termasuk benda-benda dan binatang-binatang yang ada yang disertai foto atau gambar yang menarik - Bertanya tentang informasi yang terkait di dalam teks tersebut. - Menggunakan alat analisis (tabel atau 		<p>20 JP</p>	<ul style="list-style-type: none"> ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru
<p>4.7 Teks deskriptif</p> <p>4.7.1</p> <p>M</p>					

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda</p> <p>4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan</p>	<p>uraian, manfaat, tindakan, kebiasaan yang menjadi ciri orang, binatang, atau benda yang dibicarakan.</p> <p>➤ Unsur Kebahasaan</p> <ul style="list-style-type: none"> • Kalimat deklaratif (positif dan negatif), dan interogative (Yes/No question; Wh question), dalam simple present 	<p>bagian (<i>mind-map</i>) untuk mempelajari sistematika deskripsi yang diterapkan</p> <ul style="list-style-type: none"> - Mengamati suatu benda/binatang/orang yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk mengkritik/menyatakan kekaguman / mempromosikan - Dalam kelompok membuat proyek kecil: dengan bantuan <i>mind-map</i>, membuat teks deskripsi tentang kota atau desanya untuk memprom 			

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>nt tense .</p> <ul style="list-style-type: none"> • Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. <p>➤ Topik Tingkah laku/tindakan/fungsi orang, binatang, benda, yang</p>	<p>osikan</p> <ul style="list-style-type: none"> - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya 			

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.				
3.8 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs	<p>➤ Fungsi Sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif.</p>	<ul style="list-style-type: none"> - Membaca, menyimak, dan menirukan lirik lagu secara lisan. - Menanyakan hal-hal yang tidak diketahui atau berbeda 			❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013
4.8 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	<p>➤ Unsur Kebahasaan</p> <ul style="list-style-type: none"> • Kosakata dan tata bahasa dalam lirik lagu • Ucapan, tekanan kata, intonasi, ejaan, 	<ul style="list-style-type: none"> - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya. 		2 JP	<ul style="list-style-type: none"> ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>tanda baca, dan tulisan tangan</p> <p>➤ Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI.</p>				



VOCABULARY POCKETBOOK



Preface

Praise be to God Almighty who has bestowed guidance, health, courage and patience on me so that the writing of this pocketbook “English Vocabulary Pocketbook” (grade VII) has been completed.

This pocketbook is prepared with the aim of providing additional teaching materials for English subjects for grade VII with reference to the standard content of English subjects used in public schools. The vocabulary is developed with the principles of a communicative approach to develop students’ competencies in all four languages, namely listening, speaking, reading and writing.

Author

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Good morning, how are you? (selamat pagi, apa kabar?)

✓ To greet (salam/sapaan)

Hi/Hello/Hey	: hai/hello/hey
Good morning	: selamat pagi
Good afternoon	: selamat
Good evening	: selamat malam
Welcome	: selamat datang
How are you?	: apa kabar?
How do you do?	: apa kabar?
How are you doing?	: apa kabar?

How's it going?	: apa kabar?
How've you been?	: apa kabar?
How is your life?	: bagaimana kabarmu?
How are things?	: bagaimana kabarmu?
How is everything?	: bagaimana kabarmu?

✓ To take leave (berpamitan/perpisahan)

It is time to be going!	: inilah saatnya untuk pergi
Good-bye	: selamat tinggal
Bye-bye	: selamat tinggal
Have a nice.. (day/evening/weekend)	: semoga hari/malam/pekanmu menyenangkan
Good night	: selamat malam (tengah malam)
Nice meeting you	: senang bertemu denganmu
Nice to meet you	: senang bertemu dengamu
Fancy meeting you here!	: senang bertemu denganmu disini!
Take care!	: hati-hati!
See you... (later/soon/so long)	: sampai jumpa

✓ To say thank you (ucapan terima kasih)

Thanks	: terima kasih
Thank you	: terima kasih
Thanks a bunch	: terima kasih banyak

Thanks a lot	: terima kasih banyak
Thank you a lot	: terima kasih banyak
Thanks very much	: terima kasih banyak
Thank you so much	: terima kasih banyak
Thanks a million	: terima kasih banyak
Thanks loads	: terima kasih banyak
Thanks awfully	: terima kasih banyak
Thank you kindly	: terima kasih banyak
Thank goodness!	: aku/kita sangat berterima kasih
I am very thankful	: aku sangat berterima kasih
Thanks in advance	: terima kasih sebelumnya

✓ To say sorry/ apologize (ucapan meminta maaf)

Whoops..! Sorry!!	: ups..! maaf!!
Oh! Sorry	: oh.. maaf
Sorry 'bout that	: maaf tentang hal itu
Oh, my bad	: oh... kesalahanku
My fault, bro	: kesalahan,, bro
My mistake	: kesalahanku
I'm so sorry	: aku sungguh minta maaf
Please forgive me	: maafin aku ya
I apologize	: aku minta maaf
I deeply regret it	: aku sungguh menyesal
I had that wrong	: aku keliru
I was wrong on that	: aku keliru dalam hal itu

My apologies	: maafkan aku
I'd like to apologize	: aku mohon maaf
I hope you can forgive me	: aku harap kamu memaafkanku
That was wrong of me	: itu adalah kesalahanku
Pardon (me)	: permisi/maaf
I beg your pardon	: aku mohon maaf
Excuse me	: permisi/maaf

This is me! (ini adalah aku)

✓ **Identities (identitas diri)**

Full name	: nama lengkap
Nickname	: nama panggilan
Origin	: tempat asal
Address	: alamat
Status/job	: status/pekerjaan
Hobby	: kegemaran
Favorit	: kesukaan
Fathers' name	: nama ayah
Mothers' name	: nama ibu
Relative sum	: jumlah saudara

What time is it? (jam berapa sekarang?)

✓ To tell the time (menyatakan waktu)

Number	: angka
A half	: 30 menit
A quarter	: 15 menit
O'clock	: tepat
Past	: lewat (1-29 menit)
To	: lewat (31- 59 menit)
Am (ante meridiem)	: (12 malam- 12 siang)
Pm (post meridiem)	: (12 siang-12 malam)

✓ To tell the date (menyatakan tanggal)

The first (1 st - st)	: pertama
The second (2 nd - nd)	: kedua
The third (3 rd - rd)	: ketiga
The fourth (4 th - th)	: keempat
The fifth (5 th - th)	: kelima
The sixth (6 th - th)	: keenam
The seventh (7 th - th)	: ketujuh
The eighth (8 th - th)	: kedelapan
The ninth (9 th - th)	: kesembilan
The tenth (10 th - th)	: kesepuluh

✓ To tell the day (menyatakan hari)

Monday	: senin
Tuesday	: selasa
Wednesday	: rabu



Thursday	: kamis
Friday	: jumat
Saturday	: sabtu
Sunday	: minggu
National Days in Indonesia	: hari nasional diIndonesia
Kartini Day	: hari Ibu Kartini
Earth Day	: hari bumi
Labor Day	: hari buruh
National Education Day	: hari pendidikan nasional
National Awakening Day	: hari kebangkitan nasional
Reformation Commemoration Day	: hari peringatan reformasi
Pancasila Day	: hari Pancasila
National Children Day	: hari anak nasional
Independence Day	: hari kemerdekaan
Batik Day	: hari Batik
Youth Pledge Day	: hari sumpah pemuda
Heroes Day	: hari pahlawan
Mother's Day	: hari Ibu
Indonesian National Armed Forces Day	: hari angkatan bersenjata nasional

Indonesia

✓ **To tell the month (menyatakan bulan)**

January	: bulan januari
February	: bulan februari

March	: bulan maret
April	: bulan april
May	: bulan mei
June	: bulan juni
July	: bulan juli
August	: bulan agustus
September	: bulan September
October	: bulan oktober
November	: bulan November
December	: bulan desember

This is My World (ini adalah duniaku)

✓ To state things around us (menyatakan benda disekitar kita)

✚ In home	: dirumah
1. Living room	: ruang tamu
Sofa	: sofa/dipan
Table	: meja
Chair	: kursi
Picture	: gambar
Shoes rack	: rak sepatu
Carpet	: karpet
Bookcase	: rak buku
Television	: televise
Telephone	: telepon
Lamp	: lampu

Curtain : gordena

O'clock : jam dinding

2. Dining room : ruang makan

Spoon : sendok

Fork : garpu

Table : meja

Chair : kursi

Bottle : botol

Glass : gelas

Mug : cangkir

Plate : piring

Bowl : mangkuk

Knife : pisau

Rice bowl : mangkuk nasi

Launch box : kotak bekal

Table cloth : taplak meja

3. Kitchen : dapur

Refrigerator : kulkas

Oven : pembakar

Pan : panci

Stove : kompor

Sink : wastafel

Ricecooker : penanak nasi

Cabinet : lemari

Blender : alat tempat penghancur

4. Bedroom : kamar tidur

Wardrobe : lemari pakaian

Table : meja

Chair : kursi

Mirror : cermin

Bed : Kasur

Pillow : bantal

Bolster : guling

Blanket : selimut

Lamp : lampu

Fan : kipas angin

Air conditioning (AC) : penyejuk ruangan

5. Bathroom : kamar mandi

Mirror : cermin

Sink : wastavel

Bucket : ember

Toilet : kloset

Shower : pancuran mandi


Scoop : gayung

Tub : bak mandi

Brush : sikat

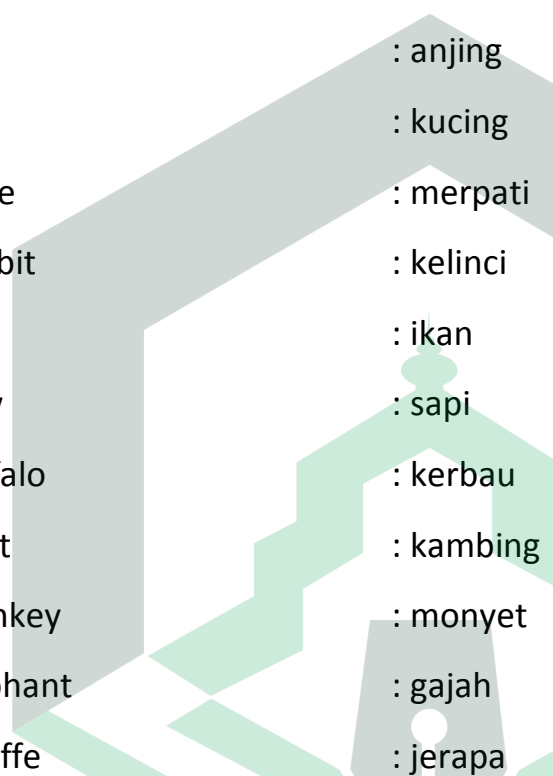
Teethbrush : sikat gigi

Soap : sabun mandi

Toothpaste	: odol
 In school	: disekolah
Door	: pintu
Table	: meja
Picture	: gambar
Desk	: meja tulis
Chair	: kursi
Wall	: dinding
Floor	: lantai
Globe	: bola dunia
Board	: papan tulis
Marker	: spidol
Eraser	: penghapus
Cupboard	: lemari
Clock	: jam
Book	: buku
Air conditioner (AC)	: penyejuk ruangan
Fan	: kipas angin

✓ **To state animals (menyatakan nama binatang)**

Chicken	: ayam
Butterfly	: kupu-kupu
Bee	: lebah
Ant	: semut
Bird	: burung



Frog	: katak
Snake	: ular
Mosquito	: nyamuk
Spider	: laba-laba
Worm	: cacing
Dog	: anjing
Cat	: kucing
Dove	: merpati
Rabbit	: kelinci
Fish	: ikan
Cow	: sapi
Buffalo	: kerbau
Goat	: kambing
Monkey	: monyet
Elephant	: gajah
Giraffe	: jerapah

✓ **To state public places around us (menyatakan tempat umum disekitar kita)**

Hospital	: rumah sakit
School	: sekolah
Post office	: kantor pos
Bank	: bank
Market	: pasar
Park	: taman

Hotel	: hotel
Movie	: bioskop
Airport	: bandara
Harbor	: pelabuhan
Railway station	: rel kereta api
Bus stop/terminal	: terminal bis
Zoo	: kebun binatang
Museum	: museum
Police office	: kantor polisi
Library	: perpustakaan
Factory	: pabrik
Restaurant	: restoran
Swimming pool	: kolam renang
Mosque	: masjid
Church	: gereja
Mountain	: gunung
Beach	: pantai

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QUESTIONNAIRE

“Developing Vocabulary Pocketbook for the Seventh Grade SATAP (one roof) at SMPN 02 Baebunta”

A. Data Responden untuk siswa

Nama :
Usia :
Jenis kelamin :

B. Petunjuk Pengisian

Berilah tanda (√) pada pilihan yang sesuai dengan yang paling menggambarkan keadaan Anda saat ini. Serta sesuai dengan yang Anda butuhkan atau yang Anda inginkan terkait dengan pembelajaran Vocabulary.

Note:

- Vocabulary = kosakata bahasa Inggris
- Pocketbook = buku saku

1. Alasan saya belajar Bahasa Inggris di sekolah adalah: (*goal*)
 - a. Agar dapat berkomunikasi menggunakan Bahasa Inggris
 - b. Agar dapat menempuh Ujian Nasional dengan baik
 - c. Agar dapat menunjang hobby untuk membaca buku atau menonton film berbahasa Inggris
 - d. Sebagai bekal untuk mencari kerja dikemudian hari
 - e. Dan lain-lainnya.....
2. Apa manfaat mempelajari Vocabulary bagi saya? (*necessities*)
 - a. Untuk mendapatkan skor yang baik dalam pelajaran bahasa Inggris
 - b. Untuk meningkatkan 4 skil dalam bahasa Inggris
 - c. Untuk modal ketika saya akan melanjutkan pendidikan selajutnya
 - d. Untuk dapat berbagi informasi dengan teman mengenai bahasa Inggris
 - e. Lainnya. Sebutkan bila ada.....
3. Kesulitan apa yang saya rasakan saat pembelajaran Vocabulary? (*lack*)
 - a. Sulit mengartikan kata-kata bahasa Inggris
 - b. Sulit dalam penulisan kata-kata bahasa Inggris

- c. Sulit mengucapkan kata-kata dalam bahasa Inggris
 - d. Sulit mengelompokkan kata-kata bahasa Inggris
 - e. Dan lain-lainnya.....
4. Aktivitas apa yang saya sukai dalam meningkatkan kemampuan *vocabulary*? (*wants*)
- a. Tanya-Jawab
 - b. Bermain *game*
 - c. Menggunakan buku saku (*pocketbook*)
 - d. Membuat dialog
 - e. Dan lain-lainnya.....
5. Aspek *Vocabulary* yang ingin saya kuasai? (*wants*)
- a. Arti kosa kata bahasa Inggris
 - b. Penggunaan kosa kata yang sesuai
 - c. Jenis-jenis kosa kata dalam bahasa Inggris
 - d. Mengeja kata-kata bahasa Inggris dengan tepat
 - e. Dan lain-lainnya.....
6. Media apa yang dapat mendukung proses pembelajaran *Vocabulary* saya? (*wants*)
- a. *Audio* (rekaman kaset, siaran radio, lagu, dll)
 - b. *Visual* (gambar atau tulisan yang ditampilkan)
 - c. *Audio-visual* (gambar atau tulisan yang ditampilkan)
 - d. *Pocketbook Vocabulary* (daftar kosakata sesuai dengan buku panduan yang digunakan yang mudah dibawa-bawa)
 - e. Realita (objek nyata yang berupa benda nyata atau tiruan)
7. Jika saya menggunakan *English Vocabulary Pocketbook* sebagai media, desain seperti apakah yang saya inginkan? (*wants*)
- a. Informasi ringkasan mengenai materi yang diajarkan
 - b. Table-tabel (berisi daftar kosakata bahasa Inggris beserta artinya dan mudah dibawa-bawa)
 - c. Grafik/gambar (grafik/gambar yang menggambarkan kosakata bahasa Inggris dan artinya)
 - d. Simbol-simbol, senyawa-senyawa, dan persamaan-persamaan
 - e. Dan lain-lainnya.....
8. Tempat pembelajaran *Vocabulary* berlangsung yang saya sukai? (*wants*)
- a. Ruang kelas

- b. Laboratorium
 - c. Perpustakaan
 - d. Luar ruangan
 - e. Dan lain-lainya.....
9. Ketika belajar *Vocabulary*, saya lebih suka mengerjakan dengan cara? (*wants*)
- a. Individu
 - b. Berpasangan
 - c. Berkelompok
 - d. Kelompok Kecil (2-3 orang)
 - e. Keompok Besar (4-6 orang)
10. Dalam pembelajaran *Vocabulary*, saya lebih senang apabila guru bertindak? (*wants*)
- a. Menggunakan bahasa Inggris sebagai Bahasa pengantar
 - b. Sebagai *organizer* yang melibatkan siswa dan mengukur aktivitas belajar
 - c. Sebagai *prompter* yaitu hendaknya member chunks (melibatkan kata-kata yang sering muncul dalam percakapan)
 - d. Melibatkan siswa dalam mengatur aktivitas belajar
 - e. Sebagai *resources* yaitu membantu member fasilitas untuk meningkatkan kinerja siswa
11. Apakah saat menggunakan *English Vocabulary Pocketbook* dapat mendukung pembelajaran bahasa Inggris saya? (*lack*)
- a. Sedikit membantu
 - b. Membantu
 - c. Sangat membantu
 - d. Tidak sama sekali
12. Topik-topik apa yang Anda inginkan dalam pembelajaran *Vocabulary* untuk meningkatkan kemampuan *Vocabulary* saya? (*wants*)
- a. Topik berdasarkan buku panduan yang digunakan
 - b. Topik yang membahas tentang lingkungan sekitar Anda
 - c. Topik yang membahas tentang media massa
 - d. Dan lain-lainya.....

LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI MATERI

Judul: Developing Vocabulary Pocketbook for the Seventh Grade of SATAP Students at SMPN 02 Baebunta

A. Data Responden

Nama : (boleh diisi atau tidak)
Usia :
Jenis Kelamin :
Pendidikan :
Pengalaman Mengajar:

B. Tabel Evaluasi

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

Keterangan:

SS : Sangat Setuju

S : Setuju

R : Ragu-ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No.	Pertanyaan	SS	S	R	TS	STS
1. Isi						
1.	Cakupan isi materi dalam bahan ajar Pocketbook for Vocabulary sesuai dengan kebutuhan siswa					
2.	Kedalaman materi yang disajikan dalam Pocketbook for Vocabulary memadai					
3.	Keaslian isi materi yang disajikan dalam Pocketbook for Vocabulary memadai					
4.	isu-isu terbaru didalam bahan ajar Pocketbook for Vocabulary dibahas secara menarik					

Rangkuman Kualitatif:					
2. Bahasa					
1.	Bahasa yang digunakan dalam bahan ajar sesuai dengan kemampuan siswa				
2.	Bahasa yang disajikan komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa				
3.	Kosakata yang digunakan sesuai dengan bahasa yang benar				
4.	Bahasa yang disajikan mudah dipahami				
Rangkuman Kualitatif:					
3. Desain dan Layout					
1.	Tampilan materi jelas				
2.	Tampilan materi menarik				
3.	Ukuran huruf sesuai				
4.	Jenis huruf sesuai				
5.	Jarak spasi sesuai				
6.	Penggunaan tanda baca benar				
Rangkuman Kualitatif:					

Palopo,.....

Penilai
Kelayakan

LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI BAHASA

Judul: **Developing Vocabulary Pocketbook for the Seventh Grade of SATAP (one roof) at SMPN 02 Baebunta**

C. Petunjuk Pengisian

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

D. Penilaian Kelayakan

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

	<p>data yang berhubungan dengan aktifitas pembelajaran memadai.</p> <p>d. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.</p> <p>e. Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikaan memadai.</p>					
III	Aspek Bahasa					
	<p>a. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar.</p> <p>b. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif.</p> <p>c. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien.</p> <p>d. Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.</p>					

E. Komentar

.....

.....

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F. Saran

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.....

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.....

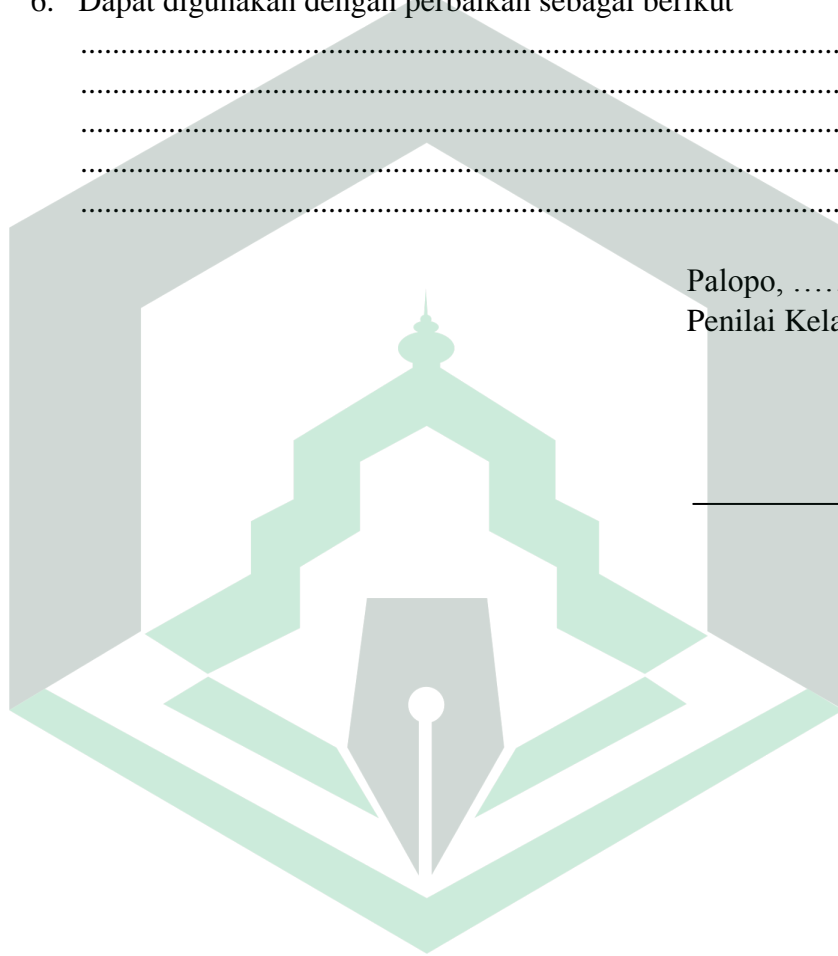
G. Kesimpulan

Instrument kuesioner ini (lingkari salah satu pilihan):

- 4. Tidak dapat digunakan
- 5. Dapat digunakan
- 6. Dapat digunakan dengan perbaikan sebagai berikut

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

Palopo,
Penilai Kelayakan



LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI MEDIA

**Judul : Developing Vocabulary Pocketbook for the Seventh Grade
SATAP Students at SMPN 02 Baebunta**

Petunjuk Pengisian :

Berikut ini adalah butir-butir pernyataan yang berkaitan dengan English Vocabulary Pocketbook yang telah dikembangkan. Bapak/ibu dipersilahkan untuk memberikan tanda centang(√) pada salah satu kolom pada tiap pernyataan yang ada pada table. Mohon ditulis saran perbaikan pada ruang yang disediakan.

Keterangan :

SS :Sangat Setuju

S :Setuju

TT :Tidak Tahu

TS :Tidak Setuju

STS: Sangat Tidak Setuju

d. KOMPONEN KELAYAKAN ISI

e. Kesesuaian Pocketbook

NO.	BUTIR	SS	S	TT	TS	STS
1	Pocketbook yang dikembangkan sesuai dengan tujuan pembelajaran (sesuai buku yang digunakan)					
14	Pocketbook yang dikembangkan sesuai dengan kebutuhan siswa SMPN 2 Baebunta					
Saran Perbaikan						

f. Konsistensi Pocketbook						
NO.	BUTIR	SS	S	TS	STS	TT
15	Menggunakan kosakata yang konsisten					
16	Menggunakan bentuk dan ukuran huruf yang konsisten					
17	Menggunakan pola pengetikan dan tata letak yang konsisten					
Saran Perbaikan						

g. Keakuratan Pocketbook						
N O.	BUTIR	SS	S	TS	TT	STS
1	Materi mengajarkan siswa tentang kosakata yang sesuai dengan mata pelajaran pada buku panduan siswa .					
1	Materi yang diberikan didalam dapat membantu siswa mengetahui dan memahami mengenai materi yang terdapat pada setiap mata pelajaran.					
2	Pocketbook (isi) diambil dari buku panduan siswa dan buku panduan lainnya.					
Saran Perbaikan						

h. Kemutakhiran Pocketbook						
NO.	BUTIR	SS	S	TS	STS	TT
2	Pocketbook (isi) diambil dari buku bahasa Inggris yang umum digunakan disekolah (kemendikbud) dan dari sumber lainnya					

Saran Perbaikan:

Format Pocketbook

NO.	BUTIR	SS	S	TS	TT	STS
1.	Format halaman (vertikal dan horisontal) mudah untuk digunakan pembaca					
2.	Kolom pada halaman sebanding dengan ukuran buku /kertas					
3.	Tata letak dan pengetikan yang mudah diikuti pembaca					

Saran Perbaikan

f. Daya Tarik Pocketbook

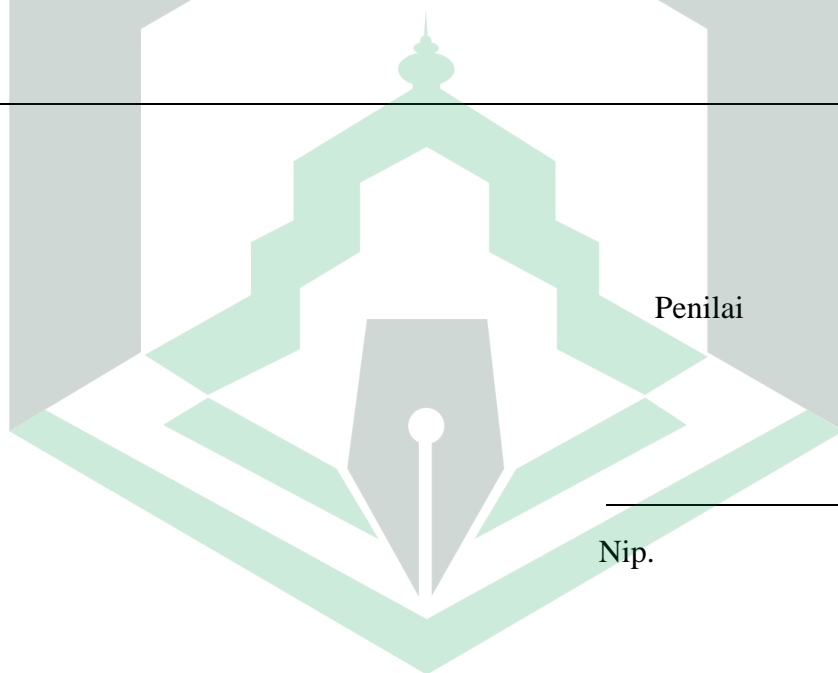
NO.	BUTIR	SS	S	TS	STS	TT
7.	Warna sampul (gambar dan Huruf) depan menarik					
8.	Huruf dan kalimat judul menarik perhatian					
9.	Warna kertas dan huruf menarik perhatian					

Saran Perbaikan

g. Penyajian Pembelajaran

NO	BUTIR	SS	S	TS	ST	TT
.					S	

5.	Penyajian materi/kosakata dalam Pocketbook yang dikembangkan mendorong bertambahnya motivasi dan pemahaman siswa terhadap English vocabulary.					
6.	Kosakata yang disajikan dapat mendorong siswa untuk mengetahui lebih jelas tentang English vocabulary.					
7.	Penyajian materi /kosakata mendorong siswa aktif dalam proses belajar mengajar.					
Saran Perbaikan						



Penilai

Nip.

Students' Perception

Developing Vocabulary Pocketbook for the Seventh Grade of SATAP Students at SMPN 02 Baebunta

C. Data Responden untuk siswa

Nama :

Usia :

Jenis kelamin :

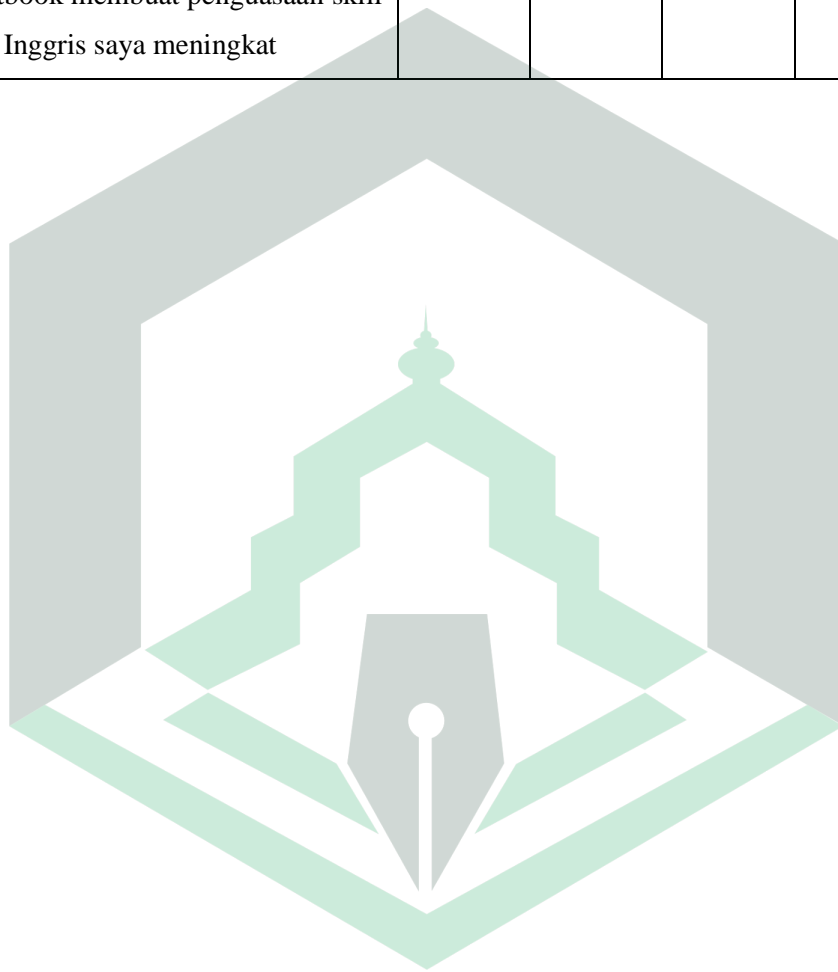
D. Petunjuk Pengisian

Berikut ini adalah butir-butir pernyataan yang berkaitan dengan English Vocabulary Pocketbook yang telah dikembangkan.

Berilah tanda (√) pada pilihan yang sesuai dengan yang paling menggambarkan keadaan Anda saat ini. Serta sesuai dengan yang Anda butuhkan atau yang Anda inginkan terkait dengan buku teks Bahasa Inggris Kurikulum 2013 (K13)

Pertanyaan	Persepsi/Pendapat Siswa				
	SS	S	TT	TS	STS
1. Tampilan Buku saku/Pocketbook yang diberikan menarik					
2. Buku saku/Pocketbook mudah dipelajari					
3. Bahasa yang digunakan mudah dipahami					
4. Dengan Buku Saku/Pocketbook sangat membantu saya saat belajar disekolah dan dirumah secara mandiri					
5. Menggunakan Pocketbook membantu menyelesaikan tugas dengan lebih cepat					
6. Kosakata yang digunakan didalam Pocketbook sesuai dengan materi pada buku panduan sekolah					
7. Dengan menggunakan Pocketbook lebih meningkatkan motivasi saya					

dalam belajar					
8. Belajar Bahasa Inggris dengan menggunakan Pocketbook membuat lebih paham					
9. Pocketbook dapat membantu saya aktif dalam kelas					
10. Pocketbook membuat penguasaan skill Bahasa Inggris saya meningkat					





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Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya “Mata Kuliah Mahasiswa” sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Ratih Hardiati

Nim : 16 0202 0146

Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 14 Januari 2021

Ketua Prodi
Pendidikan Bahasa Inggris

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



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Jl. Agatis Kel.Balandai Kec.Bara 91914 Kota Palopo
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SURAT KETERANGAN

Yang bertanda tangan di bawah ini :

Nama : Amalia Yahya, SE., M.Hum
NIP : 19771013 200501 2 006
Jabatan : Ketua Program Studi Pendidikan Bahasa Inggris

menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama : Ratih Hardianti
NIM : 16 0202 0146
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Alamat/ No. HP : 082146649241

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.


Palopo, 8 Januari 2021

a.n. Dekan
Wakil Dekan Bidang Akademik
Fakultas Tarbiyah dan Ilmu Keguruan

Ketua Program Studi


Dr. Munir Yusuf, S.Ag., M.Pd
NIP. 19740602 199903 1 003




Amalia Yahya, SE., M.Hum
NIP 19771013 200501 2 006



**PEMERINTAH KABUPATEN LUWU UTARA
DINAS PENDIDIKAN
UPT SMP NEGERI 2 SATAP BAEBUNTA**

Alamat : Desa Sassa Kec. Baebunta Kab. Luwu Utara Kode Pos 92965

SURAT KETERANGAN PENELITIAN

NOMOR: 411 /057/UPT SMPN.2/BBT-LU/XII/2020

Yang bertanda tangan dibawah ini:

Nama : H. SYAMSU, S.Pd
NIP : 19641231 199303 1 117
Jabatan : Kepala UPT SMPN 2 SATAP Baebunta
Alamat : Mappadeceng

Dengan ini menyatakan bahwa mahasiswa (i) yang tersebut namanya dibawah ini:

Nama : Ratih Hardianti
NIM : 16 0202 0146
Tempat/Tanggal lahir : Soroako, 05 Agustus 1998
Jenis Kelamin : Perempuan
Program Studi : Pendidikan Bahasa Inggris
Jenjang Program : Strata Satu (S1)

Benar telah melaksanakan penelitian di SMPN 2 SATAP Baebunta dalam rangka penyusunan skripsi sebagai mahasiswa pada Institut Agama Islam Negeri (IAIN) Palopo dengan judul "DEVELOPING VOCABULARY POCKETBOOK FOR THE SEVENTH GRADE SATAP STUDENTS AT SMPN 2 BAEBUNTA" mulai pada tanggal 28 Desember 2020 s/d 05 Januari 2020.

Baebunta, 29 Desember 2020

Kepala UPT,



H. SYAMSU, S.Pd

NIP. 19641231 199303 1 117

CURRICULUM VITAE



Ratih Hardianti, usually called Ratih was born on August 05th, 1998 at Soroako, Luwu Timur. The writer is the daughter of Baharuddin, M.si and Nurdiah Kadir. The writer is the first child of two sisters. The writer completed her education in elementary level at SDN 250 Wasuponda in 2010. Then continued to junior high school at SMPN 1 Wasuponda in 2013. The writer continued to high school at SMAN 1 Wasuponda and graduated in 2016. In the same year, the writer continued her study in State Islamic Institute of Palopo (IAIN PALOPO) at the Tarbiyah an Teacheng Training Faculty of English Education Study Program. In the final stage of copleting the study, the writer compiles a thesis under the title “Developing Vocabulary Pocketbook for the Seventh Grade of SATAP Students at SMPN 02 Baebunta” as a requirement to obtain the bachelor’s degree in the undergraduate program (S1).

