DESIGNING ENGLISH VOCABULARY BOOK
FOR THE OFFICE ADMINISTRATION
STUDENTS AT SMKN 1 PALOPO

A thesis

Submitted to the Education and Teacher Training Faculty of IAIN Palopo
to conduct thesis research in order to complete undergraduate studies
in the English Language Education study program

IAIN PALOPO

Proposed By

SRI AYU KUSWARYATI

2002020016

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2024

DESIGNING ENGLISH VOCABULARY BOOK FOR THE OFFICE ADMINISTRATION STUDENTS AT SMKN 1 PALOPO

A thesis

Submitted to the Education and Teacher Training Faculty of IAIN Palopo
to conduct thesis research in order to complete undergraduate studies
in the English Language Education study program

IAIN PALOPO

Proposed By

SRI AYU KUSWARYATI

2002020016

Supervised By:

1. Dewi Furwana, S.Pd.I., M.Pd.
2. Yuyun Ruqiyyat Said, S.Pd., M.Pd.

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2024

STATEMENT OF AUTHENTICITY

I, who undersigned below:

      Name: : Sri Ayu Kuswaryati

      Registration Number : 2002020016

      Faculty   : Education and Teacher Training

      Study Program   : English Language Education Study Program

Stating exactly that :

1. This thesis is originally my own work, not the result of the plagiarism or duplication of the work of other that I acknowledge as my own work or thought.
2. All parts of this thesis are my own works expect the citations whose originally sources have been report. All mistakes or errors in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions for the act, then the academic degree that I have achieved can be revoked.

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

Palopo, 29th October 2024

Regards,

Sri Ayu Kuswaryati
NIM. 2002020016

ix

THESIS APPROVAL

This thesis entitled "Designing English Vocabulary Book for the Office Administration Students at SMKN 1 Palopo", which is written by Sri Ayu Kuswaryati, Registration Number 2002020016, the student of English Language Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Monday, October 21st 2024 M/ Rabiul Akhir 18th 1446 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd)

Palopo,30th October 2024

BOARD OF EXAMINERS

1.	Husnaini, S.Pd.I., M.Pd	Chairman	(.............)
2.	Dr. Masruddin, S.S., M.Hum	Examiner I	(.............)
3.	Andi Tenrisanna Syam, S.Pd., M.Pd	Examiner II	(.............)
4.	Dewi Furwana, S.Pd.I., M.Pd	Consultant I	(.............)
5.	Yuyun Ruqiyyat Said, S.Pd., M.Pd	Consultant II	(.............)
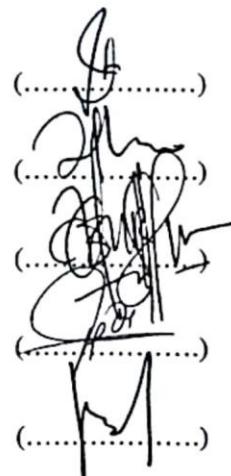
Approved by:

On behalf of Rector of IAIN Palopo
The Dean of Education and Teacher Training Faculty

Prof. Dr. H. Sukirman, S.S., M.Pd
NIP 19670516 200003 1 002

The Head of English Language Education Study Program
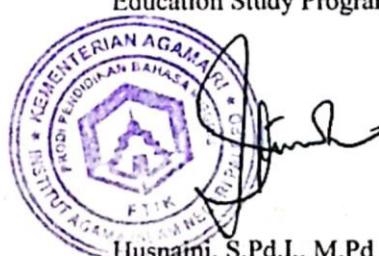
Husnaini, S.Pd.I., M.Pd
NIP 19840820 200902 2 007

CONSULTANT APPROVAL

Thesis Entitle : Designing English Vocabulary Book for the Office Administration Students at SMKN 1 Palopo.

Writen By

Nama : Sri Ayu Kuswaryati
Reg Number 20 0202 0016
Faculty : Tarbiyah and Teacher Training
Study Program : English Education Study Program

Has been corrected and approved to be examined Munaqasyah thesis

Palopo, 3 Oktober 2024

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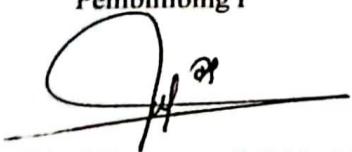
Dewi Furwana, S.Pd.I., M.Pd
NIP. 19870831 201503 2 006

Pembimbing II

Yuyun Ruqiyyat Said, S.Pd., M.Pd
NIP. 198704192 023212 030

NOTA DINAS PEMBIMBING

Lam   : -

Hal   : Skripsi an. Sri Ayu Kuswaryati

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di

Palopo

Assalamu'alaikum wr.wb

Setelah melakukan bimbingan, baik dari segi isi, bahasa maupun teknik penulisan terhadap naskah skripsi mahasiswa di bawah ini:

Nama   : Sri Ayu Kuswaryati

NIM   20 0202 0016

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Designing English Vocabulary Book for the Office Administration Students at SMKN 1 Palopo.

Menyatakan bahwa skripsi tersebut telah memenuhi syarat-syarat akademik dan layak diajukan untuk diujikan pada ujian seminar hasil.

Demikian persetujuan ini dibuat untuk proses selanjutnya

Wassalamu'alaikum wr.wb

Palopo, 9 September 2024

Pembimbing I

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

NOTA DINAS PEMBIMBING

Lam   : -

Hal   : Skripsi an. Sri Ayu Kuswaryati

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di

Palopo

Assalamu'alaikum wr.wb

Setelah melakukan bimbingan, baik dari segi isi, bahasa maupun teknik penulisan terhadap naskah skripsi mahasiswa di bawah ini:

Nama   : Sri Ayu Kuswaryati

NIM   20 0202 0016

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi   : Designing English Vocabulary Book for the Office Administration Students at SMKN 1 Palopo.

Menyatakan bahwa skripsi tersebut telah memenuhi syarat-syarat akademik dan layak diajukan untuk diujikan pada ujian seminar hasil.

Demikian persetujuan ini dibuat untuk proses selanjutnya

Wassalamu'alaikum wr.wb

Palopo, 9 September 2024

Pembimbing II

Yuyun Ruqiyyat Said, S.Pd., M.Pd

NIP. 198704192 023212 030

EXAMINER APPROVAL

Thesis Entitl   : **Designing English Vocabulary Book for the Office Administration Students at SMKN 1 Palopo**

Written By

Name   :Sri Ayu Kuswaryati

Reg. Number   : 20 0202 0016

Faculty   : Education and Teacher Training

Study Program   : English Education Study Program

Has been corrected and approved to be examined Munaqasyah Thesis

Palopo, October 1, 2024

Examiner I

Dr. Masruddin, S.S., M.Hum
NIP. 19800613 200501 1 005

EXAMINER APPROVAL

Thesis Entitl	:	**Designing English Vocabulary Book for the Office Administration Students at SMKN 1 Palopo**
Written By	:	
Name		:Sri Ayu Kuswaryati
Reg. Number		: 20 0202 0016
Faculty		: Education and Teacher Training
Study Program		: English Language Education Study Program

It has been corrected and approved to be examined in Munaqasyah Thesis

Palopo, 3rd October, 2024

Examiner II
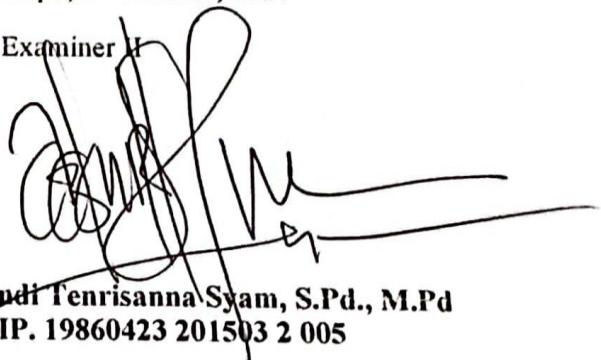
Andi Tenrisanna Syam, S.Pd., M.Pd
NIP. 19860423 201503 2 005

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيْمِ۞

بِالْحَمْدُ للهِ الَّذِيْ أَنْعَمَنَا بِنِعْمَةِ ٱلْإِيْمَانِ وَٱلْإِسْلَامِ. وَنُصَلِّيْ وَنُسَلِّمُ عَلَى خَيْرِ ٱلْأَنَامِ سَيِّدِنَا مُحَمَّدٍ وَعَلَى اَلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْدُ

All praise to Allah SWT, for mercy and blessing, so that the researcher can complete this thesis. The thesis is entitled "Designing English Vocabulary Book for the Office Administration Students at SMKN 1 Palopo".

In addition, I always deliver *shalawat,* and *salam* to the beloved prophet Muhammad SAW. The thesis is a requirement to achieve the education bachelor degree in the English Language Education Study Program at the State Islamic Institute of Palopo. The researcher realizes that several individuals support, suggest, and guide the researcher. In this opportunity, the researcher would like to express the highest appreciation to:

1. Dr. Abbas Langaji, M.Ag. as the Rector of the State Islamic Institute of Palopo.

2. Dr. Sukirman, M.Pd. as the Dean of Tarbiyah and Teacher Training of Faculty.

3. Husnaini, S.Pd., M.Pd. as the Chief of the English Language Education Study Program of IAIN Palopo,

4. Amalia Yahya, SE, M.Hum. as academic supervisor.

5. Dewi Furwana, S.Pd.I., M.Pd. as the first consultant, and Yuyun Ruqiyyat Said, S.Pd., M.Pd. as the second consultant who has provided guidance,

correction, advice, support, and motivation to the researcher.

6. Dr. Masruddin, M.Hum., as the first examiner and Andi Tenrisanna Syam, S.Pd., M.Pd. as the second examiner for the guidance, suggestions, and corrections to complete this thesis and the product.

7. St. Hartina, S.Pd., M.Pd., Magfirah Tayyib, S.S., M.Hum., and Wahibah as the validator of this product. Thank you very much for the guidance, corrections, and suggestions given to the researcher in designing the product.

8. The lectures of IAIN Palopo who have guided and provided knowledge to the researcher so that can arrive at this stage.

9. The school, and teachers at SMKN 1 Palopo who have given permission to the researcher to conduct research. As well as students majoring in office administration for good cooperated and participated in this research.

10. The research family. A big thanks to the parents and all the researcher's sisters for the motivation, prayers, and financial support that have been given to the research from the first semester until this opportunity.

11. The Big Beneficent 20 classmates who have accompanied and supported in the completion of this thesis.

12. Biggest thanks to the researcher's beloved friends, (Nur Alam Amir and Nabila Putri Akmal) for the support and helped to complete this thesis.

13. A big thanks to everybody for the support, motivation, and encouragement to finish this research.

14. A big thank you to myself for my perseverance and hard work and for daring to take this step and not giving up despite the many obstacles faced. Thank

you also for growing and learning from every experience during the writing of this thesis. Every lesson learned will be a valuable provision in the next journey."

It is hoped that this research can provide benefits for other researchers and readers.

Palopo, 27 September 2024
The Researcher

Sri Ayu Kuswaryati
2002020016

TABLE OF CONTENTS

LIST OF TABLES

LIST OF CHARTS

LIST OF FIGURES

LIST OF APPENDIX

ABSTRAK

Sri Ayu Kuswaryati, 2024. *Perancangan Buku Kosakata Bahasa Inggris untuk Jurusan Administrasi Perkantoran di SMKN 1 Palopo.* Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Palopo. Dibimbing oleh Dewi Furwana dan Yuyun Ruqiyyat Said

Penelitian ini bertujuan untuk merancang buku kosakata bahasa Inggris yang sesuai untuk siswa administrasi perkantoran di SMKN 1 Palopo dan untuk mengetahui persepsi guru bahasa Inggris dan siswa tentang buku kosakata bahasa Inggris untuk siswa administrasi perkantoran di SMKN 1 Palopo. Penelitian ini menggunakan metode penelitian dan pengembangan dengan model 4D. Subjek penelitian ini adalah 31 siswa kelas XI Administrasi Perkantoran SMKN 1 Palopo. Instrumen penelitian yang digunakan adalah wawancara dan kuesioner. Angket digunakan untuk analisis kebutuhan, penilaian instrumen, dan validasi produk, serta persepsi siswa dan guru. Pengumpulan data dilakukan melalui tahap pendefinisian, perancangan, pengembangan, dan penyebaran. Setelah data terkumpul, data kemudian dianalisis secara kualitatif dan kuantitatif. Berdasarkan hasil penelitian, ditemukan bahwa: 1) Hasil dari penelitian ini adalah sebuah produk buku kosakata bahasa Inggris. Buku Kosakata Bahasa Inggris terdiri dari 10 unit yaitu profesi, singkatan, ruangan, perlengkapan kantor, peralatan kantor, kegiatan kantor, istilah di kantor, surat dan buku, percakapan, dan frasa. Produk yang dirancang telah diujicobakan kepada 31 siswa. Hasil uji coba menunjukkan bahwa penilaian ahli terhadap produk adalah 4,26 dengan skor rata-rata 85,2% yang masuk dalam kategori "Sangat Baik". 2) Persepsi guru terhadap produk adalah 4 dengan rata-rata skor 80% yang masuk dalam kategori "Baik". 3) Skor persepsi siswa diperoleh 4,3 dengan skor rata-rata 86% yang masuk dalam kategori "Sangat Baik". Penelitian ini diharapkan dapat memberikan kontribusi kepada guru untuk menerapkan buku kosakata di kelas.

Kata kunci: Kosakata Bahasa Inggris, Administrasi Perkantoran, Penelitian dan Pengembangan.

ABSTRACT

Sri Ayu Kuswaryati, 2024. *The Design of an English Vocabulary Book for the Office Administration Department at SMKN 1 Palopo.* Thesis of English Education Study Program, Faculty of Tarbiyah and Teacher Training, Institut Agama Islam Negeri (IAIN) Palopo. Supervised by Dewi Furwana and Yuyun Ruqiyyat Said.

This study aims to design an English vocabulary book tailored for office administration students at SMKN 1 Palopo and to examine the perceptions of English teachers and students regarding the vocabulary book. The research employs a research and development (R&D) methodology using the 4D model. The study involved 31 eleventh-grade Office Administration students from SMKN 1 Palopo. Data collection instruments included interviews and questionnaires. The questionnaires were used for needs analysis, instrument evaluation, product validation, and assessing teacher and student perceptions. The data collection process encompassed the stages of defining, designing, developing, and disseminating. The collected data were analyzed qualitatively and quantitatively. The findings reveal that: 1) The outcome of the study is a vocabulary book consisting of 10 units covering topics such as professions, abbreviations, rooms, office equipment, office tools, office activities, office terminology, letters and books, conversations, and phrases. The product was tested with 31 students, and expert evaluations rated it at 4.26, with an average score of 85.2%, categorized as "Excellent.". 2) Teacher perceptions of the product resulted in an average score of 4.0, equating to 80%, categorized as "Good.". 3) Student perceptions yielded an average score of 4.3, or 86%, categorized as "Excellent". This study is expected to contribute to the application of the vocabulary book by teachers in the classroom.

Keywords: English Vocabulary, Office Administration, Research and Development.

Verified by UPT Pengembangan Bahasa IAIN Palopo	
Date	Signature
25/11/2024	

ملخص الرسالة

سري أيو كوسوارياتي، 2024. تصنيف كتاب مفردات اللغة الإنجليزية لقسم إدارة المكاتب في المدرسة الثانوية المهنية الحكومية (*SMKN 1*) فالوفو. **رسالة جامعية**، شعبة تدريس اللغة الإنجليزية، كلية التربية والعلوم التعليمية، الجامعة الإسلامية الحكومية فالوفو. بإشراف: ديوي فوروانا و يويون روقيات سعيد.

تهدف هذه الدراسة إلى تصنيف كتاب مفردات اللغة الإنجليزية المناسب لطلبة قسم إدارة المكاتب في المدرسة الثانوية المهنية الحكومية (SMKN 1) فالوفو، وإلى معرفة آراء مدرسي اللغة الإنجليزية والطلبة حول الكتاب. استخدمت الدراسة منهج البحث والتطوير وفقًا بنموذج (4D). شملت وحدات البحث 31 طالبا وطالبة من الصف الحادي عشر قسم إدارة المكاتب في المدرسة. تضمنت أدوات جمع البيانات: المقابلات والاستبيانات. تم استخدام الاستبيانات لتحليل الاحتياجات، وتقييم الأدوات، والتحقق من صحة المنتج، وكذلك لجمع آراء المعدرسين والطلاب. تم جمع البيانات من خلال مراحل التعريف، والتصميم، والتطوير، والنشر. وبعد جمع البيانات، تم تحليلها كيفيا وكميا.أظهرت نتائج البحث ما يلي: 1) نتيجة هذا البحث هي منتج كتاب مفردات اللغة الإنجليزية. يتألف الكتاب من عشرة فصول أو وحدات وهي مفردات عن: المهن، الاختصارات، الغرف، المستلزمات المكتبية، المعدات المكتبية، الأنشطة المكتبية، المصطلحات المكتبية، الرسائل والكتب، المحادثات، والعبارات. تم اختبار المنتج المصنف على 31 طالبًا وطالبة. أظهرت نتائج الاختبار أن تقييم الخبراء للمنتج حصل على درجة 4.26 بمتوسط 85.2%، مما يجعله يندرج تحت فئة "ممتاز." 2) رأي المدرسين حول المنتج حصل على درجة 4 بمتوسط 80%، مما يجعله يندرج تحت فئة "جيد." 3) بينماحاصل رأي الطلاب على درجة 4.3 بمتوسط 86%، مما يجعله يندرج تحت فئة "ممتاز". يُتوقع أن يسهم هذا البحث في تمكين المدرسين من تطبيق كتاب المفردات في الفصول الدراسية.

الكلمات المفتاحية: مفردات اللغة الإنجليزية، إدارة المكاتب، البحث والتطوير.

CHAPTER I

INTRODUCTION

A. Background

English has become an important subject in the global era. English is one of the most important subjects in school and is a compulsory subject in secondary school. Learning English is very important for education and the future because English is the most widely spoken language in the world and an international language. There are four skills that students must master in learning English, namely listening, speaking, reading, and writing. These four skills in learning English are divided into two kinds. Firstly, receptive skills are skills that include listening and reading. Second, productive skills are skills that include writing and speaking skills. Reading and expanding vocabulary are important skills for English learners as it allows them to expand their knowledge of the language, culture, and the world[1].

Vocabulary mastery is key in learning English, as a rich vocabulary allows students to understand, communicate and express ideas effectively. According to Paul Nation (2001), vocabulary mastery plays an important role in reading and listening skills, as well as being the basis for other language skills[2]. Norbert Schmitt (2000) emphasises that vocabulary teaching should include a variety of strategies to improve comprehension and usage, such as context recognition and

---

[1] Hamid, N. U. (2022). *Developing Students'worksheet For Teaching Reading At The Eighth Grade Of Smpit Al-Hafizh Palopo* (Doctoral Dissertation, Institut Agama Islam Negeri (Iain) Palopo).

[2] Nation, P. (2001). *Learning Vocabulary in Another Language*.

meaning variation. Thus, vocabulary acquisition not only supports overall language proficiency, but also increases students' confidence in interacting using English.[3]

A lack of vocabulary can affect a person's ability to read, write, listen, and speak. By having a limited vocabulary a person may have difficulty understanding more complex texts, expressing ideas clearly, or even understanding everyday conversations. Strategies such as reading regularly, using a dictionary, and practicing speaking with native speakers can help expand vocabulary. English lessons are one of the scourges for some students so it is necessary to find ways to make the lesson process more effective can take place smoothly so that students can be helped to learn to master vocabulary in English. Vocabulary mastery is the main requirement for the ability that must be possessed by students in the process of learning English because the more vocabulary they have, the smoother the communication, and the greater the language skills, but sometimes vocabulary mastery is often not considered (Luardini,2020)[4].

Teachers can effectively implement vocabulary mastery if they can choose instructional strategies and tactics that match the age and skill level of their students for them to comprehend the vocabulary that has been taught (Nashir & Laili, 2018)[5]. Because learning media can transmit messages from sender to recipient during the learning process, it can be utilized to stimulate students'

---

[3] Schmitt, N. (2000). *Vocabulary in Language Teaching*.
[4] Rahmayanti, R., Luardini, M., & Asi, N. (2020). *Teaching vocabulary by using flashcard media at the fifth-grade elementary school*. *Journal Compound: Improving the Quality of English Education*, 8(2), 127-131.
[5] M., & Laili, R. N. (2018). *The Implementation Of Electronic Flashcards to Increase students' vocabulary Mastery*. Edukasi: Jurnal

thoughts, feelings, attention, interest, and attentiveness (Chotimah, 2021)[6].

Using the right educational resources is crucial to the learning process. One other effective method of learning that will result from using this kind of media as teaching material is the English vocabulary book. An English vocabulary book is a book that lists words in the language together with definitions and pronunciation guides so you may improve vocabulary. The main advantages of using this media are that it is simple, easy to carry anywhere and anytime, attractive design, Additionally, the text and image combination in this book can pique students' interest in studying and of course, enhance their vocabulary in English. English vocabulary books can help students majoring in office administration expand their vocabulary and communication skills in English. This is important because, in the world of office administration work, there is often communication with colleagues or clients who use English. By understanding and mastering English vocabulary, students majoring in office administration can be more effective in carrying out their administrative tasks and increase their professionalism in the work environment. Following observations, it was found that SMK Negeri 1 Palopo administration and office majors required the English vocabulary book for a variety of reasons, including the fact that it was more useful and understandable. Many of them also decided to concentrate on vocabulary skills because, in their opinion, vocabulary was the most important element. Vocabulary and other language skills can aid learners of English in their quest to increase their language proficiency.

---

[6] Chotimah, C. (2021). *Flashcards as A Learning Media to Motivate Students in Learning.*

From the pre-observation conducted through interviews with one of the English teachers and students majoring in office administration at SMKN 1 Palopo, it is known that the results of the interview with the English teacher said that the existence of this English vocabulary book is very necessary because according to him it can motivate students in learning, especially if it is related to the teaching material. Meanwhile, the results of interviews with students said that their understanding of English is still very basic, especially regarding English vocabulary about things related to office administration. They also argue that they prefer media in the form of books because it is more interesting and practical so that it can help them in learning because of its simple and attractive design so that it is easy to carry anywhere. In addition, it is known that English learning at SMKN 1 Palopo in the office administration department is still general, so the existence of this English vocabulary book will be useful because the content in it is more specific to the office administration department.

From the explanation, it can be concluded that SMK Negeri 1 Palopo majoring in administration and office requires an English vocabulary book as a means of learning English. This English vocabulary book will be designed by the researcher as a response to these factors to assist students in learning and mastering English. This English vocabulary book is intended to provide students with the knowledge they need to learn English in a way that best suits their needs and abilities. The book also contains English vocabulary along with definitions and pronunciation guides, all of which are attractively illustrated and accompanied by models and photos.

Previous research, by Zidni Fima Khoiro Sholihah (2023), in her thesis entitled "*Developing Vocabulary Digital Pocket Book for Online Business and Marketing (OBM) Students at Vocational High School"[7]*, explained vocabulary is an important component in communication. This research is based on the needs analysis of vocational high school students majoring in Online Business and Marketing (OBM). It was found that students face difficulties in mastering vocabulary, which is a fundamental and important component in communication. Ideally, the vocabulary mastered is related to the major they are studying. To overcome these problems, this study aims to develop learning media in the form of Digital Vocabulary Pocket Book (DVPB) to teach vocabulary.

Therefore, the researcher was inspired to design learning media, namely the English Vocabulary Book, with the title **"Designing English Vocabulary Book For The Office Administration Students At SMKN 1 Palopo".**

B. Research Questions

Based on the background above formulate research questions as follows:

1. How to design the appropriate English vocabulary book for the office administration students at SMKN 1 Palopo?

2. What are the English teachers' perceptions about the English vocabulary book for the office administration at SMKN 1 Palopo?

3. What are the students' perceptions about the English vocabulary book for the office administration at SMKN 1 Palopo?

---

[7] Zidni Fima Khoiro Sholihah (2023), in her thesis entitled "*Developing Vocabulary Digital Pocket Book for Online Business and Marketing (OBM) Students at Vocational High School"*

C. Research Objectives

By the formulation of the problem, the research objectives are:

1. To design the appropriate English vocabulary book for the office administration students at SMKN 1 Palopo.

2. To find out the English teachers' perceptions about the English vocabulary book for the office administration at SMKN 1 Palopo.

3. To find out the students' perceptions about the English vocabulary book for the office administration at SMKN 1 Palopo.

D. Research Spesification

The specification of the research as follows:

1. The content of the product consist of English material office administration students.

2. The content of book consist of the vocabulary list, pictures, and phonetic symbols.

3. The product was designed with appropriate colors in learning media to stimulate students' interest in learning English.

E. Research Significance

Theoretically, this research is expected to be able to develop Basic English, namely an English vocabulary book for office administration majors at SMKN 1 Palopo. Practically, this research will be useful for; 1) providing insight and references to teachers, students, and future researchers on how to compile English vocabulary books based on students' needs, and 2) providing teaching material products that are suitable and can be used by teachers and students

majoring in office administration at SMK 1 Palopo in learning English.

F. The Assumption and Delimitation of the Research

The researcher has some assumptions while designing the English vocabulary book for the Office Administration Students at SMKN 1 Palopo as follows:

1. This product focuses on vocabulary skill development.

2. This product not only contains a list of English vocabulary but is also accompanied by phonetic symbols, pictures, translations, conversations and phrases.

3. The students in the office administration at SMKN 1 Palopo will use the English vocabulary book to improve the number of English vocabulary.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Research Findings

In this research, the researcher finds that there were previous studies related to English vocabulary book, and will be described as follows:

Rahayu, E. (2018) "*Development of English Materials for First Grade Office Administration (Office Administration /APK) Students at SMK Sunan Giri Menganti*"[8], explains that English teaching at the general and special education levels is different. English at the general level and specific education level are different. English teaching in Vocational High Schools not only refers to general topics such as hobbies, sports, likes, and family, but also discusses work. Content about work is more important to learn. Content about work is more important to learn because it prepares students to face the world of work in the future. This research focuses on the development of English materials for first-grade Office Administration.

The similarity between previous research and current research is that it focuses on office administration majors and uses Research and Development research methods. The difference is in the product to be made where previous research focused on developing English language materials while the product the researcher made would focus on designing English vocabulary books. In addition, another difference is that the previous research used the ADDIE method while the

---

[8] Rahayu, E. (2018) "*Development of English Materials for First Grade Office Administration (Office Administration /APK) Students at SMK Sunan Giri Menganti*".

current research uses the 4D model.

Zidni, F. K. S., & Mubarok, T. A. (2023), in her thesis entitled "*Developing Vocabulary Digital Pocket Book for Online Business and Marketing (OBM) Students at Vocational High School Level*"[9]. This research is based on the needs analysis of vocational high school students majoring in Online Business and Marketing (OBM). It was found that students face difficulties in mastering vocabulary, which is a fundamental and important component in communication. Ideally, the vocabulary mastered is related to the major they are studying. To overcome these problems, this study aims to develop learning media in the form of Digital Vocabulary Pocket Book (DVPB) to teach vocabulary.

The similarity between this research and this research is that it uses the Research and Development (R&D) research method. The difference is that the research focuses on online business and marketing students while this research focuses on office administration majors. In addition, Zidni's research uses the ADDIE method while the current research uses the 4D model.

Salwiyanto, & Ayuningtyas, P. (2018), "Developing Supplementary Reading Materials for the Computer Networks Engineering Department"[10]. The purpose of this study was to develop additional reading materials for grade XI students majoring in Computer and Network Engineering (TKJ) SMK Institut Indonesia and describe the efficacy of additional reading materials in the department.

---

[9]Zidni Fima Khoiro Sholihah (2023), in her thesis entitled "*Developing Vocabulary Digital Pocket Book for Online Business and Marketing (OBM) Students at Vocational High School Level*"

[10] Salwianto, S., & Ayuningtyas, P. (2018, May*). Developing Supplementary Reading Materials For The Computer Networks Engineering Department*. In *International Conference On Education* (Vol. 1, No. 1).

The similarity between previous research and current research is that it uses the Research and Development method. The difference is that the previous research focused on developing additional reading materials while the current research focuses on designing English vocabulary books. In addition, the previous research used the Borg and Gall method while the current research uses the 4D model.

Wahyuningsih (2023), "Developing English Reading Materials for the Tenth Grade of Computer and Networks Engineering Students at SMKN 4 Payakumbuh"[11]. The purpose of this study was to develop additional reading materials for grade X students majoring in Computer and Network Engineering (TKJ) at SMKN 4 Payakumbuh. This research is motivated by the problems found, namely the material used by teachers has nothing to do with their majors.

The similarity of previous research with current research is using the Research and Development method. The difference is that the previous research focuses on developing additional reading material while the current research focuses on designing an English vocabulary book.

Sijabat, D. M,. & Silitonga, S. (2023), "Developing English Speaking Materials For students Of Office Administration Program Of Vocational School"[12]. The purpose of this study was to develop English speaking materials based on the needs of students majoring in office administration at SMK Jambi

---

[11] Wahyuningsih, W., Roza, V., Eliza, E., & Sakti, G. (2023). *Developing English Reading Material for The Tenth Grade of Computer and Network Engineering Students at SMK N 4 Payakumbuh*. *Jurnal Pendidikan dan Sastra Inggris*, *3*(1), 129-135.

[12] Sijabat, D. M., & Silitonga, S. (2018). *Developing English-speaking materials for students of the office administration program of vocational school*. *State university of medan: faculty of languages and arts*.

Medan. This research is motivated by the problems found, namely the materials used by teachers have nothing to do with their majors.

The similarities between previous research and current research are using the Research and Development method. The difference is that the previous research focused on developing a syllabus as English material while the current research focuses on designing English vocabulary books.

The products in this research are different from the 5 previous studies, where several previous studies made different types of learning media products and the location of the research objects was also different. The similarity between the five products and this research is that they make learning media using R&D research methods. This product was developed keeping students' interests and preferences in mind. The vocabulary content is arranged according to the needs of the department, namely office administration. This includes profession, abbreviation, room, office supplies, office activities, terms in the office, letters and books, conversations, and phrases. This English vocabulary book contains phonetic symbols to help students pronounce vocabulary terms accurately. Apart from that, the researcher also arranged a list of vocabulary based on themes accompanied by interesting images in each theme.

B. Some Pertinent Ideas

1. Vocabulary

a) The Definition of Vocabulary

Vocabulary is a collection of words that a person understands and uses in a particular language. It includes words that can be used to speak, write, read, or

understand texts in that language. The vocabulary of the language has always expanded and altered. New words have been devised or derived from the people to make life becomes more complex. A foreign language that is well-communicated must have a strong vocabulary. It takes a certain level of effort and commitment to teach or learn words. To learn vocabulary is more difficult than learning words in a particular language. To focus more on it, a lot of practice and repetition are required.[13]

Vocabulary is one of the most important components of language and one of the things that are to be noticed by linguists.

According to the Oxford English Dictionary, vocabulary is:

1. All the words that a person knows or use

2. All the words in a language

3. List of words with their meanings, especially in a book   for learning a foreign language

b) The Types of Vocabulary

1. Listening Vocabulary :

The words in our auditory vocabulary are words that we can understand through hearing. This includes words and phrases that one can recognize the meaning of when heard. It takes continuous effort to learn new words.

---

[13] Hadiarah (2021). *Developing English vocabulary worksheets for the seventh-grade students at SMP Negeri 1 Bajo.*

2. Speaking Vocabulary :

It refers to the vocabulary that one actively uses when speaking or communicating orally with others. It includes words and phrases that one is comfortable and skilled in their use in everyday conversation.

3. Reading Vocabulary :

Reading vocabulary" is the vocabulary that a person recognizes and understands when they read a written text, such as a book, article, newspaper or website. It includes words and phrases that a person can understand the meaning of when they read, even if they don't always use those words in their daily conversations.

4. Writing Vocabulary :

Words that we can pick up when we write to express ourselves. We usually find it easier to explain ourselves orally, using facial expressions and intonation to help convey our ideas, than to find the right words to communicate the same ideas in writing. To develop writing vocabulary skills, you can expand your vocabulary and practice writing.

c) The Importance of Vocabulary

To be able to speak a language well requires mastering the vocabulary of the target language. Vocabulary is essential to mastering a language. Vocabulary helps the speaker to express ideas and communicate with people. In learning a foreign language, students should have several vocabularies as the bases for

learning of language.[14] To rule over everything with these skills, students must have a strong command of vocabulary to use these skills. Students who have learned a sufficient amount of words will find it easy to master English language abilities. If students master vocabulary well, it will be easier for them to express their views both orally and in writing as well as to understand what others are saying.

2. English for Specific Purposes (ESP)

a. Definition of ESP

English for Specific Purposes (ESP) is a category of English as a Second Language (ESL)/English for Foreign Language (EFL). ESP is designed to assist and provide courses for specific majors and needs. It depends on the particular group that will be educated and relies on the English language. The concept of ESP should be well-prepared because it belongs to different purposes of students' needs.[15]

The English for Specific Purposes (ESP) program is designed to equip learners with the linguistic skills required to communicate effectively in a range of professional contexts. In order to meet the diverse needs of learners pursuing a variety of future careers, ESP programs must be developed to incorporate specific content, language skills, motivations, and processes. ESP represents an exhilarating development in English language education, offering English teachers and researchers the chance to pursue new professional avenues. The ESP that is

---

[14]Imam Fadli (2022), in his thesis entitled "*Designing a Colorful Pictorial English Vocabulary Book For The First-Grade Students Of SMP Datok Sulaiman Putri Palopo,*

[15] Putri, N. I. W. (2022). *Designing Handbook Based On Islamic Moderation Values For The Second Year Students Of Man Palopo*

principally taught consists of spoken and written discourse in academic and workplace settings, which is unfamiliar to learners and thus necessitates specialized training. Specific-purpose English encompasses not only an understanding of a specific area of the English language but also the requisite skills to utilize this language effectively, as well as an adequate grasp of the contexts within which it is employed. In contrast to students learning English for general purposes, those studying ESP are typically engaged in acquiring English in order to fulfill a specific role, such as foreign students aiming to become flight attendants, mechanics, or doctors.[16]

b. Characteristics of ESP

In addition, the journal entitled "About ESP Teaching" presented eight characteristics of variables in ESP[17]. These were as follows: (1) limited in terms of the language skills that can be learned, (2) not taught depending on the previous methodology, (3) ESP is unlikely to be correlated with particular disciplines, (4) ESP may be applicable to specific teaching situations, new methods and a variety of techniques in teaching, (5) ESP can be designed for adult students, (6) ESP may be suitable for students at an intermediate or advanced level, (7) the amount of ESP coursework provides a foundation in language system knowledge, including grammar, which can also be implemented for beginners, and (8) many professional associations of English teachers are involved in ESP. In tertiary institutions or in the occupational field, ESP is applicable to professional

---

[16] Yahya, A., & Said, Y. R. (2019). *Developing Appropriate English Learning Materials for Syariah Economic Law Study Program Students at IAIN Palopo, Indonesia*. *The Asian ESP*, 22.

[17] Mahammadjonovna, S. D., Soxibjonovna, S. D., & Qizi, N. O. D. (2021). *About ESP Teaching*. The American Journal of Applied Sciences, 3(06), 82-86.

circumstances, but it can also be designed for senior high students. ESP can be designed for an intermediate or advanced learner, and ESP courses can provide fundamental knowledge in the language system, such as grammar, which can be implemented for beginners. Furthermore, ESP is widely used in universities around the world, and many professional associations of English teachers are involved in ESP.

The characteristics of this research product are that this book is designed as interesting as possible whose contents consist of pictures, meanings in Indonesian, and also how to pronounce them. The thing that distinguishes this research from the products of previous studies is that in previous studies the book made in the form of vocabulary E-books and the focus of the majors is business and marketing, while the product that I will make is in the form of a hard copy English Vocabulary Book and the focus of the major is office administration. In addition to containing vocabulary, in the last unit of this book will also be added such as phrases and short conversations about office administration so that students can better understand English vocabulary and also increase interest in learning English.

c. Benefit of ESP

ESP courses are designed to develop linguistic skills relevant to specific domains of activity. Consequently, the type of language item introduced, the manner of its introduction, and the methods of practice are of paramount importance[18]. There are three key benefits of ESP. Firstly, ESP facilitates

---

[18] Putri, N. I. W. (2022). *Designing Handbook Based On Islamic Moderation Values For The Second Year Students Of Man Palopo.*

accelerated learning. ESP enables learners to acquire the requisite linguistic items at a faster rate. This is because it aligns with the native speaker acquisition of language for particular purposes, whereby speakers learn in authentic, context-based environments. ESP not only follows this pattern, but also provides an opportunity to learn in an accelerated, intensive context. Secondly, there is learning efficiency. On an ESP course, trainees make the maximal use of their learning resources, all of which are brought to bear on acquiring specific, pre-identified linguistic items and skills. Obviously, the needs analysis is of vital importance here, since it enables trainers to determine the specific requirements of trainees. Thirdly, there is learning effectiveness. Upon completion of an ESP course, trainees are prepared to utilize language in a suitable and accurate manner in tasks related to their field of study, which have been identified prior to the course through a needs analysis.

3. English for Office Administration

The Office Administration (APK) program focuses on the planning of expense budgets, payments, and checks within an office environment. APK students are responsible for the planning of office activities, the preparation of office equipment, the management of departmental changes and the assistance of senior managers in the allocation of salaries and the dismissal of employees. APK students study the relationship between employees, the allocation of resources, and the efficient and effective use of funds. In addition to theoretical studies, APK students are required to participate in dual system education (Pendidikan Sistem Ganda/PSG), which allows them to gain hands-on experience in various office

activities. APK students aspire to develop interpersonal skills and a strong work ethic[19].

4. Vocabulary Book

    a.   Introduction of Vocabulary Book

A vocabulary book is a collection of words with a word list intended for language learners, especially those who are studying English as a second language. Additionally, terms from their original language can be given to the learners in the word list together with their translation into the second language. Vocabulary book sometimes aims to meet specific requirements, for example, vocabulary book for Common European Framework of Reference for Languages (CEFR) levels and English for Specific Purposes (ESP) learners.[20]

Both teachers and students might benefit from having a vocabulary book when it comes to teaching and learning. Innovative teaching strategies are required to produce a more productive learning environment. As a result, more tools like books and other media are required for instruction. In addition to helping students learn and comprehend new words in the language, the presence of phonetic symbols in each vocabulary can improve students' reading skills.

    b.   Advantages and Disadvantages of English Vocabulary Book

Vocabulary books usually present vocabulary in a structured format, such as by theme or difficulty level. This helps readers learn vocabulary gradually and systematically. According to Paul Nation, an English language teaching expert,

---

[19] Rahayu, E. (2018). *Developing English Materials for First Grade of Office Administration (Administrasi Perkantoran/APK) Students at SMK Sunan Giri Menganti.*

[20] Imam Fadli (2022), in his thesis entitled *"Designing a Colorful Pictorial English Vocabulary Book For The First-Grade Students Of SMP Datok Sulaiman Putri Palopo*

this kind of structure is very effective in helping long-term learning.[21]

1. English vocabulary book are printed teaching materials that have advantages, including:

   1. Expand the reader's English vocabulary.

   2. Simple, practical, and minimalist shape.

   3. Help readers to improve their speaking and writing skills in English.

   4. Easy to carry anywhere because of its minimalist shape

   5. Attractive design, so students are not shy to read in public.

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

   7. Provides useful references to understand the meaning of new words in the right context.

   8. Can be used as an independent learning resource to deepen understanding of English.

2. Besides that, English vocabulary book also has disadvantages, including:

   1. English vocabulary books are often limited in coverage of certain topics or subjects, so they do not provide a complete or varied vocabulary.

   2. Need good care so as not to get damaged or lost.

---

[21] Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press.

5. Learning English by Using Vocabulary Book

By the age of adolescence around 15-18 years, the ability to master the vocabulary has reached around 80,000 words. This includes the mastery of several conjunctions such as even though, nevertheless, therefore. In addition, at this age, they are also able to understand figurative language such as metaphors, proverbs, and hyperbole. According to Jeanne Ellis in her book, teaching vocabulary to teenagers (15-18 years old) can be done in the following ways[22]:

1. Consistently use terminology related to various academic disciplines.

2. Distinguish abstract words that have similarities.

3. Explore complex syntactic structures (complex sentences with multiple clauses).

4. Encourage understanding of underlying meanings and messages in poetry and fiction.

5. When students have a dialect that differs from standard Indonesian language, encourage them to use that dialect in informal conversations and papers or creative writing, but encourage students to use good and correct Indonesian language in more formal situations.

The implementation of English vocabulary book teaching in the classroom involves various activities and strategies to help students understand and internalize the vocabulary to be taught and learned. The following are the steps for implementing vocabulary book teaching in the classroom:

---

[22] Jeanne Ellis Ormrod, *Psikologi Pendidikan*, 6 edition (Jakarta, Penerbit Erlangga), 72.

1. Vocabulary Introduction: At this stage, we start by introducing the content of the product, the English vocabulary book, to the students. This English vocabulary book contains a list of vocabulary related to office administration that will be studied. So the researcher will introduce the vocabulary verbally or by showing students the vocabulary and pictures in the book.

2. Context and Usage: At this stage, the researcher will explain each vocabulary word along with its meaning and pronunciation. This can be accompanied by giving example sentences that illustrate how the vocabulary is used in everyday situations. Make sure students can understand each vocabulary word.

3. Vocabulary Practice: Vocabulary practice is very important to train students' understanding of the vocabulary that has been taught. This can be in the form of practicing doing problems, completing empty sentences, or matching words with the corresponding pictures, this can also be done individually or in groups.

6. R&D Instructional Design Model

This research employed the Research and Development Method (R&D). This research followed the model designed by Sugiyono. According to Sugiyono, Research and Development (R&D) is a method used to create specific products and evaluate their efficacy. R&D methods can be understood as a systematic approach to research, design, production, and testing of the products that have been created. In summary, this research employed four steps: research, design,

production, and testing[23]. Seals and Richey also propose that development research is a systematic study of the design, development, and evaluation of products that must meet the criteria of validity, practicality, and effectiveness.[24]

From these opinions, it can be understood that development research is a systematic approach used to develop new products, processes, or systems through systematic research and testing and evaluating their effectiveness.

In the field of research and development, there are several research models that can be used, including the following:

a)   ADDIE

The ADDIE stands for Analyze, Design, Develop, Implement, and Evaluate and is used in product development and design processes. One of the interesting approaches is to create a product utilizing the ADDIE technique. ADDIE is useful as a guiding framework to enable it to handle challenging circumstances. Additionally, ADDIE is suitable for creating educational products and other learning resources.

In Jumeida's research, the ADDIE model is divided into five stages:[25]

1. Analysis. The first stage is to analyze students' wants, needs and lacks.

2. Design. After the analysis stage is complete, the next step is the product design process related to the concept and content of the product.

---

[23] Sugiyono. 2012. *Metoden Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfa beta

[24] Borg, W. R., & Gall, M. D. (1983). *Educational Research: An Introduction* (4th ed.). New York, NY: Longman.

[25] Jumeida Mu'thairah Herman, 2023. "*Designing English Handbook for the seventh grade students at SMPN 4 Palopo*".

3. Development. After the conceptual framework is prepared, the concept is then transformed into a product that is ready to be implemented.

4. Implementation. Product implementation is then carried out to obtain feedback from respondents regarding the products that have been designed and developed.

5. Evaluation. This stage is carried out to provide feedback to respondents so that revisions can be made according to the evaluation results or needs that still need to be met. The ultimate goal of evaluation is to measure the achievement of development goals.

b) 4-D Models

The 4-D is a straight forward approach to instructional design that has four stages, which are as follows[26]:

1. Defining, or analyzing learners' needs.

2. Designing: creating a product based on the results of the analysis of the needs of the learners.

3. Developing - refining the product based on feedback from consumers (learners), teachers, and experts.

4. Dissemination: publication of the product in a journal, conference, etc.

c)   Borg and Gall

In Tarbiatunnisa's research, Borg and Gall model in developing learning material contains ten steps are followed :

1) Research and information collecting (review of literature, classroom

---

[26] Enhana Tarbiatunnisa,2021. "*Developing Basic English Speaking Module for the English Club Program At Senior High School of Modern Islamic Boarding School*"..

observation, art report preparation);

2) Planning (defining skill objectives, determining course sequence, and small-scale feasibility testing);

3) Developing a preliminary form of product (preparation of instructional materials, books, and evaluation device);

4) Preliminary field testing;

5) Main product revision;

6) Main product testing;

7) Operational product revision;

8) Operational field testing;

9) Final product revision, and

10) Dissemination and implementation.

7. Designing Product Using 4D

Sivasallam Thiagarajan, Dorothy S. Semmel and Melvyn I. Semmel propose the Four-D model as a systematic approach to instructional design. The model comprises four stages: (1) Define, (2) Design, (3) Develop and (4) Disseminate[27].

a. Define

The defining stage is the initial stage of the 4D model development process. This stage begins with analyzing the needs of the target to obtain the necessary information that will become a reference in product development.

---

[27] Irawan, A. G., nyoman Padmadewi, N., & Artini, L. P. (2018). Instructional materials development through 4D model. In *SHS Web of Conferences* (Vol. 42, p. 00086). EDP Sciences.

b. Design

Thiagarajan outlines a four-stage process for the design stage, which includes criterion-referenced test development, media selection, format selection, and initial design. Activities carried out at this stage include: (a) development of product content, (b) selection of appropriate learning media, (c) adjustment of media content in accordance with target needs.

c. Develop

In the context of learning model development, the following step is carried out during the development activities: Expert validation. Experts involved in the validation process are those who have expertise in relevant fields. Based on input from experts during validation, the product is then revised.

d. Disseminate

Thiagarajan says that the main activity in the dissemination stage: dissemination, in which the learning media (in the form of books) is distributed to the target for use. At this stage, the end result of the development process (such as a learning module, training material, or other innovation) is disseminated to the intended users or audience. The aim is to ensure that the information or product is widely accessible and usable.

C. Conceptual Framework

The most important component in learning a foreign language - especially English - is increasing vocabulary. To complement English learning activities, students of SMKN 1 Palopo majoring in office administration need additional learning resources. This English vocabulary book is well-made with visual

explanations and made as interesting as possible.

The researcher applied the 4D model of the Research and Development (R&D) technique during the design stage. First, the researcher analyzed learners' needs by interviewing English teachers at SMKN 1 Palopo and distributing a needs analysis questionnaire to eleventh grade students majoring in office administration at SMKN 1 Palopo. After collecting the data, the researcher designed the English vocabulary book based on the information from the previous analysis. After designing, the researchers developed the English vocabulary book and validated the product feasibility assessment by expert lecturers which would then be revised. After conducting the validation and revision stages, the product was distributed to the target. The researcher then used a questionnaire to the target to assess the product
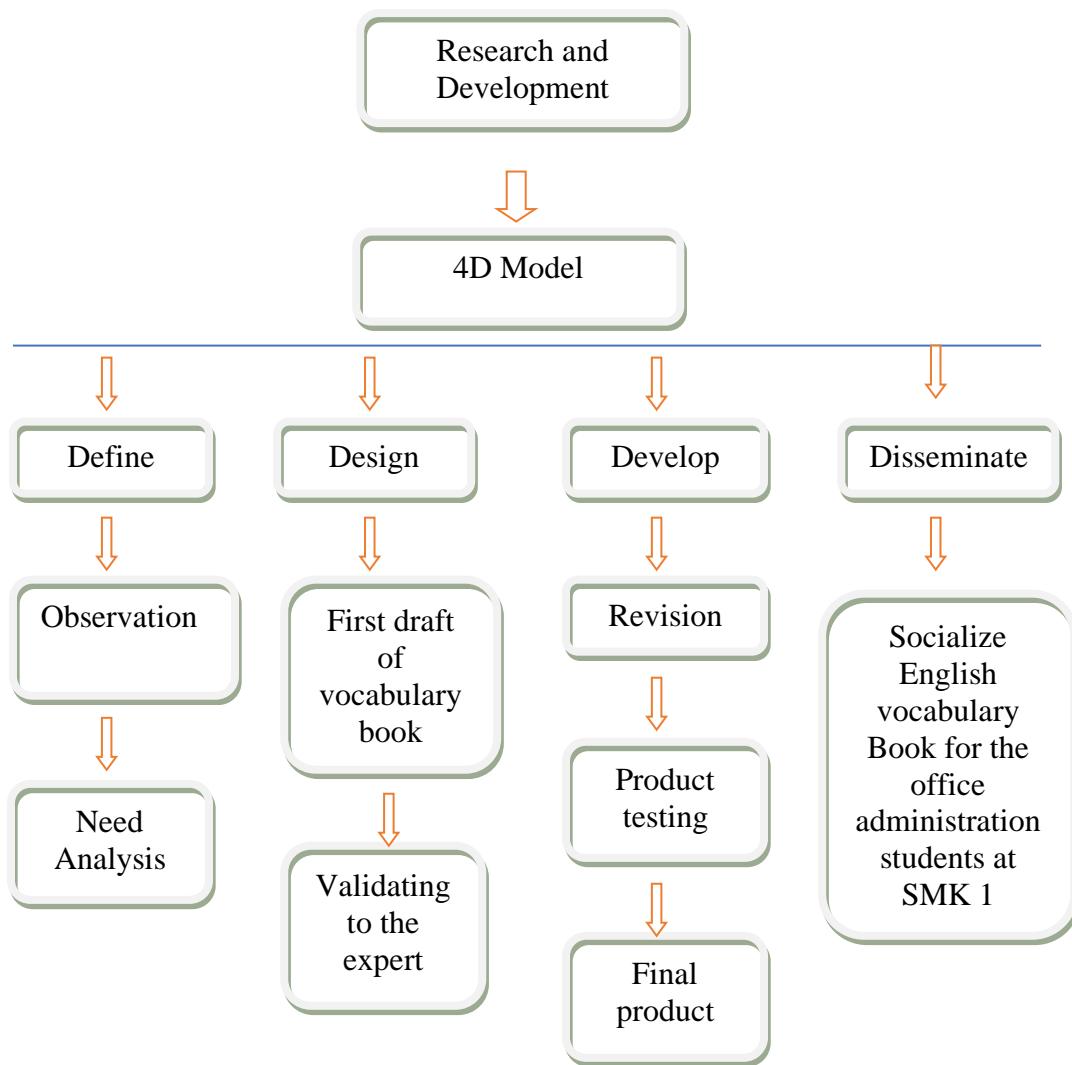
Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used the Research and Development (R&D) method. Researcher chose to use the Research and Development (R&D) method because this method has a main focus on product development so that it can facilitate researcher in creating or developing a new product. One type of R&D research model chose is the 4D model. Researcher chose this model because the development is quite simple and considered more practical compared to other R&D methods which in this 4-D design model only has 4 steps, namely: (1) Define, (2) Design, (3) Develop, and (4) Disseminate.

Figure 3.1 4D Model Design

B. Time and Location Of The Research

This research was conducted at SMKN 1 Palopo, especially in the office administration department, which took place from 18 June until 16 August 2024.

C. Research Participants

The subjects of this study were 31 eleventh-grade students of office administration at SMKN Negeri 1 Palopo. The object of this research is English vocabulary related to office administration and government and students' needs. English teacher and students played an important role in this research. The

researcher interviewed Mrs Rina, S.Pd as the English teacher majoring in office administration and also interviewed three students. In addition to interviews, a needs analysis was also conducted by filling out a questionnaire. A total of 31 students consisting of 20 female students and 11 male students filled out the needs analysis questionnaire.

After the product is finished, it is validated by expert lecturers involving three validators, namely St. Hartina, M.Pd as a design and layout expert validator, Wahibah S.Ag., M.Hum as a language expert validator, and Magfirah Tayyib S.S., M.Hum, as a material expert validator. After the product was validated and revised, it was then socialized to the school which was attended by 31 students, namely 20 female students and 11 male students as well as one English teacher, and continued with filling out a product perspective questionnaire by students and teacher.

D. Research Procedure

The four phases of the 4D model of define, design, develop, and disseminate were used in this research to create an English vocabulary book for SMKN 1 Palopo majoring in office administration.

a. Define

In this step, the researcher analyses the need for new product development. The process of developing a new learning product involves analysing students' needs, wants and shortcomings. Therefore, in this stage, questionnaires were used to assess the needs of students majoring in office administration of SMKN 1 Palopo. At this stage, Google Forms was used to distribute the questionnaire. In

addition, the researcher interviewed Mrs Rina, S.Pd as the English teacher and also three eleventh-grade MPLB 2 students.

b. Design

At this stage, researcher designed a product in the form of an English vocabulary book for students majoring in office administration based on the results of needs analysis through questionnaires and interviews. At the design stage, researcher collected reference materials on office administration vocabulary such as determining appropriate topics and content. Furthermore, researcher made vocabulary books in English accompanied by pictures and translations. In addition, researcher also made a product validation sheet questionnaire to be validated by expert lecturers.

c. Development

At the development stage, the finished product will be validated. In the product validation stage, the researcher gave the developed product to the material expert and book development expert for validation. After conducting the validation stage and getting suggestions for product improvement, then the researcher made revisions according to the expert's suggestions. Expert judgement is needed so that the products produced are more precise, effective, and tested before being tested on the target audience. In this step, the product is designed, developed, and revised as the final product draft. After that, the vocabulary book is implemented in school.

d. Disseminate

The socialization process is the final stage of design. After conducting trials

and revisions to the instruments and products, then the researcher conducted socialization and distributed the products to 31 students of class XI majoring in office administration of SMKN 1 Palopo and also English teachers followed by filling out a questionnaire of students' and teachers' perspectives at the end of the socialization.

E. Techniques of Data Collection

The researcher used two need analysis to collect the data in this research**:**

a. Interview

The researcher interviewed several students majoring in office administration and Mrs Rina, S.Pd as the English teacher to collect data to find out more about the target needs and support the data from the questionnaire. The researcher prepared six questions for teachers and three questions for students. The interview questions were about what curriculum is used, how the students' English proficiency is and how much English vocabulary they have as well as how English is learnt at the school.

b. Questionnaire

This research used a questionnaire to collect data on the target needs (needs, wants, and shortcomings). In addition, the questionnaire was also used as an expert judgment to evaluate the designed English vocabulary book. In addition, students' perceptions of the designed English vocabulary book product were also collected through questionnaires. The questionnaire consisted of ten questions on needs analysis and 11 questions on students' and teachers' perceptions of the product.

F. Technique of Data Analysis

1. **Data Analysis of Questionnaire**

Data from the needs analysis questionnaire, given to students at the need analysis step, was described based on the student's answers to represent their needs. It is managed through quantitative and qualitative descriptive methods. The results of the needs analysis questionnaire were calculated using the following formula:

$$X = \frac{\Sigma x}{N} \; 100\%$$

X = Score

Σx = The same answer given by students

N = The total of the students

Figure 3.2 Formulation of Score

The highest percentage represents the most acceptable choice from students. This is the background for researcher in designing an English vocabulary book.

2. **Data Analysis of Expert Validation and Student Perception**

The researcher employed the Likert scale to compute the outcomes of the expert validation and students' perceptions. The data were analyzed by calculating the mean score based on experts' and students' ratings, using the following formula[28]:

The number of answer *very good* $= VG \times 5$ =…

The number of answers *good* $= G \times 4$ =…

The number of answer *fairly* $= F \times 3$ =…

---

[28] Likert, R. (1932). "A Technique for the Measurement of Attitudes." Archives of Psychology, 22(140), 1-55.

The number of answer *poor* $= P \times 2$ =…

The number of answer verry *poor* $= P \times 1$ =…

Total score   =…

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

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

M = mean scoreB

= total score

N = total number of material topics

Figure 3.3 Formulation of Mean Score

The result of the average score was continued by calculating the value by using the following formulation:

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

X = the value

M = average score

N = the number of value

Figure 3.4 Formulation of Value Score

After the mean score of each material topic is calculated, the researcher defined them as an appropriate English vocabulary book for office administration

majors at SMKN 1Palopo.

Table   3.1 Material Topics Qualification of Product Evaluation

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

Table 3.2 The Example of Expert Instrument Validation Table

Aspects	Score
Contents	
Scope of the contents	
Language	

Table 3.3 The Example of Experts' Validation Table

No.	Indicators	Average score	Qualification	Categories	Expert's suggestion

Table 3.4 The Example of Experts' Validation Table

No.	Indicators	Average score	Qualification	Categories

CHAPTER IV
FINDING AND DISCUSSION

This chapter discusses the findings and discussion of the research procedure. At this stage, the researcher would show the detailed process of designing an English vocabulary book for eleventh-grade students majoring in office administration at SMKN 1 Palopo. In designing the English vocabulary book, this study used the 4D model research and development model described in chapter three. The following description provides more information about each stage.

A.   Findings

At this point, the researcher provides a detailed explanation of the English vocabulary book design. The researcher used 4D model (define, design, development, and disseminate), as described in chapter three. The following explains the specifics of each of these procedures.

1. Define

This section determines the students' wants, needs, and requirements for the design product. To collect data, the researcher administered a questionnaire with 10 questions and interviewed three students of class XI MPLB 2 of SMKN 1 Palopo and Mrs. Rina, S.Pd as the English teacher of class XI MPLB 2 of SMKN 1 Palopo. There were a series of questions in the interview format. After asking some students, the researcher summarized their responses. After that, the researcher prepared the instrument questionnaire and it was validated by Siti Hartina, S.Pd., M.Pd. as an expert for needs analysis validation.

35

After the validator validated the questionnaire, the researcher proceeded to distribute the questionnaire through Google Forms. There were 31 students consisting of 20 female students and 11 male students who filled out the questionnaire. After obtaining the questionnaire data, the researcher summarized the percentage of answers from students as shown in the graph below.

a. Interview results with the English Teacher and Student

The researcher interviewed Mrs. Rina S.Pd as the English teacher about English learning and understanding related to English vocabulary of class XI students majoring in MPLB 2 at SMKN 1 Palopo. The results of the interview are as follows :

a). " The average for class XI MPLB students for 2 classes is around 30 - 32 students per class"

(interviewed on 19 June 2024)

b). "The school currently uses the independent curriculum"

c). " So far, their level of understanding is still in the basic category, but some of them have been able to communicate in English in simple contexts, for example when asking permission to leave the class or when going to the toilet.

(interviewed on 19 June 2024)

d). "So far in teaching, the teacher always relates the material to the major, including the English vocabulary"

(interviewed on 19 June 2024)

e). "For now, the learning materials are still general for all majors"

(interviewed on 19 June 2024)

f). "Yes, it is very necessary, so it will help students to be motivated in learning

English"

(interviewed on 19 June 2024)

The researcher also conducted interviews with students of class XI MPLB 2 at SMKN 1 Palopo. The results of the student interviews are as follows:

a). "Our English comprehension is still basic"

(interviewed on 19 June 2024)

b). "For now I already know a lot about vocabulary in the office field such as for example in terms of nouns, but not a few of my friends whose understanding of vocabulary is still lacking and don't even know"

(interviewed on 19 June 2024)

c). "I think it is very useful, so having an interesting English vocabulary book will certainly help us in learning"

(interviewed on 19 June 2024)

b. Questionnaire results with the eleventh-grade students

It presents the findings of an analysis of the needs of students in class XI MPLB 2 SMKN 1 Palopo. The percentage of student answers will be displayed in the graphic below.

Table 4.1 Results of Questionnaire's Validation by the Expert

Aspects	Score
Contents	4
Scope of the contents	4
Language	4
Average score	4

After the questionnaire was validated by experts, the researchers distributed it to eleventh-grade students majoring in office administration, totaling 31 students.

1.Target Needs

a). Necessity
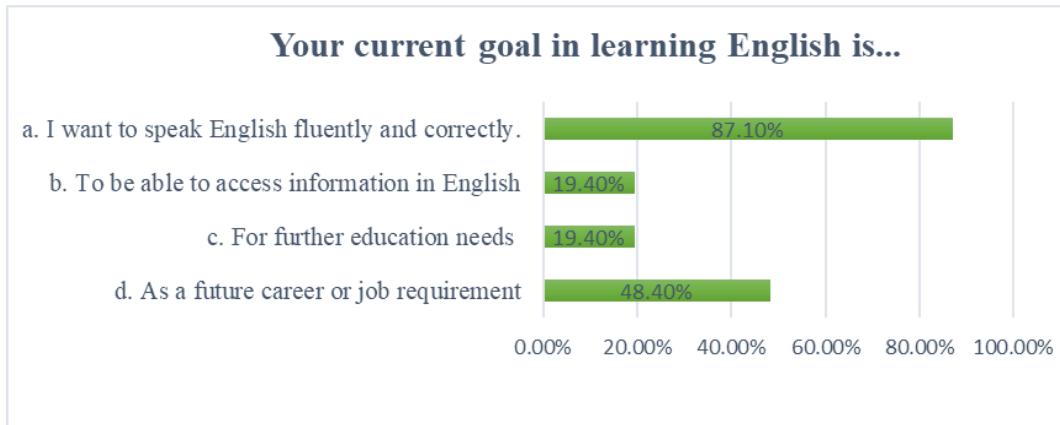
Chart 4.1 Percentage of current English learning goals

Chart 4.1 shows that 27 students (87.1%) chose I want to be fluent in speaking English well and correctly", 15 students (48.4%) chose as a future career or job need, six students (19.4%) chose to be able to access information in English, and six students (19.4%) chose as a future education need.
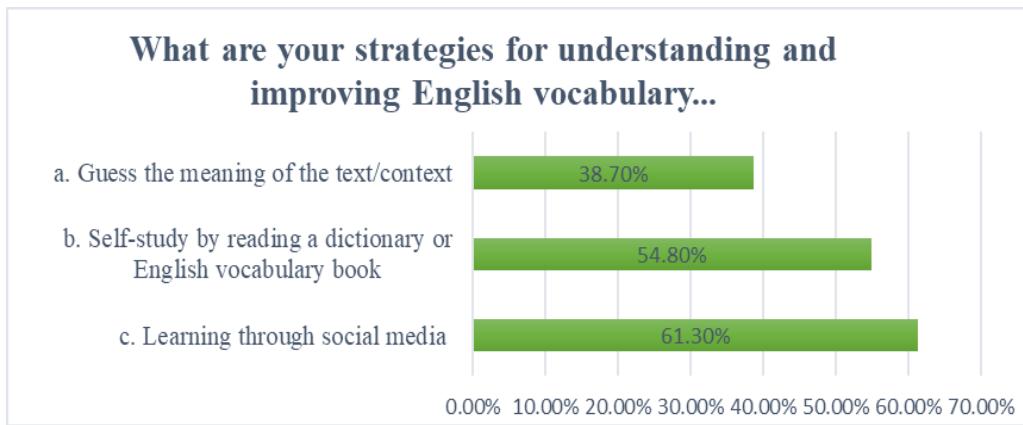
Chart 4.2 Percentage of strategies to understand and improve English vocabulary.

Chart 4.2 shows that 19 students (61.3%) chose learning through social media, then 17 students (54.8%) chose self-learning by reading dictionaries or English vocabulary books, and 12 students (38.7%) chose guess the meaning of the text/context.

How would you like your vocabulary book content to look like...

a. Comes with pronunciation — 58.10%
b. Comes with pictures — 32.30%
c. Comes with translation — 83.90%

0.00% 10.00% 20.00% 30.00% 40.00% 50.00% 60.00% 70.00% 80.00% 90.00%
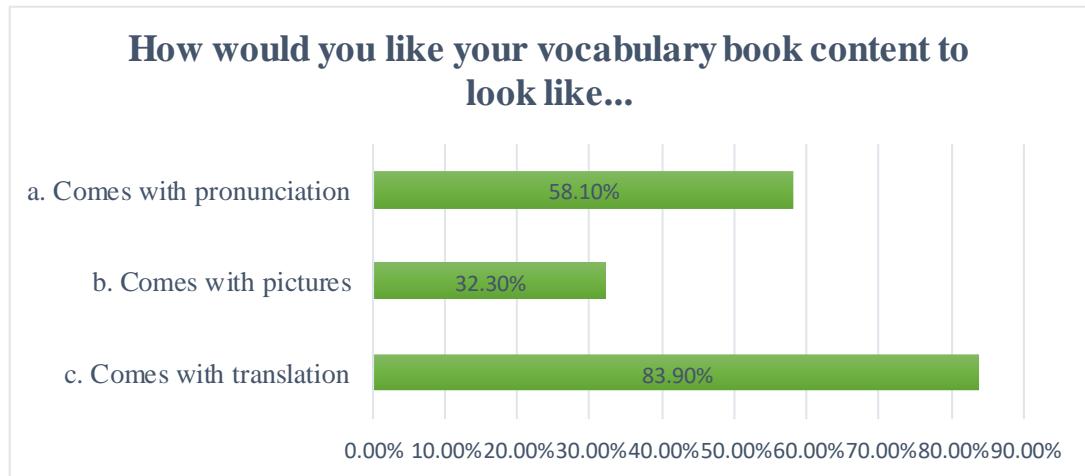
Chart 4.3 Percentage of desired vocabulary book content

Chart 4.3 shows that 26 students (83.9%) chose comes with translation, then 18 students (58.1%) chose comes with pronunciation, and ten students (32.3%) chose comes with pictures.

What content in the vocabulary book would you like...

a. Vocabulary — 90.30%
b. Phrase — 45.20%
c. conversation — 35.50%

0.00% 20.00% 40.00% 60.00% 80.00% 100.00%
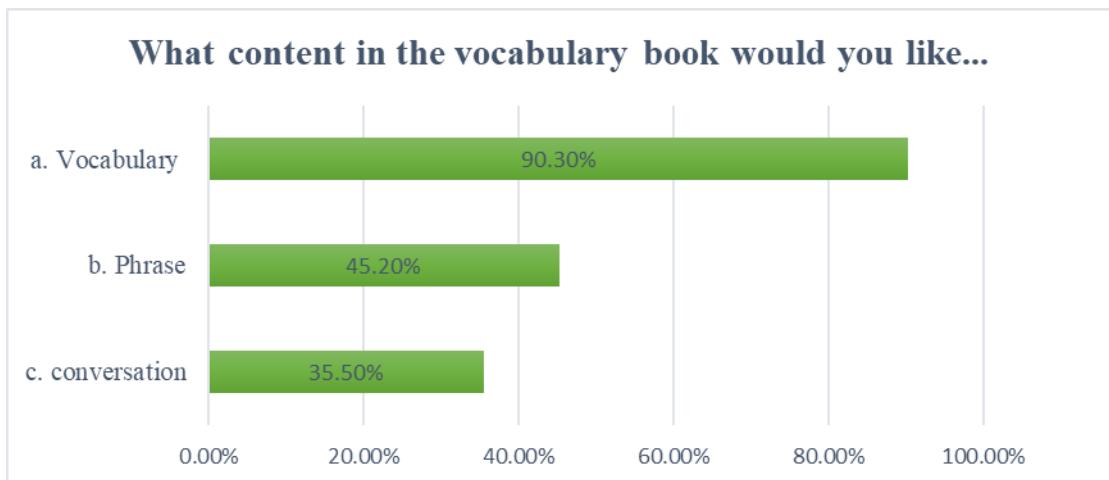
Chart 4.4 Percentage of content in the desired vocabulary book

Chart 4.4 shows that 28 students (90.3%) chose vocabulary, then 14 of them (45.2%) chose sentences, while there are 11 students (35.5%) chose conversation.

(b) Lacks
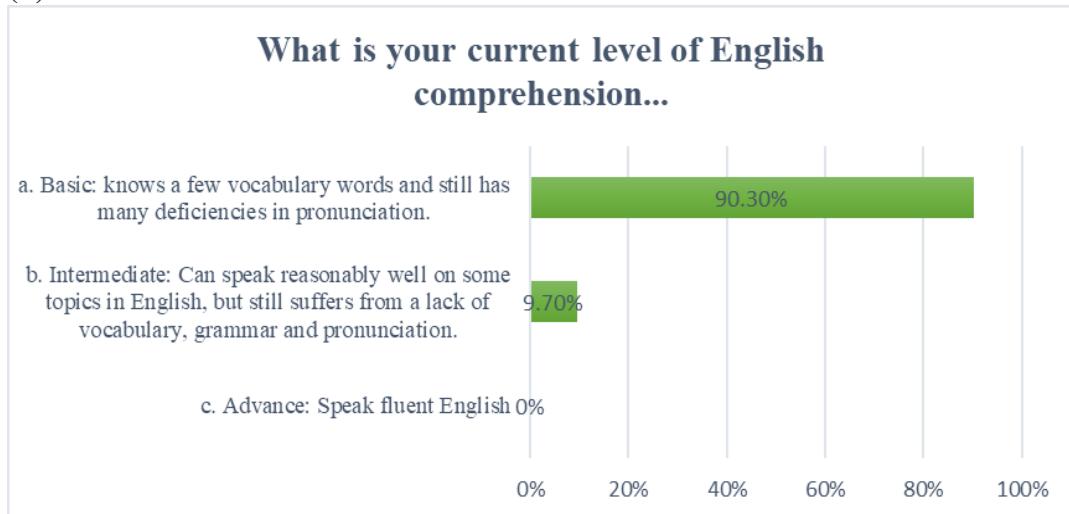
Chart 4.5 Percentage of students' current level of English comprehension

Chart 4.5 shows the percentage of student's current level of understanding of English and the results obtained are 28 students (90.3%) chose basic which only knows a little vocabulary and still has many deficiencies in pronunciation, then there are three students (9.7%) who chose intermediate level which can speak quite well on several topics in English, but still has problems with lack of mastery of vocabulary, grammar, and pronunciation. And 0% of the students chose advance.
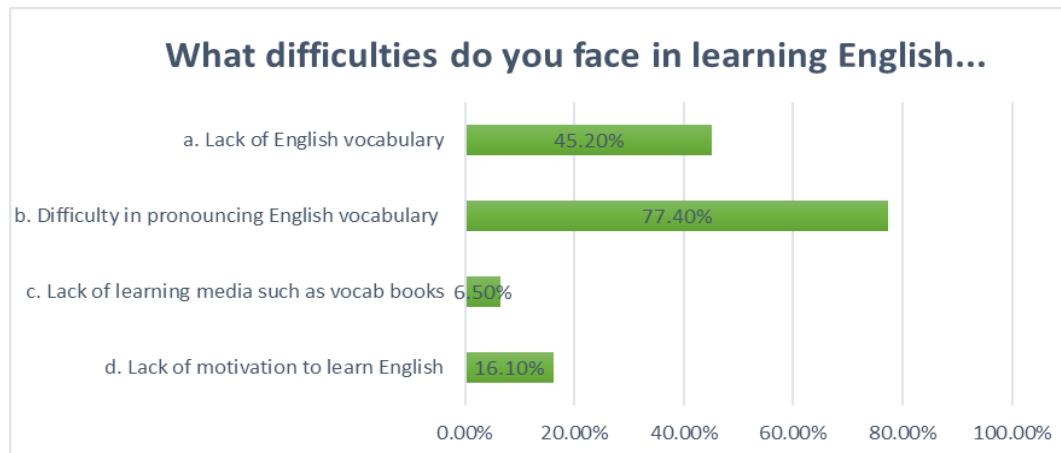
Chart 4.6 Percentage of difficulties faced by students in learning English

Chart 4.6 shows how the percentage of difficulties faced by students in learning English and the results are as many as 24 students (77.4%) chose difficulty in pronouncing English vocabulary, there were 14 students (45.2%) chose lack of English vocabulary, then there were five students (16.1%) chose lack of motivation to learn English, and the remaining two students (6.5%) chose lack of learning media such as vocabulary books.

(c) Wants
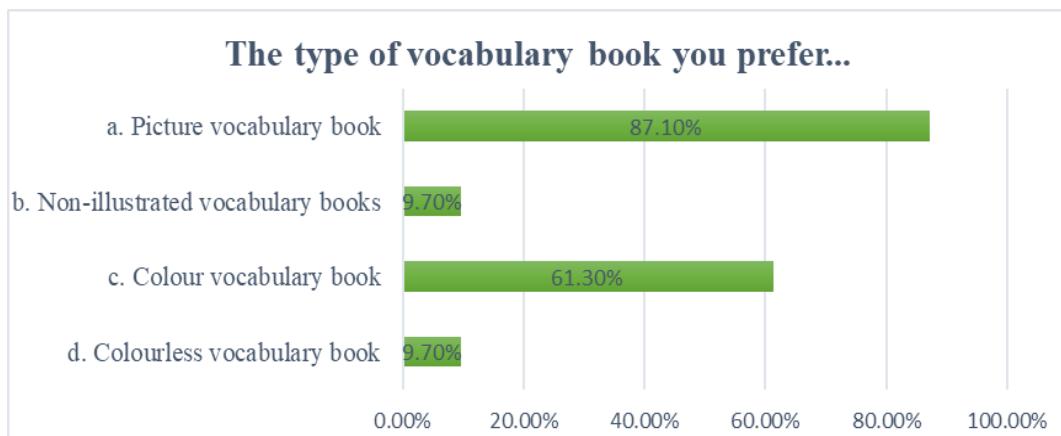
Chart 4.7 Percentage of vocabulary book types favored by students

Chart 4.7 shows that 27 students (87.1%) chose picture vocabulary books, 19 students (61.3%) chose color vocabulary books, then three students (9.7%) chose non-picture vocabulary books, and three students (9.7%) chose non-color vocabulary books.

What is the most interesting thing about learning English related to office management...

- a. Be able to converse in English in a work environment — 71%
- b. Knowing activities about office governance in English — 41.90%
- c. Know the nouns and verbs of office governance in English. — 32.30%
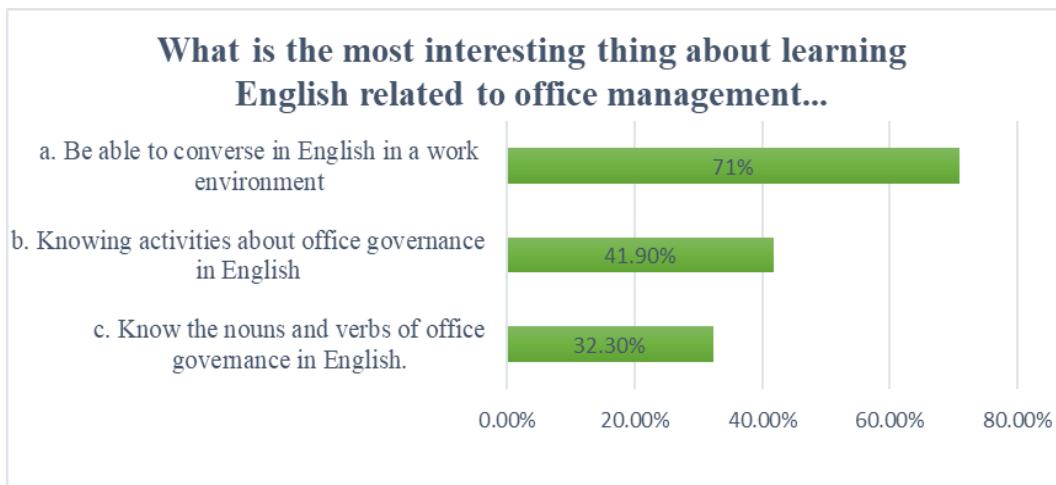
Chart 4.8 Percentage of what is interesting in learning English related to office management

Chart 4.8 shows that there are 22 students (71%) chose to be able to converse in English in the work environment, 13 students (41.9%) chose to know activities about office management in English, and there are ten students (32.3%) chose knowing nouns and verbs about office management in English.

What would you like to improve in learning vocabulary?

- a. Can speak with the right choice of... — 41.90%
- b. Can speak confidently due to correct... — 64.50%
- c. Can write with the right choice of words — 16.10%
- d. Can understand a reading — 22.60%
- e. Can give information well in English — 25.80%
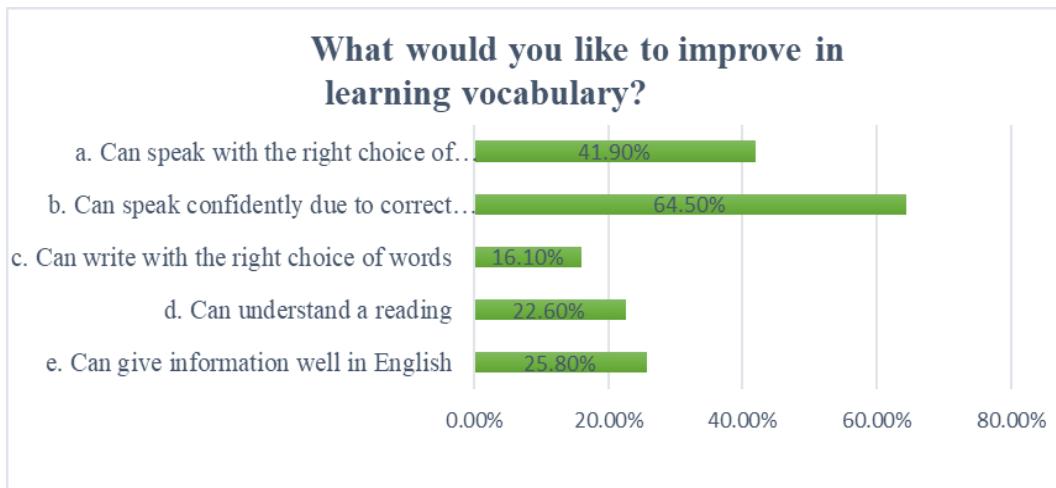
Chart 4.9 Percentage of things that students want to improve in learning vocabulary

Chart 4.9 shows the presentation of what students want to improve in learning vocabulary and the results are as many as 20 students (64.5%) chose can speak

confidently because of the correct pronunciation of words, then there are 13 students (41.9%) chose can speak with the right choice of vocabulary, then there are eight students (25.8%) chose can give information well in English, and there are seventh students (22.6%) chose can understand reading, and there are five students (16.1%) chose can write with the right choice of words.

What size vocabulary book would you like...

a. Pocket book size	41.90%
b. A5 size (standard notebook size)	51.60%
c. A4 size (standard drawing book size)	0%

(0%   10%   20%   30%   40%   50%   60%)
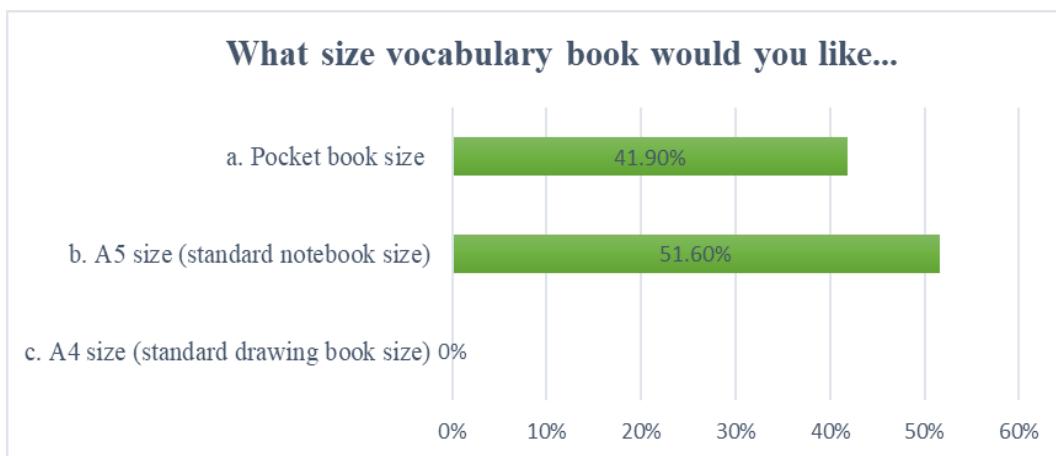
Chart 4.10 Percentage of vocabulary book sizes desired by students

Chart 4.10 shows the percentage of vocabulary book sizes desired by students and the results are 17 students (51.6%) chose A5 size (standard notebook size), then there are 14 students (41.9%) chose pocketbook size, and there were 0% students who chose A4 size (standard drawing book size).

2. Design

At the design stage, researcher designed product based on the needs analysis, observations, and interviews that had been conducted previously. Researcher began designing the contents of the book by determining the appropriate topic and designing the contents of the book with an attractive design. In this stage, researcher design product using Canva.

b. Input

The input procedure is designed to create specific learning objectives. The design, which includes the choice of fonts, the choice of images, and the layout of the pages, was also well designed by the researcher. The design of this vocabulary book consists of 10 units. The contents of the units are professions, abbreviations, rooms, office supplies, office equipment, office activities, terms in the office, letters and books, conversions, and phrases.

Table 4.2 The Blueprint of the Product

Theory	Dimension	Element of the book	Objective
Gagné, R. M. (1985). *The Conditions of Learning and Theory of Instruction*	English Vocabulary Book for the Office Administration Office	Vocabulary with pictures	Vocabulary books that include pictures can attract students' attention and increase their interest in understanding and clarify vocabulary information.
Roach, P. (2009). *English Phonetics and Phonology: A Practical*		Phonetic symbol	Phonetic symbols in vocabulary books help students understand the phonetic representation of words, which supports

Course.		the accuracy of pronunciation in the correct way, so that students can pronounce vocabulary correctly and fluently.
Ellis, N. C. (2008). *The Theory of Second Language Acquisition.*	List of vocabulary	Assist students in organizing and understanding the vocabulary for each unit.
Nunan, D. (1991). *Language Teaching Methodology.* Prentice Hall.	Conversations	Vocabulary books that include conversations provide practical and contextualized examples that help students learn the language in a more effective way.
Nation, P. (2001). *Learning Vocabulary in*	Phrases	The importance of teaching vocabulary through the context of phrases and sentences can

Another *Language*. Cambridge University Press.		help students understand how vocabulary is used together with other words in sentences

3. Develop

a. Parts of Vocabulary Book

The researcher explained each part of the guidebook that had been made, starting from the unit, and the explanation of each unit. This is explained in the table below:

Table 4.3 Parts of Vocabulary Books

Unit	Topic	Learning Objective
1	Profession	To know the types of professions related to office administration in English.
2	Abbreviations	To know the most common abbreviations related to office administration in English.
3	Room	To recognize the names of rooms in offices in English.
4	Office Supplies	To recognize office supplies in English
5	Office equipment	To recognize office equipment items often used in office activities in English.
6	Office activities	To introduce students to vocabulary about office activities in English.

7	Terms in the office	To introduce students to the vocabulary of terms that often appear in office activities in English.
8	Letters and books	To learn English vocabulary about the types of books and paper that are often used in office activities
9.	Conversations	To show students examples of conversations that often occur in office activities in English.
10.	Phrases	To show students examples of phrases often used in office activities in English..

b. The Results of Experts Validation

This product was validated by three experts. The experts are design and layout expert, language expert, and material expert.

1) Design and Layout

The researcher distributed a questionnaire to a design and layout expert in this research. There are seven questions about the English Vocabulary Book. The expert was St. Hartina, M.Pd, the English lecturer at IAIN Palopo.

Table 4.4 The Result of the Product Validation by the Design and Layout Expert

No.	Criteria	Score	Description	Follow Up
	A. design and layout			
1.	The color selection in the English Vocabulary Book	4	Good	It can be utilized by revision.

	for Office Administration Students is attractive.			
2.	Cover of English Vocabulary Book for Office Administration Students Interesting.	4	Good	It can be utilized by revision
3.	Content display of English Vocabulary Book for Office Administration Students Clear.	4	Good	It can be utilized by revision
4.	The use of punctuation is correct.	4	Good	It can be utilized by revision
5.	The arrangement of materials in the English Vocabulary Book for Office Administration Students is systematic.	4	Good	It can be utilized by revision
6.	The sources in the English Vocabulary Book for Office Administration Students are clear.	5	Very Good	It can be utilized by revision

| 7. | Spacing is appropriate. | 4 | Good | It can be utilized by revision |
| 8. | The font selection and size are consistent and appropriate. | 4 | Good | It can be utilized by revision |

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

$$M = \frac{B}{N} = \frac{33}{8} = 4,12$$

Figure 4.1 The Mean Score of the Design and Layout Expert Validation

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

$$X = \frac{M}{N} 100\%$$
$$X = \frac{4,12}{5} 100\% = 82,4\%$$

Figure 4.2 The Percentage Score of the Design and Layout Expert Validation

The design and layout expert validation result got a mean score of 4,12 with 82,4% of percentages which qualified as ― good‖. The design and layout expert validation result indicates that the English Vocabulary Book can be utilized by revision.

2) Language

The researcher distributed a questionnaire to a language expert in this research. There are four questions about the English Vocabulary book. The expert was Wahibah S.Ag., M.Hum, the English lecturer at IAIN Palopo.

Table 4.5 The Result of the Product Validation by the Language Expert

No.	Criteria	Score	Description	Follow up
1.	The vocabulary used in the English Vocabulary Book for Office Administration Students is correct.	4	Good	It can be utilized by revision
2.	The vocabulary presented in the English Vocabulary Book for the Office Administration Students is in accordance with the level of cognitive development. students.	4	Good	It can be utilized by revision
3.	Vocabulary presented is easy to understand	4	Good	It can be utilized by revision
4.	The overall vocabulary is appropriate for the students.	4	Good	It can be utilized by revision

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

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

Figure 4.3 The Mean Score of the Language Expert Validation
The percentages of the language expert validation were calculated below:

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

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

Figure 4.4 The Percentage Score of the Language Expert Validation
The language expert validation result got a mean score of 4 with 80% of

percentages which qualified as — good‖. The language expert validation result

indicates that the English Vocabulary Book can be utilized by revision.

3) Material

The researcher distributed a questionnaire to a material expert in this

research. There are ten questions about the English Vocabulary Book. The expert

was Magfirah Tayyib S.S., M.Hum, the English lecturer at IAIN Palopo.

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

No.	Criteria	Score	Description	Follow up
	A. Content			
1.	The content coverage in the English Vocabulary Book for the Office Administration Students is in accordance with the needs of the students of SMKN 1 Palopo.	5	Very good	It can be utilized by revision
2.	The focus of vocabulary in the English Vocabulary	4	Good	It can be utilized by revision

	Book for Office Administration Students for students at SMKN 1 Palopo is adequate.			
3.	The authenticity of vocabulary in the English Vocabulary Book for the Office Administration Students for students at SMKN 1 Palopo is adequate.	5	Very good	It can be utilized by revision
4.	The selection of illustrations can represent vocabulary.	4	Good	It can be utilized by revision
	B. Input			
5.	The vocabulary input in English Vocabulary Book for the Office Administration Students helps to improve the English proficiency of SMKN 1 Palopo students.	5	Very good	It can be utilized by revision
6.	The vocabulary input in	5	Very good	It can be utilized by

	the English Vocabulary Book for the Office Administration Students is in accordance with the ability of students at SMKN 1 Palopo.			revision
7.	The vocabulary input in the English Vocabulary Book for Office Administration Students is interesting.	5	Very good	It can be utilized by revision
8.	The vocabulary input in the English Vocabulary Book for the Office Administration Students is in accordance with the language skills of the students of SMKN 1 Palopo.	4	Good	It can be utilized by revision
9.	The vocabulary included in the English Vocabulary Book for Office Administration Students	5	Very good	It can be utilized by revision

	includes correct language structures.			
10.	The choice of vocabulary is in accordance with the characteristics of the students.	5	Very good	It can be utilized by revision
11.	The vocabulary input in the English Vocabulary Book for Office Administration Students can broaden the knowledge of students of SMKN 1 Palopo.	5	Very good	It can be utilized by revision
12.	The choice of images in the vocabulary is suitable for SMKN 1 Palopo students	4	Good	It can be utilized by revision

The mean of the material expert validation was calculated below:

$$M = \frac{B}{N} = \frac{56}{12} \ 4{,}66$$

Figure 4.5 The Mean Score of the Material Expert Validation

The percentage of the material expert validation were calculated below:

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

$$X = \frac{4,66}{5} 100\% = 93,2\%$$

Figure 4.6 The Percentage Score of the Material Expert Validation

The material expert validation result got a mean score of 4,66 with 93,2% of percentages which qualified as very good. The material expert validation result indicates that the English vocabulary book can be utilized without revision.

c. The Revision Draft of the English Vocabulary Book

After the guidebook was validated, the researcher received some revisions from the experts. The aim was to improve the first draft of the English Vocabulary Book before testing it on grade 11 students majoring in office administration at SMKN 1 Palopo.

Table 4.7 The Revision of the Vocabulary Book Given by the Experts

Aspect	Topic (section)	Suggestion	Revision result
Design and layout	All	The selection of font and size is not correct	The font and size have been improved to be more precise and consistent.
	All	Unit systematics still need to be improved in order	Incorrect unit order systematization has been corrected

	All	Some unit names still need to be corrected	Some incorrect unit names have been corrected
Language	All	In the phonetic symbol section, change the word "phonetic spelling" to "phonetic transcription".	Incorrect word choice has been corrected
	All	The phonetic symbol still needs to be completed	Phonetic symbol has been equipped
	All	There are still word translations that are not correct	Inaccurate word translations have been corrected
Material	All	Some images are still not representative	Some images have been changed to be more representative
	All	Images can be customized and adapted to the characteristics of SMK students.	Some images have been changed and adapted to the characteristics of SMK students.

d. The Results of Material Try-out

At this stage, the researcher conducted a pilot test on August 16, 2024, by introducing the contents of the English vocabulary book to students. Starting with explaining the English vocabulary book, material, and vocabulary list of each unit, the goal is that students are not confused when using the English vocabulary book. The following are the trial details:

Table 4.8 The Result of Students' Perceptions

No.	Criteria	Score	Descriptions	Follow up
1.	The material presented in the *English Vocabulary Book for the Office Administration Students* is in accordance with the needs of office administration students of SMKN 1 Palopo.	4,4	Very Good	It can be utilized without revision
2.	The overall content of the *English Vocabulary Book for the Office*	4,1	Good	It can be utilized by revision

	Administration Students varies.			
3.	The materials presented help to increase students' interest and understanding in learning English.	4,4	Very good	It can be utilized without revision
4.	The material of the *English Vocabulary Book for the Office Administration students* is interesting and appropriate for office administration students at SMKN 1 Palopo.	4,3	Very good	It can be utilized without revision
5.	The selection of images in the *English Vocabulary Book for the Office Administration Students* is interesting	4,2	Very good	It can be utilized without revision

	and appropriate for office administration students at SMKN 1 Palopo.			
6.	The material topics in the *English Vocabulary Book for the Office Administration Students* are easy for students to learn independently.	4,1	Good	It can be utilized by revision
7.	The selection of font type and size in the *English Vocabulary Book for the Office Administration Students* is attractive and comfortable to read.	4,3	Very good	It can be utilized without revision
8.	The colour selection in the *English Vocabulary Book for*	4,5	Very good	It can be utilized without revision

	the Office Administration Students is interesting and fun to read.			
9.	The cover design of the *English Vocabulary Book for Office Administration Students* is attractive.	4,5	Very good	It can be utilized without revision
10.	The design of the *English Vocabulary Book for Office Administration* is very attractive	4,2	Very good	It can be utilized without revision
11.	The size of *the English Vocabulary Book for the Office Administration Students* is appropriate, practical, and easy to carry around.	4,5	Very good	It can be utilized without revision

The mean score of the students' perceptions was calculated below:

$$M = \frac{B}{N} = \frac{47,5}{11} = 4,3$$

Figure 4.7 The Mean Score of the Students' Perceptions

The percentages of the students' perceptions were calculated below:

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

$$X = \frac{4,3}{5} 100\% = 86\%$$

Figure 4.8 The Percentage Score of the Students' Perceptions

The results of student perceptions received an average score of 4.3 with a percentage of 86%, which is -very good‖, indicating that this English vocabulary bok is feasible and ready to use without revision.

Table 4.9 The Result of English Teachers' Perceptions

No.	Criteria	Score	Description	Follow up
1.	The material presented in the *English Vocabulary Book for the Office Administration Students* is in accordance with the needs of office administration students of SMKN 1 Palopo.	4	Good	It can be utilized by revision

2.	The overall content of the *English Vocabulary Book for the Office Administration Students* varies.	4	Good	It can be utilized by revision
3.	The materials presented help to increase students' interest and understanding in learning English.	4	Good	It can be utilized by revision
4.	The material of the *English Vocabulary Book for the Office Administration students* is interesting and appropriate for office administration students at SMKN 1 Palopo.	4	Good	It can be utilized by revision
5.	The selection of images in *the English Vocabulary Book for*	4	Good	It can be utilized by revision

	the Office Administration Students is interesting and appropriate for office administration students at SMKN 1 Palopo.			
6.	The material topics in the *English Vocabulary Book for the Office Administration Students* are easy for students to learn independently.	4	Good	It can be utilized by revision
7.	The selection of font type and size in the *English Vocabulary Book for the Office Administration Students* is attractive and comfortable to read.	4	Good	It can be utilized by revision
8.	The colour selection in	4	Good	It can be utilized by

	the *English Vocabulary Book for the Office Administration Students* is interesting and fun to read.			revision
9.	Desain sampul *English Vocabulary Book for the Office Administration Students* menarik.	4	Good	It can be utilized by revision
10.	The design of the *English Vocabulary Book for Office Administration* is very attractive	4	Good	It can be utilized by revision
11.	The size of the *English Vocabulary Book for the Office Administration Students* is appropriate, practical, and easy to carry around.	4	Good	It can be utilized by revision

The mean score of the English teachers' perception was calculated below:

$$M = \frac{B}{N} = \frac{44}{11} = 4$$

Figure 4.9 The Mean Score of the English Teachers' Perceptions

The percentages of the English teachers' perceptions were calculated below:

$$X = \frac{M}{N} 100\%$$
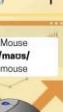
$$X = \frac{4}{5} 100\% = 80\%$$
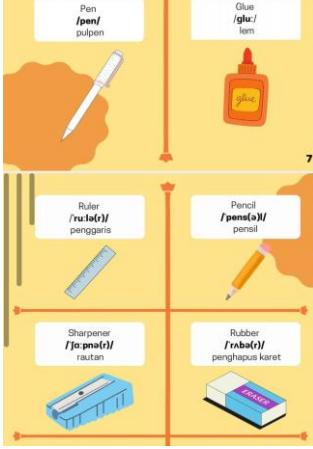
Figure 4.10 The Percentage Score of the English Teachers' Perceptions

The results of the English teachers' perceptions received an average score of 4 with a percentage of 80%, which means -good. This shows that this English vocabulary book is ready to be used by revision.

d. Draft Change

Before	After
ENGLISH VOCABULARY OFFICE ADMINISTRATION	ENGLISH VOCABULARY FOR OFFICE ADMINISTRATION Sri Ayu Kuswaryati
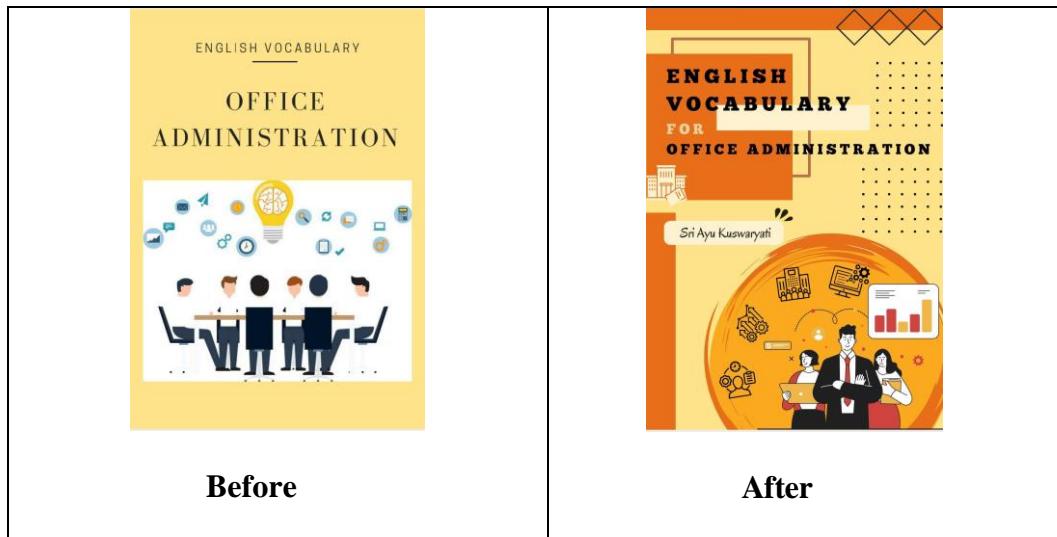
PHONETIC SYMBOLS | Phonetic symbol	Example	Phonetic transcription | (phonetic table – illustration)	PHONETIC SYMBOLS **Short Vowel** | Symbol	Example	Phonetic transcription
{e}	Bed	/bed/
{I}	Happy	/'hepI/
{E}	Ten	/ten/
{ə}	About	/ə'baʊt/
{ʊ}	Book	/bʊk/
{æ}	National	/næʃənəl/	 iii
Before	**After**
LIST OF CONTENTS (illustration)	LIST OF CONTENTS (illustration)
Before	**After**
UNIT 1 Office Supplies (illustration)	UNIT 1 Profession (illustration)
Before	**After**

Before

After

Before

After

Before

After

The images above are images before and after editing after getting suggestions and corrections from expert validation, such as image selection, word accuracy, size and font. The images and designs before editing have a selection of images that are not yet in accordance with the characteristics of vocational students, the selection of fonts and writing and font size is still not good, and the selection of English words is not precise, and phonetic symbols are still incomplete.

4. Disseminate

At this stage, the researcher socialized the English vocabulary book to the eleventh-grade students of the office administration department of SMKN 1 Palopo after going through several stages and revisions. The researcher socialized the English vocabulary book to 31 students in the classroom and explained the contents of the English vocabulary book. Furthermore, there were 31 students and one English teacher, Mrs. Rina, S.Pd, who filled in the perceptions about the quality of the product. The students welcomed the book well and enthusiastically, as well as the English teacher who was also very enthusiastic and of course gave positive comments because according to him this could be used as teaching material and certainly very motivated students in learning English.

B. Discussion

This research was based on a needs analysis of vocational high school students majoring in administration and office. It was found that English learning at SMKN 1 Palopo is still general and not specific to certain majors, especially office administration, and it is also known that their understanding of English vocabulary is still basic. So this research comes as a form of solution to these problems by

making a product in the form of a more specific English vocabulary book with one of the majors, namely office administration, of course with the hope that this book can motivate students and help students learn English.

The design process was developed using the 4-D model, which consists of the following stages: Define, Design, Develop, and Disseminate. The first step taken by the researcher is the define stage, namely conducting a needs analysis using a questionnaire in the form of Google form which is used to get the needs, desires, and shortcomings of students related to mastery and understanding of English, besides that the needs analysis is also carried out through interviews with students and English teachers. The questionnaire shows the various factors needed in making a guidebook. The results showed that students need an English vocabulary book to help them learn English because it is known that many of them have a basic understanding of English so that this book can motivate them in learning English. In addition, another factor is that English learning in the school is still general for all majors and not specific to certain majors.

After collecting the results of the student needs analysis, the researcher took the next step which was to design the product. This product is designed of course based on the needs, desires, and shortcomings of students shown after they answer the questionnaire. This step uses the information that has been collected by the researcher, which is then analyzed to determine whether the material is appropriate for the student's level.

After completing the design of the English Vocabulary Book, the researchers then developed a product with the help of assessments from experts. The experts

assessed the initial product using a questionnaire. The assessment was given by three experts where they gave some comments and suggestions about the English vocabulary book that had been designed. This expert assessment aims to ensure the feasibility of a product. As a result, the validation of the English Vocabulary Book from design and layout experts was qualified as "very good", the validation results from language experts were qualified as "very good" and from material experts were qualified as "good". In conclusion, the product can be used with minor revisions such as the selection of font type and size, the selection of images is made more real, the selection of words is improved to be more precise, and also the order of each unit is improved to be more systematic. In addition, the researcher has also collected the results of the trial to find out how the perceptions of students and English teachers towards the product, for the results of student perceptions are categorized as -very good while the perceptions of English teachers are categorized as -good. This indicates that the camping guidebook can be used without revision. The reason is that the English vocabulary book is overall attractive. The materials, fonts, colors, cover, and overall appearance presented in the English vocabulary book are very good for the students.

In addition, it shows that this English Vocabulary Book is one of the alternative methods for students in learning English. The purpose of this English vocabulary book is to motivate students in learning English, especially for office administration majors, this book is expected to help students in learning English vocabulary, especially those related to the office field, and to prepare themselves for the world of work by equipping students with vocabulary relevant to the office work

environment. The next goal is as a form of self-learning tool, where this vocabulary book can be used by students to study independently, both outside class hours and in class.

The findings of this research are systemically related to previous studies on the creation of English vocabulary books related to office administration majors. Of the five related previous studies, all findings show that the guidebooks made are very helpful and can be a supporting medium in learning English. One of the related previous studies is the research conducted by Zidni Fima Khoiro Sholihah (2023), in her thesis entitled 'Development of Digital Vocabulary Pocketbook for Online Business and Marketing (OBM) Students at Vocational Level"[29]. The result of this research is that the Digital Vocabulary Pocketbook can be used to help students in learning vocabulary.

In the research of Zidni, Z. F. K. S., & Mubarok, T. A. (2023), in her thesis entitled 'Development of Digital Vocabulary Pocketbook for Online Business and Marketing Students (OBM) at Vocational Level focuses on making pocketbooks in digital form that can be accessed through offline applications for students majoring in online business and marketing consisting of 7 topics and developed with the ADDIE method. While my current research focuses on designing English vocabulary books in the form of original books so that it will be easier to carry anywhere. This vocabulary book consists of 10 units and is classified based on topics that are suitable for office administration majors systematically, besides that it is not only a list of vocabulary but also equipped

---

[29]Zidni Fima Khoiro Sholihah (2023), in her thesis entitled "*Developing Vocabulary Digital Pocket Book for Online Business and Marketing (OBM) Students at Vocational High School Level*"

with conversation examples and phrases at the end of the unit. This book is designed as well as possible with an attractive design that is equipped with phonetic symbols, pictures and also translations. The pictures in this book can certainly help explain the meaning of words clearly. The book also includes a barcode code that can be accessed to listen to the auidio for each vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The purpose of this research is to find out how to design an English vocabulary book suitable for students majoring in office administration and how students' and teachers' perspectives on the product. Based the result of the research, it was found that: 1) To design an English vocabulary book suitable for office administration majors, the 4D method (Define, Design, Develop, and Disseminate) was used. Questionnaires and interviews were used to analyze student needs as well as student and teacher perceptions. The content of this English vocabulary book consists of professions, abbreviations, rooms, office equipment, office equipment, office activities, terms in the office, letters and books, conversations and expressions. 2) The teacher's perception of the product was 4 with an average score of 80% which qualifies as "Good" indicating that the product can be used with minor revisions. 3)The students' perception of the product was 4.3 with an average score of 86% which qualifies as "Very Good". This indicates that the product can be used without revision. Regarding the perception of students and teachers that they are very enthusiastic about this product and will be used in learning English.

B. Implication

The implications of this research: 1) first in terms of education, this English vocabulary book can used by teachers to help in the process of learning English in the classroom and be motivated to create interesting learning media. Furthermore,

2) students majoring in office administration can used this product to help learn English vocabulary, especially recognize vocabulary related to office administration..

C. Suggestions

The researcher provides suggestions to the students, English teachers, and further researchers in line with the research findings.

1. For the Students

Suggestions for students are expected to use this English vocabulary book to learn English vocabulary anywhere and anytime, especially in the classroom.

2. For the Teachers

This product is suggested as a learning media that teachers can use to support the English learning process. Teachers are advised to be able to instruct and remind students to learn English independently by utilizing English vocabulary books. In addition, for a good educational process, teachers should be able to motivate students, involve them in learning activities, and provide a pleasant environment for learning.

3. For the Future Researches

a)   Suggestions for future researchers who want to conduct similar research, researchers suggest improving the quality of material content, and can develop this English vocabulary book with a more attractive and better design.

b)   Future researchers are expected to not only focus on one skill, so that they can develop other English skills to improve English language skills.

c)   Future researchers are also expected to spread the product of English vocabulary books in several schools so that it does not only focus on one school.

BIBLIOGRAPHY

Anggraeni, S., Syam, A. **T**., Husnaini, H., Thayyib, M., & Wahibah, W. (2024). Developing Vocabulary Handbook for the Eighth Grade Students of Junior High School. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, *12*(1), 296-312.

Anwar, L., Furwana, D., & Iksan, M. (2020). Developing reading worksheet for tenth grade students of SMA Negeri 4 Palopo. *FOSTER: Journal of English Language Teaching*, *1*(1), 1-8.

Budoya, C., Kissaka, M., & Mtebe, J." Instructional design enabled agile method using ADDIE model and feature driven development method". *International Journal of Education and Development using ICT*, *15*(1), 2019. file:///C:/Users/LENOVO/Downloads/article_209737%20(1).pdf

Chotimah, C. "Flashcard as A Learning Media to Motivate Students in Learning Vocabulary"2021. *Lingua*,*17*(1),67-75. file:///C:/Users/ACER%20ON1/Downloads/1373-Article%20Text-3208-1-10-20210629.pdf

Fadli, I. "Designing A Colorful Pictorial English Vocabulary Book For The First-Grade Students Of Smp Datok Sulaiman Putri Palopo" (Doctoral Dissertation, Institut Agama Islam Negeri (Iain) Palopo), 2022.

http://repository.iainpalopo.ac.id/id/eprint/5686/1/IMAM%20FADLI.pdf

Gay, L. R. *Educational Research: Competencies for Analysis and Application*. New York, NY: Macmillan Publishing Company. (1990).

Hadiarah, H. *"*Developing English Vocabulary Worksheets For The Seventh Grade Students At Smp Negeri 1 Bajo "(Doctoral Dissertation, Institut Agama Islam Negeri Palopo), 2021.

http://repository.iainpalopo.ac.id/id/eprint/3283/1/Skripsi%20Hadiarah.pdf

Hamid, N. U. "Developing Students'worksheet For Teaching Reading At The Eighth Grade Of Smpit Al-Hafizh Palopo (Doctoral Dissertation, Institut Agama Islam Negeri (Iain) Palopo)", (2022).

http://repository.iainpalopo.ac.id/id/eprint/7859/1/NURUL%20UTAMI%20HAMID.pdf

Hamzah, I. "Designing the Vocabulary Pocket Book for Nursing Students At Smks Analis Mandala Bhakti Palopo" (Doctoral Dissertation, Institut Agama Islam Negeri (Iain) Palopo), 2022.

http://repository.iainpalopo.ac.id/id/eprint/5100/1/IKHLASUL%20HAMZAH.pdf

Herman, J. M. T. "Designing English Handbook for Seventh Grade Students At Smpn 4 Palopo" (Doctoral Dissertation, Institut Agama Islam Negeri (Iain) Palopo).2023.

http://repository.iainpalopo.ac.id/id/eprint/5921/1/JUMEIDA%20MU%27 THAIRAH%20HERMAN.pdf

Hidayah, H., Sahraini, S., & Jufriadi, J. (2024). Bridging Cultures Through Language: Developing English-Speaking Materials for Multicultural Education Contexts. *Elsya: Journal of English Language Studies*, *6*(3).

Irawan, A. G., nyoman Padmadewi, N., & Artini, L. P. Instructional materials development through 4D model. In *SHS Web of Conferences* (Vol. 42, p. 00086). EDP Sciences. (2018).

Lestari, J. A., Rustan, E., & Thayyib, M. (2024). Integrating Luwu Culture Into English Learning: A Development Of Customized Materials For Nursing Students. *English Review: Journal Of English Education*, *12*(2), 641-650.

Maulidya, R. A. "An Augmented Reality (AR) Pocket Dictionary: The Development of English Vocabulary Book for Informatics Engineering Students" (A Developmental Research at SMK Global Persada) (Master's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta), (2023).

Mulyawan, U., & Wahyuningsih, S. "Designing Vocabulary Digital Pocket Book for Tourism Vocational Student". *Journal of Teaching English and Applied Linguistic*, *2*(01), 1-10, (2023).

Mahammadjonovna, S. D., Soxibjonovna, S. D., & Qizi, N. O. D. (2021). About ESP Teaching. The American Journal of Applied Sciences, 3(06), 82-86.

Nashir, M., & Laili, R. N." The Implementation Of Electronic Flashcard To Increase Students' Vocabulary Mastery". *Edukasi: Jurnal Penelitian dan Artikel Pendidikan*,2018. *10*(2), 125-136. file:///C:/Users/ACER%20ON1/Downloads/2307-Article%20Text-5959-1-10-20190301.pdf

Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press.

Ormrod J. Ellis: Psikologi Pendidikan. 6 edition. Jakarta : Penerbit Erlangga.

Putri, N. I. W. (2022). Designing Handbook Based On Islamic Moderation Values For The Second Year Students Of Man Palopo (Doctoral Dissertation, Institut Agama Islam Negeri (Iain) Palopo).

http://repository.iainpalopo.ac.id/id/eprint/5616/1/nur%20inayah%20wula ndari%20putri.pdf

Rahayu, E. "Developing English Materials for First Grade of Office Administration (Administrasi Perkantoran/APK) Students at SMK Sunan Giri Menganti "(Doctoral dissertation, Universitas Muhammadiyah

Gresik), 2018.

http://eprints.umg.ac.id/16/4/CHAPTER%20II.pdf

Rahmayanti, R., Luardini, M., & Asi, N. "Teaching Vocabulary By Using Flashcard Media At The Fifth Grade Elementary School". *Journal Compound: Improving the Quality of English Education*,2020. *8*(2), 127-131.

file:///c:/users/acer%20on1/downloads/adminjcp,+6+rahmayanti-compound+desember+2020+127-131sip.pdf

Rustan, E., Rusdiansyah, R., Fadli, I., & Azmi, N. U. (2023). The English Teachers' Strategies for Embracing Students' Diversities at Indonesian Schools in Malaysia. *Linguistics Initiative*, *3*(1), 92-103.

Sagita, R. J., Sahraini, S., & Syam, A. T. (2020). Designing English Syllabus for Islamic Education Study Program at IAIN Palopo. *FOSTER: Journal of English Language Teaching*, *1*(1), 15-28.

Salwianto, S., & Ayuningtyas, P. Developing Supplementary Reading Materials For The Computer Networks Engineering Department. In International Conference On Education (Vol. 1, No. 1). (2018)

Sijabat, D. M., & Silitonga, S. Developing English-speaking materials for students of the office administration program of vocational school. State university of medan: faculty of languages and arts. (2018)

Sugiyono. *Metoden Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfa beta. (2012)

Tarbiatunnisa, E. "Developing Basic English Speaking Module for the English Club Program At Senior High School of Modern Islamic Boarding School English Educational Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo Developing Basic English," Thesis (IAIN Palopo, 2021), http://repository.iainpalopo.ac.id/id/eprint/3602

Tompo, D. S., Sahraini, S., & Thayyib, M. (2023). Enhancing Junior High School Literacy: Incorporating Luwu Cultural Heritage into Reading Materials. *Voices of English Language Education Society*, *7*(3), 497-509.

Wahyuningsih, W., Roza, V., Eliza, E., & Sakti, G. (2023). Developing English Reading Material for The Tenth Grade of Computer and Network Engineering Students at SMK N 4 Payakumbuh. Jurnal Pendidikan dan Sastra Inggris, 3(1), 129-135. (2023)

Yahya, A. (2019). Teaching English vocabulary through think talk write method. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, *7*(1).

Yahya, A., & Said, Y. R. (2019). Developing Appropriate English Learning

Materials for Syariah Economic Law Study Program Students at IAIN Palopo, Indonesia. *The Asian ESP*, 22.

Zidni, Z. F. K. S., & Mubarok, T. A. "Developing Vocabulary Digital Pocket Book to Online Business and Marketing (OBM) Students at Vocational High School Level". *English Education: Journal of English Teaching and Research*, *8*(1), 30-42, (2023).

APPENDIX 1

SURAT IZIN MENELITI

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No. 5 Telp. (0471) 23692 Kota Palopo, 91921

SURAT KETERANGAN
NOMOR : 500.16.7.1 / 1805 / DPMPTSP

Yang bertandatangan dibawah ini :

Nama	:	**SURIADI A. MAPPASESSU, SE, M.M**
Nip	:	19840717 200801 1 004
Pangkat/Gol.	:	Penata
Jabatan	:	Kabid.Pengkajian dan Pemrosesan Perizinan PTSP
Unit Kerja	:	Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu

Menerangkan bahwa :

Nama	:	Sri Ayu Kuswaryati
N I M	:	**2002020016**
Alamat	:	Wonorejo, Mangkutana Kab. Luwu Timur
Universitas	:	Institut Agama Islam Negeri Palopo
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	**"Designing English Vocabulary Book for the Office Administration Students at SMKN 1 Palopo "**
No. Handphone	:	085395854295

Sehubungan dengan adanya Perbaikan atau Maintenance pada Aplikasi SiCantik, maka diberikan Surat Keterangan sementara ini sebagai bahan untuk proses selanjutnya.

Demikian Surat Keterangan ini diberikan untuk dipergunakan seperlunya, dan Surat Keterangan ini tidak dapat dijadikan **jaminan atau Legalitas Perizinan** dan hanya berlaku mulai tanggal **17 Juli 2024 sampai dengan 17 Agustus 2024.**

Palopo, 17 Juli 2024

a.n. Kepala Dinas
Kabid. Pengkajian dan Pemrosesan
Perizinan PTSP

SURIADI A. MAPPASESSU, SE, M.M
Pangkat Penata
Nip. 19840717 200801 1 004

THE BLUEPRINT OF NEED ANALYSIS QUESTIONNAIRE

Designing English Vocabulary Book for the Office Administration Students at

SMKN 1 Palopo

A. Data Responden :

ıme   :   ıis Kelamin   :

ia   ·las   :

          :

B. Petunjuk Pengisian :

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan Anda

saat ini dan Anda dapat memilih lebih dari satu jawaban. Sesuaikan

dengan kebutuhan dan keinginan Anda terkait dengan penguasaan

kosakata Bahasa Inggris dan buku kosakata Bahasa Inggris.

Criteria of the Question	Theory	Question
Necessity	**Tom Hutchinson and Alan Waters (1993:55)** Necessities will determine what students needed to know.	1. Tujuan Anda belajar Bahasa Inggris saat ini adalah… (boleh memilih lebih dari satu) a. Saya ingin fasih berbicara Bahasa Inggris dengan baik dan benar b. Agar bisa mengakses informasi yang berbahasa Inggris c. Sebagai kebutuhan Pendidikan selanjutnya d. Sebagai kebutuhan karir atau pekerjaan dimasa depan
	Willis (1996) Proposed assignment: comparing, sharing	2. Bagaimana strategi yang ingin Anda lakukan untuk memahami dan meningkatkan kosakata

Necessity	personal experiences, problem-solving, creative tasks, listing, ordering and sorting	Bahasa Inggris… (boleh memilih lebih dari satu) a. Menebak arti dari teks/konteks b. Belajar mandiri dengan membaca kamus atau buku kosakata Bahasa Inggris c. Belajar melalui media sosial d. Belajar dengan mengikuti bimbel
Necessity	**Richard Mayer (2001) eferensi**: Mayer, R. E. (2001). *Multimedia Learning*. Cambridge University Press. Theory: Mayer developed the "Multimedia Learning Theory" which states that learning materials that combine text, images and sound can improve understanding and retention of information. In the context of vocabulary books, the use of images and colors can help students process and	3. Bagaimana konten buku kosakata yang anda inginkan… (boleh memilih lebih dari satu) a. Dilengkapi dengan cara pengucapan b. Dilengkapi dengan gambar c. Dilengkapi dengan terjemahan

	remember vocabulary more effectively.	
Necessity	**David Nunan (1999)** Nunan, D. (1999). *Designing Tasks for the Communicative Classroom*. Cambridge University Press. Theory: Nunan introduced "Task-based Language Teaching" which emphasizes language use in real and relevant contexts. In vocabulary teaching, he argues that vocabulary should be taught along with relevant sentences and conversations, to help students understand how words are used in concrete communication situations.	4. Apa saja konten dalam buku kosakata yang anda inginkan… (boleh memilih lebih dari satu) a. Kosakata b. Phrase c. conversation
Lack	**Hutchinson and Waters (1987)** classified the english proficiency into begginer and advanced that including basic (lower and upper),	5. Bagaimana tingkat pemahaman Bahasa Inggris Anda saat ini… a. Basic : megetahui sedikit kosakata dan masih memiliki banyak kekurangan pada pengucapan (pronounciation) b. Intermediate: Bisa berbicara

		intermediate (lower and upper), and advanced. Begginer is the one that don't understand English or either just begin to learn or had already practiced English without any prior knowledge of English. As for advanced is communicating fluently on most topics, experiencing ony minor difficulties in vocabulary, grammar, and pronunciation.	dengan cukup dengan cukup baik pada beberapa topic dalam Bahasa Inggris, tetap masih memeiliki kendala pada kurangnya penguasaan kosa kata, tata bahasa dan pengucapan c. Advance : Dapat berbicara Bahasa Inggris dan fasih
Lack		**TomHutchinson and Alan Waters (1993:55)** The student problems while studying or what the students know already	6. Kesulitan apa yang Anda hadapi dalam belajar Bahasa Inggris… (boleh memilih lebih dari satu) a. Kekurangan kosakata Bahasa Inggris b. Kesulitan dalam pelafalan kosakata Bahasa Inggris c. Kurangnya media pembelajaran seperti buku vocab (kosakata) d. Kurangnya motivasi untuk belajar Bahasa Inggris

	According to **Graves**, materials development is the planning process by a teacher creating units and lessons those units to carry out the goals of the course. It takes place on a continuum of decision-making and creativity which ranges from being given a textbook and a timetable in which to develop all the materials will use in class	7. Jenis buku kosakata yang Anda sukai … (boleh memilih lebih dari satu) a. Buku kosakata bergambar b. Buku kosakata tidak bergambar c. Buku kosakata berwarna d. Buku kosakata tidak berwarna
Wants		
Wants	**Robert Gardner (1985)** **Referensi**: Gardner, R. C. (1985). *Social Psychology and Second Language Learning: The Role of Attitude and Motivation*. Edward Arnold. Theory: "Attitude and Motivation Test Battery (AMTB)" shows that students' motivation and attitude towards the target language affect learning outcomes. In an	8. Apakah yang menjadi hal menarik dalam belajar Bahasa Inggris yang berkaitan dengan tata kelola perkantoran… (boleh memilih lebih dari satu) a. Dapat bercakap-cakap dengan Bahasa Inggris dalam lingkungan kerja b. Mengetahui kegiatan-kegiatan tentang tata kelola perkantoran dalam Bahasa Inggris c. Mengetahui kata benda dan kata kerja tentang tata kelola perkantoran dalam Bahasa Inggris

	office context, creating teaching materials that are relevant to students' career aspirations and work environment can increase their motivation to learn English.	
Wants	**James Paul Gee (2004)** **Referensi**: Gee, J. P. (2004). *Situated Language and Learning: A Critique of Traditional Schooling*. Routledge. Theory: Gee introduced "Situated Learning", which suggests that vocabulary should be learned in relevant and authentic contexts. To improve vocabulary learning, students should practice using vocabulary in real and relevant situations, which helps them understand and remember vocabulary better.	9. Apa yang ingin anda tingkatkan dalam belajar vocabulary? (boleh memilih lebih dari satu) a. Dapat berbicara dengan pilihan kosakata yang tepat b. Dapat berbicara dengan percaya diri karena pengucapan kata yang benar c. Dapat menulis dengan pilihan kata yang tepat d. Dapat memahami suatu bacaan e. Dapat memberi informasi dengan baik dalam Bahasa Inggris

Wants	**Tomlinson (2011)** has noted that adaptation can be implemented by reducing, adding, omitting, modifying, and supplementing learning materials. He also proposes several basic principles of developing learning materials which relevant to the materials development for language teaching.	10. Bagaimana ukuran buku kosakata yang anda inginkan…
		  a. Ukuran buku saku
		  b. Ukuran A5 (standar ukuran buku tulis)
		  c. Ukuran A4 (standar ukuran buku gambar)

LEMBAR VALIDASI INSTRUMENT PENELITIAN

Designing English Vocabulary Book For The Office Administration Students

At SMK 1 Palopo

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, dan bahasa.

2. Berikan tanda centang (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.

3. Interval skala yang diberikan sebagai berikut :

   1: Tidak layak

   2: Kurang layak

   3: Cukup layak

   4: Layak

   5: Sangat layak

4. Mohon kesediaannya untuk memberikan saran perbaikan diakhir lembaran ini.

B. Penilaian Kelayakan

No.	Uraian	Kelayakan				
I	**Aspek Isi (*content*)**	**1**	**2**	**3**	**4**	**5**
A	Tujuan penelitian dinyatakan jelas				✓	
B	Tujuan kuisioner dinyatakan dengan jelas.				✓	
C	Petunjuk pengisian kuisioner mudah dipahami				✓	

II	Aspek Cakupan (*scope of content*)	1	2	3	4	5
A	Butir – butir kuisioner mencakup data yang berhubungan dengan cakupan isi materi memadai.				✓	
B	Butir – butir kuisioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.				✓	
C	Butir – butir kuisioner dirumuskan dalam Bahasa Indonesia yang efisien.				✓	
D	Butir – butir kuisioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.				✓	
III	Aspek Bahasa (*language*)	1	2	3	4	5
A	Butir – butir kuisioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.				✓	
B	Butir – butir kuisioner dirumuskan dalam Bahasa Indonesia yang efektif.				✓	
C	Butir – butir kuisioner dirumuskan dalam Bahasa Indonesia yang efisien.				✓	
D	Butir – butir kuisioner dirumuskan dalam Bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.				✓	

C. Komentar

Boleh digunakan setelah direvisi

QUESTIONNAIRE

Designing English Vocabulary Book For the Office Administration at SMK 1 Palopo

Kuesioner ini disusun dengan tujuan mengumpulkan data analisis kebutuhan atau need analysis siswa pada kemampuan dan kebutuhan terhadap penguasaan kosakata pada siswa jurusan administrasi perkantoran di SMK 1 Palopo. Hasil data yang diperoleh akan dijadikan sebagai salah satu acuan penyusunan materi pada pembuatan vocabulary book dengan isi yang dikaitkan dengan jurusan administrasi perkantoran.

A. Data Responden

Nama :   Jenis Kelamin :

Usia :   Kelas   :

B. Petunjuk Pengisian

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan Anda saat ini dan Anda dapat memilih lebih dari satu jawaban. Sesuaikan dengan kebutuhan dan keinginan Anda terkait dengan penguasaan kosakata Bahasa Inggris dan buku kosakata Bahasa Inggris

1. Tujuan Anda belajar Bahasa Inggris saat ini adalah…

    (boleh memilih lebih dari satu)

    a. Saya ingin fasih berbicara Bahasa Inggris dengan baik dan benar

    b. Agar bisa mengakses informasi yang berbahasa Inggris

    c. Sebagai kebutuhan Pendidikan selanjutnya

    d. Sebagai kebutuhan karir atau pekerjaan dimasa depan

2. Bagaimana tingkat pemahaman Bahasa Inggris Anda saat ini…

    a. Basic : megetahui sedikit kosakata dan masih memiliki banyak kekurangan pada pengucapan (pronounciation)

    b. Intermediate: Bisa berbicara dengan cukup dengan cukup baik pada beberapa topic dalam Bahasa Inggris, tetap masih memeiliki kendala pada kurangnya penguasaan kosa kata, tata bahasa dan pengucapan

c. Advance : Dapat berbicara Bahasa Inggris dan fasih

3. Kesulitan apa yang Anda hadapi dalam belajar Bahasa Inggris…

(boleh memilih lebih dari satu)

a. Kekurangan kosakata Bahasa Inggris

b. Kesulitan dalam pelafalan kosakata Bahasa Inggris

c. Kurangnya media pembelajaran seperti buku vocab (kosakata)

d. Kurangnya motivasi untuk belajar Bahasa Inggris

4. Bagaimana strategi yang ingin Anda lakukan untuk memahami dan meningkatkan kosakata Bahasa Inggris…

(boleh memilih lebih dari satu)

a. Menebak arti dari teks/konteks

b. Belajar mandiri dengan membaca kamus atau buku kosakata Bahasa Inggris

c. Belajar melalui media sosial

d. Belajar dengan mengikuti bimbel

5. Jenis buku kosakata yang Anda sukai …

(boleh memilih lebih dari satu)

a. Buku kosakata bergambar

b. Buku kosakata tidak bergambar

c. Buku kosakata berwarna

d. Buku kosakata tidak berwarna

6. Apakah yang menjadi hal menarik dalam belajar Bahasa Inggris yang berkaitan dengan tata kelola perkantoran…

(boleh memilih lebih dari satu)

a. Dapat bercakap-cakap dengan Bahasa Inggris dalam lingkungan kerja

b. Mengetahui kegiatan-kegiatan tentang tata kelola perkantoran dalam Bahasa Inggris

c. Mengetahui kata benda dan kata kerja tentang tata kelola perkantoran dalam Bahasa Inggris

7. Apa yang ingin anda tingkatkan dalam belajar vocabulary?

(boleh memilih lebih dari satu)

a. Dapat berbicara dengan pilihan kosakata yang tepat

b. Dapat berbicara dengan percaya diri karena pengucapan kata yang benar

c. Dapat menulis dengan pilihan kata yang tepat

d. Dapat memahami suatu bacaan

e. Dapat memberi informasi dengan baik dalam Bahasa Inggris

8. Bagaimana konten buku kosakata yang anda inginkan…

   (boleh memilih lebih dari satu)

   a. Dilengkapi dengan cara pengucapan

   b. Dilengkapi dengan gambar

   c. Dilengkapi dengan terjemahan

9. Bagaimana ukuran buku kosakata yang anda inginkan…

   a. Ukuran buku saku

   b. Ukuran A5 (standar ukuran buku tulis)

   c. Ukuran A4 (standar ukuran buku gambar)

10. Apa saja konten dalam buku kosakata yang anda inginkan…
    (boleh memilih lebih dari satu)
    a. Kosakata

    b. Phrase

    c. conversation

APPENDIX 3

THE RESULT OF THE

NEED ANALYSIS

QUESTIONNAIRE

Designing English Vocabulary Book For the Office Administration at SMK 1 Palopo

Kuesioner ini disusun dengan tujuan mengumpulkan data analisis kebutuhan atau need analysis siswa pada kemampuan dan kebutuhan terhadap penguasaan kosakata pada siswa jurusan administrasi perkantoran di SMK 1 Palopo. Hasil data yang diperoleh akan dijadikan sebagai salah satu acuan penyusunan materi pada pembuatan vocabulary bool dengan isi yang dikaitkan dengan jurusan administrasi perkantoran.

A. **Data Responden**

    Nama : Tasya   Jenis Kelamin : Perempuan

    Usia : 16 Tahun   Kelas   : XI MPLB 2

B. **Petunjuk Pengisian**

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan Anda saat ini dan Anda dapat memilih lebih dari satu jawaban. Sesuaikan dengan kebutuhan dan keinginan Anda terkait dengan penguasaan kosakata Bahasa Inggris dan buku kosakata Bahasa Inggris. Jika Anda memilih jawaban lain-lain, tuliskan jawaban tersebut dengan jelas dan singkat.

1. Tujuan Anda belajar Bahasa Inggris saat ini adalah...

   (boleh memilih lebih dari satu)

   ☒ Saya ingin fasih berbicara Bahasa Inggris dengan baik dan benar

   b. Agar bisa mengakses informasi yang berbahasa Inggris

   c. Sebagai kebutuhan Pendidikan selanjutnya

   ☒ Sebagai kebutuhan karir atau pekerjaan dimasa depan

2. Bagaimana tingkat pemahaman Bahasa Inggris Anda saat ini...

   ☒ Basic : megetahui sedikit kosakata dan masih memiliki banyak kekurangan pada pengucapan (pronounciation)

   b. Intermediate: Bisa berbicara dengan cukup dengan cukup baik pada beberapa topic dalam Bahasa Inggris, tetap masih memeiliki kendala pada kurangnya penguasaan kosa kata, tata bahasa dan pengucapan

c. Advance : Dapat berbicara Bahasa Inggris dan fasih

3. Kesulitan apa yang Anda hadapi dalam belajar Bahasa Inggris...

   (boleh memilih lebih dari satu)

   ☒ Kekurangan kosakata Bahasa Inggris

   ☒ Kesulitan dalam pelafalan kosakata Bahasa Inggris

   c. Kurangnya media pembelajaran seperti buku vocab (kosakata)

   d. Kurangnya motivasi untuk belajar Bahasa Inggris

4. Bagaimana strategi yang ingin Anda lakukan untuk memahami dan
   meningkatkan kosakata Bahasa Inggris...

   (boleh memilih lebih dari satu)

   a. Menebak arti dari teks/konteks

   b. Belajar mandiri dengan membaca kamus atau buku kosakata Bahasa
      Inggris

   ☒ Belajar melalui media sosial

   d. Belajar dengan mengikuti bimbel

5. Jenis buku kosakata yang Anda sukai ...

   (boleh memilih lebih dari satu)

   ☒ Buku kosakata bergambar

   b. Buku kosakata tidak bergambar

   ☒ Buku kosakata berwarna

   d. Buku kosakata tidak berwarna

6. Apakah yang menjadi hal menarik dalam belajar Bahasa Inggris yang
   berkaitan dengan tata kelola perkantoran...

   (boleh memilih lebih dari satu)

   a. Dapat bercakap-cakap dengan Bahasa Inggris dalam lingkungan kerja

   ☒ Mengetahui kegiatan-kegiatan tentang tata kelola perkantoran dalam
      Bahasa Inggris

   c. Mengetahui kata benda dan kata kerja tentang tata kelola perkantoran
      dalam Bahasa Inggris

7. Apa yang ingin anda tingkatkan dalam belajar vocabulary?

   (boleh memilih lebih dari satu)

a. Dapat berbicara dengan pilihan kosakata yang tepat ☒

b. Dapat berbicara dengan percaya diri karena pengucapan kata yang benar

c. Dapat menulis dengan pilihan kata yang tepat

d. Dapat memahami suatu bacaan ☒

e. Dapat memberi informasi dengan baik dalam Bahasa Inggris

8. Bagaimana konten buku kosakata yang anda inginkan...

   (boleh memilih lebih dari satu)

   a. Dilengkapi dengan cara pengucapan ☒

   b. Dilengkapi dengan gambar

   c. Dilengkapi dengan terjemahan ☒

9. Bagaimana ukuran buku kosakata yang anda inginkan...

   a. Ukuran buku saku

   b. Ukuran A5 (standar ukuran buku tulis) ☒

   c. Ukuran A4 (standar ukuran buku gambar)

10. Apa saja konten dalam buku kosakata yang anda inginkan...
    (boleh memilih lebih dari satu)

    a. Kosakata ☒

    b. Phrase

    c. conversation ☒

Designing English Vocabulary Book For the Office Administration at SMK 1 Palopo

Kuesioner ini disusun dengan tujuan mengumpulkan data analisis kebutuhan atau need analysis siswa pada kemampuan dan kebutuhan terhadap penguasaan kosakata pada siswa jurusan administrasi perkantoran di SMK 1 Palopo. Hasil data yang diperoleh akan dijadikan sebagai salah satu acuan penyusunan materi pada pembuatan vocabulary bool dengan isi yang dikaitkan dengan jurusan administrasi perkantoran.

A. **Data Responden**

Nama : Irfan Iriandi Syam   Jenis Kelamin : Laki-Laki

Usia : 16 Tahun   Kelas   : XI MPLB 2

B. **Petunjuk Pengisian**

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan Anda saat ini dan Anda dapat memilih lebih dari satu jawaban. Sesuaikan dengan kebutuhan dan keinginan Anda terkait dengan penguasaan kosakata Bahasa Inggris dan buku kosakata Bahasa Inggris. Jika Anda memilih jawaban lain-lain, tuliskan jawaban tersebut dengan jelas dan singkat.

1. Tujuan Anda belajar Bahasa Inggris saat ini adalah...

   (boleh memilih lebih dari satu)

   x Saya ingin fasih berbicara Bahasa Inggris dengan baik dan benar

   b. Agar bisa mengakses informasi yang berbahasa Inggris

   c. Sebagai kebutuhan Pendidikan selanjutnya

   d. Sebagai kebutuhan karir atau pekerjaan dimasa depan

2. Bagaimana tingkat pemahaman Bahasa Inggris Anda saat ini...

   x Basic : megetahui sedikit kosakata dan masih memiliki banyak kekurangan pada pengucapan (pronounciation)

   b. Intermediate: Bisa berbicara dengan cukup dengan cukup baik pada beberapa topic dalam Bahasa Inggris, tetap masih memeiliki kendala pada kurangnya penguasaan kosa kata, tata bahasa dan pengucapan

c. Advance : Dapat berbicara Bahasa Inggris dan fasih

3. Kesulitan apa yang Anda hadapi dalam belajar Bahasa Inggris...

   (boleh memilih lebih dari satu)

   a. Kekurangan kosakata Bahasa Inggris

   ☒ Kesulitan dalam pelafalan kosakata Bahasa Inggris

   ☒ Kurangnya media pembelajaran seperti buku vocab (kosakata)

   d. Kurangnya motivasi untuk belajar Bahasa Inggris

4. Bagaimana strategi yang ingin Anda lakukan untuk memahami dan meningkatkan kosakata Bahasa Inggris...

   (boleh memilih lebih dari satu)

   a. Menebak arti dari teks/konteks

   b. Belajar mandiri dengan membaca kamus atau buku kosakata Bahasa Inggris

   ☒ Belajar melalui media sosial

   d. Belajar dengan mengikuti bimbel

5. Jenis buku kosakata yang Anda sukai ...

   (boleh memilih lebih dari satu)

   ☒ Buku kosakata bergambar

   b. Buku kosakata tidak bergambar

   ☒ Buku kosakata berwarna

   d. Buku kosakata tidak berwarna

6. Apakah yang menjadi hal menarik dalam belajar Bahasa Inggris yang berkaitan dengan tata kelola perkantoran...

   (boleh memilih lebih dari satu)

   a. Dapat bercakap-cakap dengan Bahasa Inggris dalam lingkungan kerja

   ☒ Mengetahui kegiatan-kegiatan tentang tata kelola perkantoran dalam Bahasa Inggris

   c. Mengetahui kata benda dan kata kerja tentang tata kelola perkantoran dalam Bahasa Inggris

7. Apa yang ingin anda tingkatkan dalam belajar vocabulary?

   (boleh memilih lebih dari satu)

a. Dapat berbicara dengan pilihan kosakata yang tepat

b. Dapat berbicara dengan percaya diri karena pengucapan kata yang benar

c. Dapat menulis dengan pilihan kata yang tepat

d. Dapat memahami suatu bacaan

e. Dapat memberi informasi dengan baik dalam Bahasa Inggris

8. Bagaimana konten buku kosakata yang anda inginkan...

(boleh memilih lebih dari satu)

a. Dilengkapi dengan cara pengucapan

b. Dilengkapi dengan gambar

X. Dilengkapi dengan terjemahan

9. Bagaimana ukuran buku kosakata yang anda inginkan...

X. Ukuran buku saku

b. Ukuran A5 (standar ukuran buku tulis)

c. Ukuran A4 (standar ukuran buku gambar)

10. Apa saja konten dalam buku kosakata yang anda inginkan...
(boleh memilih lebih dari satu)

a. Kosakata

b. Phrase

X. conversation

Designing English Vocabulary Book For the Office Administration at SMK 1
Palopo

Kuesioner ini disusun dengan tujuan mengumpulkan data analisis kebutuhan atau need analysis siswa pada kemampuan dan kebutuhan terhadap penguasaan kosakata pada siswa jurusan administrasi perkantoran di SMK 1 Palopo. Hasil data yang diperoleh akan dijadikan sebagai salah satu acuan penyusunan materi pada pembuatan vocabulary bool dengan isi yang dikaitkan dengan jurusan administrasi perkantoran.

A. **Data Responden**

Nama : Sitti Muthmainnah   Jenis Kelamin : Perempuan

Usia : 16 tahun   Kelas   : XI MPIB 2

B. **Petunjuk Pengisian**

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan Anda saat ini dan Anda dapat memilih lebih dari satu jawaban. Sesuaikan dengan kebutuhan dan keinginan Anda terkait dengan penguasaan kosakata Bahasa Inggris dan buku kosakata Bahasa Inggris. Jika Anda memilih jawaban lain-lain, tuliskan jawaban tersebut dengan jelas dan singkat.

1. Tujuan Anda belajar Bahasa Inggris saat ini adalah...

   (boleh memilih lebih dari satu)

   X Saya ingin fasih berbicara Bahasa Inggris dengan baik dan benar

   b. Agar bisa mengakses informasi yang berbahasa Inggris

   c. Sebagai kebutuhan Pendidikan selanjutnya

   X Sebagai kebutuhan karir atau pekerjaan dimasa depan

2. Bagaimana tingkat pemahaman Bahasa Inggris Anda saat ini...

   a. Basic : megetahui sedikit kosakata dan masih memiliki banyak kekurangan pada pengucapan (pronounciation)

   X Intermediate: Bisa berbicara dengan cukup dengan cukup baik pada beberapa topic dalam Bahasa Inggris, tetap masih memeiliki kendala pada kurangnya penguasaan kosa kata, tata bahasa dan pengucapan

c. Advance : Dapat berbicara Bahasa Inggris dan fasih

3. Kesulitan apa yang Anda hadapi dalam belajar Bahasa Inggris...

(boleh memilih lebih dari satu)

a. Kekurangan kosakata Bahasa Inggris

b. Kesulitan dalam pelafalan kosakata Bahasa Inggris

c. Kurangnya media pembelajaran seperti buku vocab (kosakata)

d. Kurangnya motivasi untuk belajar Bahasa Inggris

4. Bagaimana strategi yang ingin Anda lakukan untuk memahami dan meningkatkan kosakata Bahasa Inggris...

(boleh memilih lebih dari satu)

a. Menebak arti dari teks/konteks

b. Belajar mandiri dengan membaca kamus atau buku kosakata Bahasa Inggris

c. Belajar melalui media sosial

d. Belajar dengan mengikuti bimbel

5. Jenis buku kosakata yang Anda sukai ...

(boleh memilih lebih dari satu)

a. Buku kosakata bergambar

b. Buku kosakata tidak bergambar

c. Buku kosakata berwarna

d. Buku kosakata tidak berwarna

6. Apakah yang menjadi hal menarik dalam belajar Bahasa Inggris yang berkaitan dengan tata kelola perkantoran...

(boleh memilih lebih dari satu)

a. Dapat bercakap-cakap dengan Bahasa Inggris dalam lingkungan kerja

b. Mengetahui kegiatan-kegiatan tentang tata kelola perkantoran dalam Bahasa Inggris

c. Mengetahui kata benda dan kata kerja tentang tata kelola perkantoran dalam Bahasa Inggris

7. Apa yang ingin anda tingkatkan dalam belajar vocabulary?

(boleh memilih lebih dari satu)

a. Dapat berbicara dengan pilihan kosakata yang tepat

b. Dapat berbicara dengan percaya diri karena pengucapan kata yang benar

c. Dapat menulis dengan pilihan kata yang tepat

d. Dapat memahami suatu bacaan

e. Dapat memberi informasi dengan baik dalam Bahasa Inggris

8. Bagaimana konten buku kosakata yang anda inginkan...

(boleh memilih lebih dari satu)

a. Dilengkapi dengan cara pengucapan

b. Dilengkapi dengan gambar

c. Dilengkapi dengan terjemahan

9. Bagaimana ukuran buku kosakata yang anda inginkan...

a. Ukuran buku saku

b. Ukuran A5 (standar ukuran buku tulis)

c. Ukuran A4 (standar ukuran buku gambar)

10. Apa saja konten dalam buku kosakata yang anda inginkan...
(boleh memilih lebih dari satu)

a. Kosakata

b. Phrase

c. conversation

APPENDIX 4

THE RESULT OF THE INTERVIEW QUESTIONS WITH THE ENGLISH TEACHER AND STUDENT

Lembar Interview dengan Guru Bahasa Inggris

Narasumber   : Rina S.Pd

Jabatan   : Guru Bahasa Inggris

Sekolah   : SMKN 1 Palopo

Kelas Observasi   : XI MPLB 2

Hari/tanggal interview : 19 Juni 2024

No.	Pertanyaan	Jawaban
1	Berapa jumlah siswa dikelas yang ibu ajar?	Rata – rata untuk siswa kelas XI MPLB untuk 2 kelas sekitar 30 – 32 siswa per kelasnya.
2	Kurikulum apa yang digunakan oleh sekolah untuk saat ini ?	Saat ini sekolah menggunakan Kurikulum merdeka.
3	Bagaimana tingkat pemahaman Bahasa Inggris siswa saat ini?	Sejauh ini tingkat pemahaman mereka masih dikategori basic tatapi sebagian dari mereka ada yang telah mampu berkomunikasi dalam Bahasa Inggris dalam konteks sederhana misalnya Ketika izin keluar kelas atau pada saat ingin ke toilet
4	Bagaimana pembelajaran Bahasa Inggris di jurusan tata Kelola dan administrasi perkantoran untuk kelas XI terkait materinya?	Untuk sejauh ini dalam mengajar guru selalu mengaitkan materi dengan jurusan, termasuk juga dengan kosakata Bahasa Inggris nya.

5	Apakah untuk dikelas XI ini pembelajaran Bahasa Inggris nya masih general atau sudah spesifik pada jurusan administrasi perkantoran?	Untuk saat ini materi pembelajaran masih umum untuk semua jurusan.
6	Apakah dengan adanya buku kosakata Bahasa Inggris terkait jurusan administrasi perkantoran akan sangat dibutuhkan dan membantu?	Iya perlu sekali, dengan begitu akan membantu siswa untuk termotivasi dalam belajar Bahasa Inggris.

Lembar Interview Dengan Siswa Kelas XI MPLB 2

Narasumber : Siswa kelas XI MPLB 2

Jabatan : Siswa

Sekolah : SMKN 1 Palopo

Kelas Observasi : XI MPLB 2

Hari/tanggal interview : 19 Juni 2024

No.	Pertanyaan	Jawaban
1.	Bagaimana pemahaman Bahasa Inggris Anda secara umum?	Pemahaman Bahasa Inggris kami saat ini masih basic.
2.	Bagaiamana pemahaman Bahasa Inggris Anda terkait jurusan administrasi perkantoran?	Untuk saat ini saya sudah luamayan banyak tahu tentang kosakata dibidang perkantoran seperti contohnya dalam hal kata benda, tetapi tidak sedikit juga dari teman teman yang pemahaman kosakatanya masih kurang dan bahkan tidak tahu.
3.	Bagaiamana tanggapan Anda tentang adanya buku kosakata Bahasa Inggris, apakah dibutuhkan?	Menurut saya sangat berguna, jadi dengan adanya buku kosakata Bahasa Inggris yang menarik tentunya akan sangat membantu kami dalam belajar.

APPENDIX 5

THE RESULT OF THE

INSTRUMENT'S VALIDATION OF

PRODUCT BY EXPERT

LEMBAR VALIDASI INSTRUMENT EVALUASI PRODUK

Designing English Vocabulary Book For The Office Administration Students

At SMK 1 Palopo

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, dan bahasa.

2. Berikan tanda centang (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.

3. Interval skala yang diberikan sebagai berikut :

   1: Tidak layak   4: Layak

   2: Kurang layak   5: Sangat layak

   3: Cukup layak

4. Mohon kesediaannya untuk memberikan saran perbaikan diakhir lembaran ini.

B. Penilaian Kelayakan

No.	Uraian	Kelayakan				
I	**Aspek Isi (*content*)**	1	2	3	4	5
A	Tujuan penelitian dinyatakan jelas				✓	
B	Tujuan kuisioner dinyatakan dengan jelas.				✓	
C	Petunjuk pengisian kuisioner mudah dipahami				✓	
II	**Aspek Bahasa (*language*)**	1	2	3	4	5
A	Butir – butir kuisioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.					✓
B	Butir – butir kuisioner dirumuskan dalam Bahasa Indonesia yang efektif.					✓

C	Butir – butir kuisioner dirumuskan dalam Bahasa Indonesia yang efisien.				✓	
D	Butir – butir kuisioner dirumuskan dalam Bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.				✓	

C. Komentar

....

....

....

D. Saran

....

....

....

E. Kesimpulan

Instrument kuisioner ini (lingkari salah satu pilihan) :

1. Tidak dapat digunakan

2. Dapat digunakan

3. Dapat digunakan dengan perbaikan sebagai berikut

....

....

....

Palopo, 26./8./2024

Penilai Kelayakan

St. Hartina. M. Pd

NIP. 19810909201903 20 21

APPENDIX 6

THE RESULT OF THE EXPERT'S

VALIDATION OF THE PRODUCT

KUESIONER EVALUASI UNTUK AHLI *DESIGN* DAN *LAYOUT*

D. Data Responden

Nama : ST. HARTINA M.Pd

Umur : 33 tahun

Jenis Kelamin : P

Pendidikan : ☐ S1 ☑ S2 ☐ S3 ☐ Professor

Pengalaman Mengajar: ☐ 0-2 tahun ☐ 2-4 tahun ☑ 4-6 tahun ☐ ≥ 6 tahun

E. Tabel Evaluasi

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

Keterangan Poin Validitas:

5 : Sangat Sesuai   2 : Kurang Sesuai

4 : Sesuai   1 : Tidak Sesuai

3 : Cukup

No	Pernyataan	5	4	3	2	1
	Desain dan *Layout*					
1.	Pemilihan warna pada *English Vocabulary Book for the Office Administration Students* menarik.		✓			
2.	Sampul *English Vocabulary Book for the Office Administration Students* menarik.		✓			
3.	Tampilan isi *English Vocabulary Book for the Office Administration Students* jelas.		✓			
4.	Pengguaan tanda baca tepat.		✓			
5.	Susunan materi dalam *English Vocabulary Book for the OfficeAdministration Students* sistematis.		✓			
6.	Sumber dalam *English Vocabulary Book for the Office Administration Students* jelas.	✓	·			
7.	Jarak spasi sesuai.	✓	✓			
8.	Pemilihan huruf dan ukurannya konsisten dan tepat		✓			
	Rangkuman Kualitatif: Pemilihan huruf dan ukurannya konsisten dan tepat					

F. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *English Vocabulary Book for the Office Administrtion Students*

yang dikembangkan:

a. Layak

b. Layak dengan perbaikan

c. Tidak layak

Palopo, 20/8/ 2024

Penilai Kelayakan

ST. HARTINA, M.Pd

NIP 199109092019032024

KUESIONER EVALUASI UNTUK AHLI MATERI

A. Data Responden

Nama : Magfirah Thayyib

Umur : 39 Thn

Jenis Kelamin : Perempuan

Pendidikan : ☐ S1　☐ S2　☑ S3　☐ Professor

Pengalaman Mengajar: ☐ 0-2 tahun　☐ 2-4 tahun　☐ 4-6 tahun　☑ ≥ 6 tahun

B. Tabel Evaluasi

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

Keterangan Poin Validitas:

5　: Sangat Sesuai　　　2 : Kurang Sesuai

4　: Sesuai　　　　　　1 : Tidak Sesuai

3　: Ragu - ragu

No	Pernyataan	5	4	3	2	1
	A. Konten					
1.	Cakupan isi materi dalam *English Vocabulary Book for the Office Administration Students* sesuai dengan kebutuhan siswa SMKN 1 Palopo.	✓				
2.	Kedalaman fokus *vocabulary* dalam *English Vocabulary Book for the OfficeAdministration Students* untuk siswa di SMKN 1 Palopo sudah memadai.		✓			
3.	Keaslian *vocabulary* dalam *English Vocabulary Book for the Office Administration Students* untuk siswa di SMKN 1 Palopo sudah memadai.	✓				
4.	Pemilihan gambar ilustrasi dapat merepresentasikan *vocabulary*.		✓			
	Rangkuman Kualitatif: - Masih ada terjemahan kata yg kurang tepat - Istilah teknis masih perlu ditambahkan porsinya - Beberapa gambar msh belum representatif					
	B. Input					
9.	Input *vocabulary* dalam *English Vocabulary Book for the Office Administration Students* membantu meningkatkan kemampuan Bahasa Inggris siswa SMKN 1 Palopo.	✓				

10.	Input *vocabulary* dalam *English Vocabulary Book for the Office Administration Students* sesuai dengan kemampuan siswa di SMKN 1 Palopo.	V					
11.	Input *vocabulary* dalam *English Vocabulary Book for the Office Administration Students* book sudah menarik.	V					
12.	Input *vocabulary* dalam *English Vocabulary Book for the Office Administration Students* sesuai dengan kemampuan berbahasa siswa SMKN 1 Palopo.		V				
13.	Input *vocabulary* dalam *English Vocabulary Book for the Office Administration Students* telah mencakup struktur bahasa yang benar.	V					
14.	Pilihan *vocabulary* sesuai dengan karakteristik siswa.	V					
15.	Input *vocabulary* dalam *English Vocabulary Book for the Office Administration Students* dapat menambah wawasan siswa SMKN 1 Palopo.	V					
16.	Pilihan gambar pada *vocabulary* sesuai dengan siswa SMKN 1 Palopo.		V				

Rangkuman Kualitatif:

- Gambar bisa dibuat custom dan disesuaikan dengan karakteristik siswa SMK.

C. **Kesimpulan**

Secara umum, pendapat Bapak/Ibu terhadap *English Vocabulary Book for the Office Administration Students*

yang dikembangkan:

a. Layak

b. Layak dengan perbaikan

c. Tidak layak

Palopo, ...

Penilai Kelayakan

Magfirah Thayyib

KUESIONER EVALUASI UNTUK AHLI BAHASA

A. Data Responden

Nama : wahibah S. Ag., M. Hum.

Umur : 55

Jenis Kelamin : Perempuan

Pendidikan : ☐ S1 ☑ S2 ☐ S3 ☐ Professor

Pengalaman Mengajar: ☐ 0-2 tahun ☐ 2-4 tahun ☐ 4-6 tahun ☑ ≥ 6 tahun

B. Tabel Evaluasi

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

Keterangan Poin Validitas:

4 : Sangat Baik

3 : Baik

2 : Kurang Baik

1 : Tidak Baik

No	Pernyataan	4	3	2	1
	Bahasa				
1.	*Vocabulary* yang digunakan dalam *English Vocabulay Book for the Office Administration Students* dengan benar.	✓			
2.	*Vocabulary* yang disajikan *English Vocabulary Book for the Office Administration Students* sesuai dengan tingkatan perkembangan kognitif siswa.	✓			
3.	*Vocabulary* yang disajikan mudah dipahami	✓			
4.	Keseluruhan *vocabulary* sesuai dengan kemampuan siswa.	✓			

Rangkuman Kualitatif:
1. Sistematika unit masih perlu diperbaiki urutanya, lihat og acuan (Buku pegangan guru / siswa)
2. Beberapa nama unit di perbaiki.
3. Hal phonetic symbol : ubah phonetic spelling mejd phonetic transcriptia mis : beat → /bi:t/
4. lengkapi phonetic symbol nya.

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *English Vocabulary Book for the Office Administration Studen*

yang dikembangkan:

a. Layak

b. Layak dengan perbaikan

c. Tidak layak

Palopo, 20-8-2024.

Penilai Kelayakan

wahibah M.Hur.

APPENDIX 7

THE RESULT OF THE

INSTRUMENT'S EVALUATION OF

THE PRODUCT BY EXPERT

LEMBAR VALIDASI INSTRUMENT EVALUASI PRODUK

Designing English Vocabulary Book For The Office Administration Students

At SMK 1 Palopo

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, dan bahasa.

2. Berikan tanda centang (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.

3. Interval skala yang diberikan sebagai berikut :

   1: Tidak layak   4: Layak

   2: Kurang layak   5: Sangat layak

   3: Cukup layak

4. Mohon kesediaannya untuk memberikan saran perbaikan diakhir lembaran ini.

B. Penilaian Kelayakan

No.	Uraian	Kelayakan				
I	**Aspek Isi (*content*)**	1	2	3	4	5
A	Tujuan penelitian dinyatakan jelas				✓	
B	Tujuan kuisioner dinyatakan dengan jelas.				✓	
C	Petunjuk pengisian kuisioner mudah dipahami				✓	
II	**Aspek Bahasa (*language*)**	1	2	3	4	5
A	Butir – butir kuisioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.					✓
B	Butir – butir kuisioner dirumuskan dalam Bahasa Indonesia yang efektif.					✓

C	Butir – butir kuisioner dirumuskan dalam Bahasa Indonesia yang efisien.				✓	
D	Butir – butir kuisioner dirumuskan dalam Bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.				✓	

C. Komentar

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

D. Saran

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

E. Kesimpulan

Instrument kuisioner ini (lingkari salah satu pilihan) :

1. Tidak dapat digunakan

2. Dapat digunakan

3. Dapat digunakan dengan perbaikan sebagai berikut

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

Palopo, 26./.8./2024

Penilai Kelayakan

St. Hartina. M.Pd

NIP. 199109092019032021

APPENDIX 8

THE RESULT OF THE

STUDENTS' PERCEPTIONS

"Designing English Vocabulary Book for the Office Administration Students at SMKN 1 Palopo"

Kuesioner ini disusun dengan tujuan mengumpulkan data perspektif penguns (siswa) tentang Bahasa, konten, dan design dari English Vocabulary Book for the Office Administration Office Students pengguna (siswa). Hasil data yang diperoleh akan dijadikan sebagai salah satu acuan penyusunan skripsi tentang buku kosakata Bahasa Inggris yang dikaitkan dengan jurusan administrasi perkantoran.

A. Data Responden

Nama : Anindita Amanda Firjatullah

Kelas : XI MPLB 2

B. Tabel Evaluasi

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

Keterangan :

1   : Tidak Setuju

2   : Kurang setuju

3   : Ragu-ragu

4   : Setuju

5   : Sangat setuju

No	Pernyataan	1	2	3	4	5
1.	Materi yang disajikan dalam *English Vocabulary Book for the Office Administration Students* sesuai dengan kebutuhan siswa administrasi perkantoran SMKN 1 Palopo.				✓	
2.	Materi buku *English Vocabulary Book for the Office Administration Students* secara keseluruhan bervariasi.				✓	
3.	Materi yang disajikan membantu untuk meningkatkan minat belajar dan pemahaman				✓	

	siswa dalam pembelajaran Bahasa Inggris.					
4.	Materi buku *English Vocabulary Book for the Office Administration students* menarik dan tepat untuk siswa administrasi perkantoran di SMKN 1 Palopo					✓
5.	Pemilihan gambar pada buku *English Vocabulary Book for the Office Administration Students* menarik dan tepat untuk siswa administrasi perkantoran di SMKN 1 Palopo.				✓	
6.	Topik materi pada buku *English Vocabulary Book for the Office Administrasi Students* mudah dipelajari secara mandiri oleh siswa				✓	
7.	Pemilihan jenis dan ukuran huruf pada buku *English Vocabulary Book for the Office Administration Students* menarik dan nyaman untuk dibaca.				✓	
8.	Pemilihan warna pada buku *English Vocabulary Book for the Office Administration Students* menarik dan menyenangkan untuk dibaca.					✓
9.	Desain sampul *English Vocabulary Book for the Office Administration Students* menarik.					✓
10.	Desain buku *English Vocabulary Book for the Office Administration Students* menarik.				✓	
11.	Ukuran buku English Vocabulary Book for the Office Administration Students sudah tepat, praktis, dan mudah dibawa kemana-mana.					✓

"Designing English Vocabulary Book for the Office Administration Students at SMKN 1 Palopo"

Kuesioner ini disusun dengan tujuan mengumpulkan data perspektif penguns (siswa) tentang Bahasa, konten, dan design dari English Vocabulary Book for the Office Administration Office Students pengguna (siswa). Hasil data yang diperoleh akan dijadikan sebagai salah satu acuan penyusunan skripsi tentang buku kosakata Bahasa Inggris yang dikaitkan dengan jurusan administrasi perkantoran.

A. Data Responden

Nama : EKKI

Kelas : XI MPLB 2

B. Tabel Evaluasi

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

Keterangan :

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

No	Pernyataan	1	2	3	4	5
1.	Materi yang disajikan dalam *English Vocabulary Book for the Office Administration Students* sesuai dengan kebutuhan siswa administrasi perkantoran SMKN 1 Palopo.					✓
2.	Materi buku *English Vocabulary Book for the Office Administration Students* secara keseluruhan bervariasi.				✓	
3.	Materi yang disajikan membantu untuk meningkatkan minat belajar dan pemahaman				✓	

No.	Pernyataan					
	siswa dalam pembelajaran Bahasa Inggris.					
4.	Materi buku *English Vocabulary Book for the Office Administration students* menarik dan tepat untuk siswa administrasi perkantoran di SMKN 1 Palopo					✓
5.	Pemilihan gambar pada buku *English Vocabulary Book for the Office Administration Students* menarik dan tepat untuk siswa administrasi perkantoran di SMKN 1 Palopo.				✓	
6.	Topik materi pada buku *English Vocabulary Book for the Office Administrasi Students* mudah dipelajari secara mandiri oleh siswa					✓
7.	Pemilihan jenis dan ukuran huruf pada buku *English Vocabulary Book for the Office Administration Students* menarik dan nyaman untuk dibaca.				✓	
8.	Pemilihan warna pada buku *English Vocabulary Book for the Office Administration Students* menarik dan menyenangkan untuk dibaca.					✓
9.	Desain sampul *English Vocabulary Book for the Office Administration Students* menarik.					✓
10.	Desain buku *English Vocabulary Book for the Office Administration Students* menarik.					✓
11.	Ukuran buku English Vocabulary Book for the Office Administration Students sudah tepat, praktis, dan mudah dibawa kemana-mana.					✓

"Designing English Vocabulary Book for the Office Administration Students at SMKN 1 Palopo"

Kuesioner ini disusun dengan tujuan mengumpulkan data perspektif penguns (siswa) tentang Bahasa, konten, dan design dari English Vocabulary Book for the Office Administration Office Students pengguna (siswa). Hasil data yang diperoleh akan dijadikan sebagai salah satu acuan penyusunan skripsi tentang buku kosakata Bahasa Inggris yang dikaitkan dengan jurusan administrasi perkantoran.

A. Data Responden

Nama : AL - Insyirah Salwa

Kelas : 11 MPLB 2

B. Tabel Evaluasi

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

Keterangan :

1 : Tidak Setuju

2 : Kurang setuju

3 : Ragu-ragu

4 : Setuju

5 : Sangat setuju

No	Pernyataan	1	2	3	4	5
1.	Materi yang disajikan dalam *English Vocabulary Book for the Office Administration Students* sesuai dengan kebutuhan siswa administrasi perkantoran SMKN 1 Palopo.				✓	
2.	Materi buku *English Vocabulary Book for the Office Administration Students* secara keseluruhan bervariasi.				✓	
3.	Materi yang disajikan membantu untuk meningkatkan minat belajar dan pemahaman				✓	

	siswa dalam pembelajaran Bahasa Inggris.					
4.	Materi buku *English Vocabulary Book for the Office Administration students* menarik dan tepat untuk siswa administrasi perkantoran di SMKN 1 Palopo					✓
5.	Pemilihan gambar pada buku *English Vocabulary Book for the Office Administration Students* menarik dan tepat untuk siswa administrasi perkantoran di SMKN 1 Palopo.					✓
6.	Topik materi pada buku *English Vocabulary Book for the Office Administrasi Students* mudah dipelajari secara mandiri oleh siswa				✓	
7.	Pemilihan jenis dan ukuran huruf pada buku *English Vocabulary Book for the Office Administration Students* menarik dan nyaman untuk dibaca.					✓
8.	Pemilihan warna pada buku *English Vocabulary Book for the Office Administration Students* menarik dan menyenangkan untuk dibaca.					✓
9.	Desain sampul *English Vocabulary Book for the Office Administration Students* menarik.				✓	
10.	Desain buku *English Vocabulary Book for the Office Administration Students* menarik.				✓	
11.	Ukuran buku English Vocabulary Book for the Office Administration Students sudah tepat, praktis, dan mudah dibawa kemana-mana.					✓

APPENDIX 9

THE RESULT OF THE ENGLISH

TEACHERS' PERCEPTIONS

"Designing English Vocabulary Book for the Office Administration Students at SMKN 1 Palopo"

Kuesioner ini disusun dengan tujuan mengumpulkan data perspektif penguns (siswa) tentang Bahasa, konten, dan design dari English Vocabulary Book for the Office Administration Office Students pengguna (guru). Hasil data yang diperoleh akan dijadikan sebagai salah satu acuan penyusunan skripsi tentang buku kosakata Bahasa Inggris yang dikaitkan dengan jurusan administrasi perkantoran.

A. Data Responden

Nama : Riria, S.Pd

~~Kelas~~ : Guru Bahasa Inggris

B. Tabel Evaluasi

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

Keterangan :

1 : Tidak Setuju

2 : Kurang setuju

3 : Ragu-ragu

4 : Setuju

5 : Sangat setuju

No	Pernyataan	1	2	3	4	5
1.	Materi yang disajikan dalam *English Vocabulary Book for the Office Administration Students* sesuai dengan kebutuhan siswa administrasi perkantoran SMKN 1 Palopo.				✓	
2.	Materi buku *English Vocabulary Book for the Office Administration Students* secara keseluruhan bervariasi.				✓	
3.	Materi yang disajikan membantu untuk meningkatkan minat belajar dan pemahaman siswa dalam pembelajaran Bahasa Inggris.				✓	

No.	Pernyataan					
4.	Materi buku *English Vocabulary Book for the Office Administration students* menarik dan tepat untuk siswa administrasi perkantoran di SMKN 1 Palopo				✓	
5.	Pemilihan gambar pada buku *English Vocabulary Book for the Office Administration Students* menarik dan tepat untuk siswa administrasi perkantoran di SMKN 1 Palopo.				✓	
6.	Topik materi pada buku *English Vocabulary Book for the Office Administrasi Students* mudah dipelajari secara mandiri oleh siswa				✓	
7.	Pemilihan jenis dan ukuran huruf pada buku *English Vocabulary Book for the Office Administration Students* menarik dan nyaman untuk dibaca.				✓	
8.	Pemilihan warna pada buku *English Vocabulary Book for the Office Administration Students* menarik dan menyenangkan untuk dibaca.				✓	
9.	Desain sampul *English Vocabulary Book for the Office Administration Students* menarik.				✓	
10.	Desain buku *English Vocabulary Book for the Office Administration Students* menarik.				✓	
11.	Ukuran buku English Vocabulary Book for the Office Administration Students sudah tepat, praktis, dan mudah dibawa kemana-mana.				✓	

Palopo, ...

Guru Bahasa Ingris

(tanda tangan)

Rina, S. Pd
....

APPENDIX 10

THE FINAL PRODUCT OF AN

ENGLISH VOCABULARY

BOOK

Page 1 (Cover)

ENGLISH VOCABULARY FOR OFFICE ADMINISTRATION

Sri Ayu Kuswaryati

Page i (Preface)
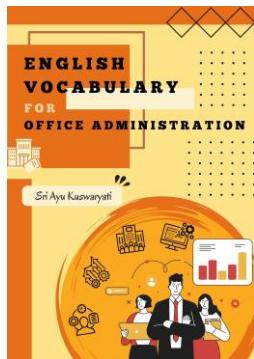
PREFACE

All praise be to God Almighty for his blessings and grace so that the author can complete this product.

This is a product of the final project or thesis which contains a collection of English vocabulary related to office administration majors. The author realizes that this is not a perfect result so the author expects criticism and suggestions to make it better.

Thank you to the lecturers and validators as well as my friends for the guidance, inspiration and motivation given to me to complete this product.

Hopefully this vocabulary book can make a positive contribution to its readers.

Author,

Page ii (List of Contents)

LIST OF CONTENTS

Page 1

PHONETIC SYMBOLS

Short Vowel

Symbol	Example	Phonetic transcription
/ɪ/	sit (duduk)	/sɪt/
/ɛ/	pen (pena)	/pen/
/æ/	fax (alat komunikasi pengirim dokumen)	/fæks/
/ə/	About (tentang)	/əˈbaut/
/ʊ/	Book (buku)	/bʊk/
/æ/	National	/ˈnæʃənəl/

Page 2

PHONETIC SYMBOLS

Long Vowel

Symbol	Example	Phonetic transcription
/iː/	meet (bertemu)	/miːt/
/uː/	tool (alat)	/tuːl/
/ɜː/	work (kerja)	/wɜːk/
/ɔː/	floor (lantai)	/flɔː(r)/
/ɑː/	staff (staf)	/stɑːf/

Page 3

PHONETIC SYMBOLS

Diphthong Vowel

Symbol	Example	Phonetic transcription
/aɪ/	file (berkas)	/faɪl/
/eɪ/	mail (surat)	/meɪl/
/əʊ/	phone (telepon)	/fəʊn/
/eə/	chair (kursi)	/tʃeə(r)/
/ɔɪ/	coin (koin)	/kɔɪn/
/ɪə/	gear (perlengkapan)	/ɡɪə(r)/
/aʊ/	outlook (pandangan)	/aʊtlʊk/

Page 4

PHONETIC SYMBOLS

Consonant Vowel

Symbol	Example	Phonetic transcription
/k/	copy (salinan)	/ˈkɒpi/
/d/	desk (meja)	/desk/
/f/	file (berkas)	/faɪl/
/m/	meeting (rapat)	/ˈmiːtɪŋ/
/r/	report (laporan)	/rɪˈpɔːt/
/s/	scan (memindai)	/skæn/

Page 5

DICTIONARY GUIDE

- Gambar
- Computer → kosakata
- /kəmˈpjuːtə(r)/ → Cara Pengucapan
- komputer → Terjemahan

Page 6

Scan the barcode below to listen the audio vocabulary in this book.

Scan Me!

Page 7

UNIT 1
Profession (profesi)

Page 8

Accountant
/əˈkaʊntənt/
Akuntan

CEO
(Chief Executive Officer)
Pejabat tertinggi eksekutif

Secretary
/ˈsekrətri/
Sekretaris

Administrative officer
/ədˈmɪnɪstrətɪv ˈɒfɪsə(r)/
Pegawai tata usaha

Assistant manager
/əˈsɪstənt ˈmænɪdʒə(r)/
Asisten manajer

Archiving officer
/ˈɑːkaɪvɪŋ ˈɒfɪsə(r)/
Pegawai pengarsipan

Page 9

Receptionist officer
/rɪˈsepʃənɪst ˈɒfɪsə(r)/
Pegawai resepsionis

Office administration teacher
/ˈɒfɪs ədˌmɪnɪˈstreɪʃn ˈtiːtʃə(r)/
Guru administrasi perkantoran

Librarian
/laɪˈbreəriən/
Petugas perpustakaan

Administrative staff
/ədˈmɪnɪstrətɪv stɑːf/
Staf administrasi

Officer
/ˈɒfɪsə(r)/
Karyawan

Supervisor
/ˈsuːpəvaɪzə(r)/
Pengawas

Page 10

Director
/daɪˈrektə(r)/
Direktur

Security
/sɪˈkjʊərəti/
Satpam

Leader
/ˈliːdə(r)/
Pemimpin

Staff
/stɑːf/
Staf

Office boy
/ˈɒfɪs bɔɪ/
Pelayan laki laki

Office girl
/ˈɒfɪs ɡɜːl/
Pelayan perempuan

Page 11

Office Administrator
/ˈɒfɪs ədˈmɪnɪstreɪtə(r)/
Administrator Perkantoran

Administration Manager
/ədˌmɪnɪˈstreɪʃn ˈmænɪdʒə(r)/
Manajer Administrasi

Office Coordinator
/ˈɒfɪs kəʊˈɔːdɪneɪtə(r)/
Koordinator Perkantoran

Finance Staff
/ˈfaɪnæns stɑːf/
Staf Keuangan

Project Coordinator
/ˈprɒdʒekt kəʊˈɔːdɪneɪtə(r)/
Koordinator Proyek

Marketing Staff
/ˈmɑːkɪtɪŋ stɑːf/
Staf Pemasaran

Page 12

UNIT 2
Abreviations (singkatan-singkatan)

CEO

Page 13

CEO
/ˌsiː iː ˈəʊ/
(Chief Executive Officer)
Pejabat tertinggi eksekutif

PA
/ˌpiː ˈeɪ/
(Personal Assistant)
Asisten pribadi

PRO
/prəʊ/
(Public Relations Officer)
Petugas Humas

CIO
/ˌsiː aɪ ˈəʊ/
(Chief Information Officer)
Kepala petugas informasi

DIRECTOR R&D
/daɪˈrektə(r) ɑːr ən diː/
(Director of Research and Development)
Direktur penelitian dan pengembangan

HRM
/ˌeɪtʃ ɑːr ˈem/
(Human Resources Manager)
Manajer Sumber Daya Manusia

Card 14

COO	IT
/ˌsiː ˈəʊ ˈəʊ/	/aɪ tiː/
(Chief Operating Officer)	(Information Technology)
Direktur Operasional	Teknologi Informasi

PM	SOP
/ˌpiː ˈem/	/sɒp/
(Project Manager)	(Standard Operating Procedure)
Manager Proyek	Prosedur Operasional Standar

CFO	VP
/ˌsiː ef ˈəʊ/	/ˌviː ˈpiː/
(Chief Financial Officer)	(Vice President)
Direktur keuangan	Wakil Presiden

14

Card 15

UNIT 3
Room
(ruangan)

15

Card 16

Office	Administrative office
/ˈɒːfɪs/	/ədˈmɪnɪstrətɪv ˈɒːfɪs/
Kantor	Kantor administrasi

Break room	Server room
/breɪk ruːm/	/ˈsɜːrvər ruːm/
Ruang istirahat	Ruang server

Meeting Room	Training room
/ˈmiːtɪŋ ruːm/	/ˈtreɪnɪŋ ruːm/
Ruang meeting	Ruang pelatihan

16

Card 17

Reception room	Conference Room
/rɪˈsepʃ(ə)n ruːm/	/ˈkɒnfərəns ruːm/
Ruang resepsionis	Ruang konferensi

Computer room	Mailroom
/kəmˈpjuːtə(r) ruːm/	/ˈmeɪlruːm/
Ruang komputer	Ruang persuratan

Storage room	Print room
/ˈstɔːrɪdʒ ruːm/	/prɪnt ruːm/
Ruang penyimpanan	Ruang cetak

17

Card 18

UNIT 4
Office Supplies
(Perlengkapan Kantor)

18

Card 19

Memo	Laptop
/ˈmeməʊ/	/ˈlæptɒp/
memo	Laptop

Printer	Table
/ˈprɪntə(r)/	/ˈteɪb(ə)l/
Mesin cetak/alat print	meja

Chair	Mouse
/tʃeə(r)/	/maʊs/
kursi	mouse

19

Card 20

Bulletin board	Scanner
/ˈbʊlətɪn bɔːd/	/ˈskænə(r)/
papan pengumuman	mesin pemindai

Air conditioner	Rack
/eə kənˈdɪʃənə(r)/	/ræk/
AC	rak

Telephone	Clock
/ˈtelɪfəʊn/	/klɒk/
telepon	jam

20

Card 21

Projector	Dustbin
/prəˈdʒektə(r)/	/ˈdʌs(t)bɪn/
proyektor	tong sampah

Safety deposit box	Files
/ˈseɪfti dɪˈpɒzɪt bɒks/	/faɪls/
brankas	berkas

Calendar	Folder
/ˈkælɪndə(r)/	/ˈfəʊldə(r)/
kalender	map

21

Card 22

Photocopier	Lamp
/ˈfəʊtəʊkɒpiə(r)/	/læmp/
mesin fotokopi	lampu

Shredder	Envelop
/ˈʃredər/	/ˈenvələp/
mesin penghancur	amplop

Flash disk	Tablet
/flæʃ dɪsk/	/ˈtæblət/
flash disk	Tablet

22

Card 23

UNIT 5
Office Equipment
(Peralatan Kantor)

23

Card 24

Clipboard	Puncher
/ˈklɪpbɔːd/	/ˈpʌntʃər/
Papan klip	Pelubang

Paper	Book
/ˈpeɪpə(r)/	/bʊk/
kertas	buku

Pen	Glue
/pen/	/gluː/
pulpen	lem

24

Card 25

Ruler	Pencil
/ˈruːlə(r)/	/ˈpens(ə)l/
penggaris	pensil

Sharpener	Rubber
/ˈʃɑːpnə(r)/	/ˈrʌbə(r)/
rautan	penghapus karet

Stamp	Calculator
/stæmp/	/ˈkælkjuleɪtə(r)/
cap	kalkulator

25

Card 26

Marker	Notebook
/ˈmɑːkə(r)/	/ˈnəʊtbʊk/
spidol	buku catatan

Note	Paper clip
/nəʊt/	/ˈpeɪpə klɪp/
nota	penjepit kertas

Scissor	Attendance
/ˈsɪzə(r)/	/əˈtendəns/
gunting	daftar absen

26

Card 27

Correction pen	Paper clip
/kəˈrekʃn pen/	/ˈpeɪpə klɪp/
Tipe - X	Klip kertas

Pin	Paper bag
/pɪn/	/ˈpeɪpə(r) bæg/
Pin	Kantong kertas

Staples	Highlighter
/ˈsteɪplz/	/ˈhaɪlaɪtə(r)/
Staples	Stabilo

27

Card 28

UNIT 6
Office activities
(aktivitas kantor)

28

Card 29

Scheduling Meeting	Filing dokument
/ˈskedʒuːlɪŋ ˈmiːtɪŋ/	/ˈfaɪlɪŋ ˈdɒkjumənt/
Jadwalkan pertemuan	Mengarsipkan dokumen

Data entry	Preparing Reports
/ˈdeɪtə ˈentri/	/prɪˈpeərɪŋ rɪˈpɔːts/
Enti data	Menyiapkan laporan

Presentation	Processing Mail
/ˌprezənˈteɪʃn/	/ˈprəʊsesɪŋ meɪl/
Presentasi	Memproses Surat

29

Page 30

Office planning
/ˈɒfɪs ˈplænɪŋ/
Perencanaan perkantoran

Office organizing
/ˈɒfɪs ˈɔːɡənaɪzɪŋ/
Pengorganisasian perkantoran

Office Actuating
/ˈɒfɪs ˈæktjueɪtɪŋ/
Pengarahan perkantoran

Office controlling
/ˈɒfɪs kənˈtrəʊlɪŋ/
Pengawasan perkantoran

Marketing
/ˈmɑːkɪtɪŋ/
Pemasaran

Administration
/ədˌmɪnɪˈstreɪʃn/
Administrasi

30

Page 31

Deal
/diːl/
Kesepakatan

Dismiss
/dɪsˈmɪs/
Memberhentikan

Calculate
/ˈkælkjuleɪt/
Menghitung

Employ
/ɪmˈplɔɪ/
Memperkerjakan

Intern
/ɪnˈtɜːn/
Magang

Invest
/ɪnˈvest/
Menginvestasikan

31

Page 32

Manage
/ˈmænɪdʒ/
Mengelola

Negotiate
/nɪˈɡəʊʃieɪt/
Merundingkan

Advertise
/ˈædvətaɪz/
Mengiklankan

Offer
/ˈɒfə(r)/
Menawarkan

Buy
/baɪ/
Membeli

Sell
/sel/
Menjual

32

Page 33

UNIT 7

Terms in the office
(*istilah-istilah di kantor*)

33

Page 34

Accounting
/əˈkaʊntɪŋ/
Akuntansi

Benefit
/ˈbenɪfɪt/
Keuntungan

Bonus
/ˈbəʊnəs/
Bonus

Budget
/ˈbʌdʒɪt/
Dana

34

Page 35

Business
/ˈbɪznəs/
Bisnis

Client
/ˈklaɪənt/
Klien/nasabah

Commission
/kəˈmɪʃən/
Komisi

Competition
/kɒmpəˈtɪʃn/
Persaingan

Consumer
/kənˈsjuːmə(r)/
Konsumen

Contract
/ˈkɒntrækt/
Kontrak

35

Page 36

Debit
/ˈdebɪt/
Debet

Deflation
/dɪˈfleɪʃn/
Deflasi

Graph
/ɡrɑːf/
Grafik

Inflation
/ɪnˈfleɪʃn/
Inflasi

Insurance
/ɪnˈʃʊərəns/
Asuransi

Shares
/stok/
Saham

36

Page 37

Lucrative
/ˈluːkrətɪv/
Menguntungkan

Commodity
/kəˈmɒdəti/
Komoditas

Merger
/ˈmɜːdʒə(r)/
Penggabungan

Annual
/ˈænjuəl/
Tahunan

Deficit
/ˈdefɪsɪt/
Defisit

Wage
/weɪdʒ/
Upah

37

Page 38

Volatile
/ˈvɒlətaɪl/
Tidak stabil

Liquidity
/lɪˈkwɪdəti/
Likuiditas

Asset
/ˈæset/
Aset

Liability
/ˌlaɪəˈbɪləti/
Kewajiban

Equity
/ˈekwəti/
Ekuitas

Recession
/rɪˈseʃn/
Resesi

38

Page 39

Debt
/det/
Utang

Revenue
/ˈrevənuː/
Pendapatan

Tax
/tæks/
Pajak

Valuation
/ˌvæljuˈeɪʃn/
Penilaian

Dividend
/ˈdɪvɪdend/
Laba Perusahaan

Amortization
/ˌæmətaɪˈzeɪʃn/
Pengurangan nilai aktiva biaya secara bertahap

39

Page 40

UNIT 8

Letters & Books
(*surat & buku*)

40

Page 41

File
/faɪl/
Arsip

Letter
/ˈletə(r)/
Surat

Official letter
/əˈfɪʃl ˈletə(r)/
Surat dinas/surat resmi

Personal letter
/ˈpɜːsənl ˈletə(r)/
Surat pribadi

Trade letter
/treɪd ˈletə(r)/
Surat niaga/surat dagang

E-mail
/ˈiːmeɪl/
Surat elektronik

41

Page 42

Incoming Mail Agenda Book
/ˈɪnkʌmɪŋ meɪl əˈdʒendə bʊk/
Buku agenda surat masuk

Outgoing Mail Agenda Book
/aʊtˈɡəʊɪŋ meɪl əˈdʒendə bʊk/
Buku agenda surat keluar

External Expedition Book
/ɪkˈstɜːnl ˌekspəˈdɪʃn bʊk/
Buku Ekspedisi Ekstern

Intern Expedition Book
/ɪnˈtɜːn ˌekspəˈdɪʃn bʊk/
Buku Ekspedisi Intern

Disposition sheet
/ˌdɪspəˈzɪʃn ʃiːt/
Lembar disposisi/lembar isian

Agenda
/əˈdʒendə/
Agenda/buku catatan

42

Page 43

UNIT 9

Conversation
(*percakapan*)

43

Page 44

Project Meeting

Hi, John. Have you finished the draft for the marketing report?
Hai, John. Apakah Anda sudah menyelesaikan draf untuk laporan pemasaran?

Not yet, Anna. I'm still waiting for some data from the sales team. I should have it by EOD.
Belum, Anna. Saya masih menunggu beberapa data dari tim penjualan. Aku harus memilikinya dengan EOD.

Okay, great. Just make sure to send it to the team by tomorrow morning. We need to review it before the presentation on Friday.
Oke, bagus. Pastikan untuk mengirimkannya ke tim besok pagi. Kita perlu memeriksanya sebelum presentasi pada hari Jumat.

Will do. I'll update you once it's done.
Pasti. Saya akan mengabari Anda setelah selesai.

Thanks! Also, don't forget to include the latest KPI metrics.
Terima kasih! Selain itu, jangan lupa untuk menyertakan metrik KPI terbaru.

Got it. I'll make sure they're included.
Baiklah. Saya akan memastikan mereka disertakan.

44

Page 45

Budget Discussion

Hi, Lisa. I need to discuss the budget for the upcoming quarter. Can we schedule a meeting?
Hai, Tom. Saya perlu mendiskusikan anggaran untuk kuartal mendatang. Bisakah kita menjadwalkan pertemuan?

Sure, Tom. When are you available?
Tentu, Lisa. Kapan Anda tersedia?

How about Wednesday at 2 PM?
Bagaimana kalau hari Rabu jam 2 siang?

I'll send a calendar invite.
Saya akan mengirimkan undangan kalender.

Great, thanks. I'll prepare the latest financial reports for the meeting.
Bagus, terima kasih. Saya akan menyiapkan laporan keuangan terbaru untuk rapat.

Perfect. I'll review the preliminary figures before then.
Sempurna. Saya akan mengulas angka-angka awal sebelum itu.

45

Meeting Rescheduling

Hi, Sophie. I need to reschedule our meeting. Can we move it to Thursday?
Hai, Alex. Saya perlu menjadwal ulang pertemuan kita. Bisakah kita memindahkannya ke hari Kamis?

Sure, Alex. What time works for you?
Tentu, Sophie. Jam berapa yang cocok untuk Anda?

How about 10 AM?
Bagaimana kalau jam 10 pagi?

I'll adjust the calendar invite.
Saya akan menyesuaikan undangan kalender

Great, thanks. Sorry for the inconvenience.
Bagus, terima kasih. Maaf atas ketidaknyamanan ini.

No problem at all. See you on Thursday!
Tidak ada masalah sama sekali. Sampai jumpa hari Kamis!

46

Office Supplies Order

Hi, Sarah. Could you help me with the office supplies order?
Hai, Sarah. Bisakah kamu membantu saya dengan pemesanan perlengkapan kantor?

Sure, Alex. What do you need?
Tentu, Alex. Apa yang kamu butuhkan?

We're running low on printer paper and pens. Can you check our inventory?
Kami kehabisan kertas printer dan pena. Bisakah kamu cek persediaan kami?

Absolutely. I'll take a look at the stock and place an order if necessary. Do you need anything else?
Tentu. Saya akan memeriksa stok dan melakukan pemesanan jika perlu. Apakah ada yang kamu butuhkan lagi?

That should be enough for now. Thanks!
Itu sudah cukup untuk sekarang. Terima kasih!

No problem. I'll get it sorted out by the end of the day.
Tidak masalah. Saya akan mengurusnya sebelum akhir hari.

47

Handling Email

Hi, Arif. I'm struggling with handling a large number of incoming emails. Any tips?
Hai, Arif! Aku lagi kesulitan menangani email yang masuk banyak. Ada tips?

Hi, Rina! Try using folders or labels to organize your emails. For example, separate emails by project or urgency. Also, set specific times each day to check and reply to emails to prevent them from piling up.
Hai, Rina! Coba gunakan folder atau label untuk mengatur email. Misalnya, pisahkan email berdasarkan proyek atau urgensi. Juga, tetapkan waktu khusus setiap hari untuk memeriksa dan membalas email agar tidak menumpuk.

That's a good tip. I often feel overwhelmed by the sheer volume of emails.
Itu tips yang bagus. Aku sering merasa kewalahan karena terlalu banyak email masuk.

This way, you can manage them more easily and avoid getting bogged down by unimportant emails.
Dengan cara ini, kamu bisa lebih mudah mengelola dan tidak terjebak dalam email yang tidak penting.

48

UNIT 10

Phrases (frasa)

49

To prepare the monthly report
Menyusun laporan bulanan

To process important documents
Memproses dokumen penting

To manage the meeting schedule
Mengelola jadwal pertemuan

To archive old files
Mengarsipkan berkas lama

To reply to emails from clients
Membalas email dari klien

To organize the departmental budget
Mengatur anggaran departemen

Managing documents efficiently
Mengelola dokumen dengan efisien

50

To update data in the system
Mengupdate data dalam sistem

To draft the meeting agenda
Menyusun agenda rapat

To manage office inventory
Mengelola inventaris kantor

To sign contract documents
Menandatangani dokumen kontrak

To prepare a presentation for the meeting
Menyiapkan presentasi untuk rapat

Managing time efficiently
Mengelola waktu dengan baik

To coordinate the project with the team
Mengkoordinasikan proyek dengan tim

51

To set up the meeting room
Menyiapkan ruang rapat

To prepare the annual report
Menyusun laporan tahunan

Storing and archiving files.
Menyimpan dan mengarsipkan berkas

To prepare training materials
Menyiapkan materi pelatihan

To manage the project budget
Mengelola anggaran proyek

To schedule meetings with business partners
Mengatur pertemuan dengan mitra bisnis

To prepare the space for office events
Menyiapkan ruang untuk acara kantor

52

BIBLIOGRAPHY

- **Laila**, 43 Istilah-Istilah dalam Administrasi Perkantoran 23 September 2020 https://mamikos.com/info/istilah-istilah-dalam-administrasi-perkantoran/

- **Gede Murta**, Kosakata Bahasa Inggris Yang Berkaitan Dengan Kantor, September 24, 2018 https://www.englishcafe.co.id/kosakata-bahasa-inggris-yang-berkaitan-dengan-kantor/

- **Femi Ardniani**, kantor (pengertian dan kegiatan) https://www.portal-ilmu.com/2019/12/kantor-pengertian-tujuan-fungsi-dan_10.html

- **Agus Setiawan** ,Frasa-Frasa Dalam Komunikasi Bisnis di Lingkungan Perkantoran. 2016

- **Dictionaries. Oxford Learners** "The Oxford 3000 Oxford University Press. 2022. https://www.oxfordlearnersdictionaries.com/wordlist/american_english/oxford3000/

53

OFFICE ADMINISTRATION

Buku ini disusun untuk memenuhi kebutuhan para pembelajar Bahasa Inggris terutama untuk jurusan Administrasi Perkantoran agar dapat memahami Bahasa Inggris dengan mudah.
Setiap unit dalam buku ini berisikan kosakata - kosakata Bahasa Inggris mengenai perkantoran . Buku ini akan sangat membantu pengguananya untuk belajar Bahasa Inggris.

"Great people are not made of ease, pleasure, and comfort. They are formed through hardship, challenge, and fears."

APPENDIX 11

DOKUMENTASI

Students' Need Analysis

Disseminate the Product

Students' Perceptions

English Teachers' Perception

APPENDIX 12

SURAT KETERANGAN

TELAH MENELITI

<u>**SURAT KETERANGAN PENELITIAN**</u>
Nomor: 421.5/567 -UPT.SMKN.1/PLP/DISDIK

Yang bertanda tangan di bawah ini, Kepala UPT SMK Negeri 1 Palopo menerangkan :

Nama	: Sri Ayu Kuswaryati
NIM	: 2002020016
Program Studi	: Pendidikan Bahasa Inggris
Alamat	: Wonorejo, Mangkutana Kab. Luwu Timur
Universitas	: Institut Agama Islam Negeri Palopo

Telah selesai melaksanakan penelitian dalam rangka penulisan **Skripsi** yang dimulai pada tanggal 17 Juli s.d 16 Agustus 2024 berdasarkan Surat dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu, Nomor : 500.16.7.1/1805/DPMPTSP, Tanggal 17 Juli 2024, Perihal : Surat Keterangan , dengan judul penelitian :

   "Designing English Vocabulary Book for the Office Administration Students at SMKN 1 Palopo"

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

Palopo, 22 Agustus 2024
Kepala Sekolah,

Ridwan, ST, M.Si
Pembina Tk.I
NIP. 19700303 200701 1 032

APPENDIX 13

SURAT KETERANGAN

PLAGIASI

DESIGNING ENGLISH VOCABULARY BOOK FOR THE OFFICE ADMINISTRATION STUDENTS AT SMKN 1 PALOPO

10 Maria Cabral. "Foreign students' attitudes in Portuguese language classrooms: an exploratory study", Intercultural Education, 2005
Publication
<1%

11 bibfac.univ-tlemcen.dz
Internet Source
<1%

12 journal.uniku.ac.id
Internet Source
<1%

13 Submitted to University of Hong Kong
Student Paper
<1%

14 rdoc.univ-sba.dz
Internet Source
<1%

15 Submitted to Hanoi Pedagogical University 2
Student Paper
<1%

16 digilib.unimed.ac.id
Internet Source
<1%

17 www.peacearchnews.com
Internet Source
<1%

18 boulderlearning.com
Internet Source
<1%

19 jurnal.unsur.ac.id
Internet Source
<1%

20 Submitted to Stadio Holdings
Student Paper
<1%

APPENDIX 14

SK PEMBIMBING

IAIN PALOPO

SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALOPO
NOMOR 0076 TAHUN 2023
TENTANG
PENGANGKATAN TIM DOSEN PEMBIMBING PENYUSUNAN DAN PENULISAN SKRIPSI
MAHASISWA PROGRAM S1

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALOPO

Menimbang	:	a. bahwa demi kelancaran proses penyusunan dan penulisan Skripsi bagi mahasiswa Program S1, maka dipandang perlu dibentuk Tim Pembimbing Penyusunan dan Penulisan Skripsi;
		b. bahwa untuk menjamin terlaksananya tugas Tim Dosen Pembimbing sebagaimana dimaksud dalam butir a di atas perlu ditetapkan melalui Surat Keputusan Dekan.
Mengingat	:	1. Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2. Undang-Undang RI Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		3. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan dan Pengelolaan Perguruan Tinggi;
		4. Peraturan Presiden RI Nomor 141 Tahun 2014 tentang Perubahan STAIN Palopo menjadi IAIN Palopo;
		5. Peraturan Menteri Agama RI Nomor 5 Tahun 2015 tentang Organisasi dan Tata Kerja IAIN Palopo.

MEMUTUSKAN

Menetapkan	:	KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO TENTANG PENGANGKATAN TIM DOSEN PEMBIMBING PENYUSUNAN DAN PENULISAN SKRIPSI MAHASISWA PROGRAM S1
Kesatu	:	Mengangkat mereka yang tersebut namanya pada lampiran Surat Keputusan ini sebagaimana yang tersebut pada alinea pertama huruf (a) di atas;
Kedua	:	Tugas Tim Dosen Pembimbing Penyusunan dan Penulisan Skripsi adalah: membimbing, mengarahkan, mengoreksi, serta memantau penyusunan dan penulisan skripsi mahasiswa berdasarkan panduan Penyusunan Skripsi dan Pedoman Akademik yang ditetapkan pada Institut Agama Islam Negeri Palopo;
Ketiga	:	Pembimbing Skripsi juga bertugas selaku Penguji Mahasiswa yang dibimbing pada Seminar Hasil Penelitian dan Ujian Munaqasyah Skripsi;
Keempat	:	Segala biaya yang timbul sebagai akibat ditetapkannya Surat Keputusan ini dibebankan kepada DIPA IAIN Palopo Tahun Anggaran 2023;
Kelima	:	Surat Keputusan ini berlaku sejak tanggal ditetapkannya dan berakhir setelah kegiatan pembimbingan atau penulisan skripsi mahasiswa selesai, dan akan diadakan perbaikan seperlunya jika terdapat kekeliruan di dalamnya;
Keenam	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan di : Palopo
Pada Tanggal : 20 Januari 2023

Dekan,

Nurdin K.

Tembusan :
1. Rektor IAIN Palopo di Palopo;
2. Ketua Prodi Pendidikan Bahasa Inggris FTIK di Palopo;
3. Arsip

I	Nama Mahasiswa	:	Sri Ayu Kuswaryati
	NIM	:	2002020016
	Program Studi	:	Pendidikan Bahasa Inggris
II	Judul Skripsi	:	**Designing English Vocabulary Book for the Office Administration Students at SMKN 1 Palopo**
III	Tim Dosen Pembimbing	:	

A. Pembimbing Utama (I)   : Dewi Furwana, S.Pd.I., M.Pd.

B. Pembantu Pembimbing (II)   : Yuyun Ruqiyyat Said, S.Pd., M.Pd.

Dekan,

Nurdin K.

APPENDIX 15

SK PENGUJI

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALOPO
NOMOR 1010 TAHUN 2024
TENTANG
PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM SARJANA

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALOPO

Menimbang : a. bahwa demi kelancaran proses pengujian skripsi bagi mahasiswa program sarjana maka dipandang perlu dibentuk tim penguji skripsi;
b. bahwa untuk menjamin terlaksananya tugas tim dosen penguji skripsi sebagaimana dimaksud dalam butir (a) di atas maka perlu ditetapkan melalui keputusan dekan;
c. bahwa yang tercantum namanya dalam keputusan ini dianggap memenuhi syarat untuk diangkat sebagai dosen penguji skripsi.

Mengingat : 1. Undang-Undang RI No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-Undang RI No. 12 Tahun 2012 tentang Pendidikan Tinggi;
3. Peraturan Pemerintah RI No. 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Presiden RI No. 141 Tahun 2014 tentang Perubahan STAIN Palopo menjadi IAIN Palopo;
5. Peraturan Menteri Agama RI No.6 Tahun 2017 tentang STATUTA IAIN Palopo;
6. Peraturan Menteri Agama RI No.17 Tahun 2022 tentang Perubahan Kedua atas Peraturan Menteri Agama RI No. 5 Tahun 2015 tentang Organisasi dan Tata Kerja IAIN Palopo;
7. Surat Keputusan Rektor IAIN Palopo Nomor 282.1 Tahun 2019 tentang Pedoman Penulisan Skripsi, Tesis dan Artikel Ilmiah IAIN Palopo;
8. Surat Keputusan Rektor IAIN Palopo Nomor 474 tahun 2022 tentang Pedoman Akademik Institut Agama Islam Negeri Palopo;
9. DIPA IAIN Palopo Tahun Anggaran 2024

MEMUTUSKAN:

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO TENTANG PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM SARJANA

Kesatu : Mengangkat mereka yang tersebut namanya pada lampiran keputusan ini sebagaimana pemberian kuasa dan pendelegasian wewenang menandatangani surat penetapan ketua sidang, dosen pembimbing dan dosen penguji skripsi;

Kedua : 1. Tugas ketua sidang adalah memimpin sidang dan mewakili pimpinan fakultas untuk melakukan yudisium;
2. Tugas tim dosen penguji skripsi adalah mengoreksi, mengarahkan, menilai/mengevaluasi dan menguji kompetensi dan kemampuan mahasiswa berdasarkan skripsi yang diajukan serta memberi dan menyampaikan hasil keputusan atas pelaksanaan ujian skripsi mahasiswa berdasarkan pertimbangan tingkat penguasaan dan kualitas penulisan karya ilmiah dalam bentuk skripsi;

Ketiga : Keputusan ini berlaku pada ujian semester hasil dan ujian munaqasyah skripsi;
Keempat : Segala biaya yang timbul akibat ditetapkannya keputusan ini dibebankan kepada DIPA IAIN Palopo (Anggaran FTIK Tahun 2024)
Kelima : Keputusan ini berlaku sejak tanggal ditetapkan dan berakhir setelah kegiatan pengujian skripsi selesai dan akan diadakan perbaikan seperlunya jika terdapat kekeliruan di dalamnya;
Keenam : Keputusan ini diberikan kepada yang bersangkutan untuk diketahui dan dilaksanakan.

Ditetapkan di : Palopo
Pada tanggal : 11 September 2024

Dekan

Sukirman

Tembusan :
1. Rektor IAIN Palopo di Palopo;
2. Ketua Prodi Pendidikan Bahasa Inggris FTIK di Palopo;
3. Arsip.

I. Nama Mahasiswa : Sri Ayu Kuswaryati

NIM : 2002020016

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Pendidikan Bahasa Inggris

II. Judul Skripsi : **Designing English Vocabulary Book For The Office Administration Students' at SMKN 1 Palopo.**

III. Tim Dosen Penguji :

Ketua Sidang : Husnaini, S.Pd.I., M.Pd.

Penguji (I) : Dr. Masruddin, S.S., M.Hum.

Penguji (II) : Andi Tenrisanna Syam, S.Pd., M.Pd.

Pembimbing (I) : Dewi Furwana, S.Pd.I., M.Pd.

Pembimbing (II) : Yuyun Ruqiyyat Said, S.Pd., M.Pd.

Dekan,

Sukirman

BIOGRAPHY

Sri Ayu Kuswaryati, born on August 6, 2002 in Wonorejo. Her father's name is Makmur Abu and her mother's name is Lilik Kirana Satriani. She lives in Wonorejo, Kec. Mangkutana, Kab. Luwu Timur. She started her study at kindergarten (TK Pembina) 2006. After that she continued her study at Elementary School (SDN 161 Sendang Sari) in 2008 and she graduated in 2014. She continued her study at Junior High School (SMPN 1 Mangkutana) and graduated in 2017. After that, she continued her study in Senior High School (SMAN 4 East Luwu) in 2017 and graduated in 2020. After that, she continued her study at the State Islamic Institute of Palopo (IAIN Palopo) and took the English Education Study Program. She finished her study in 2024 In the and of her study in IAIN Palopo, she composed a thesis entitled "Designing English Vocabulary Book for the Office Administration Students at SMKN 1 Palopo".