

DESIGNING ENGLISH VOCABULARY POCKET BOOK FOR STUDENTS OF CONSTITUTIONAL LAW STUDY PROGRAM

A thesis

*Proposed to the English Language Education Study Program of Tarbiyah and
Teacher Training Faculty of State Islamic Institute of Palopo for Undergraduate
degree in English Language Education Study Program*



IAIN PALOPO

Proposed By:

NABILA PUTRI AKMAL

20 0202 0004

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

EDUCATION AND TEACHER TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

2025

DESIGNING ENGLISH VOCABULARY POCKET BOOK FOR STUDENTS OF CONSTITUTIONAL LAW STUDY PROGRAM

A thesis

*Proposed to the English Language Education Study Program of Tarbiyah and
Teacher Training Faculty of State Islamic Institute of Palopo for Undergraduate
degree in English Language Education Study Program*



IAIN PALOPO

Proposed By:

NABILA PUTRI AKMAL

20 0202 0004

Supervised By:

- 1. Dr. Magfirah Thayyib, S.S., M.Hum.**
- 2. Fadhliyah Rahmah Muin, S.Pd., M.Pd.**

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

EDUCATION AND TEACHER TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

2025

STATEMENT OF AUTHENTICITY

Who undersigned below :

Name : Nabila Putri Akmal

Reg. Number : 20 0202 0004

Faculty : Education and Teacher Training

Study Program : English Language Education

Stating exactly that :

1. This thesis originally my own work, not result of plagiarism of duplication of the work of others that I acknowledge as my own work of thought.
2. All parts of this thesis are my own work, expect the citation whose original sources have been reported. All mistake or error in it are my responsibility.

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

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

Palopo, 21th April 2025

Regards



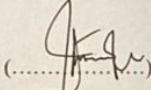
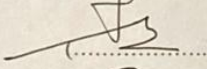
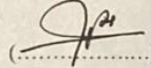
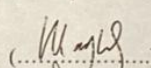

Nabila Putri Akmal

THESIS APPROVAL

This thesis entitled "Designing English Vocabulary Pocket Book for Students of Constitutional Law Study Program", which is written by Nabila Putri Akmal, Registration Number 2002020004, 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 Wednesday, February 12th 2025 M/syabban 13th 1446 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd)

Palopo, 17th March 2024

BOARD OF EXAMINERS

- | | | |
|--|---------------|--|
| 1. Husnaini, S.Pd.I., M.Pd | Chairman | (..... ) |
| 2. H. Madehang, S.Ag., M.Pd. | Examiner I | (..... ) |
| 3. Dewi Furwana, S.Pd.I., M.Pd. | Examiner II | (..... ) |
| 4. Dr. Magfirah Thayyib, S.S., M.Hum. | Consultant I | (..... ) |
| 5. Fadhliyah Rahmah Muin, S.Pd., M.Pd. | Consultant II | (..... ) |

Approved by:

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



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

CONSULTAN APPROVAL

Thesis Entitled: **Designing English Vocabulary Pocket Book for Students of Constitutional Law Study Program**

Written By
Name : Nabila Putri Akmal

Reg. Number : 2002020004

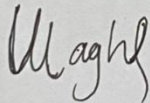
Faculty : Tarbiyah and Teacher Training

Study Program : English Education Study Program

It has been corrected and approved to be examined in munaqasyah examination

Palopo, February 06th 2025

Consultan I



Dr. Magfirah Thavvib, S.S., M.Hum

NIP. 19850719 201801 2 001

Consultan II



Fadhliah Rahmah Muin, S.Pd., M.Pd

NIDN. 2001018701

EXAMINER APPROVAL

Thesis Entitle : **Designing English Vocabulary Pocket Book for
Students of Constitutional Law Study Program**

Written By

Name : Nabila Putri Akmal

Reg. Number : 2002020004

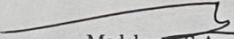
Faculty : Tarbiyah and Teachers Training

Study Program : English Education Study Program

Has been corrected and approved to be examined in Munaqasyah thesis.

Palopo, February 06 2025

Examiner I


Madehang, S.Ag., M.Pd
NIP 19730615 200003 1 004

EXAMINER APPROVAL

Thesis Entitle : **Designing English Vocabulary Pocket Book for
Students of Constitutional Law Study Program**

Written By

Name : Nabila Putri Akmal

Reg. Number : 2002020004

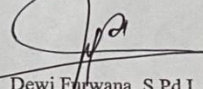
Faculty : Tarbiyah and Teachers Training

Study Program : English Education Study Program

Has been corrected and approved to be examined in Munaqasyah thesis.

Palopo, February 06 2025

Examiner II




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

ABSTRAK

Nabila Putri Akmal, 2025. ““Merancang Buku Saku Kosakata Bahasa Inggris untuk Mahasiswa Program Studi Hukum Tata Negara””. Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Institut Agama Islam Negeri (IAIN) Palopo. Dibimbing oleh Magfirah Thayyib dan Fadliyah Rahmah Muin.

Penelitian ini bertujuan untuk mengembangkan Buku Saku Kosakata yang dapat membantu mahasiswa Hukum Tata Negara IAIN Palopo dalam meningkatkan penguasaan kosakata Bahasa Inggris yang relevan dengan bidang studinya. Metode yang digunakan dalam penelitian ini adalah *Research and Development* (R&D) dengan model 4D, yang terdiri dari empat tahap: *Define, Design, Develop, dan Disseminate*. Instrumen pengumpulan data berupa kuesioner. Hasil dari penelitian ini adalah: 1) kosakata hukum tata negara yang terdiri dari objek dalam pengadilan, profesi, kata benda, kata kerja, istilah dalam hukum, peserta dalam pengadilan, perkara pidana, nama-nama pelaku tindak pidana, kewarisan, istilah dalam tata negara, 2) buku ini dilengkapi dengan gambar, simbol fonetik, dan percakapan yang menarik dan berwarna. Berdasarkan hasil validasi ahli, skor validasi desain dan tata letak sebesar 90% dengan kategori 'sangat baik', skor validasi bahasa sebesar 84% dengan kategori 'sangat baik' dan skor validasi materi sebesar 80% dengan kategori 'baik'. dan juga hasil persepsi siswa memperoleh kategori 'sangat baik'. Oleh karena itu, Buku Saku Kosakata Bahasa Inggris untuk Mahasiswa Hukum Tata Negara layak digunakan sebagai media pembelajaran kosakata bahasa Inggris bagi mahasiswa hukum tata negara dan mahasiswa pada umumnya.

Kata kunci: Kosakata Bahasa Inggris, Buku Saku, Hukum Tata Negara


Verified by UPT Pengembangan Bahasa IAIN Palopo	
Date	Signature
17/04/2025	

ABSTRACT

Nabila Putri Akmal, 2025. *"Designing English Vocabulary Pocket Book for Students of Constitutional Law Study Program"*. Thesis of English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Institut Agama Islam Negeri (IAIN) Palopo. Supervised by Magfirah Thayyib and Fadliyah Rahmah Muin.

This study aims to develop an English vocabulary pocket book designed to assist students of the Constitutional Law Study Program at IAIN Palopo in enhancing their mastery of English vocabulary relevant to their field of study. The research employed a Research and Development (R&D) method using the 4D model, which includes four stages: Define, Design, Develop, and Disseminate. The data collection instrument used was a questionnaire. The results of the study are as follows: (1) The vocabulary content includes terms related to courtroom objects, legal professions, nouns, verbs, legal terminology, courtroom participants, criminal cases, names of criminal offenders, inheritance law, and terms in constitutional law. (2) The pocket book is designed with illustrations, phonetic symbols, and engaging, colorful conversations. Based on expert validation, the design and layout received a score of 90% (categorized as "very good"), language validation scored 84% ("very good"), and content validation scored 80% ("good"). In addition, student perception of the product was rated as "very good." Therefore, the English Vocabulary Pocket Book for Constitutional Law Students is considered suitable for use as a vocabulary learning medium for law students and students in general.

Keywords: English Vocabulary, Pocket Book, Constitutional Law


Verified by UPT Pengembangan Bahasa IAIN Palopo	
Date	Signature
17/04/2025	

الملخص

نبيلة بوتري أكمل، ٢٠٢٥. "تصميم كتيب مفردات اللغة الإنجليزية لطلبة برنامج دراسة القانون الدستوري". رسالة جامعية، برنامج تعليم اللغة الإنجليزية، كلية التربية والعلوم التعليمية، الجامعة الإسلامية الحكومية بالوبو. تحت إشراف: مغفيرة طيب وفضلية رحمة معين.

يهدف هذا البحث إلى تطوير كتيب مفردات يمكن أن يساعد طلبة قسم القانون الدستوري بالجامعة الإسلامية الحكومية بالوبو في تحسين إتقانهم لمفردات اللغة الإنجليزية ذات الصلة بتخصصهم. اعتمدت هذه الدراسة على منهج البحث والتطوير (R&D) باستخدام نموذج 4D الذي يشمل أربع مراحل: التحديد، التصميم، التطوير، والنشر. وأستخدم الاستبيان كأداة لجمع البيانات. وأسفرت نتائج البحث عن ما يلي: (أ) مفردات القانون الدستوري التي تتكون من الأسماء المتعلقة بأشياء في المحكمة، والمهن، وأطراف القضية، والقضايا الجنائية، وأسماء مرتكيي الجرائم، والميراث، بالإضافة إلى الأفعال والمصطلحات القانونية والدستورية؛ (ب) يتميز الكتيب بالصور، والرموز الصوتية، والمحادثات الجذابة والملونة. أما نتائج التحقق من صحة المحتوى من قبل الخبراء، فقد حصل تصميم الكتيب وتنسيقه على نسبة ٩٠٪ (تصنيف: ممتاز)، وحصلت اللغة على نسبة ٨٤٪ (تصنيف: ممتاز)، بينما حصل المحتوى على نسبة ٨٠٪ (تصنيف: جيد). كما أظهرت نتائج استبيان الطلاب تصنيفاً "ممتازاً". وبناءً على ذلك، فإن هذا الكتيب صالح للاستخدام كوسيلة تعليمية لتعليم اللغة الإنجليزية لطلبة القانون الدستوري، بل ولجميع الطلاب بشكل عام.

الكلمات المفتاحية: مفردات اللغة الإنجليزية، كتيب، القانون الدستوري

Verified by UPT Pengembangan Bahasa IAIN Palopo	
Date	Signature
١٦/٥٩/٢٥	

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

اَللّٰهُمَّ صَلِّ وَسَلِّمْ وَبَارِكْ عَلَى الْمُرْسَلِ مُحَمَّدٍ وَآلِهِ
وَصَحْبِهِ أَجْمَعِينَ، اَللّٰهُمَّ اِنِّىْ اَتُوبُ اِلَيْكَ

Thanks to God for mercy and grace, researchers completed this thesis for their Bachelor of Education degree at the Palopo State Islamic Institute. The thesis is entitled "Designing English Vocabulary Pocket Book for Students of Constitutional Law Study Program." Greetings are extended to the Prophet Muhammad SAW, his family, friends and companions. The researcher acknowledges the support, advice, guidance and assistance from various parties that have contributed to the completion of this thesis. Therefore, on this occasion, the researcher would like to express his highest gratitude to:

1. Dr. Abbas Langaji, M.Ag. as the Rector of IAIN Palopo.
2. Prof. Dr. Sukirman, M.Pd. as the Dean of the Faculty of Education and Teacher Training of IAIN Palopo and Vice Deans I, II, and III of the Faculty of Education and Teacher Training of IAIN Palopo.
3. Husnaini S.Pd.I., M.Pd. as the Head of English Language Education Study Program at IAIN Palopo along with the staff who have helped and directed in completing the thesis.
4. Dr. Magfirah Thayyib, S.S., M.Hum. as the first consultant who has given guidance, explanations, corrections and suggestions as well as ideas to help the researcher complete this thesis Fadhliyah Rahmah Muin, S.Pd., M.Pd. as the second consultant who has given guidance, explanations, corrections and

suggestions as well as ideas to help the researcher complete this thesis.

5. Fadhliyah Rahmah Muin, S.Pd., M.Pd. as the second consultant who has given guidance, explanations, corrections and suggestions as well as ideas to help the researchers complete this thesis.
6. Madehang, S.Ag., M.Pd. as examiner I and Dewi Furwana, S.Pd.I., M.Pd. as examiner II who has provided a lot of guidance in completing this thesis.
7. Ermawati, S.Pd.I., M.Hum., Mustika, S.Pd. M.Pd., and Dewi Furwana, S.Pd.I., M.Pd. as the validator of this research product. I would like to express my sincere gratitude for the invaluable support, assistance, expertise, and compassion you have demonstrated throughout this research endeavour.
8. Biggest thanks to students majoring in constitutional law who have cooperated during this research.
9. The researcher's beloved parents and family: Akmal Yusuf (father), Rahmatia (mother), Ruhaya (grandmother), Alm. Muh. Yusuf (grandfather), Tenri Abeng Yusuf (aunty) who given love, strength, financial support, encouragement, and endless prayers. And her beloved sister Nur Rahma Akmal, S.Ak., and Tasya maqvhira.
10. Biggest thanks to researcher's beloved Friends: "Member JKT" Sri Ayyu Kuswaryati, S.Pd., and Nur Alam Amir, S.Pd., who has accompanied from the beginning of the lecture until the end of this semester, thank you for accompanying, supporting and helping in the completion of this thesis.
11. Thank you to the Researcher's classmate Big Beneficent who has accompanied from the beginning of lectures in 2020 to the end of this semester. Special

thanks to everybody who always given support, spirit, motivation to finish this research. The researcher also thanks to others who cannot mentioned one by one.

12. It is recognised by the researcher that this thesis is still far from perfect, but it is expected to benefit other researchers and readers alike. Therefore, the provision of constructive criticism and suggestions for its improvement would be greatly appreciated.

Palopo, December 18, 2024

TABLE OF CONTENTS

TITLE OF PAGES.....	i
STATEMENT OF AUTHENTICITY	iii
THESIS APPROVAL.....	iv
CONSULTANT APPROVAL	v
EXAMINER APPROVAL	vi
ABSTRACT	viii
ACKNOWLEDGEMENT	xi
TABLE OF CONTENTS.....	xiv
LIST OF TABLES	xvi
LIST OF CHART.....	xvii
LIST OF FIGURES	xviii
CHAPTER I.....	1
INTRODUCTION	1
A. Background.....	1
B. Research Questions.....	5
C. Objectives of the research.....	5
D. Specifications of the Research.....	5
E. The Significance of the Research	5
F. The Assumptions and Delimitations of the Research.....	6
CHAPTER II	7
REVIEW OF RELATED LITERATURE	7
A. Review of Related Research Findings	7
B. Literature review.....	10
C. Conceptual Framework.....	20
CHAPTER III.....	22
RESEARCH METHOD.....	22
A. Research Design	22
B. Time and Location Of The Research.....	22
C. The Subject and Object of the Research.....	22

D. The Procedure of the Research	23
E. Techniques of Data Collection	24
F. Technique of Data Analysis	24
CHAPTER IV	28
FINDING AND DISCUSSION.....	28
A. Finding.....	28
B. Discussion.....	55
CHAPTER V.....	59
CONCLUSION AND SUGGESTION.....	59
A. Conclusion	59
B. Implication.....	59
C. Suggestion	60
BIBLIOGRAPHY.....	61
APPENDICES	

LIST OF TABLES

Table 3.1 The Example of Expert Instrument Validation Table.....	26
Table 3.2 The Example of Expert Validation Table.....	27
Table 3.3 The Example of Students' Perception Table.....	27
Table 3.4 Material Topics Qualification of Product Evaluation.....	27
Table 4.1 The Blue print of the Product	38
Table 4.2 Parts of pocket book.....	40
Table 4.3 The result of the product validation by the Design and Layout Expert.....	41
Table 4.4 The Result of the Product Validation by the Language Expert.....	44
Table 4.5 The Result of the Product Validation by the Material Expert	45
Table 4.6 The Revision of the Pocket book Given by the Experts.....	50
Table 4.7 Table of Students' Perceptions.....	53

LIST OF CHART

Chart 4.1 The Percentages of Students' goal for learning English.....	29
Chart 4.2 The Percentages of Students' want learn in English.....	29
Chart 4.3 The Percentages of Activities that students would like to know the meaning of in English	30
Chart 4.4 The percentage of vocabulary that students want to know	31
Chart 4.5 The Percentage of verbs that students want to know... ..	31
Chart 4.6 The presentation of students' mastery of English	32
Chart 4.7 The presentation of students' difficulties in learning English	33
Chart 4.8 The presentation of students strategies use to improve English	33
Chart 4.9 The presentation of students' preferred vocabulary book types	34
Chart 4.10 The presentation of interesting things about learning English.....	35
Chart 4.11 Presentation that students' want to improve in learning vocabulary ...	35
Chart 4.12 The presentation of pocket book content desired by students'	36
Chart 4.13 Vocabulary book content that students want	37
Chart 4.14 The presentation of the best size of the pocket book.....	37

LIST OF FIGURES

Figure 2.1 Conceptual Framework	20
Figure 3.1 Formulation of Score.....	25
Figure 3.2 Formulation of Mean Score	26
Figure 3.3 Formulation of Value Score	26

CHAPTER I

INTRODUCTION

A. Background

The term "vocabulary" refers to the knowledge of words and their definitions. It encompasses more than mere definitions; it also includes an understanding of how a word fits into the larger linguistic and conceptual framework. Vocabulary acquisition is not a one-time event but rather a continuous process that evolves throughout one's lifetime. It is not possible to fully master vocabulary, as it is constantly changing and expanding. Effective vocabulary instruction goes beyond simply looking up words in a dictionary and using them in a sentence.¹ In this instance, vocabulary is really important. Because having a restricted vocabulary in a second language makes communication difficult, vocabulary knowledge is frequently seen as an essential skill for second language learners. The significance of vocabulary learning is stated by stating that "lexical knowledge is central to communicative competence and to the acquisition of a second language." The likelihood that we will be proficient in a language increases with our vocabulary. A prerequisite for learning any language, including English, is vocabulary mastery.²

¹Linda Diamond and Linda Gutlohn (2006) "*Teaching Vocabulary*" [http://weaverclassblog.synthasite.com/resources/Teaching%20Vocabulary%20Reading%20Rocket s.pdf](http://weaverclassblog.synthasite.com/resources/Teaching%20Vocabulary%20Reading%20Rocket%20s.pdf)

²Zidni Fima Khoiro Sholihah¹, Widiarini², Tyas Alhim Mubarak³ (2023) *Developing Vocabulary Digital Pocket Book to Online Business and Marketing (OBM) Students at Vocational High School Level*
<https://ojs.unpkediri.ac.id/index.php/inggris/article/view/18755>

Additionally, vocabulary is essential to learning English. It is essential to become proficient in a language. Students who want to master English should have a large enough vocabulary because vocabulary is necessary for all four language skills: listening, speaking, reading, and writing. Those abilities complement one another. In addition to having a strong grasp of language, vocabulary is said to play a crucial role because it can convey thoughts, feelings, and wants. It is capable of clearly and concisely expressing concepts.³

However, many students find it challenging to learn new phrases and use them in daily situations. The creation of the "English Vocabulary Pocketbook" is one workable answer to this issue. The vocabulary pocket book is a useful and portable teaching aid that students can use at any time or place to expand their vocabulary. This book might be a useful study aid for anyone looking to get better at speaking English because of its compact size and portability. To improve student motivation, encourage critical thinking, and help them build values, new strategies are required. One instance of this method is the use of pocket book media.⁴

A pocket book is a type of print learning medium that resembles a booklet in shape, but it is made to be more portable and smaller than a booklet. The

³Khanna Soliha (2020), *Developing pocket book of Islamic vocabulary for the first-grade students of Madrasah Tsanawiyah 32 Lamasi*
<http://repository.iainpalopo.ac.id/id/eprint/3329/1/A%20Thesis.pdf>

⁴ International Journal of Learning, Teaching and Educational Research Vol. 22, No. 10, pp. 130-151, October 2023 <https://doi.org/10.26803/ijlter.22.10.8> Received Sep 2, 2023; Revised Oct 19, 2023; Accepted Oct 29, 2023 “*Exploring the Potential of Integrating Local Wisdom into the Development of Pocket Book Learning Media: A Systematic Literature Review*”
<http://www.ijlter.myres.net/index.php/ijlter/article/view/1769>

manner that this pocket book is made, with its variety in images, letters, and colors, encourage student to read it and helps them come up with ideas of their own.⁵

Proficiency in English is essential in this globalized day, particularly in the legal area where interactions with international law are growing. It is essential for students enrolled in constitutional law study programs to be able to comprehend and employ suitable English terminology. It facilitates their communication with coworkers and legal experts worldwide, in addition to helping them comprehend international law literature. Studying State constitutional law necessitates a thorough comprehension of the numerous legal ideas that are frequently explained in English-language literature. The ability to read and understand English is essential because there are a lot of significant legal journals, papers, references, and documents available in this language. Furthermore, proficient English speakers are more equipped to take part in international seminars, law conferences, and student exchange programs.⁶

Previous researcher with her research entitled "The Development of Contextual-Based Digital Pocketbook in Civil Law Course."The pocketbook is modeled after a compact module that is useful for carrying around and using. Pocketbooks can serve as a creative and engaging substitute for traditional

⁵L Sumalinda, S Fadillah, A Abdillah *Pengembangan Pocket Book Berbasis Pembelajaran Berdiferensiasi dalam Materi Pola Bilangan*<https://www.indo-intellectual.id/index.php/imeij/article/download/415/275>

⁶Chemerinsky, Erwin. *Constitutional Law: Principles and Policies*. Wolters Kluwer.
<https://books.google.com/books?hl=id&lr=&id=aM3IEAAQBAJ&oi=fnd&pg=PR31&dq=Constitutional+Law:+Principles+and+Policies&ots=SG7Ll4yRXW&sig=bLNHMmCHtEEMUysZefgb23a0LJU>

instructional resources.⁷ This development is expected to be an effective alternative to answer students' needs for materials that are more interactive and easy to carry anywhere.

The research objective is to create English Vocabulary Pocketbooks that are based on contextual teaching resources for IAIN Palopo's constitutional law study program. The State Constitutional Law study program's English vocabulary pocket book may be more purposefully designed to help students reach their academic and career objectives. Terms that are frequently used in state administration law, such as "judicial review," "separation of powers," and "constitutional amendment," should be included in the pocketbook. International gatherings and conferences, scholarly journals, and academic literature all frequently use English, an international language. Students must become proficient in specialized terminology within the framework of state constitutional law in order to expand their knowledge and compete on a global scale.

The researcher has created an English vocabulary pocket book to help constitutional law students learn and understand more. Its compact design makes it easy to use. The researcher plans to use the Research and Development (R&D) method to help students improve their English. Therefore, the researcher is inspired to design a vocabulary pocket book entitled "Designing English Vocabulary Pocket Book for Students Constitutional Law Study Program".

⁷S Hadiningrum (2024) in a thesis titled "*The Development of Contextual-Based Digital Pocketbook in Civil Law Course.*"

<https://eudl.eu/doi/10.4108/eai.24-10-2023.2342185>

B. Research Questions

Identification of this problem led the researcher to formulate research questions as follows:

1. What are the learning needs of constitutional law study program?
2. What are the appropriate materials for constitutional law students?

C. Objectives of the research

In accordance with the Research Questions, the objectives of this research are:

1. To identify and analyze the specific educational and learning needs of students enrolled in the constitutional law study program.
2. To identify and evaluate the most effective educational materials for students of constitutional law.

D. Specifications of the Research

1. The content of the product consists of English material on constitutional law.
2. The content of the book consists of vocabulary, pictures, phonetic symbols, and conversation.
3. The product will be designed with appropriate colors in the learning media to stimulate students' interest in learning English.

E. The Significance of the Research

Theoretically, this research is expected to increase the vocabulary of students majoring in Constitutional Law. Practically, this research will be useful for 1) providing insight and references to lecturers, students and future researchers on how to organize and arrange learning modules that suit student needs, and, 2) providing

teaching material products that are suitable and can be used by lecturers and students majoring in Constitutional Law.

F. The Assumptions and Delimitations of the Research

There are several assumptions made by researchers in designing the vocabulary pocket book as follows:

1. Students fill out questionnaires and needs analysis with awareness and substantively.
2. The designed pocket book is evaluated objectively by expert assessment.

In compiling this research, the researcher has the following delimitations:

1. The contents of this pocket book consist exclusively of vocabulary and sentences related to constitutional law.
2. The material contained within the pocket book is exclusively focused on the pedagogy of English language learning.

The 4-D Models (Define, Design, Develop and Disseminate) approach is employed.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Research Findings

In this research, the researchers found that there was previous research related to the English vocabulary, and would be described as follows:

Imam Fadli (2022) “*Designing a Colorful Pictorial English Vocabulary Book for The First-grade Students of SMP Datok Sulaiman Putri Palopo*”.⁸ The research focused on designing an appropriate colorful pictorial English vocabulary book for the first-grade students of SMP Datok Sulaiman Putri Palopo. This research is comparable to earlier research in that it used R&D techniques, however, earlier research employed R&D (ADDIE), whereas this research employs R&D (4D). Although both studies are focused on designing a book, but the research more focused designing an appropriated colorful pictorial English vocabulary book for the first grade students of SMP Datok Sulaiman Putri Palopo, while the current research is Designing English vocabulary pocket book for students of Constitutional law study program at IAIN Palopo.

Khanna Soliha, (2020) entitled “*Developing Pocket Book of Islamic Vocabulary for the First- Grade Students of Madrasah Tsanawiyahh 32 Lamasi*.”⁹ This thesis is a research on the development of an Islamic vocabulary pocket book

⁸Imam Fadli (2022) “*Designing a Colorful Pictorial English Vocabulary Book for The First-grade Students of SMP Datok Sulaiman Putri Palopo*”.
<http://repository.iainpalopo.ac.id/id/eprint/5686/1/IMAM%20FADLI.pdf>

⁹Khanna Soliha, (2020) entitled “*Developing Pocket Book of Islamic Vocabulary for the First-Grade Students of Madrasah Tsanawiyahh 32Lamasi*.”
<http://repository.iainpalopo.ac.id/id/eprint/3329/1/A%20Thesis.pdf>

for seventh grade students of Madrasah Tsanawiyah 32 Lamasi. The method used in this research is the Research & Development (R&D) method. The similarity of this research with previous research is the use of R&D methods. The difference is that Khanna Soliha Research focuses on developing pocket books for seventh grade students at Madrasah Tsanawiyah 32 Lamasi, while this research is Designing English Vocabulary Pocket Book for Students Constitutional Law Study Program.

Aryi (2021), *“Designing ESP Syllabus for Early Childhood Islamic Education Study Program at IAIN Palopo.”*¹⁰ This research attempted to designing ESP Syllabus for the Early Islamic Childhood Education Study Program at IAIN Palopo. The research design used in this research was Research and Development (R&D), which utilized the 4D model. The similarity of this research with previous research is the use of Research & Development (R&D) method, which utilized 4D model. The difference is that Aryi attempted to designing ESP Syllabus for the Early Islamic Childhood Education Study Program at IAIN Palopo. while this research is Designing English Vocabulary Pocket Book for Students Constitutional Law Study Program.

Nur Aisyah (2021), *“Developing daily expression pocket Book for Islamic Boarding School Students at Muhammadiyah Boarding School Putra Palopo”*.

¹⁰Aryi (2021), *“Designing ESP Syllabus for Early Childhood Islamic Education Study Program at IAIN Palopo.”*
<http://repository.iainpalopo.ac.id/id/eprint/3130/1/THESIS%20ARYI.pdf>

¹¹This research endeavored to develop a Daily Expression pocket Book for Islamic. Similarities with the research that the researcher carry out, namely using the Research and Development (R&D) research method and applied using the 4-D Model. What is different from my research with the book of Nur Aisyah (2021) is aimed to develop an appropriate Daily Expression pocket Book for Islamic Boarding School Students at Muhammadiyah Boarding school Putra PALOPO. On the other hand, the book that the researcher design is intended for the Constitutional Law Study Program at IAIN PALOPO.

Ratih Hardianti (2020), “Developing Vocabulary Pocketbook for the Seventh- Grade Satap Students at SMPN 02 Baebunta”.¹²This thesis is a research on the development of a Vocabulary Pocketbook for the seventh grade satap students at SMPN 02 Baebunta. The method used in this research is the R&D method. There's one thing in common with this research, which is that they both use R&D research methodologies. The difference is that in this study, the researchers made a Vocabulary Pocketbook for satap seventh-grade students at SMPN 02 Baebunta. Meanwhile, the researcher going to make a pocket book of English vocabulary that covers the terms of Constitutional Law.

The product of this research is different from that of the five earlier studies, some of which produced learning media products of different kinds and

¹¹Nuraisyah (2021), “*Developing daily expression pocket Book for Islamic Boarding School Students at Muhammadiyah Boarding School Putra Palopo*”.
<http://repository.iainpalopo.ac.id/id/eprint/4029/1/Nur%20Aisyah%20%2817%2002020%200172%29%20Pustaka.pdf>

¹²Ratih Hardianti (2020), “*Developing Vocabulary Pocketbook for the Seventh- Grade Satap Students at SMPN 02 Baebunta*”.
<http://repository.iainpalopo.ac.id/id/eprint/3377/1/RATIH%20HARDIANTI.PDF>

had different locations for their research objects. The five products and this research are comparable in that they both used research and development (R&D) approaches to create learning material. The tastes and interests of state law students were considered during the development of this product. The vocabulary books' contents are organized based on their intended use, with terms in law coming first, followed by verbs in law and objects in court. and the product will likely be made carefully.

B. Literature review

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is one of language elements that need to be acquired by English learners. According to this viewpoint, vocabulary aids English language learners in mastering language skills on par with phonology and grammar. Productive vocabulary mastery is typically associated with speaking and writing, as both activities involve the production of vocabulary. Receptive vocabulary mastery, however, is typically associated with reading and listening.¹³

Vocabulary is all the words that a person knows or uses, all the words in a language, list of words with their meanings especially in a book for learning a foreign language.

¹³ DARNA, "Improving Students' Vocabulary Through Translating Fairy Tale At The Eleventh Year Students of MAN Palopo"
<http://repository.iainpalopo.ac.id/id/eprint/6794/1/Darna.pdf>

In Methodology in Language Teaching, a word family or vocabulary item, also known as a based word, is defined as including the base form (e.g., makes, made, making, maken, and makers). Since these many word forms have similar meanings, it is thought that learning the title will need additional work.¹⁴ In this context, it is important to develop materials that facilitate the understanding and use of different forms of words in a legal context, so that students can more easily master the relevant terminology.

b. Concept of Vocabulary

Vocabulary is the collection of words that an individual knows.¹⁵ Vocabulary as an essential component of all uses of language will be impossible to learn a language without it. One of the elements of language is vocabulary, and without words, language cannot exist. Words serve as a sign or symbol for concepts. They serve as the channel via which people trade their. Our ability to communicate concepts more effectively increases as we increase our vocabulary.

The role of vocabulary in a language is significant. Vocabulary should be learned initially for those learning English. Those with a large vocabulary will find it easier to learn English since they will be able to communicate with ease and generate a wide range of thoughts. Without grasping and being able to use a

¹⁴ Jack C Richard and Renandya, *Methodology in Teaching*, (USA: Cambridge University Press 2002), P.258.

<https://books.google.com/books?hl=id&lr=&id=VxnGXusQII8C&oi=fnd&pg=PP9&dq=methodology+teaching+jack+richard&ots=qjpstg7zoK&sig=F9XJFptxKwLX11jRUV Cen7fubZM>

¹⁵ Nurul Annisa, Andi Tenrisanna Syam, dan Masruddin, "Teaching Vocabulary Through Round Robin Brainstorming Technique," *English Education Journal* 13, no. 1 (2022), <https://doi.org/10.24815/eej.v13i1.22320>.

certain amount of vocabulary, learning and mastering the English language is impossible. Acquiring a sufficient vocabulary is the most effective approach to learning English, as it allows us to effectively communicate with others.¹⁶

Vocabulary can be categorized into four types, which are as follows:

a. Active vocabulary

Active vocabulary is the content and function words of language that are learned to the point that they become a part of the child's understanding speaking, reading and writing vocabulary.

b. Passive vocabulary

Passive vocabulary is word that are rarely never used in persons speaking or writing but he rarely understand in reading and listening, memorizing vocabulary.

c. Potential vocabulary

Potential vocabulary is word that the individual does not know but he can interpret from their context of because of his background of the knowledge.

d. Basic vocabulary

Basic vocabulary is the word and idioms considered essential for minimal used of language.¹⁷

¹⁶ H Hudia– 2017 *Teaching English Vocabulary By Using Context-Base Learning At The First Semester Students English Study Program Of Iain*
<http://repository.iainpalopo.ac.id/id/eprint/1955/1/Hudia.pdf>

¹⁷ Collier, 1965 *"The Key to English Vocabulary"*, (London Memmilian Limited), P.7.

c. Types of Vocabulary

Vocabulary is separated into two categories: active vocabulary and passive vocabulary. Vocabulary that students have acquired is referred to as functional language. They thought they would be able to use it. On the other hand, passive vocabulary consists of words that students are likely not able to compose but will still be able to recognize when they encounter them.¹⁸ Active vocabulary refers to the set of words that a student has been taught or learned and is expected to be able to utilize. In contrast, passive vocabulary comprises words that students will recognize upon encountering them, yet they may lack the ability to produce them. Vocabulary can be defined as the set of learned words that enable comprehension in speaking, reading, and writing. Passive vocabulary, on the other hand, encompasses words that scholars will comprehend when encountered in reading and listening, but may lack the capacity to produce them.¹⁹

2. Pocket Book

1. Definition of Pocket Book

A pocketbook is a book. It is conveniently portable, fitting neatly into any pocket. Defines a pocketbook as a compact book that is convenient to take around and fits neatly into a pocket.²⁰

¹⁸ J Harmer, S Khan (1991) *"The Practice of English Language Teaching with DVD"*-
englishaustralia.com.au
<https://www.englishaustralia.com.au/documents/item/167#page=94>

¹⁹ Harmer, 2011 *"The Practice of English Language Teaching"*, (London: Longman),
page,159.

²⁰ Hizair - Jakarta: Tamer, 2013 *Kamus Lengkap Bahasa Indonesia*

To make pocketbooks more useful, comfy, and efficient, they are shipped in a tiny size. Students' use of pocketbooks also promotes autonomous learning. According to that definition, a pocketbook is often defined as a tiny book that is kept in one's pocket and includes information. Students can easily carry it with them wherever they go and obtain information quickly by using their pocketbooks.

Based on what is known, a pocketbook is a little book with useful ideas that fits into your pocket. The notebook is filled with fascinating content and illustrations so that it may be used for learning at any time or place. The same guidelines apply to creating a pocketbook.²¹

2. The Advantages and Disadvantages of Pocket book

Advantages of pocket book, Pocketbook include print media, such as textbooks. Print media have the advantage of being able to be learned at any time because they can be carried anywhere. As a result, Pocket Books that are made will be easy to learn when and anywhere because of their small and practical shape, which pockets, and does not require a large space inside storage so that students do not bother carrying anywhere, both inside and outside the school. Messages can be learned by students as needed because the preparation of the Pocket book is based on an analysis of Competency Standards in the syllabus of the relevant subjects concerned, so the messages are contained in the pocket book has been adapted to student needs.

²¹Khanna Soliha, 2020. *“Developing Pocket Book of Islamic Vocabulary for the First-Grade Students of Madrasah Tsanawiyahh 32Lamasi.”*

<http://repository.iainpalopo.ac.id/id/eprint/3329/1/A%20Thesis.pdf>

Argues that the disadvantage of print media is that it requires a lengthy manufacturing process due to the printing process, which means that the Pocket book that was created cannot be created instantly or quickly. The printing material is quite thick, which makes students lazy to learn it. For this reason, it is important to choose the right material—it shouldn't be too thick or too thin.²²

3. Constitutional law

a. Definition of Constitutional Law

Constitutional law is a branch of law that focuses on rules, principles, and practices that define, regulate, and control the organization and power of a state, as well as the relationship between the state and the individual citizen. Constitutional law covers various aspects such as the establishment of state institutions, human rights, and legal processes.

Constitutional law is a vital element in a fair, transparent and accountable government. By regulating the structure and functioning of state institutions, protecting the rights of citizens, and ensuring mechanisms of control and balance of power, the Law of State Order serves to create stability and order and encourage democratic participation. This law is the foundation of national and national life based on the principles of democracy and the rule of law.²³

²²Ratih Hardianti (2020) *Developing Vocabulary Pocketbook for The Seventh Grade of Satap Students at Smpn 02 Baebunta*
<http://repository.iainpalopo.ac.id/id/eprint/3377/1/RATIH%20HARDIANTL.PDF>

²³ E Chemerinsky - 2023 - books.google.com *Constitutional law*
https://books.google.com/books?hl=id&lr=&id=aM3IEAAQBAJ&oi=fnd&pg=PR31&dq=constitutional+law&ots=SG7LmXyX10&sig=4UnXghgLjA0zLJQGd3aNJ7kSg_Q

Constitutional law material includes the definition and scope of constitutional law, the structure of government, human rights, and the legislative process.

b. History and development of Constitutional Law

Constitutional law has long historical roots, beginning with landmark documents such as the Magna Carta (1215) in England, which marked the beginning of the limitation of the king's power by law. The American Revolution (1776) and the French Revolution (1789) were also important milestones in the development of the concepts of popular sovereignty and human rights.²⁴

In Indonesia, the history of constitutional law began with the proclamation of independence on 17 August 1945, followed by the ratification of the 1945 Constitution as the state constitution. The 1945 Constitution was amended four times between 1999 and 2002 to meet the needs of reform and modern democracy.²⁵

4. Material Development

Material development is a multifaceted process that involves several stages, including research, design, production, and even raw material evaluation. Curriculum should be tailored to students' needs and interests as well as connected to real-world situations that they may encounter.²⁶ In order to identify learning

²⁴ Peter Cane, 2003 *The Oxford Handbook of Legal Studies* (Oxford University Press,), hal. 45.

²⁵ Miriam Budiardjo, 2008 *Dasar-Dasar Ilmu Politik* (Jakarta: Gramedia), hal. 103.

²⁶ David Nunan 1989 *Designing tasks for the communicative classroom*

objectives, learning contexts, and student profiles, material development must begin with a needs analysis. The material should be flexible and adaptable to various learning contexts and student needs.²⁷

Materials development is a process that involves the planning, creation, and evaluation of effective instructional materials to support learning. The materials development process should be based on a comprehensive analysis of learner needs, learning objectives, and learner characteristics. This process involves selecting and adapting materials that are relevant to the learning context, with the goal of increasing student engagement and understanding. In their book, they emphasize the importance of flexibility and relevance. Material development is a process that involves formulating a plan, creating effective instructional materials, and evaluating those materials. The goal of this process is to facilitate learning in the development of instructional materials to ensure that the materials are not only informative, but also interesting to students.²⁸

https://books.google.com/books?hl=id&lr=&id=NSIMZp9XkHoC&oi=fnd&pg=PR9&dq=+Designing+Tasks+for+the+Communicative+Classroom.&ots=1_TAJcmJNp&sig=IC97y8AIohY76BqAgpwYyoI7pLo

²⁷ JC Richards – 2001 *Curriculum development in language teaching*

https://books.google.com/books?hl=id&lr=&id=tVhx_B3a3qQC&oi=fnd&pg=PA23&dq=Richards,+Jack+C.+Curriculum+Development+in+Language+Teaching&ots=FieuYhfUNj&sig=w8mkgZ2kJWa5TTQXd4HdkCsH_s

²⁸ Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A Learning-Centred Approach*. Cambridge University Press.

[https://books.google.com/books?hl=id&lr=&id=s2FIpUv7gaoC&oi=fnd&pg=PR8&dq=Hutchinson+T.,+%26+Waters,+A.+\(1987\).+English+for+Specific+Purposes:+A+LearningCentred+Approach.+Cambridge+University+Press.&ots=R1cJvxqerU&sig=eMKMqrqKR0GRR4_D9DovI2jsrJk0](https://books.google.com/books?hl=id&lr=&id=s2FIpUv7gaoC&oi=fnd&pg=PR8&dq=Hutchinson+T.,+%26+Waters,+A.+(1987).+English+for+Specific+Purposes:+A+LearningCentred+Approach.+Cambridge+University+Press.&ots=R1cJvxqerU&sig=eMKMqrqKR0GRR4_D9DovI2jsrJk0)

5. English for Specific Purposes (ESP)

a. Definition of ESP

ESP is a course design and teaching approach focused on groups of students with a shared English learning goal.²⁹ ESP is generally defined as a language teaching area that requires careful research and the design of pedagogical materials and activities for a clearly defined group of learners within a specific learning context.³⁰ English for Specific Purposes (ESP) is an approach designed to meet the specific language needs of learners in specific contexts, whether academic or professional. ESP programs are designed on the basis of a detailed needs analysis, focusing on the specific communication requirements of the learner's profession or academic discipline. These courses differ from general English in that they are highly contextualized, addressing specific vocabulary, grammar and functions required for specialized tasks.³¹ English for Specific Purposes (ESP) focuses on providing learners with the language skills and knowledge necessary for specific professional or academic purposes. In contrast to General English, ESP is tailored to meet the specific needs and goals of learners. The overarching aim of ESP is to provide learners with the language and communication skills they need in their field.³²

²⁹ Andi Tenrisanna Syam and Dewi Furwana, "The 4-D Model on the Development of English Learning Materials for Islamic Education Learners," accessed [tanggal akses], <https://doi.org/10.21093/di.v22i1.4235>.

³⁰ Fadhliyah Rahmah, "*Development Learning Material ESP*," UNY Yogyakarta, Indonesia, DOI: <https://doi.org/10.24256/ideas.v1i1.127>.

³¹David Nunan (1988). "*Syllabus design*"

³² Dewi Furwana et al., 2024, "What Do Students' Need in Learning English for Constitutional Law?" <https://doi.org/10.53696/27753719.41137>

b. Characteristic of ESP

It is proposed that English for Special Purposes (ESP) be divided into two categories, comprising four essential characteristics and two variables. The four essential attributes of ESP are as follows: a). ESP is designed to meet specific needs of learner. b). ESP make use of the underlying methodology and activities of the disciplines it serves. c). ESP is centered on the language (grammar, lexis, register); skills discourse and genres appropriate to these activities.³³ Its variable characteristics include: (1). Restricts the language skills to be learned (reading only). (2). Does not teach a specific piece of knowledge.³⁴

³³ Fadhliyah, R. M. (n.d.). Development learning material ESP. *IAIN Palopo E-Journal*.
https://web.archive.org/web/20180410101345id_/http://ejournal.iainpalopo.ac.id/index.php/ideas/article/viewFile/134/97

³⁴ Tirta Rhamadanty – (2021) *Designing Esp Syllabus For Madrasah Ibtidaiyah Teacher Education Study Program At IAIN Palopo*.
<http://repository.iainpalopo.ac.id/id/eprint/3210/1/TIRTA%20UNTUK%20CD.pdf>

C. Conceptual Framework

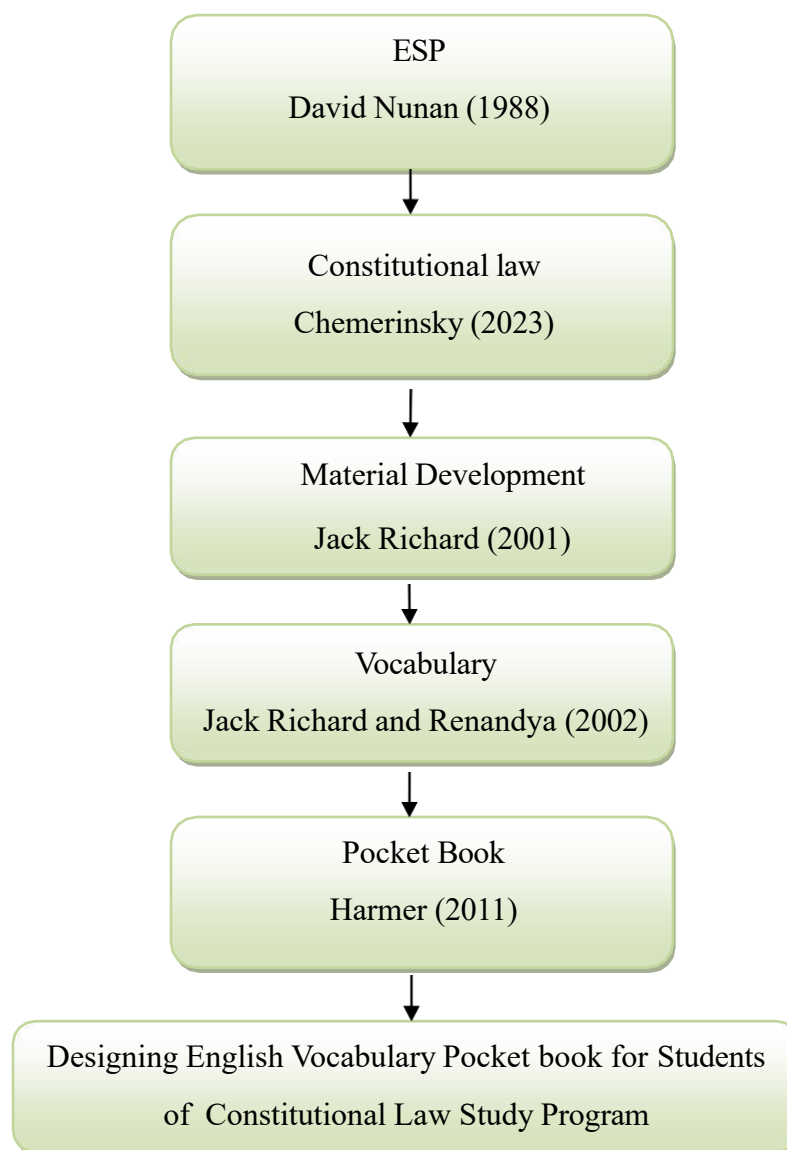


Figure 2.1 Conceptual Framework

The most frequently found problem for English learners is lack of vocabulary, besides it is often also a lack of learning media to learn, the same as in the Constitutional Law Study Program at IAIN Palopo. Therefore, the researchers will design an English-language pocket book around the Constitutional Law major to solve the problem. The researchers hope this book will increase motivation and enthusiasm in learning and add vocabulary. Pocket books designed based on need analysis. Then after in design, researchers develop pocket books based on the evaluation of experts. In the end, the researchers produce a basic vocabulary book on state law.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used the Research and Development (R&D) method. The process of developing and validating educational goods is known as educational research and development, or R&D. R and D cycles are a frequent term used to describe these milestones in the process. It entails creating a product based on the research, testing it in the real world before releasing it, and assessing the results to fix any issues that were discovered during the field testing stage.³⁵

This study's design makes use of a 4D development model since it can enhance lead time identification, hence lowering the overall building time. The four phases of the 4D model's research and development model are define, design, develop, and disseminate.

B. Time and Location Of The Research

This study was carried out IAIN Palopo, at the constitutional law study program in 19 August until 30 September 2024.

C. The Subject and Object of the Research

This research is aimed at students of class 2022 in the fifth semester of the Constitutional Law Study Program of IAIN Palopo. The object of this research is English vocabulary related to Constitutional law and students' needs.

³⁵ MD Gall, JP Gall, WR Borg - AE Burvikovs, Red.) USA: Pearson, 2007 *Educational research: an introduction*
<https://secure.nodebox.net/gkifduhfy/02-yvonne-kub/9780205488490-educational-research-an-introduction-8th-edition.pdf>

D. The Procedure of the Research

The four phases of R&D 4D models namely Define, Design, Develop, and Disseminate were used in this study to create an English vocabulary pocket book for Constitutional Law Study Program at IAIN Palopo.

1). Define

In this phase, the researcher aimed to gather information about the needs of students in learning basic English vocabulary. The researcher gathered information about the needs of Constitutional Law students to learn English. Using questionnaires, the data was about target needs (needs, lacks, and wants). This research uses this analysis to determine the pocket book vocabulary that is suitable for students specializing in Constitutional law study program.

2). Design

In this design section, researcher focus on developing concepts and structures of English vocabulary pocket book. Researchers design and produce products based on the results of student needs analysis. Here researchers design products that refer to student needs.

3). Develop

At this stage, the researchers develop the material. The researchers have given the product to the material experts and the development experts books for validity and obtain advice for product improvement and then fixed according to expert advice. Expert assessments are expected to make learning tools more accurate, effective, tested, and have a high level of technique. It aims to get some feedback that reviews Pocket books based on them. At this stage, the material is being

designed and developed, and it is being refined again as the final draft of the product.

4). Disseminate

In this study, products developed and revised based on previous assessments will be distributed and published.

E. Techniques of Data Collection

In this research, one instrument used to collect the data:

1. Questionnaire for need analysis

The purpose of the questionnaire is to find out the student's need to the book to be designed. In this study, the questionnaire will be given to students of the fifth semester of the State Constitutional Law Studies Program at IAIN Palopo. The questionnaire element consists of several topics such as needs, wants, and lacks.

2. Data collection instruments for expert product evaluation

The designed pocket book is validated by three experts (design and layout expert, language expert and material expert) using a validation sheet. It is then revised again as the final pocket book product.

3. Data collection instruments for material try-out

The data collection instrument for the material trial was the student perception observation sheet. This sheet consists of questions about the feasibility of a pocket book for constitutional law students

F. Technique of Data Analysis

1. Data analysis in the questionnaire Need analysis and Students perception

The data analyzed in this study is from the questionnaire is representative of

the answers of all students that can be formulated:

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

Figure 3.1

X= Score

$\sum x$ = The number of students answer

N= Total Students

2. The Validation of the Product

The researcher used the Likert scale to calculate the results of expert validation and students' perceptions. The data were analyzed by calculating the average of the responses based on the expert and student ratings using the following formula.

The number of the answer very good	=VG	x5	=....
The number of answer good	=G	x4	=....
The number of answer fairly	=F	x3	=....
The number of answer poor	=P	x2	=....
The number of answer very poor	=VP	x1	=....
Total score			=....

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

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

M= Mean

B=Total Score

N=Total number of material

Figure 3.2

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

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

X = The value

M= Average Score

Figure 3.3

After calculating the mean score of each material topic, the researcher will define it as an appropriate English vocabulary pocket book for students of constitutional law study program.

Table 3.1 The Example of Expert Instrument Validation Table

Aspects	Score
Contents	
Scope of the contents	
Language	

Table 3.2 The Example of Expert Validation Table

No	Indicator	Average score	Qualification	Categories	Expert's suggestion
----	-----------	---------------	---------------	------------	---------------------

Table 3.3 The Example of Students' Perception Table

No	Criteria	Score	Description	Follow up
----	----------	-------	-------------	-----------

Table 3.4 Material Topics Qualification of Product Evaluation

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

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

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

1. Define

- a. The questionnaire results with students of Constitutional Law Study Program.

In designing Pocket book materials, researchers need to collect the required student data. Researchers distributed questionnaires related to student needs and learning needs. Before being distributed to students, the questionnaire was validated by instrument validator. The results of the questionnaire validation are shown below.

- b. The Result of the Need Analysis Questionnaire

In developing the materials for the textbook, the researcher gathered data on students' requirements. The needs analysis questionnaire comprised 14 multiple-choice questions, which were grouped into three categories: target needs (needs, lacks, and wants).

1. Target Needs

- a) Necessity

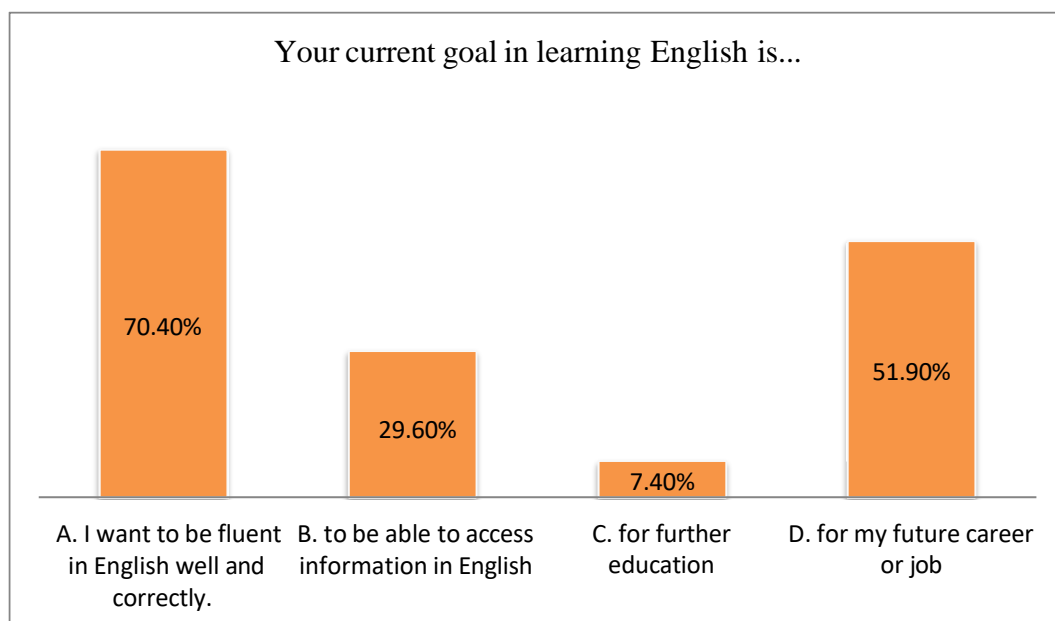


Chart 4.1 The Percentages of Students' goal for learning English

Chart 4.1 shows that the highest percentage of students' goal for learning English, 70.4%, wanted to speak English well and correctly, followed by 51.9% who wanted for future career or job, 29.6% wanted to be able to access information in English, and 7.4% wanted for further education.

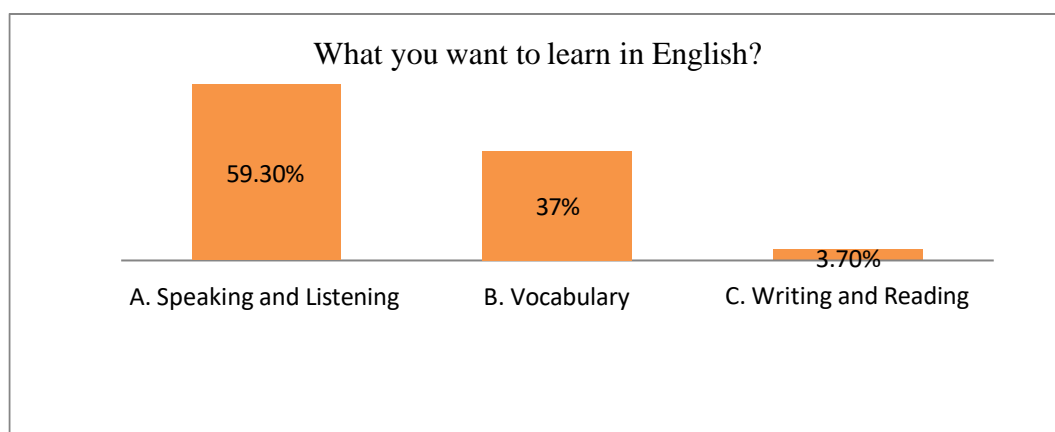


Chart 4.2 The Percentages of Students' want learn in English

Chart 4.2 displays the percentage of what they want to learn in English. The percentage of 59.3% students want to learn speaking and listening, The percentage

of 37% students want to learn vocabulary and 3.7% want to learn writing and reading.

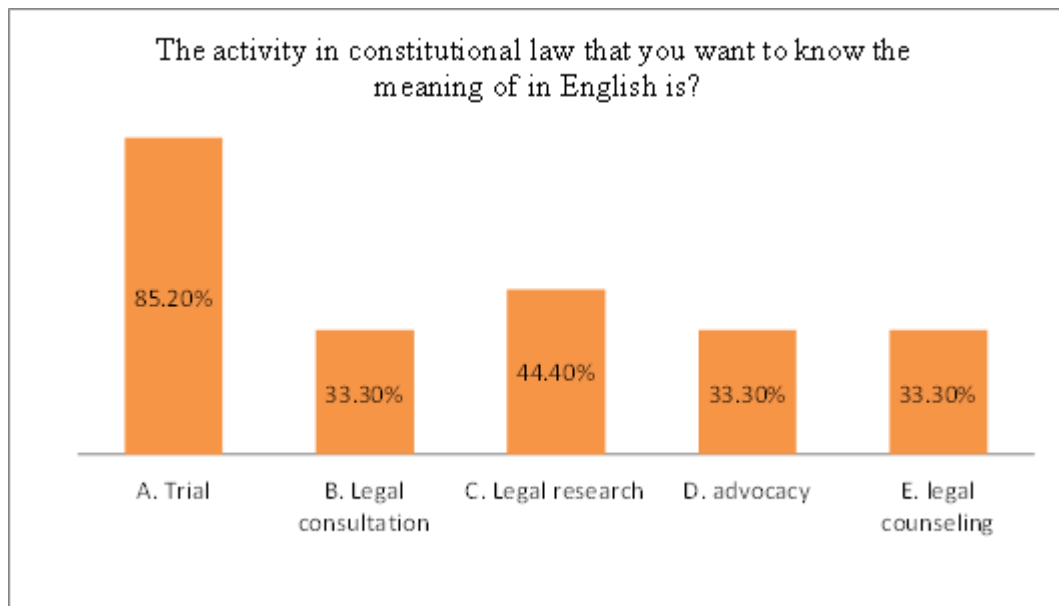


Chart 4.3 The Percentages of Activities that students would like to know the meaning of in English.

Chart 4.3 shows the percentage of activities in constitutional law that students would like to know the meaning of in English. The highest percentage, 85.2% chose trials, 44.4% chose legal research and the remaining 33.3% chose legal consultation, advocacy, and legal counseling.

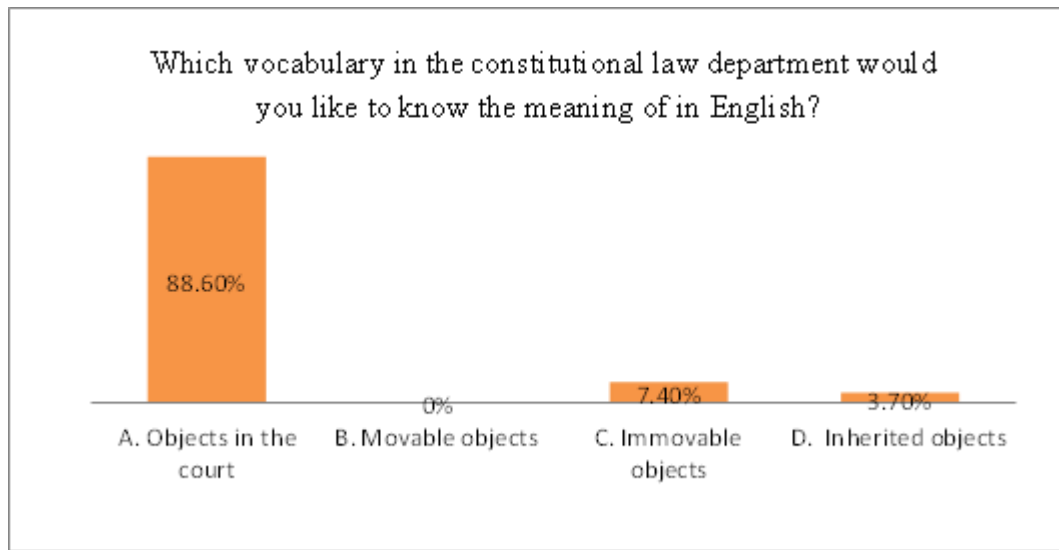


Chart 4.4 The percentage of vocabulary that students want to know

Chart 4.4 shows the percentage of vocabulary that students want to know the meaning of in English. The percentage of 88.6% students chose objects in the court, the percentage of 7.4% chose immovable objects, the remaining 3.7% students chose inherited objects and the last 0% students chose movable objects.

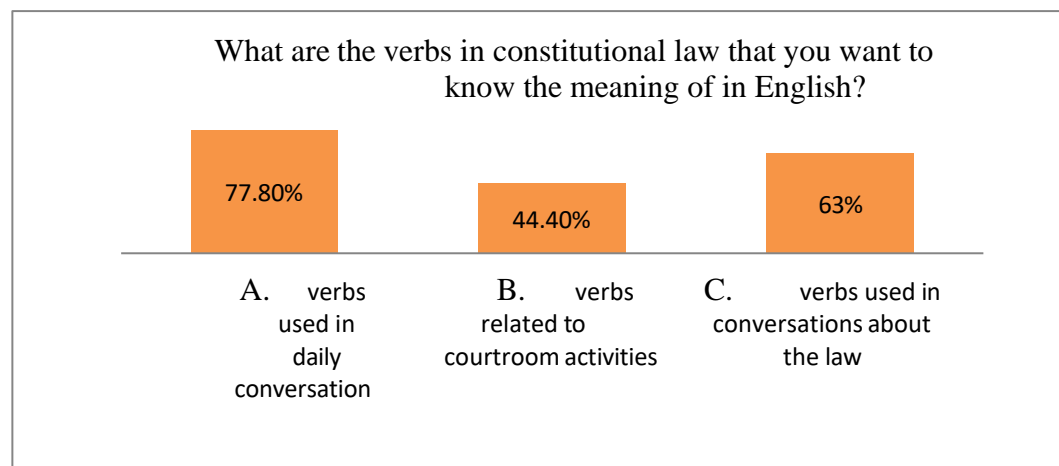


Chart 4.5 The Percentage of verbs that students want to know

Chart 4.5 displays the Percentage of verbs that students want to know the meaning of in English. The highest percentage is 77.8% students chose verbs used

in daily conversation, followed by 63% students chose verbs used in conversation about the law, the remaining 44.4% chose verbs related to courtroom activities.

b) Lack

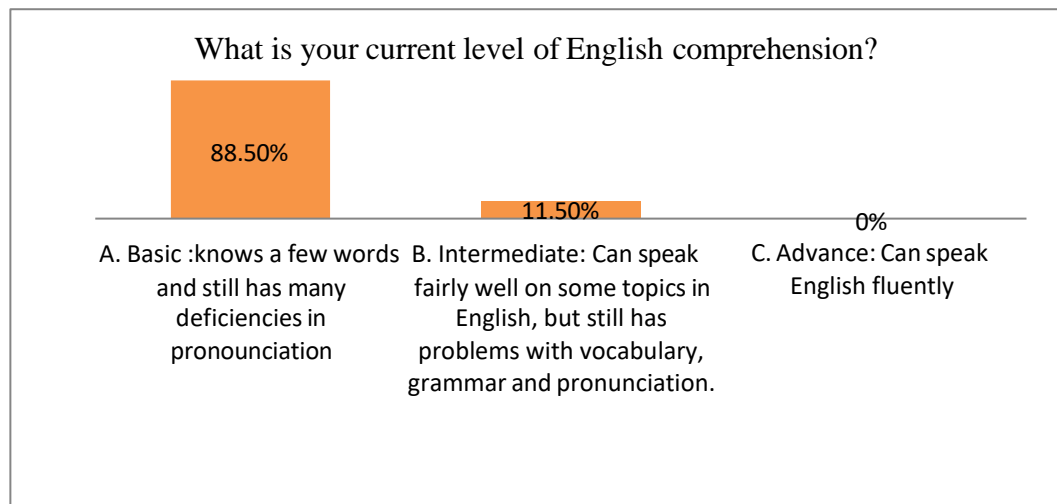


Chart 4.6 The presentation of students' mastery of English

Chart 4.6 shows the percentage of students at different English proficiency levels: basic, intermediate (upper), and advanced. The highest percentage, 88.5%, students at the basic level know a few words and still have pronunciation problems. 11.5% indicates that the student knows the intermediate level and can speak fairly well, but still has problems with vocabulary, grammar, and pronunciation. 0% indicates that the student can speak English fluently.

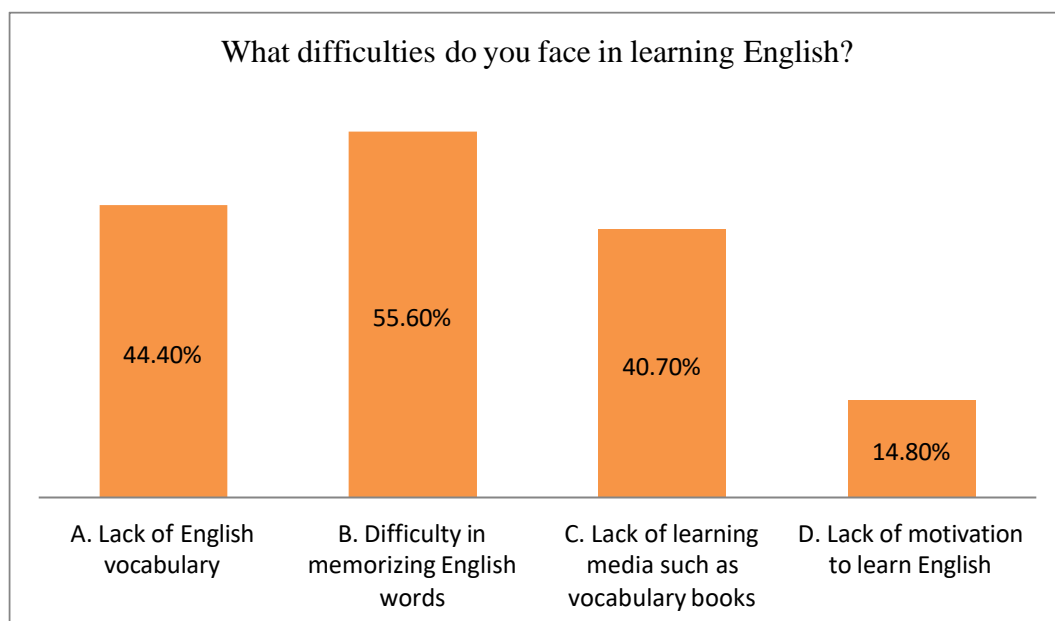


Chart 4.7 The presentation of students' difficulties in learning english

Chart 4.7 shows the students' difficulties in learning English. The highest percentage 55.6% students have difficulty in memorizing English words, followed by 40.7% shows a lack of learning media such as vocabulary books, and also 40.4% shows a lack of English vocabulary, the last 14.8% shows a lack of motivation to learn English.

c) Want



Chart 4.8 The presentation of students strategies use to improve English

Chart 4.8 explains the percentage of strategies students use to understand and improve their English. The highest percentage of 61.5% students learn by using social media, The percentages of 46.2% students guess the meaning of the text/context and self-study by following the dictionary or book of English words, the last 15.4% students learn by joining a tutor.

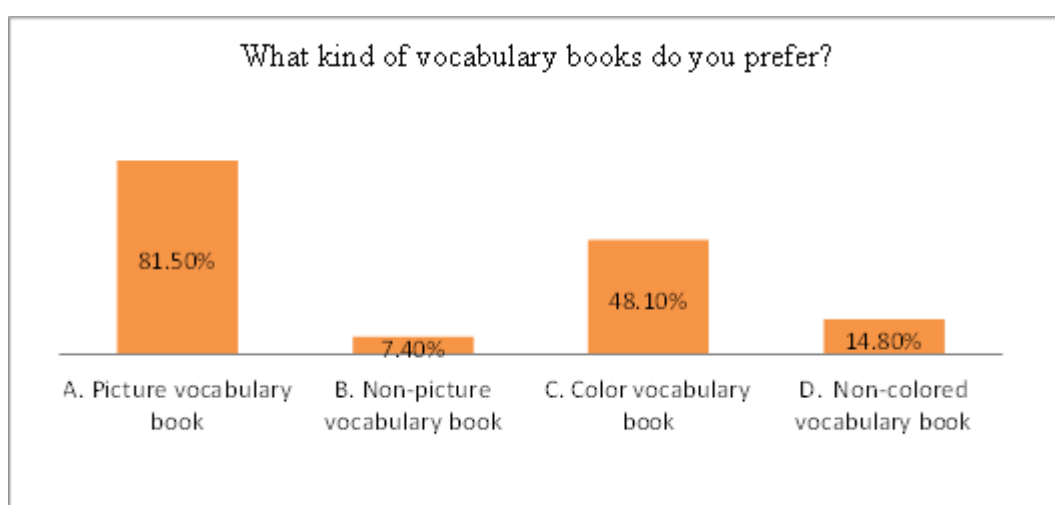


Chart 4.9 The presentation of students' preferred vocabulary book types

Chart 4.9 Most students 81.5% like picture vocabulary books, then 48.1% of students like color vocabulary books, in addition, there are 14.8% of students like colorless vocabulary books, and finally 7.4% of students like non-pictorial vocabulary books.

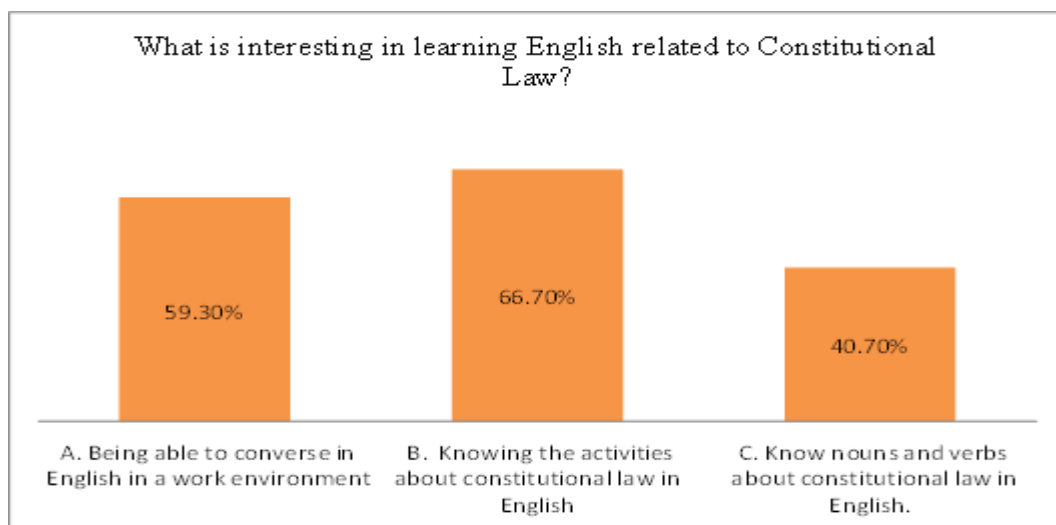


Chart 4.10 The presentation of interesting things about learning English Chart

4.10 shows the percentage of things that students are interested in learning English in relation to the law of costumization. 66.7% shows that students want to know the activities about constitutional law in English, 59.3% want to be able to converse in English in a work environment, 40.7% want to know nouns and verbs about constitutional law in English.

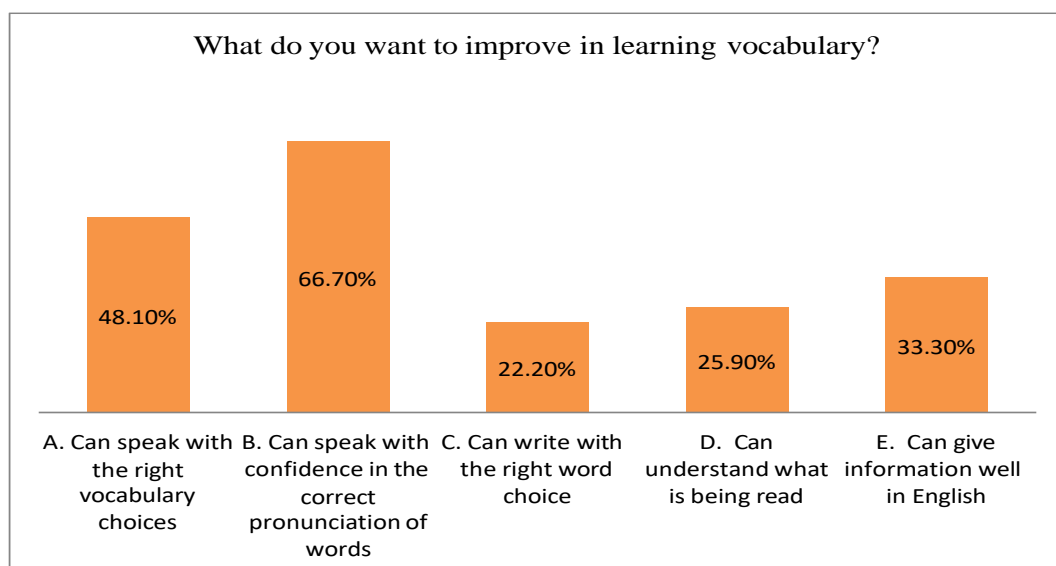


Chart 4.11 Presentation that students' want to improve in learning vocabulary

Chart 4.11 shows the percentage of what students want in improving their vocabulary. The percentage of 66.7% students want to be able to speak with confidence in the correct pronunciation of words, following that 48.1% want to be able to speak with the right vocabulary choices, then there are 33.3% who choose can give information well in English, 25.9% choose can understand what is being read, and also 22.2% of students can write with the right words.

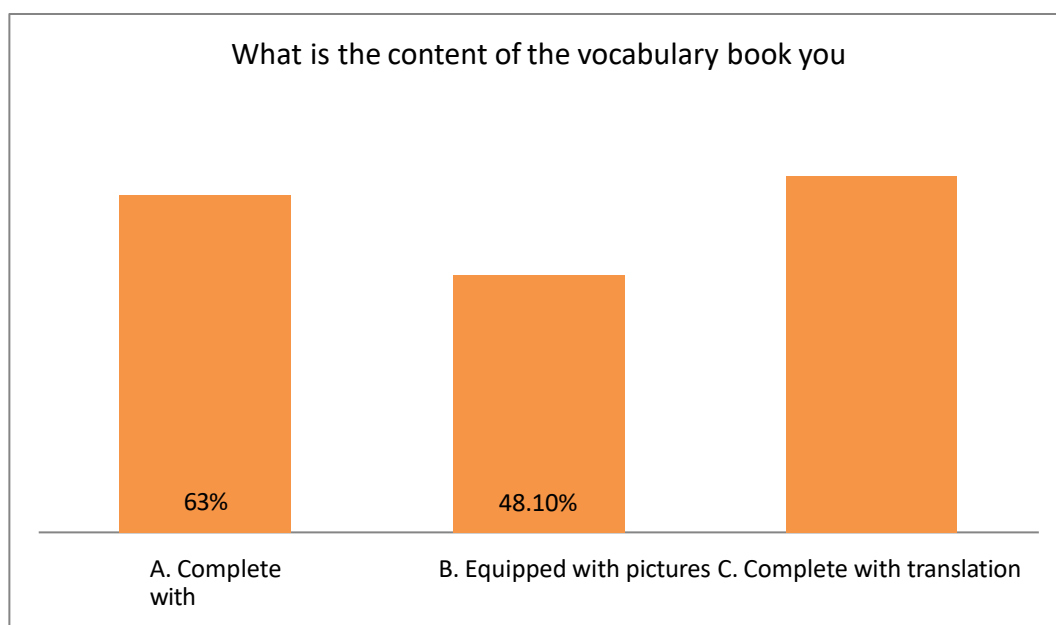


Chart 4.12 The presentation of pocket book content desired by students'

Chart 4.12 covey percentage of pocket book content desired by students'. The percentage of 66.7% want to complete with translation, 63% want to complete with pronunciation, 48.1% want equipment with picture.

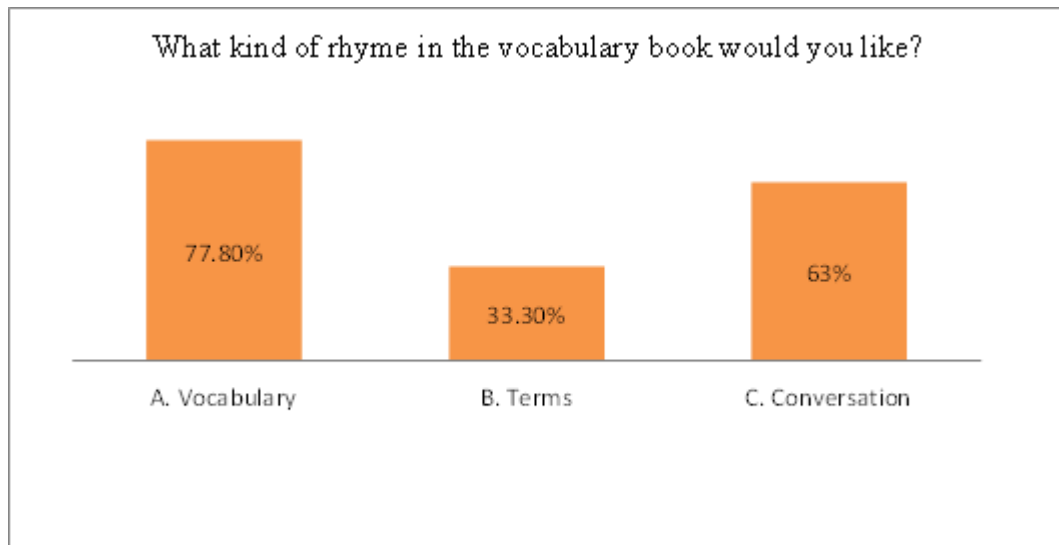


Chart 4.13 Vocabulary book content that students want Figure

4.13 shows the percentage of the contents of the vocabulary books that students want. 77.8% shows that students choose vocabulary, then 63% shows that students choose conversation, and finally 33.3% shows that students choose concepts.

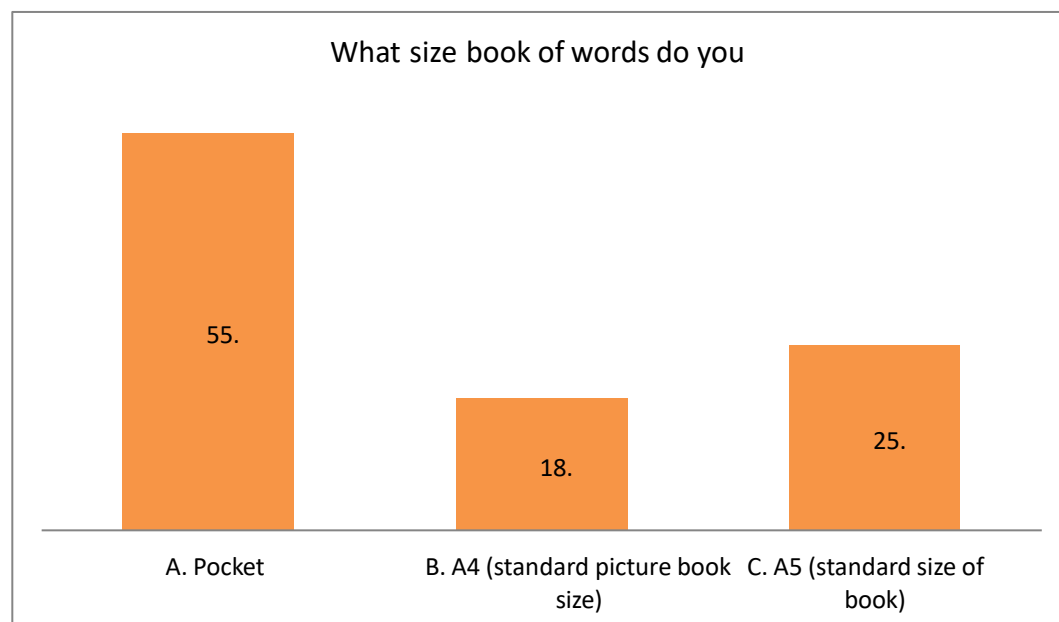


Chart 4.14 The presentation of te best size of the pocket book

Chart 4.14 shows the percentage of English vocabulary pocket book sizes that students want. The percentage of 55.6% indicating that the students choose the pocket book size, 25.9% choose the A5 size (standard writing book size), 18.5% choose the A4 size (standard picture book size).

2. Design

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

Table 4.1 The Blue print of the Product

Dimension	Elements of the Book	Objective
Vocabulary about constitutional law	Vocabulary	The objective of constitutional law vocabulary learning is to expand the vocabulary of specific and precise terms that can facilitate clear and accurate explanations. A comprehensive vocabulary reference provides a convenient and accessible repository of legal terms, facilitating rapid retrieval of information when required.
	Picture	The utilization of picture in the context of vocabulary acquisition has been demonstrated to be an efficacious approach, as it serves to elucidate the denotation of words. Images facilitate the comprehension of vocabulary by offering a visual representation of its meaning, thereby enhancing its memorability

	Phonetic Symbol	The phonetic symbols in the constitutional law handbook help facilitate the pronunciation of legal terms that may be unfamiliar, improve comprehension and recall, ensure consistency in discussions, and assist students and new professionals. It is also useful for bridging language differences and for quick reference.
	Book Guide	This phase provides guidance on the constitutional law vocabulary pocket book.
	Color	The colors in the constitutional law vocabulary pocket book help to differentiate the categories of terms, improve comprehension, and make it easier to find information. By grouping terms using different colors, readers can quickly find and remember important concepts, making the learning process more efficient and effective.
	Materials (Phrase & conversation)	This material equips readers with the vocabulary and conversation relevant to constitutional law in order to communicate effectively, access information, and interact with constitutional law colleagues.

a. Parts of pocket book

The researcher delineated the components of the pocket book, commencing with the unit, learning objectives, and the rationale for the learning objective within the context of the pocket book. This is illustrated in the table below:

Table 4.2 Parts of Pocket Book

Unit	Content	Learning objective
1.	Objects in the court	Students are able to demonstrate an understanding of the objects present in the court.
2.	Profession	Students are able to identify vocabulary related to constitutional law professions, including terms associated with the roles of judges, prosecutors, and other legal professionals.
3.	Nouns	Students are able to define and identify the most commonly used nouns in constitutional law, including such terms as "constitution," "trial," and "contract."
4.	Verbs	Students are able to elucidate the denotation of frequently utilized verbs in the context of constitutional law, including "adjudicate," "accept," and "sue."
5.	Law terms	students are able to deepen their understanding of constitutional law terms and improve their skills in using this vocabulary effectively in legal contexts.
6.	Courtroom participant	Students are able to identify the various individuals who participate in legal proceedings and distinguish between their respective roles.
7.	Criminal law cases	Students are able to utilize criminal law terminology in a meaningful and effective manner within the context of legal cases and arguments.
8.	Name of the criminal	Students are able to identify and comprehend terminology and names pertinent to individuals within the context of criminal law.
9.	inheritance	Students are able to utilize the appropriate vocabulary associated with the field of constitutional law, specifically in the context of inheritance.

10.	Terms in the constitution	Students are able to comprehend the definition and significance of constitutional terminology utilized in legal documents.
11	Conversation	Students are able to develop the ability to communicate appropriately and clearly in a legal context, including asking questions, receiving information, and communicating with others.

3. Develop

Once the initial draft has been completed, the subsequent phase is the validation process, which is conducted by experts in the relevant fields. In this case, the product was validated by three experts, namely those specialising in design and layout expert, language expert, and materials expert.

a. The result of expert validation

1). Design and Layout

In this study, questionnaires were distributed to design experts and layout experts. The questionnaires comprised seven questions about the pocket book. The expert consulted was Miss Mustika, S.Pd., M.Pd. an English lecturer at IAIN Palopo.

Table 4.3 The result of the product validation by the Design and Layout Expert

No	CriteriaScore	Description	Follow Up
----	---------------	-------------	-----------

A. Design & Layout

1.	Color selection on English vocabulary pocket book for students of constitutional law study program is interesting	4	Good	It can be utilized with a many revision
2.	The cover of English vocabulary pocket book for students of constitutional law study program is interesting	4	Good	It can be utilized with a many revision
3.	The appearance of the contents of the English vocabulary pocket book for students of constitutional law study program is attractive	5	Very good	It can be utilized without revision
4.	Correct use of punctuation	5	Very good	It can be utilized without revision
5.	The arrangement of material in the English Vocabulary Pocket Book for Constitutional Law Students is systematic.	5	Very good	It can be utilized without revision

6.	The source in the English vocabulary pocket book for students of the constitutional law study program is readily discernible.	4	Good	It can be utilized with a many revision
7.	Appropriate spacing	5	Very good	It can be utilized without revision

The average design and layout expert validation score can be calculated as follows:

$$M = \frac{\sum B}{N} = \frac{32}{7} = 4.5$$

After calculating the average, the researcher then calculated the value using the following formula:

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

$$X = \frac{4.5}{5} \times 100\% = 90\%$$

The result of the design and layout experts validation received an average score of 4.57 with a percentage of 90% which falls into the “very good” category. The design and layout expert validation result indicates that the pocket book for students of constitutional law can be used without revision.

2). Language

The researcher distributed questionnaires to the language expert participating in this study. The questionnaires included four questions about the vocabulary pocket book for constitutional law. The linguist responsible for this task was Miss Dewi Furwana, S.Pd.I, M.Pd, an English lecturer at IAIN Palopo.

Table 4.4 The Result of the Product Validation by the Language Expert

No	Criteria	Score	Description	Follow Up
A. Language				
1	The vocabulary utilized in the English vocabulary pocket book for students of the constitutional law study program is accurate and appropriate.	4	Good	It can be utilized with a many revision
2	Vocabulary presented in English Vocabulary Pocket Book for students of Constitutional Law study program in accordance with the level of cognitive development of students.	5	Very Good	It can be utilized without revision
3	The vocabulary presented is easy to understand	4	Good	It can be utilized with a many revision
4	All vocabulary according to students' ability	4	Good	It can be utilized with a many revision

The average language expert validation score was calculated below:

$$M = \frac{\sum B}{N} = \frac{17}{4} = 4.2$$

The language expert validation percentages are calculated below:

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

$$X = \frac{4.2}{5} 100\% = 84\%$$

The mean score for the language expert validation was 4.2, with 84% of the percentages falling within the "very good" category. This indicates that the pocket book for students of constitutional law is suitable for utilization without revision.

3). Material

A questionnaire was distributed to Miss Ermawati, S.Pd.I., M.Hum., an English lecturer at IAIN Palopo, who is a material expert in this research. The questionnaire comprised twelve questions about the pocket book for students on constitutional law.

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

No	Criteria	Score	Description	Follow Up
A.	Content			

1	Coverage of material content in the English Vocabulary Pocket Book For Students of Constitutional Law Study Program in accordance with the needs of constitutional law students at IAIN Palopo	4	Good	It can be utilized with a many revision
2	The English Vocabulary Pocket Book for Students of Constitutional Law is a supplementary study aid designed for students enrolled in the constitutional law program at IAIN Palopo.	4	Good	It can be utilized with a many revision
3	The English Vocabulary Pocket Book for Students of Constitutional Law offers a comprehensive selection of legal terminology.	4	Good	It can be utilized with a many revision
4	The selection of illustrations and presentation of vocabulary	4	Good	It can be utilized with a many revision

A. Input

5	Vocabulary input in the English Vocabulary Pocket Book for Students of Constitutional Law study program helps	4	Good	It can be utilized with a many revision
---	---	---	------	---

	improve the English language skills of Constitutional law students at IAIN Palopo.			
6	Vocabulary input in the English Vocabulary Pocket Book for Students of Constitutional Law in accordance with the ability of Constitutional Law students at IAIN Palopo.	4	Good	It can be utilized with a many revision
7	The vocabulary input in the English Vocabulary Pocket Book for Constitutional Law Study Program Students is interesting.	4	Good	It can be utilized with a many revision

8	Vocabulary input in the English Vocabulary Pocket Book for Constitutional Law Study Program Study program according to the language skills of Constitutional law students at Iain Palopo.	4	Good	It can be utilized with a many revision
9	The vocabulary input in the English Vocabulary Pocket Book for Students of Constitutional Law Study Program includes correct language structure.	4	Good	It can be utilized with a many revision
10	Vocabulary selection according to student characteristics	4	Good	It can be utilized with a many revision

11	Vocabulary input in the English Vocabulary Pocket Book for Constitutional Law Students can broaden the horizons of Constitutional Law students at IAIN Palopo.	4	Good	It can be utilized with a many revision
12	Select the vocabulary image that best aligns with the students of constitutional law at IAIN Palopo.	4	Good	It can be utilized with a many revision

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

$$M = \frac{\sum B}{N} = \frac{48}{12} = 4$$

The percentages of the material expert validation were calculated

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

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

The results of the material expert validation yielded an average score of 4 with a percentage of 80%, which falls within the "good" category. The results of the material expert validation indicate that the vocabulary pocket book for constitutional law students can be utilized with a many revisions.

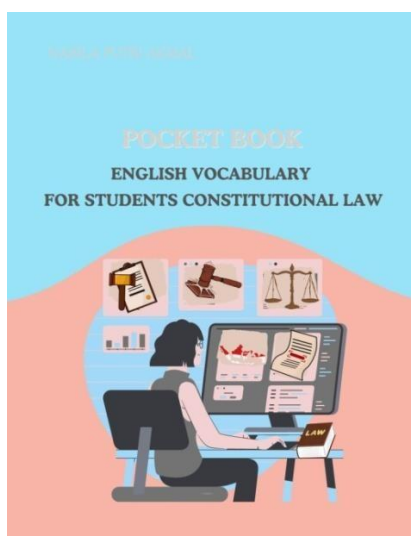
b. The revision draft of the Pocket book for Constitutional law students'

After the pocket guide was validated, the researcher received revisions from the expert to enhance it.

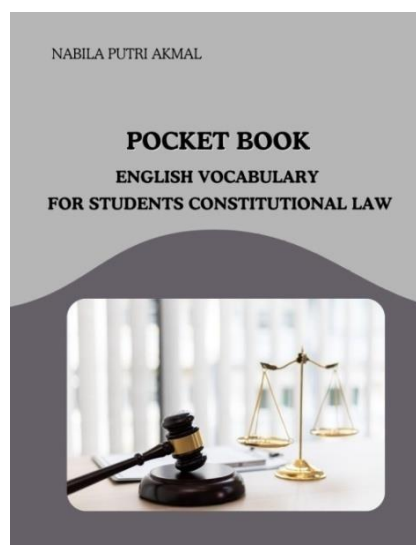
Table 4.6 The Revision of the Pocket book Given by the Experts

Aspects	Topic (selection)	Comment	Revision result
Design and layout	All	The design of each unit page should use real pictures. There are some images that need to be clarified or replaced so that they are clearer.	Design in some units already using real picture Images of insufficient clarity replaced with clearer images.
Language	All	Some words that are not yet correct	Incorrect vocabulary has been amended.
Material	All	Add 1 more unit and some vocabulary in each unit	A unit is augmented with additional vocabulary.

a. Draft Change



Before



After

LIST OF CONTENT	
Preface.....	i
List of content.....	ii
Phonetic symbol.....	1
Unit 1: Objects in the court.....	5
Unit 2: Profession related to constitutional law.....	13
Unit 3: Constitutional law nouns.....	16
Unit 4: Constitutional law verbs.....	20
Unit 5: Law terms.....	23
Unit 6: Courtroom participant.....	27
Unit 7: Criminal law cases.....	30
Unit 8: Name of the criminal.....	36
Unit 9: Inheritance.....	41
Conversation.....	46
Notes.....	47

ii

Before

LIST OF CONTENT	
Preface.....	i
List of content.....	ii
Phonetic symbol.....	1
Dictionary Guide.....	5
Unit 1: Objects in the court.....	6
Unit 2: Profession.....	15
Unit 3: Nouns.....	19
Unit 4: Verbs.....	24
Unit 5: Law terms.....	28
Unit 6: Courtroom participant.....	33
Unit 7: Criminal law cases.....	37
Unit 8: Name of the criminal.....	44
Unit 9: Inheritance.....	50
Unit 10: Terms in the constitution.....	56
Conversation.....	64
Notes.....	65
Referensi.....	66

ii

After

UNIT 1
OBJECTS IN THE COURT
(BENDA-BENDA YANG ADA DI DALAM PENGADILAN)

Gavel [gə.vəl/] Palu Hakim 	National Flag [ˈnæʃənəl flæɡ] Bendera Nasional 
Law books [lɔː bʊks] Kitab UU Hukum 	Judge's notes [dʒʌdʒz nəʊts] Buku Catatan Hakim 

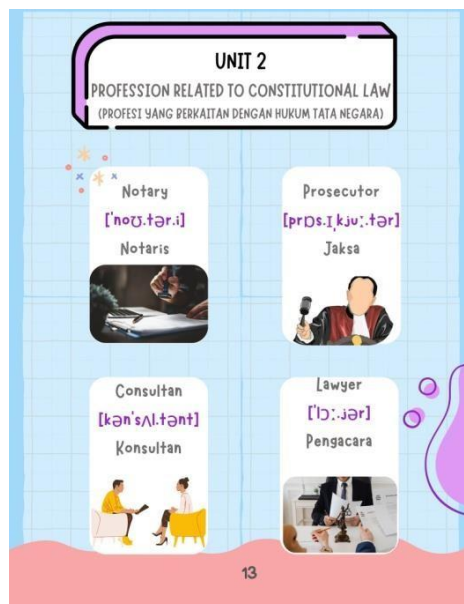
5

Before

UNIT 1
OBJECTS IN THE COURT
(Benda-benda yang ada di dalam pengadilan)

6

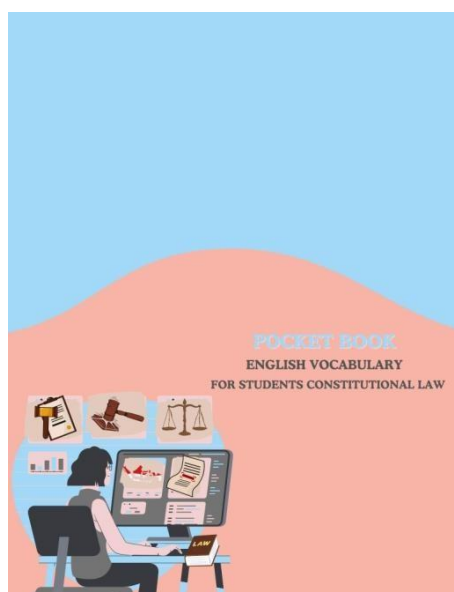
After



Before



After



Before



After

The images above show the original and revised content after edits based on expert feedback. The edits addressed page design, color selection, font choice, and image placement. Before editing, the images and page design lacked color consideration.

b. The result of product Try-out

At this stage, the researcher conducted a trial test on September 30, 2024, by describing the materials and components in the vocabulary pocket book for constitutional law students. The trial began with an explanation of the contents of the book, including the book guides, phonetic symbols, materials, and vocabulary lists. The objective was to ensure that students would not be confused when using the English vocabulary pocket book. The following are the details of the trial:

Table 4.8 Table of Students' Perceptions

No	Criteria	Score	Description	Follow up
1.	The materials presented in the English Vocabulary Pocket Book for Students of Constitutional Law Study Program in accordance with the needs of Constitutional Law students.	4,4	Very Good	It can be utilized without revision
2.	English Vocabulary Pocket Book material for Students of Constitutional Law Study The overall program varies.	4,5	Very Good	It can be utilized without revision
3.	The material presented helps to increase students' interest in learning and understanding students in learning English.	4,5	Very Good	It can be utilized without revision
4.	English Vocabulary Pocket Book material for Students of Constitutional Law Study The program is interesting and easy to understand for Constitutional Law students.	4,7	Very Good	It can be utilized without revision
5.	The selection of images in the English Vocabulary Pocket Book for Students of Constitutional Law Study Program is interesting and appropriate for Constitutional Law students.	4,4	Very Good	It can be utilized without revision

6.	Material topics in the English Vocabulary Pocket Book for Students of Constitutional Law Study Program are easy to learn independently by students	4,7	Very Good	It can be utilized without revision
7.	The font type and size in the English Vocabulary Pocket Book for Students of Constitutional Law Study Program are selected in a way that makes the text attractive and comfortable to read.	4,7	Very Good	It can be utilized without revision
8.	The selection of colors in the English Vocabulary Pocket Book for Students of Constitutional Law Study Program is both interesting and enjoyable to read.	4,5	Very Good	It can be utilized without revision
9.	Cover design of English Vocabulary Pocket Book for Students of Constitutional Law Study Interesting program	4,7	Very Good	It can be utilized without revision
10.	The book design of English Vocabulary Pocket Book for Students of Constitutional Law Study Program is interesting.	4,7	Very Good	It can be utilized without revision
11.	The size of the English Vocabulary Pocket Book for Students of Constitutional Law Study Program is appropriate, practical, and easy to carry around.	4,6	Very Good	It can be utilized without revision

The main score of the students' perception calculated below as follow:

$$M = \frac{B}{N} = \frac{50,4}{11} = 4.5$$

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

$$X = \frac{4.5}{5} 100\% = 90\%$$

The results of students' perceptions received an average score of 4.5 with a percentage of 90%, which means -very good. This shows that the English

Vocabulary Pocket Book for Constitutional Law Students is feasible and ready for use without revision.

4. Disseminate

At this stage, the researcher introduced the vocabulary pocket book to students enrolled in a Constitutional Law Study program at IAIN Palopo. This introduction was conducted after several preparatory stages. The researcher presented the pocket book to several students and demonstrated its features according to their individual needs. The students responded positively, expressing enthusiasm for utilizing this product as a learning resource in their environmental activities and for enhancing their vocabulary.

B. Discussion

In designing the pocket book, the development procedure is the steps that must be followed in making the product. In this development, the researcher used the 4-D development model, namely: Define, Design, Develop, and Disseminate.

The first step was to conduct a needs analysis in the form of a questionnaire. This was done to accumulate the needs, desires, and shortcomings of students. The questionnaire showed the various factors needed in making the pocket book. The results demonstrated that students require a vocabulary pocket book in English to assist their English learning. This is because the book can serve as a medium for students of constitutional law, as it provides the necessary information about constitutional law.

Another reason was that the students demonstrated a limited English vocabulary and difficulty in memorizing English words. The results also indicated that the students perceived a small pocket book to be the optimal choice due to its portability. Additionally,

the students indicated that a book with a visually appealing design was a crucial factor in enhancing their engagement with the pocket book. Furthermore, the students perceived topics related to constitutional law and vocabulary associated with constitutional law to be effective media for developing their English skills.

After the results of the student needs analysis were collected, the researcher proceeded to the next stage, which was the design of the product. The product was designed based on the students' needs, wants, and shortcomings, as evidenced by their responses to the questionnaire. This stage involved the utilisation of the information collected by the researcher, which was then subjected to analysis to ascertain its suitability for the students' level.

Following the completion of the initial pocketbook draft, experts evaluated the product to ensure its effectiveness. Three experts assessed the book using a questionnaire and provided constructive feedback. The design and layout experts rated the book as "very good," while language experts gave it the same rating. Material experts classified the content as "good," recommending minor revisions, such as improving font clarity for better readability and correcting some vocabulary errors.

After the revisions were made, the researchers collected results from the trials that showed that students' perceptions of the pocketbook were rated as "very good." This indicates that the English Vocabulary Pocketbook for Constitutional Law can be used without further revision. The reason is that the pocketbook is interesting overall. The material, the font, the color, the cover, and all the other appearances presented in the booklet are very good for the students

of Constitutional Law at IAIN Palopo. In the completed dissemination step, this classification result shows that this vocabulary book is suitable for constitutional law students and can be a useful medium for improving their English language skills.

The findings of this study are systematically related to several previous studies on the creation of pocket books that are related to the findings of previous studies. The five related previous studies demonstrate that the pocket book is an effective learning tool, particularly for English language learners outside the classroom. Its compact size makes it easily portable, which is a significant advantage. Previous research conducted by Khanna Soliha is particularly relevant in this context. The study, entitled "Developing Pocket Book of Islamic Vocabulary for the First- Grade Students of Madrasah Tsanawiyahh 32 Lamasi" The results of all validation stages that have been carried out demonstrate that the pocket book of Islamic vocabulary is a feasible and highly beneficial resource for students at Madrasah Tsanawiyah 32 Lamasi.³⁶

The English Vocabulary Pocketbook for Constitutional Law study program is an innovative approach to learning vocabulary related to constitutional law. By combining illustrations and images, this book facilitates comprehension and understanding of terms through contextual visualization. The colors used in this book not only serve an aesthetic purpose but also to engage students in the learning process. In addition, the book includes vocabulary and conversation examples that are frequently used in real life situations in constitutional law, allowing students to develop their speaking skills

in a professional setting. Through this fun and interactive structure, this pocket book is able to facilitate the learning process, improve English language skills, and prepare individuals for a better career in the field of constitutional law.

³⁶ Khanna Soliha, (2020) entitled “*Developing Pocket Book of Islamic Vocabulary for the First-Grade Students of Madrasah Tsanawiyahh 32Lamasi.*”
<http://repository.iainpalopo.ac.id/id/eprint/3329/1/A%20Thesis.pdf>

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research has designed a pocket book for constitutional law students using the 4-D model. The resulting product is an English Vocabulary Pocket Book for Constitutional Law Students. The outcome of the study is: 1) This book contains vocabulary for constitutional law consisting of objects in court, professions, nouns, verbs, terms in law, participants in court, criminal cases, names of criminals, inheritance, terms in constitution. 2) This book is equipped with interesting and colorful pictures, phonetic symbols and conversations. Based on the results of expert validation, the design and layout validation score was 90% with a "very good" category, language validation score was 84% with a "very good" category and material validation score was 80% with a "good" category. and also the results of students' perceptions obtained a "very good" category. Therefore, the English Vocabulary Pocket Book for Constitutional Law Students is suitable as a medium for learning English vocabulary for constitutional law students and students in general.

B. Implication

The conclusions of this study yield several implications, which are outlined below:

1. The theoretical implication of the utilization of the English vocabulary pocket book for students of constitutional law study program is expected to enhance students' English proficiency.

2. Practical implementation

- a) It can be used as a learning media to increase English vocabulary.

In addition, the direct impact of this research is the existence of research equations used to support interesting media in the learning process of English language skills.

- b) further researchers can continue on the next research.

C. Suggestion

At this stage, the researcher offers some suggestions for students and future researchers.

1. Suggestion to Students'

The researcher hopes students will improve their English vocabulary.

Use this pocket book at all times, especially during learning.

2. Suggestion for Further Researchers

Future researchers will likely use this study as a reference or source of material to improve subsequent research. This will help avoid past errors and continue this research more effectively.

BIBLIOGRAPHY

- Aisyah, N. "Developing daily expression pocket Book for Islamic Boarding School Students at Muhammadiyah Boarding School Putra Palopo". (2021). <http://repository.iainpalopo.ac.id/id/eprint/4029/1/Nur%20Aisyah%20%2817%2002020%200172%29%20Pustaka.pdf>
- Annisa, N., Syam, A. T., & Masruddin. (2022). Teaching vocabulary through round robin brainstorming technique. *English Education Journal*, 13(1). <https://doi.org/10.24815/eej.v13i1.22320>
- Aryi, "Designing ESP Syllabus for Early Childhood Islamic Education Study Program at IAIN Palopo. (2021) <http://repository.iainpalopo.ac.id/id/eprint/3130/1/THESIS%20ARYI.pdf>
- Budiardjo M. *Dasar-Dasar Ilmu Politik* (Jakarta: Gramedia, 2008), hal. 103.
- Chemerinsky, Erwin. *Constitutional Law: Principles and Policies*. Wolters Kluwer. <https://books.google.com/books?hl=id&lr=&id=aM3IEAAQBAJ&oi=fnd&pg=PR31&dq=Constitutional+Law:+Principles+and+Policies&ots=SG7Ll4yRXW&sig=bLNHMmCHtEEMUysZefgb23a0LJU>
- Collier, *The Key to English Vocabulary*, (London: Macmillan Limited, 1965), P.7.
- Cane P. *The Oxford Handbook of Legal Studies* (Oxford University Press, 2003), hal. 45.
- Darna, "Improving Students' Vocabulary Through Translating Fairy Tale At The Eleventh Year Students of MAN Palopo" <http://repository.iainpalopo.ac.id/id/eprint/6794/1/Darna.pdf>
- Diamond L. and Gutlohn L "Teaching Vocabulary" (2006) <http://weaverclassblog.synthasite.com/resources/Teaching%20Vocabulary%20Reading%20Rockets.pdf>
- E. Chemerinsky. *books.google.com Constitutional law-* 2023. https://books.google.com/books?hl=id&lr=&id=aM3IEAAQBAJ&oi=fnd&pg=PR31&dq=constitutional+law&ots=SG7LmXyX10&sig=4UnXghgLjA0zLJQGd3aNJ7kSg_Q
- Fadli, I. "Designing a Colorful Pictorial English Vocabulary Book for The First-grade Students of SMP Datok Sulaiman Putri Palopo". (2022). <http://repository.iainpalopo.ac.id/id/eprint/5686/1/IMAM%20FADLI.pdf>
- Furwana, D., Syam, A. T., Ermawati, Ismayanti, D., Said, Y. R., & Fadhillah, A. Z. (2024). What do students' need in learning English for constitutional law? <https://doi.org/10.53696/27753719.41137>
- H Hudia. *Teaching english vocabulary by using context-base learning at the first semester students english study program of iain .* 2017 <http://repository.iainpalopo.ac.id/id/eprint/1955/1/Hudia.pdf>
- Hardianti, R. *Developing Vocabulary Pocketbook for The Seventh Grade of Satap Students at Smpn 02 Baebunta.* (2020). [Http://Repository.Iainpalopo.Ac.Id/Id/Eprint/3377/1/Ratih%20hardianti.Pdf](http://Repository.Iainpalopo.Ac.Id/Id/Eprint/3377/1/Ratih%20hardianti.Pdf)

- Harmer. *The Practice of English Language Teaching*, London : Longman, 2011.
 Hizair – *Kamus Lengkap Bahasa Indonesia* Jakarta: Tamer, 2013.
<https://www.englishaustralia.com.au/documents/item/167#page=94>
- Hutchinson, T., & Waters, A. “*English for specific purposes: A learning-centred approach*”. (1987) Cambridge University Press.
[https://books.google.com/books?hl=id&lr=&id=s2FIpUv7gaoC&oi=fnd&pg=PR8&dq=Hutchinson,+T.,+%26+Waters,+A.+\(1987\).+English+for+S pecific+Purposes:+A+LearningCentred+Approach.+Cambridge+Universit y+Press.&ots=R1cJvxqerU&sig=eMKMqrqKR0GRR4D9DovI2jsrJk0](https://books.google.com/books?hl=id&lr=&id=s2FIpUv7gaoC&oi=fnd&pg=PR8&dq=Hutchinson,+T.,+%26+Waters,+A.+(1987).+English+for+S pecific+Purposes:+A+LearningCentred+Approach.+Cambridge+Universit y+Press.&ots=R1cJvxqerU&sig=eMKMqrqKR0GRR4D9DovI2jsrJk0)
- International Journal of Learning, Teaching and Educational Research Vol. 22, No. 10, pp. 130-151, October 2023 <https://doi.org/10.26803/ijlter.22.10.8>
 Received Sep 2, 2023; Revised Oct 19, 2023; Accepted Oct 29, 2023 “*Exploring the Potential of Integrating Local Wisdom into the Development of Pocket Book Learning Media: A Systematic Literature Review*” <http://www.ijlter.myres.net/index.php/ijlter/article/view/1769>
- J Harmer, S Khan. “*The Practice of English Language Teaching with DVD*” [englishaustralia.com.au \(1991\) https://www.englishaustralia.com.au/documents/item/167#page=94](https://www.englishaustralia.com.au/documents/item/167#page=94)
- JC. Richards. *Curriculum development in language teaching*— 2001.
https://books.google.com/books?hl=id&lr=&id=tVhx_B3a3qQC&oi=fnd&pg=PA23&dq=Richards,+Jack+C.+Curriculum+Development+in+Lang uage+Teaching&ots=FieuYhfUNj&sig=w8mkgZ2kJWa5TTQXd4HdkCsjH_sL
- Sumalinda, S Fadillah, A Abdillah *Pengembangan Pocket Book Berbasis Pembelajaran Berdiferensiasi dalam Materi Pola Bilangan*
<https://www.indo-intellectual.id/index.php/imeij/article/download/415/275>
- MD Gall, JP Gall, WR Borg - AE Burvikovs, Red.) USA: Pearson, *Educational research: an introduction* (2007). <https://secure.nodebox.net/gkijduhfy/02-yvonne-kub/9780205488490-educational-research-an-introduction-8th-edition.pdf>
- Nunan David. *Designing tasks for the communicative classroom*. 1989
https://books.google.com/books?hl=id&lr=&id=NSlMZp9XkHoC&oi=fnd&pg=PR9&dq=+Designing+Tasks+for+the+Communicative+Classroom.&ots=1_TAJcmJNp&sig=IC97y8AIohY76BqAgpwYyoI7pLo
- Nunan, D. (1988). Syllabus design.
[https://vulms.vu.edu.pk/Courses/ENG522/Downloads/David%20Nunan%20%20Syllabus%20Design%20\(1988,%20Oxford%20University%20Pres s\). Pdf](https://vulms.vu.edu.pk/Courses/ENG522/Downloads/David%20Nunan%20%20Syllabus%20Design%20(1988,%20Oxford%20University%20Press).Pdf)

- Rahmah, F. (n.d.). *Development Learning Material ESP*. UNY Yogyakarta, Indonesia. <https://doi.org/10.24256/ideas.v1i1.127>.
- R. M. Fadhliyah, "Development Learning Material ESP," *IAIN Palopo E-Journal*, n.d., https://web.archive.org/web/20180410101345id_/http://ejournal.iainpalopo.ac.id/index.php/ideas/article/viewFile/134/97.
- Rhamadanty, T. "Designing Esp Syllabus For Madrasah Ibtidaiyah Teacher Education Study Program At IAIN Palopo". (2021) <http://repository.iainpalopo.ac.id/id/eprint/3210/1/TIRTA%20UNTUK%20CD.pdf>
- Richard J. & Renandya, *Methodology in Teaching*, (USA: Cambridge University Press 2002), P.258. <https://books.google.com/books?hl=id&lr=&id=VxnGXusQII8C&oi=fnd&pg=PP9&dq=methodology+teaching+jack+richard&ots=qjps7zotg7zoK&sig=F9XJFptxKwLX11jRUVVCen7fubZM>
- S Hadiningrum. "The Development of Contextual-Based Digital Pocketbook in Civil Law Course. (2024) " <https://eudl.eu/doi/10.4108/eai.24-10-2023.2342185>
- Soliha, K. *Developing pocket book of Islamic vocabulary for the first-grade students of Madrasah Tsanawiyah 32 Lamasi*. (2020), <http://repository.iainpalopo.ac.id/id/eprint/3329/1/A%20Thesis.pdf> Syam, A. T., & Furwana, D. (n.d.). *The 4-D model on the development of English learning materials for Islamic education learners*. Retrieved from <http://doi.org/10.21093/di.v22i1>.
- Zidni, Z.F.K.S Mubarak, T.A *Developing Vocabulary Digital Pocket Book to Online Business and Marketing (OBM) Students at Vocational High School Level*. (2023) <http://repository.iainpalopo.ac.id/id/eprint/3329/1/A%20Thesis.pdf>

APPENDIX 1
SURAT ISIN MENELITI



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. K. H. M. Hasym, No. 5, Kota Palopo, Kode Pos. 91921
Telp/Fax : (0471) 326048, Email : dpmtsp@palopokota.go.id, Website : http://dpmtsp.palopokota.go.id

SURAT KETERANGAN PENELITIAN

NOMOR : 500.16.7.2/2024.1002/1P/DPMTSP

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi,
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja,
3. Peraturan Mendagri Nomor 3 Tahun 2008 tentang Penerbitan Surat Keterangan Penelitian,
4. Peraturan Wali Kota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Penzinan dan Non Penzinan di Kota Palopo,
5. Peraturan Wali Kota Palopo Nomor 31 Tahun 2023 tentang Pelimpahan Kewenangan Penzinan dan Nonpenzinan Yang Diberikan Wali Kota Palopo Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : **NABILA PUTRI AKMAL**
Jenis Kelamin : **P**
Alamat : **Jl. Muntalaka, Kec. Bua, Kab. Luwu**
Pekerjaan : **Mahasiswa**
NIM : **2002020004**

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

DESIGNING ENGLISH VOCABULARY POCKET BOOK FOR STUDENTS OF CONSTITUTIONAL LAW STUDY PROGRAM

Lokasi Penelitian : **Institut Agama Islam Negeri Palopo**
Lamanya Penelitian : **30 September 2024 s.d. 30 Desember 2024**

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor kepada Wali Kota Palopo cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : **30 September 2024**



Ditandatangani secara elektronik oleh :
Kepala DPMTSP Kota Palopo
SYAMSURIADI NUR, S.STP
Pangkat : Pembina IV/a
NIP : 19850211 200312 1 002

Tembusan. Kepada Yth.

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

Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE) Badan Siber dan Sandi Negara (BSSN)



APPENDIX 2

QUESTIONNAIRE'S INSTRUMENT OF NEED ANALYSIS

LEMBAR VALIDASI INSTRUMENT PENELITIAN

Designing English Vocabulary Pocket Book for Students Constitutional Law Study Program

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.

A. Penilaian Kelayakan

No.	Uraian	Kelayakan				
I	Aspek Isi (<i>content</i>)	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 (<i>scope of content</i>)	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 (<i>language</i>)	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.				✓	

B. Komentar

.....

C. Saran

perbaiki butir – butir soal.

.....

D. Kesimpulan

Instrument kuisioner ini (lingkari salah satu pilihan) :

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

Palopo, 15/8/2024

Penilai Kelayakan

Hartina

St-Hartina, M.pd.

APPENDIX 3

NEED ANALYSIS QUESTIONNAIRE

QUESTIONNAIRE

Designing English Vocabulary Pocket Book For Students of Constitutional Law Study Program

Kuesioner ini disusun dengan tujuan mengumpulkan data analisis kebutuhan atau need analysis siswa pada kemampuan dan kebutuhan terhadap penguasaan kosakata pada Mahasiswa jurusan Hukum Tata Negara di IAIN Palopo. Hasil data yang diperoleh akan dijadikan sebagai salah satu acuan penyusunan materi pada pembuatan *vocabulary pocket book* dengan isi yang dikaitkan dengan jurusan Hukum tata negara .

A. Data Responden

Nama :

Jenis Kelamin :

Usia :

Semester :

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*)
 - 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* :mengetahui sedikit kosakata dan masih memiliki banyak kekurangan pada pengucapan (pronunciation)
Intermediate: Bisa berbicara dengan cukup dengan cukup baik pada beberapa topic dalam Bahasa Inggris, tetapi masih memiliki kendala pada kurangnya penguasaan kosakata, tata bahasa dan pengucapan
 - b. *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 *vocabulary* (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 apa 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 Hukum Tata Negara?
(*Boleh memilih lebih dari satu*)
- a. Dapat bercakap-cakap dengan Bahasa Inggris dalam lingkungan kerja
 - b. Mengetahui kegiatan-kegiatan tentang hukum tata Negara dalam Bahasa Inggris
 - c. Mengetahui kata benda dan kata kerja tentang hukum tata Negara 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. Apa saja konten dalam buku kosakata yang anda inginkan? (*Boleh memilih lebih dari satu*)
- a. Kosakata
 - b. *Terms* (istilah)
 - c. *Conversation* (percakapan)
10. Bagaimana ukuran buku kosakata yang anda inginkan?
- a. Buku saku
 - b. A4 (standar ukuran buku gambar)
 - c. A5 (standar ukuran buku tulis)

11. Apa saja yang ingin anda pelajari dalam Bahasa Inggris?

- a. Berbicara dan mendengarkan
- b. Kosakata
- c. Menulis dan membaca

12. Kegiatan dalam hukum tata negara yang ingin anda ketahui artinya dalam Bahasa Inggris adalah?

(Boleh memilih lebih dari satu)

- a. Persidangan
- b. Konsultasi hukum
- c. Penelitian hukum
- d. Advokasi
- e. Penyuluhan hukum

13. Kosakata benda apa saja yang ada di jurusan hukum tata negara yang ingin anda ketahui artinya dalam Bahasa Inggris?

- a. Benda yang ada di dalam pengadilan
- b. Benda bergerak
- c. Benda tidak bergerak
- d. Benda warisan

14. Kosakata kata kerja apa saja yang ada di jurusan hukum tata negara yang ingin anda ketahui artinya dalam Bahasa Inggris?

(Boleh memilih lebih dari satu)

- a. Kata kerja yang digunakan dalam percakapan sehari-hari
- b. Kata kerja yang berkaitan dengan kegiatan di dalam ruangan sidang
- c. Kata kerja yang digunakan dalam percakapan tentang hukum

APPENDIX 4

THE NEEDS ANALYSIS

RESULT

QUESTIONNAIRE

Designing English Vocabulary Pocket Book For Students of Constitutional Law Study Program

Kuesioner ini disusun dengan tujuan mengumpulkan data analisis kebutuhan atau need analysis siswa pada kemampuan dan kebutuhan terhadap penguasaan kosakata pada Mahasiswa jurusan Hukum Tata Negara di IAIN Palopo. Hasil data yang diperoleh akan dijadikan sebagai salah satu acuan penyusunan materi pada pembuatan *vocabulary pocket book* dengan isi yang dikaitkan dengan jurusan Hukum tata negara .

A. Data Responden

Nama : Firmansyah
Usia : 22 Tahun

Jenis Kelamin : Laki - Laki
Semester : 5 (Lima)

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)

- ☒ 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* :mengetahui sedikit kosakata dan masih memiliki banyak kekurangan pada pengucapan (pronunciation)

- b. *Intermediate*: Bisa berbicara dengan cukup dengan cukup baik pada beberapa topik dalam Bahasa Inggris, tetapi masih memiliki kendala pada kurangnya penguasaan kosakata, 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 *vocabulary* (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 apa 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 Hukum Tata Negara?
(*Boleh memilih lebih dari satu*)
- ☒ a. Dapat bercakap-cakap dengan Bahasa Inggris dalam lingkungan kerja

- b. Mengetahui kegiatan-kegiatan tentang hukum tata Negara dalam Bahasa Inggris
 - c. Mengetahui kata benda dan kata kerja tentang hukum tata Negara 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. Apa saja konten dalam buku kosakata yang anda inginkan?
(Boleh memilih lebih dari satu)
- ☒ a. Kosakata
 - b. *Terms* (istilah)
 - ☒ c. *Conversation* (percakapan)
10. Bagaimana ukuran buku kosakata yang anda inginkan?
- ☒ a. Buku saku
 - b. A4 (standar ukuran buku gambar)
 - c. A5 (standar ukuran buku tulis)
11. Apa saja yang ingin anda pelajari dalam Bahasa Inggris?
- a. Berbicara dan mendengarkan
 - ☒ b. Kosakata
 - c. Menulis dan membaca

12. Kegiatan dalam hukum tata negara yang ingin anda ketahui artinya dalam Bahasa Inggris adalah?

(Boleh memilih lebih dari satu)

- ☒ a. Persidangan
- b. Konsultasi hukum
- c. Penelitian hukum
- d. Advokasi
- e. Penyuluhan hukum

13. Kosakata benda apa saja yang ada di jurusan hukum tata negara yang ingin anda ketahui artinya dalam Bahasa Inggris?

- ☒ a. Benda yang ada di dalam pengadilan
- b. Benda bergerak
- c. Benda tidak bergerak
- d. Benda warisan

14. Kosakata kata kerja apa saja yang ada di jurusan hukum tata negara yang ingin anda ketahui artinya dalam Bahasa Inggris?

(Boleh memilih lebih dari satu)

- a. Kata kerja yang digunakan dalam percakapan sehari-hari
- b. Kata kerja yang berkaitan dengan kegiatan di dalam ruangan sidang
- ☒ c. Kata kerja yang digunakan dalam percakapan tentang hukum

APPENDIX 5

**THE EXPERT'S VALIDATION RESULT OF
THE DESIGNED POCKET BOOK**

KUESIONER EVALUASI UNTUK AHLI *DESIGN* DAN *LAYOUT*

D. Data Responden

Nama : Mustika
 Umur : 35 thn
 Jenis Kelamin : Perempuan
 Pendidikan : ☐ S1 ☒ S2 ☐ S3 ☐ Professor
 Pengalaman Mengajar: ☐ 0-2 tahun ☐ 2-4 tahun ☐ 4-6 tahun ☒ \geq 6 tahun

E. Tabel Evaluasi

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

Keterangan Poin Validitas:

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

No	Pernyataan	5	4	3	2	1
Desain dan Layout						
1.	Pemilihan warna pada <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> menarik.		✓			
2.	Sampul <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> menarik.		✓			
3.	Tampilan isi <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> jelas.	✓				
4.	Penggunaan tanda baca tepat.	✓				
5.	Susunan materi dalam <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> sistematis.	✓				
6.	Sumber dalam <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> jelas.		✓			
7.	Jarak spasi sesuai.	✓				
	Rangkuman Kualitatif: . Desain tiap halaman unit sebaiknya menggunakan real picture. . Ada beberapa gambar yg perlu dipotong lagi tampilannya / diganti agar lebih menarik dan lebih jelas.					

F. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *English Vocabulary Pocket Book for Students of Constitutional Law Study Program* yang dikembangkan:

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

Palopo, 11 Sept 2024

Penilai Kelayakan



Mustika, S.Pd., M.Pd.

24

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

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

1 : Tidak Baik

No	Pernyataan	5	4	3	2	1
	Bahasa					
1.	<i>Vocabulary</i> yang digunakan dalam <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> dengan benar		✓			
2.	<i>Vocabulary</i> yang disajikan <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> sesuai dengan tingkatan perkembangan kognitif mahasiswa.	✓				
3.	<i>Vocabulary</i> yang disajikan mudah dipahami		✓			
4.	Keseluruhan <i>vocabulary</i> sesuai dengan kemampuan mahasiswa.		✓			
	Rangkuman Kualitatif: <i>Silakan direvisi beberapa kata yg belum tepat</i>					

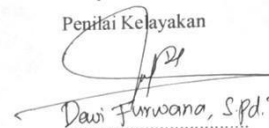
C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *English Vocabulary Pocket Book for Students of Constitutional Law Study Program* yang dikembangkan:

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

Palopo,

Penilai Kelayakan


Dewi Furwana, S.pd.I., Mpd.

KUESIONER EVALUASI UNTUK AHLI MATERI

A. Data Responden

Nama : Ernawati, S.Pd.I., M.Hum.

Umur : 32 tahun

Jenis Kelamin : Perempuan

Pendidikan : ☐ S1 ☒ S2 ☐ S3 ☐ Professor

Pengalaman Mengajar: ☐ 0-2 tahun ☐ 2-4 tahun ☐ 4-6 tahun ☒ \geq 6 tahun

B. Tabel Evaluasi

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

Keterangan Poin Validitas:

5 : Sangat Baik

4 : Baik

3 : Cukup

2 : Kurang Baik

1 : Tidak Baik

No	Pernyataan	5	4	3	2	1
A. Konten						
1.	Cakupan isi materi dalam <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> sesuai dengan kebutuhan mahasiswa Hukum Tata Negara di IAIN Palopo.		✓			
2.	Kedalaman <i>vocabulary</i> dalam <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> untuk mahasiswa Hukum Tata Negara di IAIN Palopo.		✓			
3.	Keaslian <i>vocabulary</i> dalam <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> untuk memadai.		✓			
4.	Pemilihan gambar ilustrasi dapat merepresentasikan <i>vocabulary</i> .		✓			
	Rangkuman Kualitatif:					
B. Input						
9.	Input <i>vocabulary</i> dalam <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> membantu meningkatkan kemampuan Bahasa Inggris mahasiswa Hukum Tata Negara di IAIN Palopo.		✓			

10.	Input vocabulary dalam <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> sesuai dengan kemampuan mahasiswa Hukum Tata Negara di IAIN Palopo.	✓			
11.	Input vocabulary dalam <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> menarik.	✓			
12.	Input vocabulary dalam <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> sesuai dengan kemampuan berbahasa mahasiswa Hukum Tata Negara di IAIN Palopo.	✓			
13.	Input vocabulary dalam <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> mencakup struktur bahasa yang benar.	✓			
14.	Pilihan vocabulary sesuai dengan karakteristik mahasiswa.	✓			
15.	Input vocabulary dalam <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> dapat menambah wawasan mahasiswa Hukum Tata Negara di IAIN Palopo.	✓			
16.	Pilihan gambar pada vocabulary sesuai dengan mahasiswa Hukum Tata Negara di IAIN Palopo.	✓			
Rangkuman Kualitatif: Tambahkan 1 Unit lagi dan beberapa vocabulary di tiap unit					

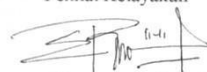
C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *English Vocabulary Pocket Book for Students of Constitutional Law Study Program* yang dikembangkan:

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

Palopo, 4 September 2024

Penilai Kelayakan



Ermanah, S.Pd.I., M.Hum.

NIP 19911172020122019

APPENDIX 6

THE RESULT OF THE INSTRUMENT EVALUATION OF PRODUCT BY EXPERT

LEMBAR VALIDASI INSTRUMENT EVALUASI PRODUK

Designing English Vocabulary Pocket Book For Students of Constitutional
Law Study Program

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 sesuai
2: Kurang sesuai
3: Cukup sesuai
4: Sesuai
5: Sangat sesuai
4. Mohon kesediaannya untuk memberikan saran perbaikan diakhir lembaran ini.

B. Penilaian Kelayakan

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

.....
Dapat digunakan.

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,

Penilai Kelayakan

[Signature]

 ANSAINI

APPENDIX 7

THE RESULT OF THE STUDENTS

PERCEPTION

KUESIONER EVALUASI UNTUK PENGGUNA (MAHASISWA)

“Designing English Vocabulary Pocket Book for Student of Constitutional Law Study Program”

Kuesioner ini disusun dengan tujuan mengumpulkan data perspektif pengguna (mahasiswa) tentang Bahasa, konten, dan design dari *English Vocabulary Pocket Book for Student of Constitutional Law Study Program*. Hasil data yang diperoleh akan dijadikan sebagai salah satu acuan penyusunan skripsi tentang buku saku kosakata Bahasa Inggris yang dikaitkan dengan jurusan Hukum Tata Negara.

A. Data Responden

Nama : Nur Haliska

Semester : 5 (Lima)

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 <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> sesuai dengan kebutuhan mahasiswa Hukum Tata Negara				✓	
2.	Materi buku <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> secara keseluruhan bervariasi				✓	
3.	Materi yang disajikan membantu untuk meningkatkan minat belajar dan pemahaman mahasiswa dalam pembelajaran Bahasa Inggris				✓	

4.	Materi buku <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> menarik dan mudah dipahami untuk mahasiswa Hukum Tata Negara				✓	
5.	Pemilihan gambar pada buku <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> menarik dan tepat untuk mahasiswa Hukum tata negara					✓
6.	Topik materi pada buku <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> mudah dipelajari secara mandiri oleh mahasiswa					✓
7.	Pemilihan jenis dan ukuran huruf pada buku <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> menarik dan nyaman untuk dibaca				✓	
8.	Pemilihan warna pada buku <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> menarik dan menyenangkan untuk dibaca				✓	
9.	Desain sampul <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> menarik..				✓	
10.	Desain buku <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> menarik.				✓	
11.	Ukuran buku <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> sudah tepat, praktis, dan mudah dibawa kemana-mana					✓

KUESIONER EVALUASI UNTUK PENGGUNA (MAHASISWA)

"Designing English Vocabulary Pocket Book for Student of Constitutional Law Study Program"

Kuesioner ini disusun dengan tujuan mengumpulkan data perspektif pengguna (mahasiswa) tentang Bahasa, konten, dan design dari *English Vocabulary Pocket Book for Student of Constitutional Law Study Program*. Hasil data yang diperoleh akan dijadikan sebagai salah satu acuan penyusunan skripsi tentang buku saku kosakata Bahasa Inggris yang dikaitkan dengan jurusan Hukum Tata Negara.

A. Data Responden

Nama : *Rusmi*

Semester : *V*

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 <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> sesuai dengan kebutuhan mahasiswa Hukum Tata Negara				✓	
2.	Materi buku <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> secara keseluruhan bervariasi					✓
3.	Materi yang disajikan membantu untuk meningkatkan minat belajar dan pemahaman mahasiswa dalam pembelajaran Bahasa Inggris					✓

4.	Materi buku <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> menarik dan mudah dipahami untuk mahasiswa Hukum Tata Negara				✓	
5.	Pemilihan gambar pada buku <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> menarik dan tepat untuk mahasiswa Hukum tata negara				✓	
6.	Topik materi pada buku <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> mudah dipelajari secara mandiri oleh mahasiswa				✓	
7.	Pemilihan jenis dan ukuran huruf pada buku <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> menarik dan nyaman untuk dibaca					✓
8.	Pemilihan warna pada buku <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> menarik dan menyenangkan untuk dibaca				✓	
9.	Desain sampul <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> menarik..					✓
10.	Desain buku <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> menarik.					✓
11.	Ukuran buku <i>English Vocabulary Pocket Book for Students of Constitutional Law Study Program</i> sudah tepat, praktis, dan mudah dibawa kemana-mana					✓

APPENDIX 8

THE FINAL

PRODUCT



APPENDIX 9
DOKUMENTASI

1. Need Analysis



2. Students perception







APPENDIX 10

SURAT KETERANGAN TELAH

MENELITI



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO
FAKULTAS SYARIAH**

Jl. Agatis, Kel. Balandai Kec. Bara Kota Palopo 91914 Telp 0471-3207276
Email: fakultassyariah@iainpalopo.ac.id

SURAT KETERANGAN

NOMOR: 2010 /In.19/FASYA/PP.00.9/10/2024

Yang bertanda tangan di bawah ini,

Nama : Dr. Muhammad Tahmid Nur, M.Ag
NIP : 197406302005011004
Jabatan : Dekan

Dengan ini menerangkan bahwa:

Nama : Nabila Putri Akmal
NIM : 2002020004
Semester : IX (Sembilan)
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan IAIN Palopo

Benar telah melakukan penelitian pada Fakultas Syariah Program Studi Hukum Tata Negara dengan Judul *Designing English Vocabulary Pocket Book For Students Of Constitutional Law Study Program*.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Palopo, 14 Oktober 2024

Dekan,



Muhammad Tahmid Nur

APPENDIX 11

SURAT KETERANGAN

PLAGIASI

DESIGNING ENGLISH VOCABULARY POCKET BOOK FOR STUDENTS OF CONSTITUTIONAL LAW STUDY PROGRAM.

ORIGINALITY REPORT

22%	21%	3%	6%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	repository.iainpalopo.ac.id Internet Source	18%
2	Submitted to Iain Palopo Student Paper	2%
3	Mabrur Syah, Tomi Agustian, Habiburrahman Habiburrahman, Windi Puspitas Sari. "Implementation of Religious Moderation in the Constitution and College : The Effectiveness of Socialization of the FSEI IAIN Constitutional Law Study Program in the 4.0 Era", NEGREL: Academic Journal of Law and Governance, 2023 Publication	<1%
4	Alifah Choirunnisa, Novi Trisnawati. "Development of Problem-Based Learning E-LKPD for Digital-Based Document", SAR Journal - Science and Research, 2024 Publication	<1%
5	repository.umsu.ac.id Internet Source	<1%
6	Submitted to Westcliff University Student Paper	<1%
7	Submitted to Rancho Santiago Community College District Student Paper	<1%
8	Submitted to Curtin University of Technology Student Paper	<1%
9	irigs.iiu.edu.pk:64447 Internet Source	<1%
10	Submitted to Winston Churchill Middle School Student Paper	<1%
11	newinera.com Internet Source	<1%

BIOGRAPHY



Nabila Putri Akmal, born on February 14, 2002 in Balambang. Her father's name is Akmal Yusuf and her mother's name is Rahmatia. She lives in Balambang, Kec. Bua, Kab. Luwu. She started her study at kindergarten (TK Dewi Sartika) 2006. After that she continue her study at elementary school (SDN 64 Balambang) in 2008-2012 and graduated at (SDN 65 Bua) in 2014. She continued her study at Junior High School (SMPN 1 Bua) and graduated in 2017. After that, she continued her study in Senior High School (SMAN 5 Palopo) 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 2025 in the end of her study in IAIN Palopo, she composed a thesis entitled "Designing English Vocabulary Pocket Book for Students of Constitutional Law Study Program".