

**DEVELOPING THE THEMATIC ENGLISH VOCABULARY
FOR MADRASAH TSANAWIYAH**

By :

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**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H /2022 M

AN UNDERGRADUATE THESIS

**DEVELOPING THE THEMATIC ENGLISH VCABULARY
FOR MADRASAH TSANAWIYAH**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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Assalamu'alaikum, Wr. Wb

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

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An Undergraduate thesis entitled: DEVELOPING THE THEMATIC ENGLISH VOCABULARY FOR MADRASAH TSANAWIYAH. Written by: Muhammad Yusuf Khoiruddin, Student Number 1701070186, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, June 22nd, 2022 at 13:00 – 14:30 p.m

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DEVELOPING THE THEMATIC ENGLISH VOCABULARY FOR MADRASAH TSANAWIYAH

ABSTRACT

**BY :
MUHAMMAD YUSUF KHOIRUDDIN**

This study aims to develop learning media, especially learning English vocabulary for MTs students. This is done because the vocabulary needed for learning is not compatible with the learning environment in MTs.

This research was conducted using a research and development design, which involved four main steps, namely (planning, developing product, validation and revision). Collecting data is using several instruments, among others; interviews, observations and questionnaires. Data analysis used a Likert scale.

To validate the developed material, two validators were involved in this. The validation results show that several aspects of the assessment developed showed good results with a score of 68% from media experts and 68% from material experts the calculation was based on the Likert scale.

After revising the product according to the validator's suggestion, it was concluded that English thematic vocabulary could be used correctly for MTs

Keyword: *Thematic, Vocabulary, Madrasah Tsanawiyah.*

PENGEMBANGAN KOSAKATA TEMATIK BAHASA INGGRIS UNTUK MADRASAH TSANAWIYAH

ABSTRAK

**OLEH:
MUHAMMAD YUSUF KHOIRUDDIN**

Penelitian ini bertujuan untuk mengembangkan media pembelajaran khususnya pembelajaran kosakata bahasa Inggris untuk siswa MTs. Hal tersebut dilakukan karena kosakata yang dibutuhkan untuk pembelajaran kurang mendukung dengan lingkungan belajar di MTs.

Penelitian ini dilakukan dengan menggunakan desain penelitian dan pengembangan, yang melibatkan empat langkah utama, yaitu (perencanaan, pengembangan produk, validasi dan revisi). Pengumpulan data menggunakan beberapa instrumen antara lain; wawancara, observasi dan angket. Analisis data menggunakan skala likert.

Untuk memvalidasi materi yang dikembangkan, dua validator terlibat dalam hal ini. Hasil validasi menunjukkan bahwa beberapa aspek penilaian yang dikembangkan menunjukkan hasil yang baik dengan skor 68% dari ahli media dan 68% dari ahli materi perhitungan tersebut berdasarkan skala likert.

Setelah merevisi produk sesuai dengan saran validator, disimpulkan bahwa kosakata tematik bahasa Inggris dapat digunakan dengan benar untuk MTs

Keyword: Tematik, Kosakata, Madrasah Tsanawiyah.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

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States that this undergraduate thesis is originally the result of the writer's research, in exception of the certain parts which are excerpted from the bibliography mentioned.

Metro, 08 Juni 2022



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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 08 Juni 2022



MUHAMMAD YUSUF KHOIRUDDIN

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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا , إِنَّ مَعَ الْعُسْرِ يُسْرًا

Truly with difficulties, there is ease.

Truly with difficulties, there is ease.

(Q.S Ash-Sharh 5-6)

“DONE IS BETTER THAN PERFECT”

DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

*My beloved parents Mr. Imam Sadeli and Mrs. Sumini, for their endless love,
pray, support, and the power to pass through the obstacle.*

*My best sponsor Mrs. Dr. Umi Yawisah, M.Hum and Mrs. Rika Dartiara, M.Pd
for their patient and support to finish this undergraduate thesis.*

My beloved Almamater of State Institute for Islamic Studies of Metro

*My beloved friends whom I cannot tell one by one, who always play, stand, and
stay around.*

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The first of all, the deepest gratitude would be addressed to my beloved parents, for understanding and supporting me to finish the undergraduate thesis soon, and always pray for me to be a successful person someday (amin).

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2. Second, thanks for Head of English education department IAIN Metro Mr. Andianto, M.Pd.
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4. Fourth, thanks for all of my lecturer in English Education Department who always give me knowledge and information.

Finallay, the researcher realized that this undergraduate thesis has any weakness, therefore, the writer dose apology as much as the mistaken, besides the writer waits for suggestion for the perfect research.

Metro, 08 Juni 2022



Muhammad Yusuf Khoiruddin
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CHAPTER I

INTRODUCTION

The objective of this study developed the thematic english vocabulary. In this part, some subchapters are presented. The subchapters are the background to the study, the identification of problems the limitation of the problem, the problem formulation, the subjective of the study, and the significances of the study.

A. Background of Study

People use the language to communicate or to express about their feeling with the other. Language is necessary for communication event thought there is another way to communicate such as using body language symbol or code. There are many languages entire the world that use by people to connect to the others.

One of the most popular languages that is used by many countries is English. English is the universal language in the world. Many countries use English as daily language to communicate. Thus, when someone able to speak English they can survive in many countries and it is very essential to study by people in many countries.

English language has four skills that must be learned as basic skill to master it. The four skills are speaking, writing, reading and listening but before laerning about the skill in English, someone have to know the basic component

of English are vocabulary, pronunciation and grammar. In reality, of entirely language components, vocabulary was holding the core idea in English language. By mastering vocabulary can give the improvement for English skills. It means that to increase English skills, learners have to master the vocabulary because it as the basic part of English supports listening, speaking, reading, and writing.

The concept of English vocabulary might have been overgeneralized as a list of word to note or to memorize. The concept is full of technical terms to digest such a word family, lexeme, multi-words unit, polisemy, collocation, connotation, idiom and so forth¹. There are many ways to master the vocabulary. The common way to do it is by using English dictionary, it contains lot of words for improving their English skill and there is not only about words but also pictures. Some of the dictionaries only contains the picture because the user is children. Different English dictionary was found in life and it becomes the question “which one to use?”. Therefore, lot of English dictionaries are existed but the purpose of it is to help student to learn the basis of language, that is vocabulary.

Primarily, for Indonesian development knowledge of English since in elementary school until the university. It becomes the main lesson in formal education. Not only in formal education but also it is studied in the informal

¹ Dedi Irwansyah, “*tantangan dan peluang pembelajaran kosa-kata*”, study of English department of Islamic Institute Jurai Siwo Metro. Tapis. Vol. XII. No.2. 2002. P. 141.

education. English has been formally included in National Examination. For this reason, students have to learn English. Also Students face a variety of situation that requires language skills. Therefore the quality of the language skills students depends on the quantity and quality of their vocabulary.

Indonesia has many types of schools, from toddlers to teenagers and from public schools to religious schools. Currently, religious schools are an important concern because they include general knowledge and religious knowledge. Religious school had same level as public school and there are some kinds of religious school such as, Madrasah Ibtidaiyah, Madrasah Tsanawiyah, Madrasah Aliyah and Islamic institute/university.

Madrasah Tsanawiyah is an educational institution which emphasizes Islamic content as its fundamental study. This feature makes it different from junior high school. Ideally, the English materials in Madrasah Tsanawiyah should be based on Islamic background. The lessons that learned there are more or less the same as the public school and English is one of the lessons. English lessons learned also contain religious teachings, as well as the vocabulary. Vocabulary mastery is often a problem because some of them did not get English lesson before.

The pra-survey has been done on December 5th 2020 by interviewing 2 teachers of Madrasah Tsanawiyah. Researcher did an interview with teachers of Madrasah Tsanawiyah about their response for the use of English Vocabulary depends on the student's English Material. Adam Anggi Lesmana, S.Pd as teacher at Mts Takhassus Al-qur'an Al-Falahiyah said "*penggunaan*

kamus saat ini masih sudah cukup bagus, hanya beberapa siswa masih kesulitan dalam menggunakannya.”(now, the use of dictionary is good enough but there are some students are difficult to use it).

Based on the result of the interview, the researcher found reason from teachers that the students can not use the dictionary yet, most of the students feel that English is the most difficult lesson to be learned and they did not get English lesson in elementary school so they are lack of vocabulary. They feel difficult to pronounce English word and the method to learn English.

Based on the problem above the researcher make the thematic English Vocabulary. The researcher believes from problem above, the development of the thematic English Vocabulary is needed. By making the thematic English Vocabulary for Madrasah Tsanawiyah helps student in learning English.

From the background above the researcher intentions to make a research entitled “*DEVELOPING THE THEMATIC ENGLISH VOCABULARY FOT AT MADRASAH TSANAWIYAH*”

B. Identification of Problems

1. The students have difficulty with the dictionary.
2. The students have less vocabulary.

C. Limitation of Problems

To avoid misunderstanding of the problems, the researcher limits the scope of the study by developing thematic vocabulary for Madrasah Tsanawiyah.

D. Problem formulation

1. What is the English vocabulary needs for Madrasah tsanawiyah ?
2. How to develop thematic vocabularies for Madrasah tsanawiyah?
3. What is the internal validity of the developed thematic vocabulary?

E. Objectives of Study

The Objectives of study are:

1. To delineate the thematic vocabulary needs for Madrasah Tsanawiyah.
2. To develop thematic vocabularies for Madrasah tsanawiyah.
3. To find out the internal validity of the developed English vocabulary.

F. The Benefits of the study

The findings of this study are supposed to be useful:

1. For the students :
 - a. Thematic vocabularies help them to get a good experience of vocabulary learning.
 - b. The thematic vocabularies enrich their knowledge of learning vocabulary in an easy and enjoyable way.
2. For English teachers :
 - a. As one of the alternative strategies.

b. To get the new experience of teaching vocabularies by using thematic vocabulary.

3. For the researchers:

To get information about vocabulary learning and thematic vocabulary.

4. For the readers:

To improve English vocabulary and it can be used as additional material of regular exercises, such as speaking, reading, and writing.

G. The product specification

Product specifications which are developed in this research is the presence of the print media shaped the thematic English Vocabulries for the students of Islamic Junior High School as a support for students in learning the English material.

1. Thematic English Vocabulary is in the form of printed media in the form of illustrated books made of A5 paper and has a size (14,8 x 21cm).
2. This thematic English vocabulary contains words that have the main word as the subject.

CHAPTER II

LITERATURE REVIEW

In conducting a research, some theories need to be explained concept or term in the research concerned. This study is used some terms and it need to be explained.

A. Literature Review

1. Vocabulary

a. Definition of vocabulary

Vocabulary is the most important part of learning language, every language has vocabulary or word to communicate. Vocabulary is the first thing to be learned in any language learning and the basic aspect obligatory for understanding a language. When somebody talks about vocabulary, the first come to mind vocabulary deals with words; where they come from, how they transformation, how they tell to each other and how we use them to communicate². Vocabulary can be definite as “words we must know to communicate efficiently; words in speaking (communicative vocabulary) and words in listening (receptive vocabulary)”³.

² Laurie bauer, *Vocabulary*, (London: Routledge Press, 1988), p. VIII.

³Susan B. Neuman & Julie Dwyer, *Missing in Action: Vocabulary Instruction in Pre-K*, *The Reading Teacher* Vol. 62, No. 5, 2009, p. 385.

Hornby defines the vocabulary as as : 1) entirely the words that a somebody knows or uses; 2) all the words in specific language; 3) the words that persons use when they are talking about a specific subject; 4) a list of words with their meanings⁴.

According to Steven Stahl, “Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world.” We continue to improve vocabularies pass our lives. Words are meaningful and powerful. Words give the chance to open the new knowledge for everyone especially for student⁵.

At that point, vocabulary is a group of words in a certain language that an individual knows and that has a meaning. It means that a language contains of a amount of words that form a meaningful language. In the English language, vocabulary is the most significant element of English because it touches four language skills, there are listening, speaking, reading, and writing. Correlated in to the importance of vocabulary learning is essential to language achivment, whether the language first, second, or foreign⁶.

⁴ Albert Sydney Hornby, *Oxford Advanced Learner's Dictionary 9th Edition*, (Oxford: Oxford University Press, 2015), p. 1744

⁵ Stahl, S. A. *Four problems with teaching word meanings (and what to do to make vocabulary an integral part of instruction)*, in E. H. Hiebert and M. L. Kamil (eds.), *Teaching and learning vocabulary: Bringing research to practice*, (Mahwah, NJ: Erlbaum. 2005), p. 95

⁶Marianne Celc e-Murcia, (2001), *Teaching English as a Second or Foreign Language*, USA: Heinle & Heinle, p. 285.

The definition of vocabulary is clear enough that is almost happen of human life, they use the set of words. The use of words itself separated according to the field, person, class, or profession. It means that drifter uses set of words to ask for some money to rich people, the teacher also use the set of word when their students instructed. The writer has opinion that vocabulary is one part of language which is central in learning language because vocabulary brings meaning which is use in communication.

b. Types of vocabulary

Harmer distinguishes two types of vocabulary, active and passive⁷. While learning new words, persons want a lot of practice and framework connections to learn by them, accumulation the vocabulary in the memory and recall it when speaking or writing. Therefore two main groups of person's vocabulary are active and passive vocabulary. Active vocabulary (productive) is used in talking or writing and is invented of words that come up in person's mind directly when he or she has to produce a oral or written sentence. On the other hand, passive vocabulary (receptive) is known but not used by a person. People understand it when it is heard or read.

⁷John Read, (2000), *Assessing Vocabulary*, Cambridge UK: Cambridge University Press, p. 154.

Based on how often (it is frequency) and how commonly (its range) vocabulary happens in language, Nation distinguishes vocabulary into four levels as follows⁸:

1) High frequency words

High frequency words of the language are the most central set of words. These words happen very frequently in all kinds of uses of the ordinary language. They are required formal and informal use of the language, in speech and in writing and in stories, dialog, the media and academic texts. Most of words are quite short and included as meaning words.

2) Academic words

These words are common and extensively used within a focused area. For example, the vocabulary of newspaper, children's books, or easy conversation. The most well researched special area for vocabulary in academic writing. Academic writing includes academic schoolbooks like history or geography text, academic articles such as journals, and laboratory manuals. Academic words do not happen so often in other kinds of language use. The words in the academics word list are very significant for

⁸Nation, I. S. P. 2001. *Learning Vocabulary In Another Language*. Cambridge: Cambridge University Press. P 7-11.

learners who will use English for academic study also in Senior High School or universities or technical institute.

3) Technical words

Most technical words occur only in one specific area, but some technical words can occur in other areas, some with the same meaning and some with dissimilar meanings. For example, by-pass and neck exist frequently in medicine and technical words in that area. They also exist outside that area. Technical words are clearly very important in everyone who focuses in a particular area.

4) Low frequency words

They include (1) word that are not quite frequent or extensive range enough to be high frequency words (abort, absorb, accelerate, accent, accusation, acid, acre), (2) technical words from other areas (one person's technical vocabulary in another person's low frequency vocabulary), and (3) words that just happen rarely.

Based on the statement above, it can be determined that vocabulary differentiate into four levels. The level vocabulary that used for junior high school in the academic words, which used in academic textbooks as a handbook for students to learn. It makes them easy to master of vocabularies in they grade.

Different from John, Wiji splits vocabulary into four groups as follows⁹:

- 1) The first is function words. These words, although some of them may also have complete-words meaning contents. Amount of these groups are auxiliaries, preposition, conjunction, conditional on where they are placed.
- 2) The second is substitute words. Those words do not signify as individual things or specific actions, but purpose as substitutes for whole for classes of words. Its means that is a connection among words.
- 3) The third types of vocabulary items are those that are spread in use according to such grammatical matters as the time off or presence of a negative. For example, Ahmad speaks English well and Joko does too. *Too* means that Joko also can speak English well although the sentences does not show directly that Joko can speak English well.
- 4) The large body of “content words” establishes the fourth group of vocabulary objects and main materials are usually considered when the vocabulary objects and main materials

⁹Wiji Lestari, (2013), *Improving Students' Vocabulary Mastery Through Word Clap Game*, Salatiga: English Department of Education State Institute for Islamic Studies (STAIN) of Salatiga, p. 41-42

are usually considered when the vocabulary of language is debated.

c. Aspect of Vocabulary

According to Penny, there are some aspects of vocabulary that should be learned by students as follows¹⁰:

1) Pronunciation and Spelling

The students have to know what a word sounds like (this pronunciation) and what it looks like (this spelling).

2) Grammar

The grammatical guidelines should be understood by student when they study a set of new words.

3) Meaning

The meaning of words is mainly what is mentioned in the real world, its denotation. A less noticeable component of the meaning of an item is connotation: the association, or positive or negative feeling it suggests, which may not be shown in a dictionary definition. A more complex aspect of meaning that often needs to be taught is whether a specific item is the suitable one to use in a given context or not.

¹⁰Ur, Penny. 1996. *A Course In Language Teaching*. Melbourne: Cambridge University Press. P 60-62.

Hatch states that there are five crucial steps in vocabulary learning¹¹.

1) Encountering new words

The first essential step for vocabulary learning is run into new word form various sources. Come across words are more effective when the students work with cooperating and interesting material. The amount of times that a word is run into also affect whether its learned.

2) Getting the word form

The important of getting the word form looks when students are asked to give definitions for words. Beginning students are expected to make mistakes that are related to misunderstandings of the form of other words.

3) Getting the word meaning

The specificity of the meaning that students need seems to vary. The level of distinction that must be made in word definition seems commit vary both with necessity of the task or situation, and aslo with the level of students. One vary current way in related learning for students to get the meaning of words is concluded context.

¹¹Hatch, Evelyn, and Cheryl Brown. 1995. *Vocabulary, Semantic and Language Education*. Cambridge: Cambridge University Press. P. 373-390.

4) Consolidating word form and meaning in memory

Interesting vocabulary learning can support the form meaning connection. There are four strategies: (1) creating mental connections, (2) spread on images and sound, (3) studying well, (4) using actions.

5) Using the word

The final step in learning word is using the words. Usages provides a minor guarantee that word and meanings will not disappear from memory once they are learned.

d. The Problem of Vocabulary

There are several strong purpose for which the vocabulary components of language development needs to be carefully strategic. First because different vocabulary gives significantly different return for learning, it is important to make certain that learner have a good control of high regularity words of the language before moving on the less regular vocabulary. Next, most language teaching development make vocabulary learning more tough that it should be as a result of the way vocabulary in the course is arrangement.

Grouping, contraries, synonyms, and items in a lexical set collected courses. Interference that result in misunderstanding for the learners it is simple material to avoid this problem. The last, vocabulary learning occasions and the quality of vocabulary learning can be

importantly increased through the careful strategy of both vocabulary and other skill actions¹².

Many problems confronted when Indonesian students study a target language such as English in vocabulary is they cannot comprehend what the connection among the new vocabulary they have learned with the purpose of the vocabulary word, then they can not put on their new vocabulary in their mind for communication.

Time used to organize word based on their purposeful categories are called part of speech. The classification of the words of a language in this way is in need of on their function in communication. Noun can happen in certain places in sentence and help certain function. Verb, adjective, and adverb also happen in certain laces in sentences and help special function. In English, the functional categories contain pronouns and interjections¹³.

Noun is a member of a class of words that can purpose at the subject or subject in a construction, mention to places, animals, things, states, or qualities¹⁴. Verb is a member of a class of words that can meaning as the main elements of predicates, classically express action, state, or a relative between two things. Adjective is a word used to qualify a

¹²Paul Nation, (1994), *New Ways in Teaching Vocabulary*, Alexandria: TESOL, p. 20.

¹³Hall J. Eugene, (1993), *Grammar for Use*, Jakarta: Bina Rupa Aksara, P. 8.

¹⁴Random House *Webster's Collage Dictionary*, (2001), America: United States of America, p. 842.

noun or pronoun.¹⁵ Adverb is a word which changes a verb, adjective or another adverb.¹⁶

2. Thematic

a. Definiton of Thematic

Thematic / θɪ'mætɪk / *adj.* connected with the theme or themes of something. Theme is the subject or main idea in a talk, piece of writing or work of art.¹⁷

Next, According to Jackendoff, the thematic interpretation of a sentence is the association of its syntactic structure with thematic representations (its thematic structure, also referred to as its lexical conceptual structure). Thematic representations are taken to consist of distinct levels: thematic tiers and aspectual (action) tiers.¹⁸

First, the thematic tiers represent the structure of the event which the sentence is about. This is showed that the sentence structure is based on events. Words used to represent a structure such as, thing, event, path, go, be, cause, to, at, etc. Second, the aspectual tiers represent the aspectual properties of events in terms of predicates such as affect, actor and patient.

¹⁵AJ. Thomson and AV. Martinet, (1986), *A Parctical English Grammar*, Oxford: Oxford University Press, p.10 .

¹⁶*Ibid.* P. 17.

¹⁷A S Horby. Oxford Advance Learner's Dictionary of Current English (eight edition). Oxford University Press. 2010. P. 1603.

¹⁸Jackendoff, R. *Semantic Structures*, Cambridge, MIT-Press.1990. p. 52.

According to the thematic organization of the text is closely connected with discourse coherence or text convexity¹⁹ and according to Sutopo the students should have a better idea of what text is, how to categorize and describe in terms of their genre, function organization and style²⁰. The teacher need to encourage their students to cope with texts and make sense of them as well as produce them. They have to make their students understand about the Theme first then the thematic progression pattern.

b. Types of Thematic

Eggin's stated that Thematic Progression contributes to the cohesive development of a text and it can strengthen the text's coherence and cohesion. Moreover, Eggin's and Danes name three patterns of Thematic Progression as follows²¹:

- 1) Re-iteration pattern or Constant Thematic Progression (CTP), which appears when Topical Theme has relation to the one in the following clause.
- 2) Zig-zag pattern or Simple Linear Thematic Progression (SLP), which has a Theme that derives from an element in the Rheme of the preceding clause.

¹⁹Guijarro, A., & Zamorano, A. "Thematic progression of children's stories as related to different stages of cognitive development". *Text & Talk*, 2009.29-6, pp 755–774.

²⁰D Sutopo. Sofia the first: "What makes a text make sense". *Language Circle Journal of Language and Literature*, IX/I. 2014. P. 35

²¹S Eggin's." *An introduction to systemic functional linguistic* (2nd ed). New York, NY: Continuum. 20004. P. 53.

- 3) Multiple-Theme pattern or Derived Theme Progression (DTP), which mostly occurs in the longer text, has one or some elements in a clause which are then distributed in Themes. The purpose of thematic progression is to create a well-structured text. It is indicated through the unity and connectedness between individual sentences that relate to each other.

B. Relevant Studies

Various researchers had conducted research related to this study.

Satuna who conducted the research at State Vocational School 1 Pamekasan found that improving students' vocabulary mastery using word mapping strategy can increase the students' ability to master vocabulary. The students must to improve their vocabulary to be able to communicate, write, listen and understand in Basic English skill well.²² The subject of this study is student of accounting department which consisted of 34 student.

Lutfina who conducted the research at SMPN 1 Wonosobo found that to know the effectiveness of TV Cards (Thematic Vocabulary Cards) in improving students' English vocabulary mastery. The result of this study showed there was a significant improvement made by the students in identifying and remembering new English vocabulary available in the given descriptive texts²³.

²²Satuna Indah Wardani, "*improving students' vocabulary mastery using word mapping strategy*", OKARA, Vol. 1, Tahun X, Mei 2015, Page 139.

²³Lutfina Tarita Wulandari, "The Effectiveness Of Tv Cards (Thematic vocabulary Cards) To Improve The students' English Vocabulary", English Department Faculty Of Languages And Arts Semarang State University, Semarang, February 2018, P 67.

There are some similarities and differences of the research between the researcher and the other researcher. The similarities between the first and second previous study are the researcher and other researchers is focusing English vocabulary of the research.

The differences between the researcher and other researchers that every research are using different methods for improving student's vocabulary, Satuna focus on Improving student's vocabulary mastery, the subject is the accounting department of vocational school and the researcher developing thematic English vocabulary for Madrasah Tsanawiyah.

The related studies which have been previously conducted are expected to be the basic building knowledge for the researcher in exploring other new media.

CHAPTER III

RESEARCH METHOD

A. Type of Research

The research type used in this study was Research and Development (R&D). According to Borg and Gall, this research aimed at developing and validating educational product in this research the educational product suggests to support learning materials²⁴.

It is also concerned with the development of product-oriented research used in education and the improvement of education quality as it is connected to the evaluation program in education domain²⁵. Moreover, Gay also argued that R&D is not merely to evaluate theories in education but mainly to develop effective products for special school programs like teaching and learning materials and media²⁶. In their book, Borg & Gall proposed ten steps in conducting R&D Method.

The steps are organized in the following order²⁷.

1. *Research and Information Collection*

The research is started by studying the related literatures need anylis

²⁴ Gall and Borg, *Educational Research An Introduction*, Seventhth Edition, USA: Pearson Education. 2003. P 45.

²⁵Borg, W. R. & Gall, M. D., Gall, P. J., *Educational research: An introduction*. Boston: Pearson Education, Inc. 2007. P 51.

²⁶Gay, L. R. *Educational research competencies for analysis and application*. New Jersey: A Simon & Scuster Company Engliwood Cliffs. 1992. P 89.

²⁷ Borg, W.R. & Gall, M.D. . *Educational research: An introduction*. New York: Longman. 1983. P 775.

and framework preparation.

2. *Planning*

It includes formulating skills and expertise regarding the problem of the research, formulating objectives of each stage, and designing research steps and necessary feasibility study.

3. *Developing Preliminary Form of Product*

In this step, the preliminary educational product, some named it as 'trial product', is developed by preparing and evaluating the supporting components, and also its guidelines and manuals.

4. *Preliminary Field Testing*

The preliminary product is tested in limited scale to some selected parties(3-4) through interview, questionnaire or observation to gain and analyze the data for next step.

5. *Revising Main Product*

The preliminary/trial product is revised using the data gained in step four. The revision is likely to be done more than once depends on the results of trial product. The revision is ready for wilder testing.

6. *Main Field Testing*

This step is also called main testing in which the revised educational product is tested in wilder scale to many parties (5-15). The data are commonly collected by qualitative method. Some products need to be carried out in an experimental research design to get the precise feedback/data for next step.

7. *Revising Operational Product*

The revised product in this step is revised again based on the gained data in step six. The product is then developed as an operational model design to be validated.

8. *Operational Field Testing*

The validating of operational model is conducted to massive parties (30-40) through interview, observation, or questionnaire. The data are the bases for revising the product in the final step. It is intended to ensure whether the model completely set for using in educational fields without the researchers as the counsellors.

9. *Revising Final Product*

The product is completely revised by the gained data in step eight and launched as the final educational product.

10. *Disseminating and Implementing*

The product dissemination is conducted to public especially in education field through seminars, publication, or presentation to related stakeholders.

From the quotation above, it is safe to say that R & D is one of research methodology which is used in the educational field. This research aims to develop and validate the educational product in order to overcome the students' need that has not been filled.

B. Research Procedure

This research implies the model of Research and Development

Proposed by Borg and Gall. This research actually has ten steps to be applied. As the research showed in a limited period of time, only a few steps that used in this research²⁸.

1. Research and Information collecting which covers review of the literature, classroom observations, and preparation of the report of state of art. This is the first step for researcher to submit the information about developing thematic vocabulary. The researcher will use an interview with some teachers of Madrasah tsanawiyah to get explanation about vocabulary needs in their school.
2. Planning which embraces defining skills, stating subjectives, determining course sequence, and small-scale feasibility testing. In this step, the researcher make the plan to creat the new product.
3. Developing a preliminary form of product which involves preparation of instructional materials, handbooks, and evaluation devices. The researcher start to make concept of the product that will be developing.

²⁸Borg and Gall, *Educational Research An Introduction: Seventhth Edition*, ESA: Pearson Education, Inc. 2002, Page : 573.

4. Preliminary Field Testing or validation which includes expert and practitioners judgment of developed learning materials. Inviting and asking some experts to validate the product.
5. Revising main product which cover rewriting the learning materials based on the result of expert and practitioners judgment of the developed learning materials in order to be the appropriate learning materials.
6. Disseminating and Implementing, the product dissemination is conducted to public especially in education field through seminars, publication, or presentation. This product tested by student and teacher at Madrasah Tsanawiyah.

C. Research Subject

The subjects of the research is to develop the thematic English vocabulary for Madarasah Tsanawiyah.

D. Data Collection Technique and Instrument Research

Interview, questionnaire, and observation used in this research to collect the data. The type of questionnaire in this research was needs analysis questionnaire. Need analysis questionnaires were distributed to the students to identify the needs of the students, weakness, and the strength of the students. The table below show the data collection technique and instrument research.

Table 1. Data collection technique and instrument research

| No | Phase | Research Instrument |
|----|------------|--|
| 1 | Planning | Need analysis questionnaire Interview guide |
| 2 | Validating | Product evaluation sheet |
| 3 | Revising | Focus group discussion or interview |

E. Data Analysis Technique

The questionnaires in the stage of needs analysis will analyzed by Likert scale. In a Likert scale, the respondent is asked to respond to each of the statements in terms of several degrees, usually five degrees (but at times 3 or 7 may also be used) of agreement or disagreement. For example, when asked to express opinion whether one considers his job quite pleasant, the respondent may respond in any one of the following ways: (a) strongly agree, (b) agree, (c) undecided, (d) disagree, (e) strongly disagree²⁹.

²⁹C.R. Kothari, Research Methodology: Methods & Techniques, New Delhi: New Age International (P) Ltd., Publishers, 2000, P 84.

CHAPTER IV

RESEARCH AND DEVELOPMENT RESULT

A. Result of the Development of Product

This research was conducted in 2 Mts namely; Mts Darul Ulya and Mts TQ Al Falahiyah. Researcher developed learning support media in the form of thematic dictionaries. This dictionary is used to make learning process easier for students to add vocabulary, especially in English lesson at Mts.

The subjects taken were Mts students who were randomly selected from 2 different schools, the researchers chose a theme based on words that had derivatives. The initial data shows that there is a lack of variation in learning and educators use improvised assessment media in the process of assessing learning outcomes.

Based on Borg and Gall the writer took 6 activities for developing product are reaserch and information collection, planning, developing preliminary form of product, preliminary field testing or validation, revising main product, main field testing. 3 out of 6 activities was explained bellow.

1. Research and Information Collection

Collecting the information and data the researcher used 2 intruments are need analysis and observation.

a. The needs of English Vocabulary for Madarasah Tsanawiyah
(MTs)

1) Student's analysis

Analysis of students is carried out in order to obtain the information, the difficulties experienced by students in carrying out the learning process. In this research, the researcher gave a questionnaire to 10 students from 2 different MTs. The questionnaire was sent via the google form because the learning process was carried out online learning. Participating students were randomly selected from grade 7.

The following are the results obtained from the questionnaire:

Table 2 : The result of analysis student need vocabulary

| | |
|---------------------|---|
| Questions 1 | Does the teacher always use media in learning English (dictionaries, pictures or others) to teach vocabulary? |
| Student's responses | 8 out of 10 students stated that they do not always use a dictionary and 2 others stated that they sometimes use it |
| Questions 2 | Is it the existing media related to English vocabulary? |
| Student's responses | All students stated that there was but it was not enough for the need for English vocabulary |
| Questions 3 | How is English vocabulary learning so far? |
| Student's responses | All students stated that the vocabulary learning process was running as it was |
| Questions 4 | Are you required to bring an English dictionary to class? |
| Student's responses | 9 out of 10 students stated that they are not required to bring a dictionary |
| Questions 5 | What kind of vocabulary is taught by the teacher? |
| Student's responses | All students stated that the vocabulary taught was only on student worksheets and added a little from daily activities |
| Questions 6 | Does the teacher provide special vocabulary that must be memorized in each material? |
| Student's responses | 8 out of 10 stated that the teacher did not give special vocabulary to memorize and 2 others stated that they had but now did not too |

Based on data obtained from questionnaires from students, teachers do not always use media to teach vocabulary because the learning media are still insufficient so that the teaching and learning process becomes monotonous and less interactive. The teacher does not give strict orders to bring a dictionary as a media for learning vocabulary to class so that the vocabulary obtained by students is limited to student's worksheets and teacher knowledge. Student's worksheets are general so that students are not given special vocabulary related to things such as vocabulary related to Islam because they are in an Islamic environment.

2) Teacher's analysis

Analysis of the teacher is also needed to obtain information related to problems that occur during the teaching and learning process. For this reason, the researcher also provided a questionnaire sent via google form.

Based on the results of the questionnaire obtained from the teacher, the teaching and learning process has gone well because it is in accordance with the curriculum and learning plans but has not used the media optimally with the aim of the learning process experiences obstacles such as students cannot understand the new vocabulary conveyed by the teacher. See appendix number 8 for more detail.

“ Rata rata kosakata yang ada di buku dan sedikit tambahan dari film atau musik”. “Kosakata yang terkait dengan materi yang ada di buku saja”

Teacher's statement above shows that media can be improve and develop student's vocabulary and also the students are not required to bring a dictionary to class but in fact the media is something that has an important role in the process with the purpose of students better understand what is conveyed by

the teacher. This is also in line with what was took by the students. The large number of vocabularies in English requires a special vocabulary that students will become more focused on and in both schools have not applied it.

b. Observation

Apart from questionnaires, researchers also collect data through observations to subject teachers in order to obtain clearer data. In the observation, the researcher also prepares the observation sheet as a research instrument, while the aspects observed include; Preparation, Presentation, Follow-up and Evaluation. Researchers made observations on Thursday 20 January 2022 at Mts TQ Al Falahiyah and on Tuesday 26 January 2022 at Mts Darul Ulya.

The results of the observations are as follows:

1) Name of School : MTs TQ AL Falahiyah

Name of Teacher : Adam Anggi Lesmana.SPd

Day/Date : Thursday, 20 January 2022

Time : 07:30–08:30

Table 3 : The result of observation teacher I

| No. | Aspects Observed | Yes | No | Description |
|-----|---|-----|----|-------------|
| 1. | Preparation | | | |
| | Teacher prepares media | √ | | |
| | The teacher chooses the right media according to material | √ | | |
| | The teacher puts the right media | √ | | |
| 2. | Presentation | | | |
| | The teacher conveys the goal | √ | | |
| | Teacher introduces media | √ | | |
| | The teacher explains the steps | √ | | |

| | | | | |
|----|--|---|--|--|
| | Media usage steps | √ | | |
| | Enhance student attention | √ | | |
| | Using an interesting method | √ | | |
| | Skilled teacher using Media | √ | | |
| | Skilled teacher using Media | √ | | |
| | Students actively participate | √ | | |
| | The teacher minimizes verbalism | √ | | |
| 3. | Follow-up | | | |
| | Students gain experience | √ | | |
| | Real Reciprocal | √ | | |
| | Teacher explores goals | √ | | |
| 4. | Evaluation | | | |
| | Media Condition According to the purpose | √ | | |
| | Relevant to the material | √ | | |
| | Easy to use by students | √ | | |
| | According to the level of students' thinking ability | √ | | |

2) Name of School : MTs Daarul 'Ulya

Name of Teacher: Lidya Ningsih. S.Pd

Day/ Date : Selasa, 26 Januari 2022

Time : 09:20 – 10:10

Table 4 : The result of observation of Teacher II

| No. | Aspects Observed | Yes | No | Description |
|-----|---|-----|----|-------------|
| 1. | Preparation | | | |
| | Teacher prepares media | √ | | |
| | The teacher chooses the right media according to material | √ | | |
| | The teacher puts the right media | √ | | |
| 2. | Presentation | | | |
| | The teacher conveys the goal | | √ | |
| | Teacher introduces media | | √ | |
| | The teacher explains the steps | | √ | |
| | Media usage steps | √ | | |

| | | | | |
|----|--|---|--|--|
| | Enhance student attention | √ | | |
| | Using an interesting method | √ | | |
| | Skilled teacher using Media | √ | | |
| | Skilled teacher using Media | √ | | |
| | Students actively participate | √ | | |
| | The teacher minimizes verbalism | √ | | |
| 3. | Follow-up | | | |
| | Students gain experience | √ | | |
| | Real Reciprocal | √ | | |
| 4. | Teacher explores goals | √ | | |
| | Evaluation | | | |
| | Media Condition According to the purpose | √ | | |
| | Relevant to the material | √ | | |
| | Easy to use by students | √ | | |
| | According to the level of students' thinking ability | √ | | |

Observations that have been made by researchers on 2 teachers of English subjects get the expected results that the teachers have taught well. This can be seen from the preparation of teachers when teaching by utilizing the media as teaching aids so that in the process of presenting the material the learning objectives can be achieved. Students also showed an enthusiastic response during the learning process because the teacher had invited them to be active coupled with the use of media according to student needs, but this could still be developed with other learning media such as dictionaries.

The difference that the researchers found in the observations was the difference in the media used by Adam and Lidya. Adam used media in the form of pictures of clocks and wall clocks because the material was related to time, then Lidya used media in the form of a blackboard because the material was related to simple sentences. The difference in media is not a big problem because every teacher has their own way of delivering lessons to their students.

From the results of the observation questionnaire, the researchers increasingly want to develop learning media, especially vocabulary learning so that students have more vocabulary which will facilitate the learning process, especially in English lessons and it is hoped that this media will make the learning process easier.

2. Planning

The step is planning or designing the product. Before designing the product, the researcher made observations to the existing English dictionaries so that the products made had special characteristics or were different from others. After that, the researcher tried to make several product designs and finally the researcher got the right design for this product. The designs on this product are sorted by word themes which have derivatives of other words and have other meanings as well. It is based on the type of thematic by Eggins. The type of thematic that researcher choose is Multiple-theme Pattern or Derived Theme Progression (DTP)³⁰.

The design description that the researcher made is as follows:

Air = water

Air mata = tears

Air hujan = rainwater

Air seni = urine

Etc.

Benda = thing

Benda cair = liquids

Benda langit = sky object

Benda padat = solids

Etc.

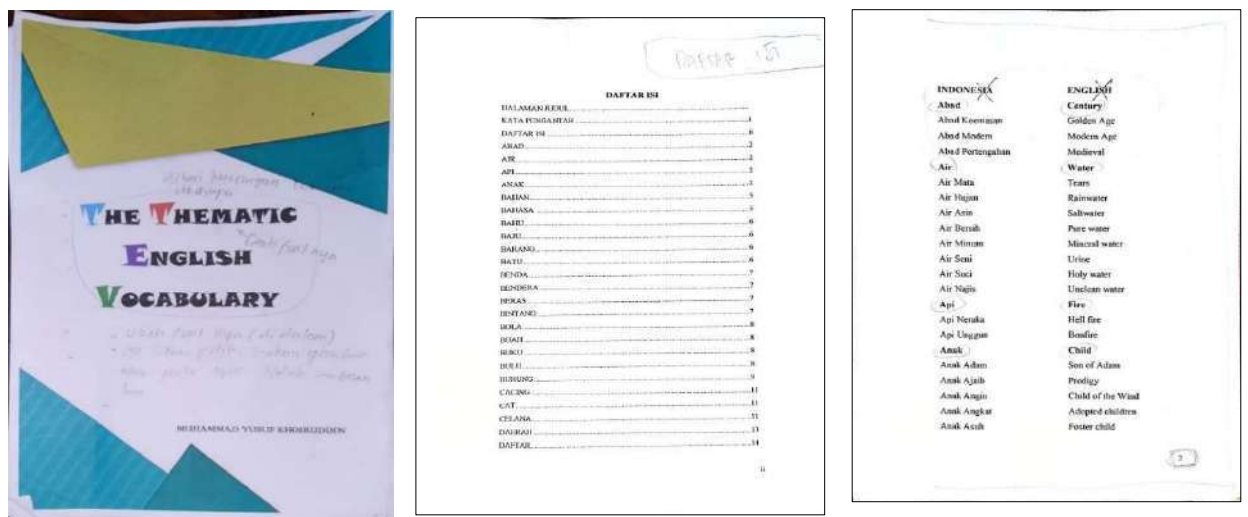
That is a description of the content of the design that will be made by the researcher which will later cover many word themes related to learning in madrasah.

³⁰ S Eggins." *An introduction to systemic functional linguistic*" (2nd ed). New York, NY: Continuum. 20004. P. 53.

3. Developing preliminary form of product

The step is the developing the product, after making a product design, the researcher begins to collect several dictionaries as references. The development of this product aims to make it easier for students to search for vocabulary and also make it easier for students to memorize the process so as to increase the vocabulary they have. Therefore, the researcher collects words that have a theme from the basic word.

The result of preliminary product form was made and the picture bellow showed the product :



Picture 1 : The preliminary form of product

B. The Result of Validation

1. Preliminary Field Testing

Which includes expert and practitioners judgment of developed learning materials. Inviting and asking some experts to validate the product. In this case, an assessment or validation is carried out by competent experts/validators in their fields. The validator in this development consists of 2 experts, namely material

experts and media experts. Validation was carried out using a validation sheet instrument in the form of a Likert scale assessment questionnaire³¹.

The instruments used in this study are as follows: Questionnaire sheets are used as a guide for validators in assessing the quality and feasibility of thematic vocabulary products. The questionnaire used was filled out by two media experts and a material expert.

The validation results are used as input and to revise the developed product. Product validation instrument questionnaire was used to determine the quality of the developing product. During this period, the researcher asked the lecturer for help to become a validator for the product that the researcher made. The validator criteria are as follows:

- ✓ Lecturer majoring in English.
- ✓ Mastering English material.
- ✓ Have taken the education level of S-3 / S-2 in English study program or English education.
- ✓ Have scientific writing in the field of English.

The lecturers who became validators were Dr. Aria Septi Anggaira, M.Pd as media expert and Leny Setiyana, M.Pd as a media expert. After conducting the validation process and obtaining results in the form of input and suggestions for the product, the researcher made several revisions so that the product made could be more interesting and useful.

³¹ Lobsy J, Wetmore A. CDC Coffee Break: Using Likert Scales in Evaluation Survey Work [Internet]; P. 153.2014.

The product validation instrument questionnaire was given to media expert validators and material experts as follows:

a. Material Expert

Material expert validation aims to test graphics and media presentation in English language learning. Material expert validation was carried out by Dr. Aria Septi Anggaira, M.Pd who is a lecturer in the TBI (English Tadris) department at IAIN Metro Lampung. This validation was carried out on May 12, 2022. The results of the validation by material experts are as shown in the following table:

Table 5 : The validation of material expert

| No | Assessment Aspect | Criteria Assessment | Score |
|--------------|-------------------|--|-----------|
| 1. | Material | Completeness of material/theme | 3 |
| | | Grammatical accuracy | 3 |
| | | Relevance to the content of the material/theme | 3 |
| | | The correctness of writing English vocabulary | 4 |
| 2. | Learning | Cultivate curiosity. | 4 |
| | | Make it easier to learn English vocabulary | 4 |
| | | Motivate students to learn | 4 |
| | | Student Centre | 3 |
| | | Student engagement | 3 |
| | | Interaction communication between students | 3 |
| Total | | | 34 |

Calculation Score Interpretation³²

$Y = \text{Likert's highest score} \times \text{number of respondents} \times \text{number of assessment criteria}$

$$Y = 5 \times 1 \times 10 = 50$$

$X = \text{the lowest score likert} \times \text{number of respondents} \times \text{number of assessment criteria}$

$$X = 1 \times 1 \times 10 = 10$$

Likert Interval Formula = $100 / \text{total score}$

Then = $100 / 5 = 20$ (the interval is the distance from the lowest 0% to the highest 100%)

The following are the criteria for interpreting scores based on intervalsS

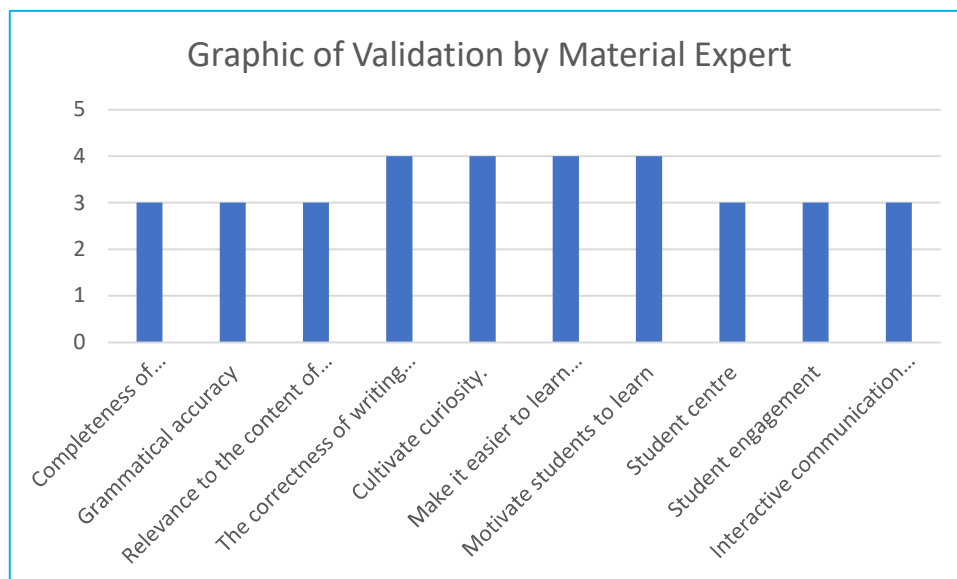
- Score 0% – 19.99% = Very poor
- Number 20% – 39.99% = Poor
- Figures 40% – 59.99% = Fair
- Number 60% – 79.99% = Good
- Score 80% – 100% = Very Good

Final completion

Index Formula % = $\text{Total Score} / Y \times 100$

$$= 34 / 50 \times 100$$

$$= 68\% \text{ (Good)}$$



Picture 2 : The graphic of validation by material expert

³² *Ibid.*155

From the results of validation by material experts, the assessment of the validator obtained a score of 68% in the "Good" category. Thus, the developed English thematic dictionary product meets the standards. However, there were some inputs by material experts that the table of contents needed to be numbered, too little vocabulary in some parts of the alphabet, the word Asmaul Husna had no relationship with the contents of the dictionary and was given a way of pronouncing each word. Input and suggestions from media expert validators will be used as revision material.

b. Media Expert

Media expert validation aims to test graphics and media presentation in English language learning. The validation of media experts was carried out by Leny Setiyana, M.Pd who is a lecturer in the TBI (English Tadris) department at IAIN Metro Lampung. This validation was carried out on April 26, 2022. The results of the validation by media experts are as shown in the following table:

Table 6 : The Validation of media expert

| No | Aspect Assessment | Criteria Assessment | Score |
|--------------|-------------------|---|-----------|
| 1 | Fleksibility | Easy to use without other media | 3 |
| | | Instructions for use are easy to understand | 3 |
| | | Can be used by students without being accompanied by teachers/parents | 4 |
| | | Advantages of learning media | 3 |
| 2. | Appearance | Attractive design | 2 |
| | | Writing is clear and easy to read | 4 |
| | | The print is clearly visible | 4 |
| | | Accuracy in choosing the right words for MTs | 3 |
| | | Material selection | 4 |
| | | Mold quality | 4 |
| Total | | | 34 |

Calculation Score Interpretation

$Y = \text{Likert's highest score} \times \text{number of respondents} \times \text{number of assessment criteria}$

$$Y = 5 \times 1 \times 10 = 50$$

$X = \text{the lowest score likert} \times \text{number of respondents} \times \text{number of assessment criteria}$

$$X = 1 \times 1 \times 10 = 10$$

Likert Interval Formula = $100 / \text{total score}$

Then = $100 / 5 = 20$ (the interval is the distance from the lowest 0% to the highest 100%)

The following are the criteria for interpreting scores based on intervals

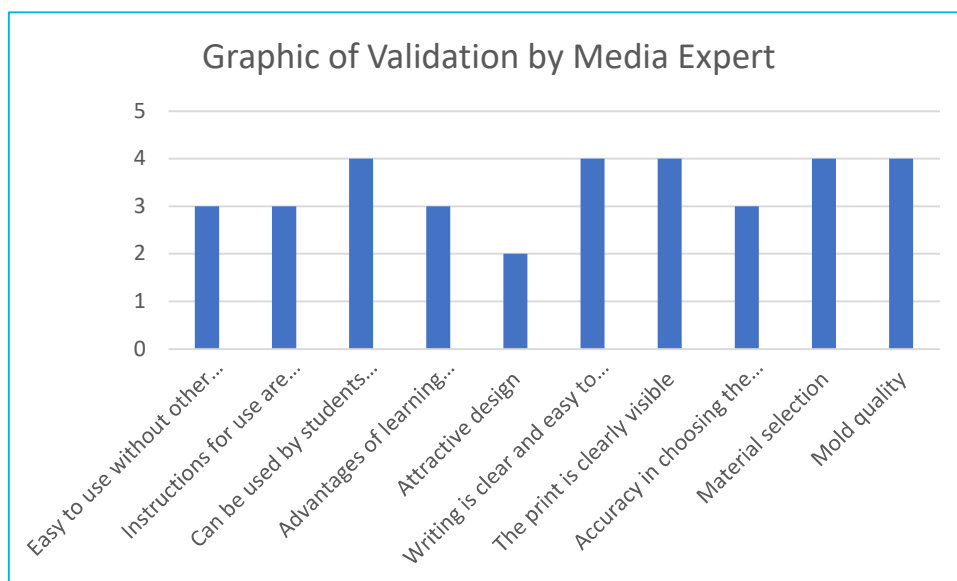
- Score 0% – 19.99% = Very poor
- Number 20% – 39.99% = Poor
- Figures 40% – 59.99% = Fair
- Number 60% – 79.99% = Good
- Score 80% – 100% = Very Good

Final completion

Index Formula % = $\text{Total Score} / Y \times 100$

$$= 34 / 50 \times 100$$

$$= 68\% \text{ (Good)}$$



Picture 3 : The graphic of validation by media expert

From the results of validation by media experts, the assessment of the validator obtained a score of 68% in the "Good" category. Thus, the developed English thematic dictionary product meets the standards. However, there were some suggestions by media experts that the cover appearance needed to be changed and the product title clarified for whom it was made as well as the font on the cover and content. The cover is made more attractive by adding illustrations. The content of the product is made to look attractive, given a frame and color. The pages are varied so that they are not monotonous. Input and suggestions from media expert validators will be used as revision material.

2. Revising Main Product

Product revision is carried out if there are still deficiencies or inputs during the Validation. When making this English thematic vocabulary product, the researcher made revisions where the revisions were made based on input and suggestions from the validators. Based on the validation by media experts of the

English thematic vocabulary that has been developed, there are several inputs so that the appearance of the product that has been developed looks more attractive.

The explanation of the product revision based on corrections from media experts is as follows:



Picture 4 : The product after revising

In Picture 4 it appears that the pictures and writings on the product are still unclear, based on the input of material and media experts, it is suggested to improve the colors and images on the product so that it looks more attractive.

Write the number in the table of content.

C. The Result of Trial Product

1. Main Field Testing

After going through the validation stage by the experts/validators, then several revisions were made, then the researcher gave a questionnaire to educators and students to find out responses or testing to thematic English vocabulary, the results of the analysis of teacher and student responses are described in the following table:

a. Analysis teacher's response

Data collection was carried out by providing a response questionnaire to the teacher on thematic English vocabulary that had been validated by experts/validators. The teacher's responses are shown in the following table:

Table 7 : Teacher's response I

| No | Aspek penilaian | Criteria | skor |
|----|-----------------|---|------|
| 1 | Materi | Completeness of material/theme | 4 |
| | | Relevant to the content/theme | 4 |
| | | The suitability of the image with the material or theme | 3 |
| | | Grammatical accuracy | 5 |
| | | The correctness of writing English vocabulary. | 4 |
| 2 | Pembelajaran | Cultivate curiosity. | 5 |
| | | Make it easier to learn English vocabulary | 5 |
| | | Motivate students to learn | 4 |
| | | Student centre | 4 |
| | | Student engagement | 4 |
| | | Interactive communication between students | 4 |
| 3 | Kepraktisan | Easy to use without other media | 5 |
| | | Instructions for use are easy to understand | 4 |
| | | Can be used by students without being accompanied by teachers/parents | 4 |
| | | Advantages of learning media | 4 |
| 4 | Tampilan | Attractive design | 3 |
| | | Writing is clear and easy to read | 5 |
| | | Clear image print | 4 |
| | | Image selection accuracy | 3 |

| | | |
|--------|--------------|----|
| | Mold quality | 3 |
| Jumlah | | 81 |

Interpretation of Score Calculation of teacher response I

$Y = \text{Likert's highest score} \times \text{number of respondents} \times \text{number of assessment criteria}$

$$Y = 5 \times 1 \times 20 = 100$$

$X = \text{the lowest score likert} \times \text{number of respondents} \times \text{number of assessment criteria}$

$$X = 1 \times 1 \times 10 = 10$$

Likert Interval Formula = 100 / Total Score

Then = $100 / 5 = 20$ (the interval is the distance from the lowest 0% to the highest 100%)

The following are the criteria for interpreting scores based on intervals

- Score 0% – 19.99% = Very poor
- Number 20% – 39.99% = Poor
- Figures 40% – 59.99% = Fair
- Number 60% – 79.99% = Good
- Score 80% – 100% = Very Good

Final completion : Index Formula % = Total Score / Y x 100

$$= 81 / 100 \times 100$$

$$= 81\% \text{ (Very Good)}$$

Table 8 : Teacher's response II

| No | Aspect Assessment | Criteria | Score |
|----|-------------------|---|-------|
| 1 | Material | Completeness of material/theme | 4 |
| | | Relevant to the content/theme | 4 |
| | | The suitability of the image with the material or theme | 5 |
| | | Grammatical accuracy | 4 |
| | | The correctness of writing English vocabulary. | 5 |

| | | | |
|-------|-------------|---|----|
| 2 | Learning | Cultivate curiosity. | 5 |
| | | Make it easier to learn English vocabulary | 5 |
| | | Motivate students to learn | 5 |
| | | Student centre | 3 |
| | | Student engagement | 4 |
| | | Interactive communication between students | 4 |
| 3 | Flexibility | Easy to use without other media | 3 |
| | | Instructions for use are easy to understand | 4 |
| | | Can be used by students without being accompanied by teachers/parents | 5 |
| | | Advantages of learning media | 2 |
| 4 | Appearance | Attractive design | 3 |
| | | Writing is clear and easy to read | 4 |
| | | Clear image print | 2 |
| | | Image selection accuracy | 3 |
| | | Mold quality | 3 |
| Total | | | 77 |

Interpretation of Score Calculation of teacher response II

Y = Likert's highest score x number of respondents x number of assessment criteria

$$Y = 5 \times 1 \times 20 = 100$$

X = the lowest score likert x number of respondents x number of assessment criteria

$$X = 1 \times 1 \times 10 = 10$$

Likert Interval Formula = 100 / total score

Then = $100 / 5 = 20$ (the interval is the distance from the lowest 0% to the highest 100%)

The following are the criteria for interpreting scores based on intervals

- Score 0% –19.99% = Very poor
- Number 20% – 39.99% = Poor

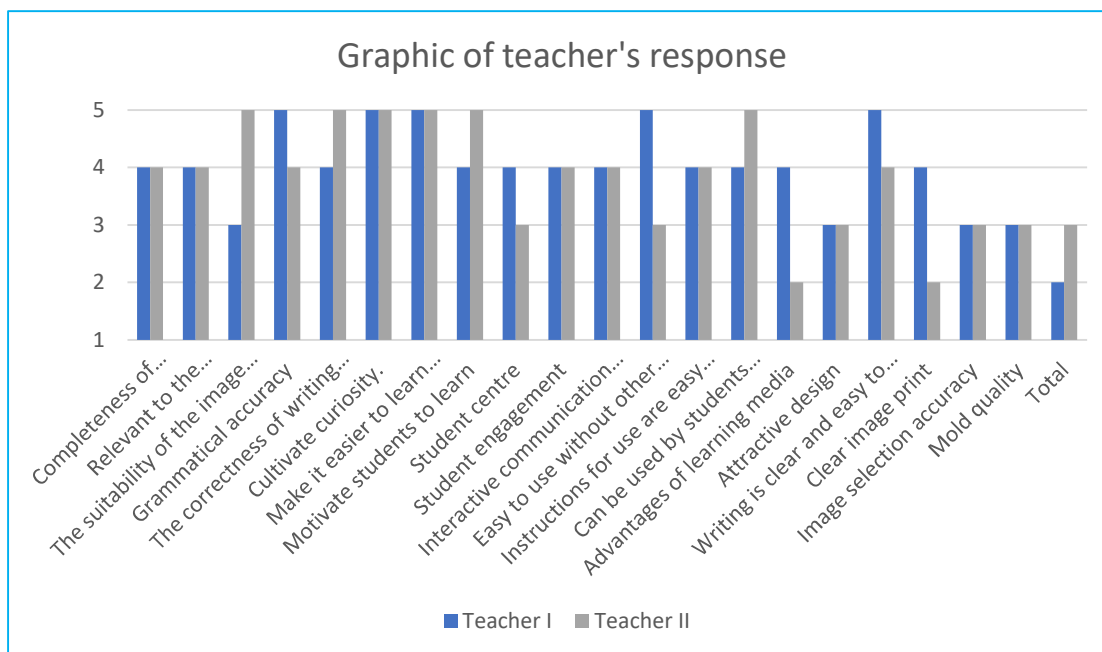
- Figures 40% – 59.99% = Fair
- Number 60% – 79.99% = Good
- Score 80% – 100% = Very Good

Final completion

Index Formula % = Total Score / Y x 100

= 77 / 100 x 100

= 77% (Good)



Picture 5 : The graphic of teacher's response

The results of analysis the teacher's response was taken from two respondents, Mrs. Lidya Ningsih, S.Pd and Mr. Adam Anggi Lesmana, S.Pd as subject teachers. From these data it is known that the results of the assessment of teacher I obtained a score of 81% in the "Very good" category. And the results of the assessment from teacher II obtained a score of 77% in the "good" category. Thus, the Thematic English Vocabulary is possible to use.

b. Analysis student's response

Questionnaires were given to students to find out their response to the thematic English vocabulary. The questionnaire consists of 14 positive and

negative statements. The results of the questionnaire given to students are as follows:

1) Student I

The first student gave a score of 61 from the total statement and after going through calculations, the final score was 87.10%. These results are included in “very good” category. Here are the results of the calculation :

Interpretation of Scores Calculation of student responses I

Y = Likert's highest score x number of respondents x number of assessment criteria

$$Y = 5 \times 1 \times 14 = 70$$

X = the lowest score likert x number of respondents x number of assessment criteria

$$X = 1 \times 1 \times 10 = 10$$

Likert Interval Formula = 100 / total score

Then = $100 / 5 = 20$ (the interval is the distance from the lowest 0% to the highest 100%)

The following are the criteria for interpreting scores based on intervals

- Score 0% – 19.99% = Very poor
- Number 20% – 39.99% = Poor
- Figures 40% – 59.99% = Fair
- Number 60% – 79.99% = Good
- Score 80% – 100% = Very Good

Final completion

Index Formula % = Total Score / Y x 100

$$= 61 / 70 \times 100$$

$$= 87.10\% \text{ (Very Good)}$$

2) Student II

The second student gave a score of 51 from the total statement and after going through calculations, the final score was 84.30%. These results are included in the very good category. Here are the results of the calculation :

Interpretation of Scores Calculation of student responses II

$Y = \text{Likert's highest score} \times \text{number of respondents} \times \text{number of assessment criteria}$

$$Y = 5 \times 1 \times 14 = 70$$

$X = \text{the lowest score likert} \times \text{number of respondents} \times \text{number of assessment criteria}$

$$X = 1 \times 1 \times 10 = 10$$

Likert Interval Formula = $100 / \text{total score}$

Then = $100 / 5 = 20$ (the interval is the distance from the lowest 0% to the highest 100%)

The following are the criteria for interpreting scores based on intervals

- Score 0% – 19.99% = Very poor
- Number 20% – 39.99% = Poor
- Figures 40% – 59.99% = Fair
- Number 60% – 79.99% = Good
- Score 80% – 100% = Very Good

Final completion

Index Formula % = $\text{Total Score} / Y \times 100$

$$= 59 / 70 \times 100$$

$$= 84.30\% \text{ (Very Good)}$$

The results of analysis the student's response was taken from two respondents (see on appendix). From these data it is known that the results of the assessment of student I obtained a score of 87,10% in the "Very good" category. And the results of the assessment from teacher II obtained a score

of 84,30% in the "very good" category. Thus, the Thematic English Vocabulary is possible to use.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions of The Product

Based on the research, the researcher concludes that several things related to the products of The Thematic English Vocabulary for Madrasah Tsanawiyah is need to be updating materials that relevant to their school institutions and environment and use all media maximally. It can helps students to improve their skill especially in English Lesson beside that the students need the materials that include Islamic context to facilitate students in understanding the material existing.

The thematic vocabularies is one of the media to master vocabularies. It developed by collecting indonesian words that has derivation of the basic word seen in this study. It can helps student to enrich their vocabularies because it arranged base on indonesian words.

The validation process involving two validators are Dr. Aria Septi Anggaira, M.Pd and Leny setiyana, M.Pd has been reached the product requirements to be used seen in likert scale. Teacher's and student's responses to the procut give good score.

B. Suggestions for Using Product

The Thematic English Vocabulary for Madrasah Tsanawiyah can help the learning process of students at school and for :

1. Teachers

This product can be developed and become an alternative in overcoming the lack of interest and difficulties of students in participating in the learning process. Teachers can also develop this media so that students are more enthusiastic about participating in the learning process.

2. Students

Thematic English Vocabulary is a learning media that helps students in the learning process and enriches their English vocabulary at school or home.

3. Readers

Thematic English Vocabulary is still far from perfect, so for readers who want to develop it further, the authors suggest that future researchers can provide better concepts so that they can be used for all subjects in thematic learning and not only focused on one subject.

Finally, the researcher hopes that the product can be used commercially.

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APPENDICES



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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Nomor : B-1533/ln.28.1/J/TL.00/06/2020
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA MTs TAKHASSUS AL-QUR`AN AL-FALAHIYAH BATANGHARJO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **MUHAMMAD YUSUF KHOIRUDDIN**
NPM : 1701070186
Semester : 6 (Enam)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : DEVELOPING THE STUDENT`S ENGLISH VOCABULARY BY USING POCKET VOCABULARY (TIKRAR MODEL) AT SEVENTH GRADES OF MTs TAKHASSUS AL-QUR`AN AL-FALAHIYAH BATANGHARJO ACADEMIC YEAR 2020/2021

untuk melakukan *pra-survey* di MTs TAKHASSUS AL-QUR`AN AL-FALAHIYAH BATANGHARJO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 25 Juni 2020
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014





YAYASAN AL-FALAHIYAH BATANGHARI
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Alamat : Madukoro 41 B Timur Desa Batangharjo Kec. Batanghari Kab Lampung Timur 34181 Email : mts.alfalahiyahbt@gmail.com

Nomor : 037/MTsS.TQ/PPAF/VII/2020
Lampiran : -
Perihal : **SURAT IZIN PRA SURVEY**

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Ketua Jurusan Tadris Bahasa Inggris IAIN Metro Lampung
Di-
Tempat

Assalamu'alaikum Wr.Wb

Berdasarkan surat dari Institut Agama Islam Negeri Metro Lampung Nomor : B-1533/In.28.1/J/TL.00/06/2020, tentang Izin Pra Survey, maka dengan ini Kepala Madrasah Tsanawiyah Takhassus Al-Qur'an Al-Falahiyah Batanghari menerangkan bahwa:

Nama : MUHAMMAD YUSUF KHOIRUDDIN

NPM : 1701070186

Fakultas : Tarbiyah dan Ilmu Keguruan

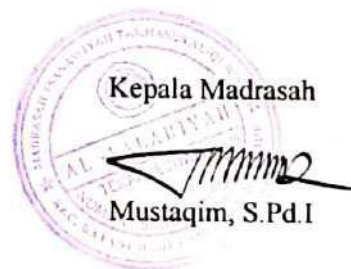
Jurusan : Tadris Bahasa Inggris

Judul Skripsi : **“DEVELOPING THE STUDENT’S ENGLISH VOCABULARY BY USING POCKET VOCABULARY (TIKRAR MODEL) AT SEVENT GRADES OF MTS TAKHASSUS AL-QUR’AN AL-FALAHIYAH BATANGHARJO ACADEMIC YEAR 2020/2021”**

Telah diizinkan untuk melakukan penelitian dalam rangka penyelesaian tugas Akhir/Skripsi yang dilaksanakan di MTs Takhassus Al-Qur'an Al-Falahiyah Batangharjo.

Demikian surat ini dibuat dan untuk dipergunakan untuk semestinya.

Wassalamu'alaikum Wr.Wb



A



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INSTITUT AGAMA ISLAM NEGERI METRO
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Perihal : **SURAT BIMBINGAN SKRIPSI**

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Rika Dartiara (Pembimbing 2)
di-

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Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

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NPM : 1701070186
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Jurusan : Tadris Bahasa Inggris
Judul : **DEVELOPING THE THEMATIC ENGLISH VOCABULARY FOT
MADRASAH TSANAWIYAH**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

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Metro, 10 Februari 2022
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Andianto M.Pd
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Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

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NPM : 1701070186
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di Mts TQ AL FALAHYAH, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "DEVELOPING THE THEMATIC ENGLISH VOCABULARY FOR MADRASAH TSANAWIYAH".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 25 April 2022

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



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tanggal 25 April 2022 atas nama saudara:

Nama : **MUHAMMAD YUSUF KHOIRUDDIN**
NPM : 1701070186
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di Mts TQ AL FALAHYAH, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "DEVELOPING THE THEMATIC ENGLISH VOCABULARY FOR MADRASAH TSANAWIYAH".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 25 April 2022
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



YAYASAN AL-FALAHIYAH BATANGHARI
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Berdasarkan surat dari Institut AWgama Islam Negeri Metro Lampung Nomor : B-1687/In.28/D.1/TL.00/04/2022, tentang Izin Riset, maka dengan ini Kepala Madrasah Tsanawiyah Takhassus Al-Qur'an Al-Falahiyah Batanghari menerangkan bahwa:

Nama : MUHAMMAD YUSUF KHOIRUDDIN
NPM : 1701070186
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : **“DEVELOPING THE THEMATIC ENGLISH VOCABULARY FOR MADRASAH TSANAWIYAH**

Telah diizinkan untuk melakukan penelitian dalam rangka penyelesaian tugas Akhir/Skripsi yang dilaksanakan di MTs Takhassus Al-Qur'an Al-Falahiyah Batangharjo.

Demikian surat ini dibuat dan untuk dipergunakan untuk semestinya.

Wassalamu'alaikum Wr.Wb

Kepala Madrasah



[Signature]
Istaqim, S.Pd.I



**MADRASAH TSNAWIYAH DAARUL 'ULYA
KOTA METRO**

STATUS : Terakreditasi B. NSM 121218720007 NPSN: 108116992

Alamat: JL Merica RT.33/RW.15 No. 31 Iringmulyo Kecamatan Metro Timur Kota Mtero 34111, Mts.daarululya15@yahoo.co.id, Telp. 082185500081

Nomor : 124/MTs-DU/IV/2022
Lampiran : -
Perihal : *BALASAN RESEARCH*

Kepada Yth.,
Ketua jurusan Tadris Bahasa Inggris
Institut Agama Islam Negeri Metro (IAIN) Metro

Assalamu'alikum Wr. Wb.

Sehubungan dengan saudara terkait perihal perizinan melakukan research/survey dalam rangka penyelesaian tugas akhir/skripsi atas nama MUHAMMAD YUSUF KHOIRUDDIN dengan judul "*THE THEMATIC ENGLISH VOCABULARY FOR MTs*"

Demikian surat balasan ini kami sampaikan, atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Kepala Madrasah

BARIYANTI, S.Pd.I

ANALISIS KEBUTUHAN KOSAKATA BAHASA INGGRIS UNTUK GURU

JUDUL SKRIPSI "DEVELOPING THE THEMATIC ENGLISH VOCABULARY FOR MADRASAH TSANAWIYAH"

NAMA *

Adam Anggi Lesmana, S.Pd

JABATAN *

Guru bahasa Inggris

NAMA Mts *

Mts TQ al falahiyah

LEMBAR INTERVIEW

Dimohon kesediaannya untuk menjawab pertanyaan berikut

Bagaimana proses pembelajaran kosakata bahasa Inggris di Mts ini? *

Prosesnya berjalan sebagaimana adanya sesuai dengan kurikulum

Apa saja jenis media pendukung untuk pembelajaran bahasa Inggris di Mts ini? *

Di sini ada speaker dan proyektor, dan belum ada lab bahasa

Apakah guru selalu menggunakan media dalam pembelajaran? *

Tidak selalu karena beberapa materi yang bisa dijelaskan

Adakah hambatan atau masalah yang bapak/ibu guru dihadapi dalam mengajar bahasa Inggris di Mts? dan apa saja? *

Tentu ada, seperti kehadiran murid yang sering absen dikelas, kemampuan mereka untuk memahami bahasa Inggris dan itu saja

Apakah dalam mengajar bahasa Inggris siswa/i masih sulit memahami kosakatanya? *

Masih sulit apalagi ada kosakata yang jarang didengar

Apakah dalam proses pembelajaran siswa/i diharuskan membawa kamus bahasa Inggris? *

Tidak saya haruskan tapi ditahun ajaran nanti akan saya wajibkan

Adakah media pembelajaran yang digunakan untuk mengajarkan kosakata bahasa inggris? *

medianya ya proyektor, speaker dan gambar, mading

Kosakata apa saja yang biasanya diajarkan di Mts? *

Kosakata yang terkait dengan materi yang ada dibuku saja

Adakah kosakata khusus yang wajib dihafalkan oleh siswa/i di Mts? *

Tidak ada

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ANALISIS KEBUTUHAN KOSAKATA BAHASA INGGRIS UNTUK GURU

JUDUL SKRIPSI "DEVELOPING THE THEMATIC ENGLISH VOCABULARY FOR MADRASAH TSANAWIYAH"

NAMA *

Lidya Ningsih, S.Pd

JABATAN *

Guru B. Inggris

NAMA Mts *

Mts darul ulya

LEMBAR INTERVIEW

Dimohon kesediaannya untuk menjawab pertanyaan berikut

Bagaimana proses pembelajaran kosakata bahasa Inggris di Mts ini? *

Kalau untuk proses pembelajaran bahasa Inggris sudah sesuai dengan kurikulum dan RPP tapi kalau untuk kosakatanya ditambah disela-sela pembelajaran jadi tidak ada waktu khusus untuk kosakata

Apa saja jenis media pendukung untuk pembelajaran bahasa Inggris di Mts ini? *

Media, kita ada papan tulis, LCD proyektor, speaker dan juga gambar-gambar

Apakah guru selalu menggunakan media dalam pembelajaran? *

Ya tidak selalu, kadang digunakan kadang juga tidak

Adakah hambatan atau masalah yang bapak/ibu guru dihadapi dalam mengajar bahasa Inggris di Mts? dan apa saja? *

Pasti ada, seperti kosakata yang dimiliki anak itu terbatas dan waktu belajar yang sedikit.

Apakah dalam mengajar bahasa Inggris siswa/i masih sulit memahami kosakatanya? *

Masih, sulit dalam membaca dan juga menghafalnya

Apakah dalam proses pembelajaran siswa/i diharuskan membawa kamus bahasa Inggris? *

Tidak saya haruskan namun bagi yang ada silahkan dibawa

Adakah media pembelajaran yang digunakan untuk mengajarkan kosakata bahasa inggris? *

Medianya kamus, proyektor dan speaker, beberapa kali saya meminta anakanak itu untuk menonton atau mendengarkan musik dan mencatat kata apa aja yang mereka dengar lalu kita artikan bersama sama

Kosakata apa saja yang biasanya diajarkan di Mts? *

Rata rata kosakata yang ada dibuku dan sedikit tambahan dari film atau musik

Adakah kosakata khusus yang wajib dihafalkan oleh siswa/i di Mts? *

Tidak ada

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ANALISIS KEBUTUH KOSAKATA BAHASA INGGRIS UNTUK SISWA

JUDUL SKRIPSI "DEVELOPING THE THEMATIC ENGLISH VOCABULARY FOR MADRASAH TSANAWIYAH"

NAME *

Anis Zaktyah

KELAS *

7-a

NAMA Mts *

Mts IQ alfalahiyah

LEMBAR INTERVIEW

Dimohon ketersediaanya untuk menjawab pertanyaan berikut

Apakah dalam pembelajaran bahasa inggris guru selalu menggunakan media (kamus, gambar atau yang lainnya) untuk mengajarkan kosakata? *

Kadang menggunakan kadang juga tidak dan sering tidaknya

Apakah media yang sudah ada berhubungan dengan kosakata bahasa inggris? *

Belum

Bagaimana pembelajaran kosakata bahasa inggris selama ini? *

Ya begitu begitu saja, kosakata hanya kadang kadang

Apakah kalian diharuskan untuk membawa kamus bahasa inggris ke kelas? *

Tidak harus

kosakata seperti apa saja yang diajarkan oleh guru? *

Kosata yang ada dibuku

Apakah guru memberikan kosakata khusus yang wajib dihafalkan pada setiap materi? *

Dulu ada sekarang tidak ada

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ANALISIS KEBUTUH KOSAKATA BAHASA INGGRIS UNTUK SISWA

JUDUL SKRIPSI "DEVELOPING THE THEMATIC ENGLISH VOCABULARY FOR MADRASAH TSANAWIYAH"

NAME *

Raisya aurellia muzakki

KELAS *

7-2

NAMA Mts *

Mts darul ulya

LEMBAR INTERVIEW

Dimohon ketersediaanya untuk menjawab pertanyaan berikut

Apakah dalam pembelajaran bahasa Inggris guru selalu menggunakan media (kamus, gambar atau yang lainnya) untuk mengajarkan kosakata? *

Tidak selalu hanya kadang-kadang saja membawa kamus dan gambar, proyektor

Apakah media yang sudah ada berhubungan dengan kosakata bahasa Inggris? *

Sudah tapi masih kurang

Bagaimana pembelajaran kosakata bahasa Inggris selama ini? *

Pelajarannya ya biasa saja tidak ada bedanya

Apakah kalian diharuskan untuk membawa kamus bahasa Inggris ke kelas? *

Tidak harus membawa kamus karena banyak yang tidak punya dan susah dibacanya

Kosakata seperti apa saja yang diajarkan oleh guru? *

Kosakata dari lks, kata kerja, kata benda

Apakah guru memberikan kosakata khusus yang wajib dihafalkan pada setiap materi? *

Guru tidak memberikan kosakata khusus untuk dihafalkan

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ANALISIS KEBUTUH KOSAKATA BAHASA INGGRIS UNTUK SISWA

JUDUL SKRIPSI "DEVELOPING THE THEMATIC ENGLISH VOCABULARY FOR MADRASAH TSANAWIYAH"

NAME *

Dio firmansyah

KELAS *

7-2

NAMA Mts *

Mts darul ulya

LEMBAR INTERVIEW

Dimohon ketersediaanya untuk menjawab pertanyaan berikut

Apakah dalam pembelajaran bahasa Inggris guru selalu menggunakan media (kamus, gambar atau yang lainnya) untuk mengajarkan kosakata? *

Tidak selalu menggunakan

Apakah media yang sudah ada berhubungan dengan kosakata bahasa Inggris? *

Belum cukup

Bagaimana pembelajaran kosakata bahasa Inggris selama ini? *

Seperti biasanya dikelas, guru masuk kelas dan memberikan materi lalu mencatat apa yang diajarkan

Apakah kalian diharuskan untuk membawa kamus bahasa Inggris ke kelas? *

Tidak harus,

Kosakata seperti apa saja yang diajarkan oleh guru? *

Kosakata benda sekitar dan dari lks

Apakah guru memberikan kosakata khusus yang wajib dihafalkan pada setiap materi? *

Tidak ada

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ANALISIS KEBUTUH KOSAKATA BAHASA INGGRIS UNTUK SISWA

JUDUL SKRIPSI "DEVELOPING THE THEMATIC ENGLISH VOCABULARY FOR MADRASAH TSANAWIYAH"

NAME *

Zahrotul Jannah

KELAS *

7-2

NAMA Mts *

Mts darul ulya

LEMBAR INTERVIEW

Dimohon ketersediaanya untuk menjawab pertanyaan berikut

Apakah dalam pembelajaran bahasa Inggris guru selalu menggunakan media (kamus, gambar atau yang lainnya) untuk mengajarkan kosakata? *

Kadang ibu guru membawa kamus atau gambar

Apakah media yang sudah ada berhubungan dengan kosakata bahasa Inggris? *

Sudah tapi belum cukup

Bagaimana pembelajaran kosakata bahasa Inggris selama ini? *

Pembelajarannya seperti biasa guru memberikan pelajaran dan kita mencatat apa yang ditulis dipapan tulis

Apakah kalian diharuskan untuk membawa kamus bahasa Inggris ke kelas? *

Dulu pernah sekarang tidak, karena banyak yang tidak punya

Kosakata seperti apa saja yang diajarkan oleh guru? *

Kosaata benda, makanan, minuman, kegiatan dan banyak lagi

Apakah guru memberikan kosakata khusus yang wajib dihafalkan pada setiap materi? *

Tidak ada

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ANALISIS KEBUTUH KOSAKATA BAHASA INGGRIS UNTUK SISWA

JUDUL SKRIPSI "DEVELOPING THE THEMATIC ENGLISH VOCABULARY FOR MADRASAH TSANAWIYAH"

NAME *

Aulya deswita

KELAS *

7-1

NAMA Mts *

Mts darul ulya

LEMBAR INTERVIEW

Dimohon ketersediaanya untuk menjawab pertanyaan berikut

Apakah dalam pembelajaran bahasa Inggris guru selalu menggunakan media (kamus, gambar atau yang lainnya) untuk mengajarkan kosakata? *

Tidak selalu

Apakah media yang sudah ada berhubungan dengan kosakata bahasa Inggris? *

Belum

Bagaimana pembelajaran kosakata bahasa Inggris selama ini? *

Pembelajarannya kadang diminta untuk bawa kamus tapi saya belum bisa bacanya

Apakah kalian diharuskan untuk membawa kamus bahasa Inggris ke kelas? *

Kadang Iya kadang tidak

Kosakata seperti apa saja yang diajarkan oleh guru? *

Kosakata benda disekitar kita, hewan, buah dll

Apakah guru memberikan kosakata khusus yang wajib dihafalkan pada setiap materi? *

Tidak ada

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ANALISIS KEBUTUH KOSAKATA BAHASA INGGRIS UNTUK SISWA

JUDUL SKRIPSI "DEVELOPING THE THEMATIC ENGLISH VOCABULARY FOR MADRASAH TSANAWIYAH"

NAME *

Fatimah zahroturrahmah

KELAS *

7-1

NAMA Mts *

Mts darul ulya

LEMBAR INTERVIEW

Dimohon ketersediaannya untuk menjawab pertanyaan berikut

Apakah dalam pembelajaran bahasa Inggris guru selalu menggunakan media (kamus, gambar atau yang lainnya) untuk mengajarkan kosakata? *

Tidak selalu, kadang membawa kamus atau gambar

Apakah media yang sudah ada berhubungan dengan kosakata bahasa Inggris? *

Sudah tapi masih belum cukup

Bagaimana pembelajaran kosakata bahasa Inggris selama ini? *

Pembelajarannya guru memberikan materi dan kosakata baru

Apakah kalian diharuskan untuk membawa kamus bahasa Inggris ke kelas? *

Tidak harus

Kosakata seperti apa saja yang diajarkan oleh guru? *

Kosakata yang diajarin kosakata benda sekitar dan kegiatan sehari hari

Apakah guru memberikan kosakata khusus yang wajib dihafalkan pada setiap materi? *

Kadang suruh hafalan kadang juga tidak

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ANALISIS KEBUTUH KOSAKATA BAHASA INGGRIS UNTUK SISWA

JUDUL SKRIPSI "DEVELOPING THE THEMATIC ENGLISH VOCABULARY FOR MADRASAH TSANAWIYAH"

NAME *

Awalul aziz

KELAS *

7c

NAMA Mts *

Mts TQ al falahiyah

LEMBAR INTERVIEW

Dimohon ketersediaanya untuk menjawab pertanyaan berikut

Apakah dalam pembelajaran bahasa Inggris guru selalu menggunakan media (kamus, gambar atau yang lainnya) untuk mengajarkan kosakata? *

Tidak selalu tapi kadang membawa kamus dan gambar

Apakah media yang sudah ada berhubungan dengan kosakata bahasa Inggris? *

Belum

Bagaimana pembelajaran kosakata bahasa Inggris selama ini? *

Pembelajarannya seperti biasa, guru memberikan materi dan beberapa kosakata

Apakah kalian diharuskan untuk membawa kamus bahasa Inggris ke kelas? *

Tidak harus

Kosakata seperti apa saja yang diajarkan oleh guru? *

Kosakata benda sekitar dan yang di lks

Apakah guru memberikan kosakata khusus yang wajib dihafalkan pada setiap materi? *

Kadang ada kadang tidak

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ANALISIS KEBUTUH KOSAKATA BAHASA INGGRIS UNTUK SISWA

JUDUL SKRIPSI "DEVELOPING THE THEMATIC ENGLISH VOCABULARY FOR MADRASAH TSANAWIYAH"

NAME *

Anggun Lestari

KELAS *

7a

NAMA Mts *

Mts taq al falahiyah

LEMBAR INTERVIEW

Dimohon ketersediaanya untuk menjawab pertanyaan berikut

Apakah dalam pembelajaran bahasa Inggris guru selalu menggunakan media (kamus, gambar atau yang lainnya) untuk mengajarkan kosakata? *

Tidak selalu, lebih seringnya ditulis dipapan tulis

Apakah media yang sudah ada berhubungan dengan kosakata bahasa Inggris? *

Belum cukup

Bagaimana pembelajaran kosakata bahasa Inggris selama ini? *

Seperti biasanya dikelas, guru memberikan pelajaran

Apakah kalian diharuskan untuk membawa kamus bahasa Inggris ke kelas? *

Tidak harus

Kosakata seperti apa saja yang diajarkan oleh guru? *

Kosakata yang di lks dan benda-benda sekitar

Apakah guru memberikan kosakata khusus yang wajib dihafalkan pada setiap materi? *

Guru tidak memberikan kosakata khusus

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ANALISIS KEBUTUH KOSAKATA BAHASA INGGRIS UNTUK SISWA

JUDUL SKRIPSI "DEVELOPING THE THEMATIC ENGLISH VOCABULARY FOR MADRASAH TSANAWIYAH"

NAME *

Fia Jenvika

KELAS *

7B

NAMA Mts *

Mts Iq alfalahiyah

LEMBAR INTERVIEW

Dimohon ketersediaanya untuk menjawab pertanyaan berikut

Apakah dalam pembelajaran bahasa Inggris guru selalu menggunakan media (kamus, gambar atau yang lainnya) untuk mengajarkan kosakata? *

Tidak selalu

Apakah media yang sudah ada berhubungan dengan kosakata bahasa Inggris? *

Ada yang sudah dan ada yang belum

Bagaimana pembelajaran kosakata bahasa Inggris selama ini? *

Biasa saja karena diselingi pelajaran lain

Apakah kalian diharuskan untuk membawa kamus bahasa Inggris ke kelas? *

Tidak harus

Kosakata seperti apa saja yang diajarkan oleh guru? *

Kosakata dari Iks kadang juga dari kegiatan sehari-hari

Apakah guru memberikan kosakata khusus yang wajib dihafalkan pada setiap materi? *

Tidak ada

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ANALISIS KEBUTUH KOSAKATA BAHASA INGGRIS UNTUK SISWA

JUDUL SKRIPSI "DEVELOPING THE THEMATIC ENGLISH VOCABULARY FOR MADRASAH TSANAWIYAH"

NAME *

Ilham amirul jannah

KELAS *

7c

NAMA Mts *

Mts TQ alfalahiyah

LEMBAR INTERVIEW

Dimohon ketersediaanya untuk menjawab pertanyaan berikut

Apakah dalam pembelajaran bahasa inggris guru selalu menggunakan media (kamus, gambar atau yang lainnya) untuk mengajarkan kosakata? *

Tidak selalu hanya sebulan atau seminggu sekali

Apakah media yang sudah ada berhubungan dengan kosakata bahasa inggris? *

Sebagian sudah sebagian belum

Bagaimana pembelajaran kosakata bahasa inggris selama ini? *

Biasa saja kurang seru

Apakah kalian diharuskan untuk membawa kamus bahasa inggris ke kelas? *

Tidak

kosakata seperti apa saja yang diajarkan oleh guru? *

Kosakata seperti di lks

Apakah guru memberikan kosakata khusus yang wajib dihafalkan pada setiap materi? *

Guru tidak memberikan kosakata khusus

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| | | |
|---------------------|---|--|
| Questions 1 | Apakah dalam pembelajaran bahasa Inggris guru selalu menggunakan media (kamus, gambar atau yang lainnya) untuk mengajarkan kosakata? | |
| Student's responses | 1 | Kadang menggunakan kadang juga tidak dan sering tidaknya |
| | 2 | Tidak selalu hanya sebulan atau seminggu sekali |
| | 3 | Tidak selalu |
| | 4 | Tidak selalu, lebih seringnya ditulis dipapan tulis |
| | 5 | Tidak selalu tapi kadang membawa kamus dan gambar |
| | 6 | Tidak selalu, kadang membawa kamus atau gambar |
| | 7 | Tidak selalu |
| | 8 | Kadang ibu guru membawa kamus atau gambar |
| | 9 | Tidak selalu menggunakan |
| | 10 | Tidak selalu hanya kadang-kadang saja membawa kamus dan gambar, proyektor |
| Questions 2 | Apakah media yang sudah ada berhubungan dengan kosakata bahasa Inggris? | |
| Student's responses | 1 | Belum |
| | 2 | Sebagian sudah sebagian belum |
| | 3 | Ada yang sudah dan ada yang belum |
| | 4 | Belum cukup |
| | 5 | Belum |
| | 6 | Sudah tapi masih belum cukup |
| | 7 | Belum |
| | 8 | Sudah tapi belum cukup |
| | 9 | Belum cukup |
| | 10 | Sudah tapi masih kurang |
| Questions 3 | Bagaimana pembelajaran kosakata bahasa Inggris selama ini? | |
| Student's responses | 1 | Ya begitu begitu saja, kosakata hanya kadang kadang |
| | 2 | Biasa saja kurang seru |
| | 3 | Biasa saja karena diselingi pelajaran lain |
| | 4 | Seperti biasanya dikelas, guru memberikan pelajaran |
| | 5 | Pembelajarannya seperti biasa, guru memberikan materi dan beberapa kosakata |
| | 6 | Pembelajarannya guru memberikan materi dan kosakata baru |
| | 7 | Pembelajarannya kadang diminta untuk bawa kamus tapi saya belum bisa bacanya |
| | 8 | Pembelajarannya seperti biasa guru memberikan pelajaran dan kita mencatat apa yang ditulis dipapan tulis |
| | 9 | Seperti biasanya dikelas. guru masuk kelas dan memberikan materi lalu mencatat apa yang diajarkan |
| | 10 | Pelajarannya ya biasa saja tidak ada bedanya |
| Questions 4 | Apakah kalian diharuskan untuk membawa kamus bahasa Inggris ke kelas? | |
| Student's responses | 1 | Tidak harus |
| | 2 | Tidak |
| | 3 | Tidak harus |
| | 4 | Tidak harus |
| | 5 | Tidak harus |
| | 6 | Tidak harus |

| | | |
|---------------------|---|--|
| | 7 | Kadang iya kadang tidak |
| | 8 | Dulu pernah sekarang tidak, karena banyak yang tidak punya |
| | 9 | Tidak harus, |
| | 10 | Tidak harus membawa kamus karena banyak yang tidak punya dan susah dibacanya |
| Questions 5 | kosakata seperti apa saja yang diajarkan oleh guru? | |
| Student's responses | 1 | Kosata yang ada dibuku |
| | 2 | Kosakata seperti di lks |
| | 3 | Kosakata dari lks kdang juga dari kegiatan sehari-hari |
| | 4 | Kosakata yang di lks dan benda-benda sekitar |
| | 5 | Kosakata benda sekitar dan yang di lks |
| | 6 | Kosakata yang diajarin kosakata benda sekitar dan kegiatan sehari hari |
| | 7 | kosakata benda disekitar kita, hewan, buah dll |
| | 8 | Kosaata benda, makanan, minuman, kegiatan dan banyak lagi |
| | 9 | Kosakata benda sekitar dan dari lks |
| | 10 | Kosakata dari lks, kata kerja, kata benda |
| Questions 6 | Apakah guru memberikan kosakata khusus yang wajib dihafalkan pada setiap materi? | |
| Student's responses | 1 | Dulu ada sekarang tidak ada |
| | 2 | Guru tidak memberikan kosakata khusus |
| | 3 | Tidak ada |
| | 4 | Guru tidak memberikan kosakata khusus |
| | 5 | Kadang ada kadang tidak |
| | 6 | Kadang suruh hafalan kadang juga tidak |
| | 7 | Tidak ada |
| | 8 | Tidak ada |
| | 9 | Tidak ada |
| | 10 | Guru tidak memberikan kosakata khusus untuk dihafalkan |

| No | Questions | The response of 2 teachers | |
|----|--|---|---|
| | | 1 | 2 |
| 1 | Bagaimana proses pembelajaran kosakata bahasa Inggris di Mts ini? | Kalau untuk proses pembelajaran bahasa Inggris sudah sesuai dengan kurikulum dan rpp tapi kalau untuk kosakatanya ditambah disela sela pembelajaran jadi tidak ada waktu khusus untuk kosakata | Prosesnya berjalan sebagaimana adanya sesuai dengan kurikulum |
| 2 | Apa saja jenis media pendukung untuk pembelajaran bahasa Inggris di Mts ini? | Media, kita ada papan tulis, lcd proyektor, speaker dan juga gambar-gambar | Di sini ada speaker dan proyektor, dan belum ada lab bahasa |
| 3 | Apakah guru selalu menggunakan media dalam pembelajaran? | Ya tidak selalu, kadang digunakan kadang juga tidak | Tidak selalu karena beberapa materi yang bisa dijelaskan |
| 4 | Adakah hambatan atau masalah yang bapak/ibu guru dihadapi dalam mengajar bahasa Inggris di Mts? dan apa saja? | Pasti ada, seperti kosakata yang dimiliki anak itu terbatas dan waktu belajar yang sedikit. | Tentu ada, seperti kehadiran murid yang sering absen dikelas, kemampuan mereka untuk memahami bahasa Inggris dan itu saja |
| 5 | Apakah dalam mengajar bahasa Inggris siswa/i masih sulit memahami kosakatanya? | Masih, sulit dalam membaca dan juga menghafalnya | Masih sulit apalagi ada kosakata yang jarang didengar |
| 6 | Apakah dalam proses pembelajaran siswa/i diharuskan membawa kamus bahasa Inggris? | Tidak saya haruskan namun bagi yang ada silahkan dibawa | Tidak saya haruskan tapi ditahun ajaran nanti akan saya wajibkan |
| 7 | Adakah media pembelajaran yang digunakan untuk mengajarkan kosakata bahasa Inggris? | Medianya kamus, proyektor dan speaker, beberapa kali saya meminta anakanak itu untuk menonton atau mendengarkan musik dan mencatat kata apa aja yang mereka dengar lalu kita artikan bersama sama | medianya ya proyektor, speaker dan gambar, mading |
| 8 | Kosakata apa saja yang biasanya diajarkan di MTs? | Rata rata kosakata yang ada dibuku dan sedikit tambahan dari film atau musik | Kosakata yang terkait dengan materi yang ada dibuku saja |
| 9 | Adakah kosakata khusus yang wajib dihafalkan oleh siswa/i di MTs? | Tidak ada | Tidak ada |

INSTRUMEN PENELITIAN

Lembar Observasi

1. Nama Sekolah : Mts Darul Ulya
 2. Nama Guru : Lidya Niingsili, S.Pd
 3. Hari/ tanggal : Selasa, 26 Januari 2022
 4. Waktu : 09:20 - 10:10

| No | Aspek Yang Diamati | Ya | Tidak | Keterangan |
|--------------------------------|---|------|-------|------------|
| 1. | Persiapan | | | |
| | Guru menyiapkan media | ✓ | | |
| | Guru memilih media yang tepat sesuai materi | ✓ | | |
| | Guru meletakkan media yang Tepat | ✓ | | |
| 2. | Penyajian | | | |
| | Guru menyampaikan tujuan | ✓ | | |
| | Guru mengenalkan media | | ✓ | |
| | Guru menjelaskan langkah-langkah penggunaan media | | ✓ | |
| | Penggunaan media mempertinggi perhatian siswa | //// | ✓ | |
| | Menggunakan metode yang menarik | ✓ | | |
| | Guru melakukan demonstrasi | ✓ | | |
| | Guru terampil menggunakan Media | ✓ | | |
| | Guru terampil menggunakan Media | ✓ | | |
| | Siswa berpartisipasi aktif | ✓ | | |
| Guru meminimalisasi verbalisme | ✓ | | | |
| 3. | Tindak lanjut | | | |
| | Siswa memperoleh pengalaman Nyata | ✓ | | |
| | Timbal balik | ✓ | | |
| | Guru menjajaki tujuan | ✓ | | |
| 4. | Evaluasi | | | |
| | Kondisi Media | ✓ | | |

| | | | |
|--|---|--|--|
| Sesuai dengan tujuan | ✓ | | |
| Relevan dengan materi | ✓ | | |
| Mudah digunakan oleh siswa | ✓ | | |
| Sesuai dengan tingkat kemampuan berpikir siswa | ✓ | | |
| | | | |

INSTRUMEN PENELITIAN

Lembar Observasi

1. Nama Sekolah : MHS TO Al-falchiyah
 2. Nama Guru : Adam Auggi Lermana, S.Pd.
 3. Hari/ tanggal : Kamis, 20 Januari 2022
 4. Waktu : 07:30 - 08:30

| No | Aspek Yang Diamati | Ya | Tidak | Keterangan |
|--------------------------------|---|----|-------|----------------------|
| 1. | Persiapan | | | |
| | Guru menyiapkan media | ✓ | | Media berupa |
| | Guru memilih media yang tepat sesuai materi | ✓ | | gambar tentang waktu |
| | Guru meletakkan media yang Tepat | ✓ | | |
| 2. | Penyajian | | | |
| | Guru menyampaikan tujuan | ✓ | ✗ | |
| | Guru mengenalkan media | ✓ | | |
| | Guru menjelaskan langkah-langkah penggunaan media | ✓ | | |
| | Penggunaan media mempertinggi perhatian siswa | ✓ | | |
| | Menggunakan metode yang menarik | ✓ | | |
| | Guru melakukan demonstrasi | ✓ | | |
| | Guru terampil menggunakan Media | ✓ | | |
| | Guru terampil menggunakan Media | ✓ | | |
| | Siswa berpartisipasi aktif | ✓ | | |
| Guru meminimalisasi verbalisme | ✓ | | | |
| 3. | Tindak lanjut | | | |
| | Siswa memperoleh pengalaman Nyata | ✓ | | |
| | Timbal balik | ✓ | | |
| | Guru menjajaki tujuan | ✓ | | |
| 4. | Evaluasi | | | |
| | Kondisi Media | ✓ | | Baik |

| | | | | |
|--|----------------------------|---|--|--|
| | Sesuai dengan tujuan | ✓ | | |
| | Relevan dengan materi | ✓ | | |
| | Mudah digunakan oleh siswa | ✓ | | |
| | Sesuai dengan tingkat | ✓ | | |
| | kemampuan berpikir siswa | | | |

INSTRUMEN PENILAIAN AHLI MATERI

IDENTITAS

NAMA : Dr. Aria Septi Anggawa, M.Pd.
INSTANSI : IAIN Metro

PETUNJUK PENGISIAN

1. Melalui instrument ini bapak/ibu diminta memberikan penilaian tentang media *The Thematic English Vocabulary*.
2. Penilaian yang bapak ibu berikan pada setiap butir pertanyaan yang terdapat dalam instrument ini akan digunakan sebagai validasi dan masukan untuk menyempurnakan *The Thematic English Vocabulary*
3. Silahkan Bapak/Ibu memberikan penilaian dengan memberikan tanda (✓) pada salah satu kolom nilai SK, K, C, B, SB. Dengan Keterangan:
 - SB : Sangat Baik
 - B : Baik
 - C : Cukup
 - K : Kurang
 - SK : Sangat Kurang
4. Berikan pula masukan atau saran pada kolom yang telah disediakan.

| No | Aspek Penilaian | Kriteria Penilaian | SB | B | C | K | SK |
|----|-----------------|---|----|---|---|---|----|
| 1. | Materi | 1. Kelengkapan materi/tema | | | ✓ | | |
| | | 2. Relevan dengan isi materi/tema | | | ✓ | | |
| | | 3. Ketepatan tata bahasa | | | ✓ | | |
| | | 4. Kebenaran penulisan kosa kata Bahasa Inggris. | | ✓ | | | |
| 2. | Pembelajaran | 5. Menumbuhkan rasa ingin tahu. | | ✓ | | | |
| | | 6. Mempermudah belajar kosa kata Bahasa Inggris | | ✓ | | | |
| | | 7. Memotivasi siswa untuk belajar | | ✓ | | | |
| | | 8. Berpusat pada siswa | | | ✓ | | |
| | | 9. Keterlibatan siswa | | | ✓ | | |
| | | 10. Keterjalinan komunikasi interaktif antara siswa | | | ✓ | | |

Saran dan masukan

1. Daftar isi => untuk lebih memudahkan pembaca beri penomoran di depan Topik.
2. Apa hubungannya Asmaul Husna dengan topik / kosakata yg dibahas (sebutkan ada keterkaitannya).
3. Kosakata per topik terlalu sedikit (contoh: C hanya beberapa (sebutkan lebih banyak), E, F,
4. Kamus ini untuk siapa?
Beri cara pengucapan dalam bahasa Inggris -

Metro, 12 / 05 / 2022



Aria Septi Anggawa

NIP. 197909292005022006

INSTRUMEN PENILAIAN AHLI MEDIA

IDENTITAS

NAMA : LENY SETIYANA, M.Pd

INSTANSI : IAIN METRO

PETUNJUK PENGISIAN

1. Melalui instrument ini bapak/ibu diminta memberikan penilaian tentang media *The Thematic English Vocabulary*..
2. Penilaian yang bapak ibu berikan pada setiap butir pertanyaan yang terdapat dalam instrument ini akan digunakan sebagai validasi dan masukan untuk menyempurnakan *The Thematic English Vocabulary*.
3. Silahkan Bapak/Ibu memberikan penilaian dengan memberikan tanda (\checkmark) pada salah satu kolom nilai SB, B, C, K, SK dengan keterangan:

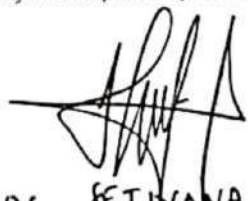
SB : Sangat Baik
B : Baik
C : Cukup
K : Kurang
SK : Sangat Kurang
4. Berikan pula masukan atau saran pada kolom yang telah disediakan.

| No | Aspek Penilaian | Kriteria Penilaian | SB | B | C | K | SK |
|----|---|---|----|---|---|---|----|
| 1 | Kepraktisan SB = Jika memenuhi semua kriteria B = Jika 1 kriteria tidak terpenuhi C = jika 2 kriteria tidak terpenuhi K = Jika 3 kriteria tidak terpenuhi SK = Jika 4 kriteria tidak terpenuhi | 1. Mudah digunakan tanpa media lain | | | ✓ | | |
| | | 2. Petunjuk penggunaan mudah dipahami | | | ✓ | | |
| | | 3. Dapat digunakan siswa tanpadidampingi guru/orang tua | | ✓ | | | |
| | | 4. Keunggulan media pembelajaran | | | ✓ | | |
| 2. | Tampilan SB= Jika memenuhi semua criteria B= Jika 1 kriteria tidak terpenuhi C= jika 2 kriteria tidak terpenuhi K= Jika 3 kriteria tidak terpenuhi SK= Jika 4 kriteria tidak terpenuhi | 5. Desain menarik | | | | ✓ | |
| | | 6. Tulisan jelas dan mudah dibaca | | ✓ | | | |
| | | 7. Cetakan tulisan terlihat jelas | | ✓ | | | |
| | | 8. Ketepatan pemilihan kata yang sesuai untuk MTs | | | ✓ | | |
| | | 9. Pemilihan bahan | | ✓ | | | |
| | | 10. Kualitas cetakan | | ✓ | | | |

Saran dan Masukan

1. Diberi keterangan. Buku ini untuk siapa
2. Cantik font pada cover dan isi
3. Berikan gambar atau pola pada cover buku

Metro, ~~26~~ April, 2022



LENY SETIYANA, M.Pd
NIP.

ANGKET RESPON GURU

NAMA : *Lidya Ningsih, S.Pd*
INSTANSI : *Mts.*

PETUNJUK PENGISIAN

1. Melalui instrument ini bapak/ibu diminta memberikan penilaian tentang media *The Thematic English Vocabulary*
2. Penilaian yang bapak ibu berikan pada setiap butir pertanyaan yang terdapat dalam instrument ini akan digunakan sebagai validasi dan masukan untuk menyempurnakan *The Thematic English Vocabulary*
3. Silahkan Bapak/Ibu memberikan penilaian dengan memberikan tanda () pada salah satu kolom nilai SK, K, C, B, SB. Dengan Keterangan:
 - SB : Sangat Baik
 - B : Baik
 - C : Cukup
 - K : Kurang
 - SK : Sangat Kurang
4. Berikan pula masukan atau saran pada kolom yang telah disediakan.

| No | Aspek Penilaian | Kriteria Penilaian | SB | B | C | K | SK |
|----|---|---|----|---|---|---|----|
| 1. | Materi SB=Jika memenuhi semua kriteria B = Jika 1 kriteria tidak terpenuhi C = jika 2 kriteria tidak terpenuhi K = Jika 3 kriteria tidak terpenuhi SK =Jika 4 kriteria tidak terpenuhi | 1. Kelengkapan materi/tema | | ✓ | | | |
| | | 2. Relevan dengan isi materi/tema | | ✓ | | | |
| | | 3. Kesesuaian gambar dengan materi atau tema | ✓ | | | | |
| | | 4. Ketepatan tata bahasa | | ✓ | | | |
| | | 5. Kebenaran penulisan kosa kata Bahasa Inggris. | ✓ | | | | |
| 2. | Pembelajaran SB=Jika memenuhi semua kriteria B = Jika 1 kriteria tidak terpenuhi C = jika 2 kriteria tidak terpenuhi K = Jika 3 kriteria tidak terpenuhi SK= Jika 4 kriteria tidak terpenuhi | 6. Menumbuhkan rasa ingin tahu. | ✓ | | | | |
| | | 7. Mempermudah belajar kosa kata Bahasa Inggris | ✓ | | | | |
| | | 8. Memotivasi siswa untuk belajar | ✓ | | | | |
| | | 9. Berpusat pada siswa | | | ✓ | | |
| | | 10. Keterlibatan siswa | | ✓ | | | |
| | | 11. Keterjalinan komunikasi interaktif antara siswa | | ✓ | | | |

| No | Aspek Penilaian | Kriteria Penilaian | SB | B | C | K | SK |
|----|---|--|----|---|---|---|----|
| 3. | Kepraktisan SB = Jika memenuhi semua kriteria B = Jika 1 kriteria tidak terpenuhi C = jika 2 kriteria tidak terpenuhi K = Jika 3 kriteria tidak terpenuhi SK = Jika 4 kriteria tidak terpenuhi | 12. Mudah digunakan tanpa media lain | | | ✓ | | |
| | | 13. Petunjuk penggunaan mudah dipahami | | ✓ | | | |
| | | 14. Dapat digunakan siswa tanpadidampingi guru/orang tua | ✓ | | | | |
| | | 15. Keunggulan media pembelajaran | | | | | ✓ |
| 4. | Tampilan SB= Jika memenuhi semua criteria B= Jika 1 kriteria tidak terpenuhi C= jika 2 kriteria tidak terpenuhi K= Jika 3 kriteria tidak terpenuhi SK= Jika 4 kriteria tidak terpenuhi | 16. Desain menarik | | | ✓ | | |
| | | 17. Tulisan jelas dan mudah dibaca | | ✓ | | | |
| | | 18. Cetakan gambar jelas | | | | | ✓ |
| | | 19. Ketepatan pemilihan gambar | | | | ✓ | |
| | | 20. Pemilihan bahan | | | | ✓ | |
| | | 21. Kualitas cetakan | | | | ✓ | |

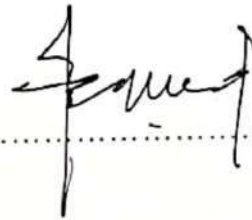
Saran dan masukan

Kosa kata sudah cukup baik, namun lebih baik lagi di perbanyak. Kesesuaian gambar dengan tema agar di sempurnakan untuk mempermudah proses Kegiatan Belajar Mengajar (KBM).

Untuk Desain agar layout lebih menarik.

Untuk kualitas cetakan lebih di sempurnakan.

Metro, 30 maret 2022
Guru Bahasa Inggris MTs Darul Ulya



NIP.

ANGKET RESPON GURU

NAMA : Adam Auggi Hermawati, S.Pd
INSTANSI : Mts

PETUNJUK PENGISIAN

1. Melalui instrument ini bapak/ibu diminta memberikan penilaian tentang media *The Thematic English Vocabulary*.
2. Penilaian yang bapak ibu berikan pada setiap butir pertanyaan yang terdapat dalam instrument ini akan digunakan sebagai validasi dan masukan untuk menyempurnakan *The Thematic English Vocabulary*.
3. Silahkan Bapak/Ibu memberikan penilaian dengan memberikan tanda () pada salah satu kolom nilai SK, K, C, B, SB. Dengan Keterangan:
SB : Sangat Baik
B : Baik
C : Cukup
K : Kurang
SK : Sangat Kurang
4. Berikan pula masukan atau saran pada kolom yang telah disediakan.

| No | Aspek Penilaian | Kriteria Penilaian | SB | B | C | K | SK |
|----|---|---|----|---|---|---|----|
| 1. | Materi SB=Jika memenuhi semua kriteria B = Jika 1 kriteria tidak terpenuhi C = jika 2 kriteria tidak terpenuhi K = Jika 3 kriteria tidak terpenuhi SK =Jika 4 kriteria tidak terpenuhi | 1. Kelengkapan materi/tema | | ✓ | | | |
| | | 2. Relevan dengan isi materi/tema | | ✓ | | | |
| | | 3. Kesesuaian gambar dengan materi atau tema | | | | ✓ | |
| | | 4. Ketepatan tata bahasa | ✓ | | | | |
| | | 5. Kebenaran penulisan kosa kata Bahasa Inggris. | | | ✓ | | |
| 2. | Pembelajaran SB=Jika memenuhi semua kriteria B = Jika 1 kriteria tidak terpenuhi C = jika 2 kriteria tidak terpenuhi K = Jika 3 kriteria tidak terpenuhi SK= Jika 4 kriteria tidak terpenuhi | 6. Menumbuhkan rasa ingin tahu. | ✓ | | | | |
| | | 7. Mempermudah belajar kosa kata Bahasa Inggris | ✓ | | | | |
| | | 8. Memotivasi siswa untuk belajar | | | ✓ | | |
| | | 9. Berpusat pada siswa | | | ✓ | | |
| | | 10. Keterlibatan siswa | | | ✓ | | |
| | | 11. Keterjalinan komunikasi interaktif antara siswa | | | | ✓ | |

| No | Aspek Penilaian | Kriteria Penilaian | SB | B | C | K | SK |
|----|---|--|----|---|---|---|----|
| 3. | Kepraktisan SB = Jika memenuhi semua kriteria B = Jika 1 kriteria tidak terpenuhi C = jika 2 kriteria tidak terpenuhi K = Jika 3 kriteria tidak terpenuhi SK = Jika 4 kriteria tidak terpenuhi | 12. Mudah digunakan tanpa media lain | ✓ | | | | |
| | | 13. Petunjuk penggunaan mudah dipahami | | ✓ | | | |
| | | 14. Dapat digunakan siswa tanpadidampingi guru/orang tua | | ✓ | | | |
| | | 15. Keunggulan media pembelajaran | | ✓ | | | |
| 4. | Tampilan SB= Jika memenuhi semua criteria B= Jika 1 kriteria tidak terpenuhi C= jika 2 kriteria tidak terpenuhi K= Jika 3 kriteria tidak terpenuhi SK= Jika 4 kriteria tidak terpenuhi | 16. Desain menarik | | | ✓ | | |
| | | 17. Tulisan jelas dan mudah dibaca | ✓ | | | | |
| | | 18. Cetakan gambar jelas | | ✓ | | | |
| | | 19. Ketepatan pemilihan gambar | | | ✓ | | |
| | | 20. Pemilihan bahan | | | ✓ | | |
| | | 21. Kualitas cetakan | | | | | ✓ |

Saran dan masukan

Untuk perbaikan dari keunggulan media pembelajaran masih kurang apabila hanya menggunakan kosak kata / Vocabulary karena kemampuan siswa siswi yang berbeda.

Sehingga diperlukan buku - buku penunjang yang lain .

Batangharjo, 29 - 8 - 2022
Guru Bahasa Inggris MTs Al-Falahiyah



..... NIP.

**ANGKET RESPON SISWA TERHADAP *THE THEMATIC ENGLISH VOCABULARY*
DALAM PEMBELAJARAN KOSA KATA BAHASA INGGRIS MTs**

Nama siswa : Anic Zakiyah

Kelas : VII^A

Petunjuk penggunaan

- A. Jawaban ini tidak akan mempengaruhi nilai
- B. Pilihlah jawaban pertanyaan dibawah ini dengan cara memberi tanda cek dikolom yang dianggap paling sesuai.

Keterangan:

SB : Sangat Baik

B : Baik

C : Cukup

K : Kurang

SK : Sangat Kurang

| No | Pernyataan | SB | B | C | K | SK |
|----|--|----|---|---|---|----|
| 1. | Aku tertarik belajar kosa kata Bahasa Inggris dengan <i>The Thematic English Vocabulary</i> | ✓ | | | | |
| 2. | <i>The Thematic English Vocabulary</i> tidak memudahkan aku menghafal kosa kata Bahasa Inggris | | | | ✓ | |
| 3. | Aku tertarik menggunakan <i>The Thematic English Vocabulary</i> saat jam istirahat | | ✓ | | | |
| 4. | Belajar kosa kata Bahasa Inggris dengan <i>The Thematic English Vocabulary</i> menyenangkan | | ✓ | | | |
| 5. | Walaupun menggunakan <i>The Thematic English Vocabulary</i> aku tetap tidak suka belajar Bahasa Inggris. | | | | | ✓ |

| No | Pernyataan | SB | B | C | K | KS |
|-----|--|--------|--------|--------|---|--------|
| 6. | Aku tertarik untuk memiliki <i>The Thematic English Vocabulary</i> jika dijual dipasaran. | | ✓ 4 | | | |
| 7. | Dengan <i>The Thematic English Vocabulary</i> aku mudah menghafal kosa kata Bahasa Inggris | | | ✓ 7 | | |
| 8. | Aku tidak akan mengajak teman-teman lain untuk belajar kosa kata Bahasa Inggris Menggunakan <i>The Thematic English Vocabulary</i> . | | | | | ✓ 5 |
| 9. | <i>The Thematic English Vocabulary</i> menarik. | ✓ 5 | | | | |
| 10. | Setelah menggunakan <i>The Thematic English Vocabulary</i> aku tertarik dengan hal-hal yang berhubungan dengan Bahasa Inggris. | | ✓ 4 | | | |
| 11. | Setelah menggunakan <i>The Thematic English Vocabulary</i> ini aku mudah menghafal kosa kata bahasa Inggris. | | ✓ 4 | | | |
| 12. | Setelah menggunakan <i>The Thematic English Vocabulary</i> belajar kosa kata bahasa Inggris tidak membosankan. | ✓ 5 | | | | |
| 13. | Melalui <i>The Thematic English Vocabulary</i> aku dapat memahami materi Bahasa Inggris dengan baik. | | ✓ 4 | | | |
| 14. | Setelah menggunakan <i>The Thematic English Vocabulary</i> aku senang belajar Bahasa Inggris. | | | ✓ 3 | | |

**ANGKET RESPON SISWA TERHADAP *THE THEMATIC ENGLISH VOCABULARY*
DALAM PEMBELAJARAN KOSA KATA BAHASA INGGRIS MTs**

Nama siswa : Nabila Zahraturrohman
Kelas : 7-2

Petunjuk penggunaan

- A. Jawaban ini tidak akan mempengaruhi nilai
B. Pilihlah jawaban pertanyaan dibawah ini dengan cara memberi tanda cek dikolom yang dianggap paling sesuai.

Keterangan:

SB : Sangat Baik

B : Baik

C : Cukup

K : Kurang

SK : Sangat Kurang

| No | Pernyataan | SB | B | C | K | SK |
|----|--|----|---|---|---|----|
| 1. | Aku tertarik belajar kosa kata Bahasa Inggris dengan <i>The Thematic English Vocabulary</i> | ✓ | | | | |
| 2. | <i>The Thematic English Vocabulary</i> tidak memudahkan aku menghafal kosa kata Bahasa Inggris | | ✓ | | | |
| 3. | Aku tertarik menggunakan <i>The Thematic English Vocabulary</i> saat jam istirahat | | ✓ | | | |
| 4. | Belajar kosa kata Bahasa Inggris dengan <i>The Thematic English Vocabulary</i> menyenangkan | ✓ | | | | |
| 5. | Walaupun menggunakan <i>The Thematic English Vocabulary</i> aku tetap tidak suka belajar Bahasa Inggris. | | | | ✓ | |

| No | Pernyataan | SB | B | C | K | KS |
|-----|--|----|---|---|---|----|
| 6. | Aku tertarik untuk memiliki <i>The Thematic English Vocabulary</i> jika dijual dipasaran. | ✓ | | | | |
| 7. | Dengan <i>The Thematic English Vocabulary</i> aku mudah menghafal kosa kata Bahasa Inggris | | ✓ | | | |
| 8. | Aku tidak akan mengajak teman-teman lain untuk belajar kosa kata Bahasa Inggris Menggunakan <i>The Thematic English Vocabulary</i> . | | | | | ✓ |
| 9. | <i>The Thematic English Vocabulary</i> menarik. | ✓ | | | | |
| 10. | Setelah menggunakan <i>The Thematic English Vocabulary</i> aku tertarik dengan hal-hal yang berhubungan dengan Bahasa Inggris. | ✓ | | | | |
| 11. | Setelah menggunakan <i>The Thematic English Vocabulary</i> ini aku mudah menghafal kosa kata bahasa inggris. | | ✓ | | | |
| 12. | Setelah menggunakan <i>The Thematic English Vocabulary</i> belajar kosa kata bahasa Inggris tidak membosankan. | | ✓ | | | |
| 13. | Melalui <i>The Thematic English Vocabulary</i> aku dapat memahami materi Bahasa Inggris dengan baik. | | ✓ | | | |
| 14. | Setelah menggunakan <i>The Thematic English Vocabulary</i> aku senang belajar Bahasa Inggris. | | ✓ | | | |

Metro, 21 April 2022

Hal : Permohonan Validasi

Lamp : 1 bendel

Kepada Yth, Dr. Aria Septi Anggaira, M.Pd

Dosen Jurusan Tadris Bahasa Inggris

Fakultas Tarbiyah dan Ilmu Keguruan

Di IAIN Metro

Dengan hormat, Dengan ini saya mohon dengan hormat bantuan Ibu untuk menjadi validator dan memberi Judgment, saran serta masukan mengenai produk hasil penelitian yang berjudul “*Developing The Thematic English Vocabulary for Madrasah Tsanawiyah*”.

Demikian permohonan dari saya, atas bantuan Ibu saya mengucapkan terima kasih.

Mengetahui,

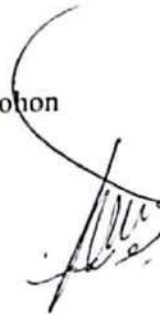
Dosen Pembimbing



Rika Dartiara, M.Pd

NIDN. 2015099101

Pemohon



Muhammad Yusuf Khoiruddin

NPM. 1701070186

Metro, 21 April 2022

Hal : Permohonan Validasi

Lamp : 1 bendel

Kepada Yth, Leny Setiyana, M.Pd

Dosen Jurusan Tadris Bahasa Inggris

Fakultas Tarbiyah dan Ilmu Keguruan

Di IAIN Metro

Dengan hormat, Dengan ini saya mohon dengan hormat bantuan Ibu untuk menjadi validator dan memberi Judgment, saran serta masukan mengenai produk hasil penelitian yang berjudul “Developing The Thematic English Vocabulary for Madrasah Tsanawiyah”.

Demikian permohonan dari saya, atas bantuan Ibu saya mengucapkan terima kasih.

Mengetahui,

Dosen Pembimbing



Rika Dartiara, M.Pd

NIDN. 2015099101

Pemohon



Muhammad Yusuf Khoiruddin

NPM. 1701070186



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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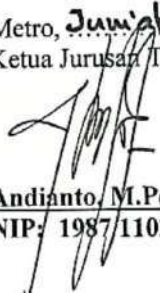
SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan dibawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Muhamaad Yusuf Khoiruddin
NPM : 1701070186
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.
Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, Jumat, 10 Juni, 2022
Ketua Jurusan TBI


Andianto, M.Pd
NIP: 1987/1102 201503 1 004



IAIN
M E T R O

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Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

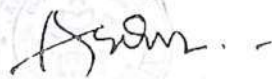
Nama : M Yusuf Khoiruddin
NPM : 1701070186
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1701070186

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 14 April 2022
Kepala Perpustakaan


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Nama : Muhammad Yusuf Khoiruddin
NPM : 1701070186


Jurusan : TBI
Semester : X

| No | Hari/Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|------------------------|------------|----|-----------------------------|------------------------|
| | | I | II | | |
| 1. | Thursday, June 9, 2022 | ✓ | | Revise based on my notes | |
| 2. | Friday June 10, 22 | ✓ | | Acc for munasasyah | |

Mengetahui,
Ketua Jurusan TBI


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Dr. Umi Yawisah, M.Hum
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : Muhammad Yusuf Khoiruddin
NPM : 1701070186

Jurusan : TBI
Semester : X

| No | Hari/Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|---------------------|------------|----|---|------------------------|
| | | I | II | | |
| | Rabu, 29 April 2022 | | ✓ | <ul style="list-style-type: none">- Jabarkan hasil interview- Masukkan proser pengembalian produk- Analisis di buat tabel- Detailnya ditambah lagi | |
| | Rabu, 25 Mei 22 | | ✓ | <ul style="list-style-type: none">- check grammatical error- penulisan dirapikan (foto letak)- Informasi lebih detail | |
| | Kamis, 2 Juni 2022 | | ✓ | <ul style="list-style-type: none">- format penulisan <p>Acc Lanjut pembimbing I</p> | |

Mengetahui,
Ketua Jurusan TBI

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Dosen Pembimbing II

Rika Dartiara, M.Pd.
NIDN. 2015099101

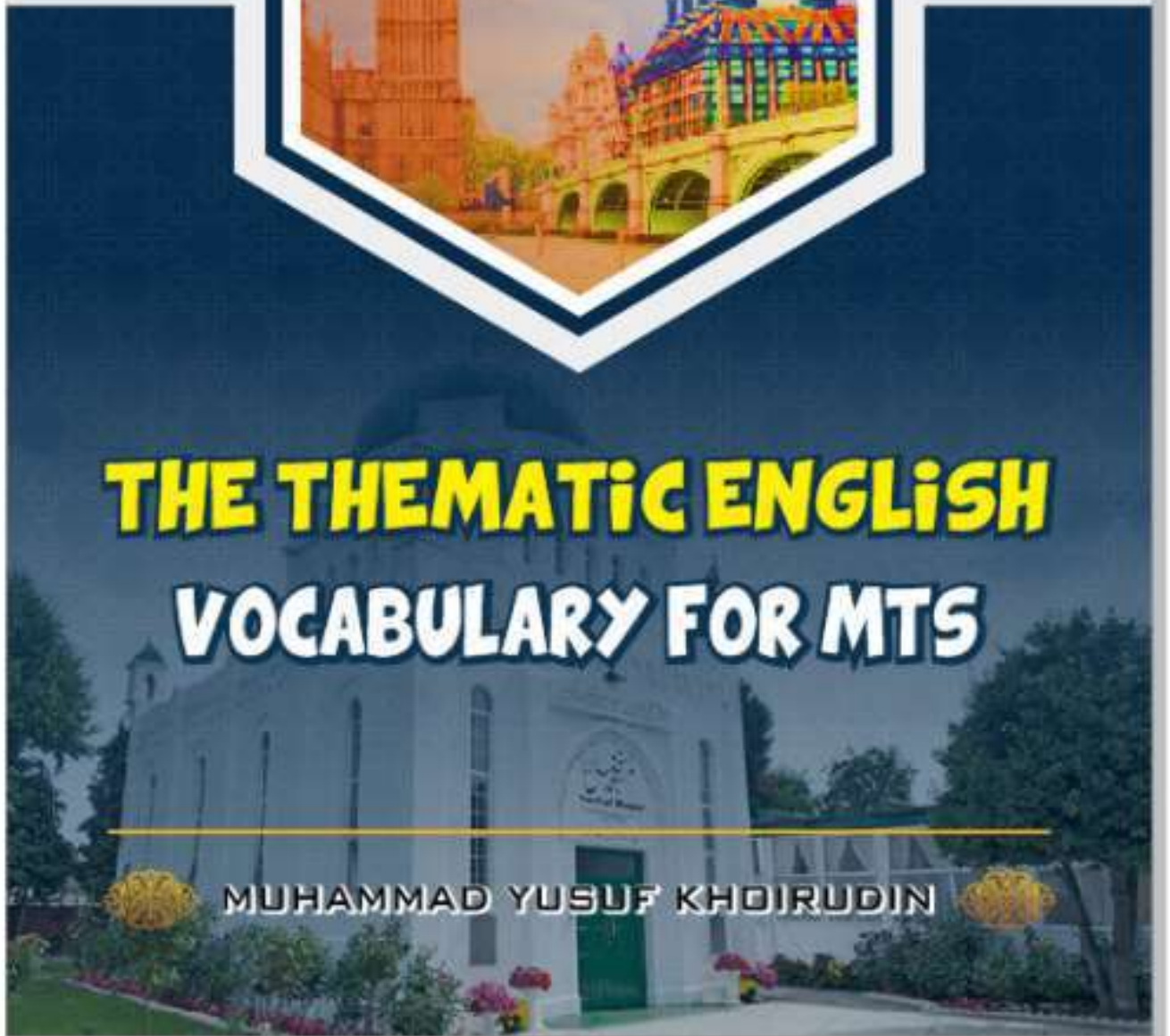
Documentations





THE THEMATIC ENGLISH VOCABULARY FOR MTS

MUHAMMAD YUSUF KHOIRUDIN



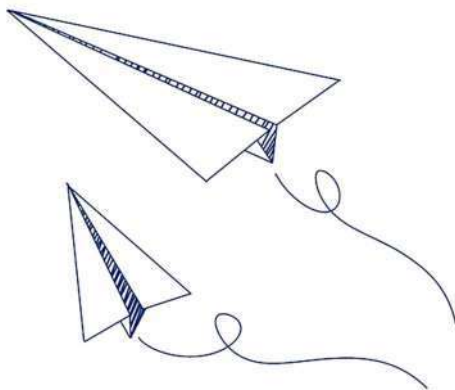
KATA PENGANTAR

Alhamdulillahirobbil ‘alamiin, segala puja dan puji syukur bagi ALLAH SWT. Tuhan semesta alam pencipta alam semesta beserta isinya dan yang selalu melimpahkan segala rahmat serta hidayahnya kepada seluruh ciptaannya sehingga penulis dapat menyelesaikan buku pertama yang berjudul *Thematic English Vocabulary For Mts*, semoga dapat memberikan manfaat bagi para pelajar khususnya siswa/siswi di Madrasah Tsanawiyah.

Dalam pembelajaran bahasa inggris tidak jarang pula para siswa/siswi khususnya di Mts mengalami kesulitan dengan kosakata dalam bahasa inggris, terutama dalam hal menambah kosakata (*enriching vocabulary*).

Daripada hal itulah penulis membuat buku ini, *Thematic English Vocabulary for Mts*, tersusun dari kosakata yang sudah dikelompokkan berdasarkan tema setiap kata. Sehingga, membantu para siswa/siswi dalam mencari dan menambah kosa kata yang baru.

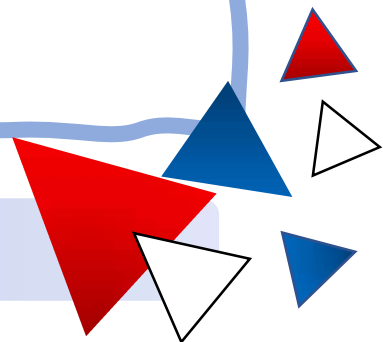
Semoga dengan kehadiran buku ini bermanfaat bagi siswa/siswi di MTs. Penulis juga menyadari bahwa dalam pembuatan buku ini masih sangat jauh dari kata sempurna. Oleh karena itu penulis mengharapkan kritik dan saran dari para pembaca.



Batangharjo, 24 Februari 2022

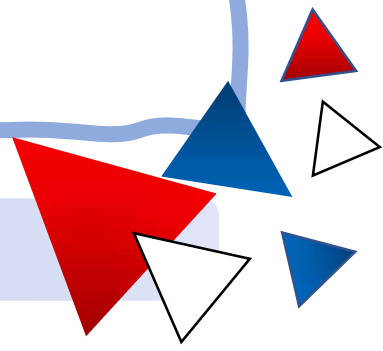
Penulis

Muhammad Yusuf Khoiruddin



PETUNJUK PENGGUNAAN KAMUS TEMATIK

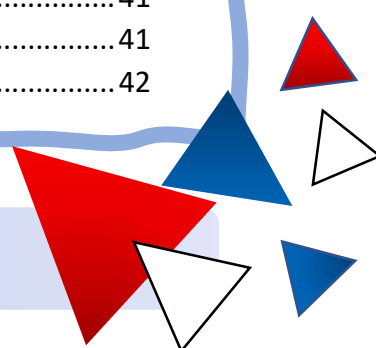
- ❖ Kamus ini dilengkapi dengan judul besar per-abjad.
- ❖ Untuk memulai carilah kata berdasarkan huruf pertama kata yang dicari.
- ❖ Catat arti kata tersebut.
- ❖ Buka halaman kamus berdasarkan huruf pertama kata yang dicari.
- ❖ Setelah menemukan kata yang dicari baca artinya di sebelah kanan kata.



DAFTAR ISI

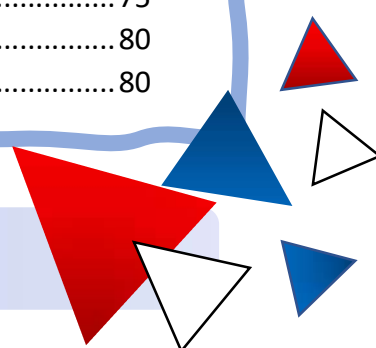
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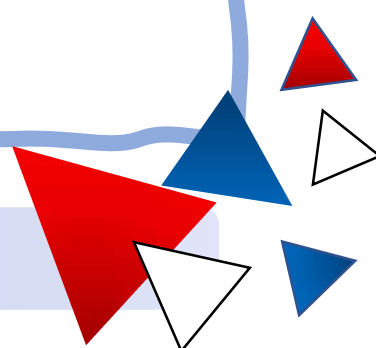


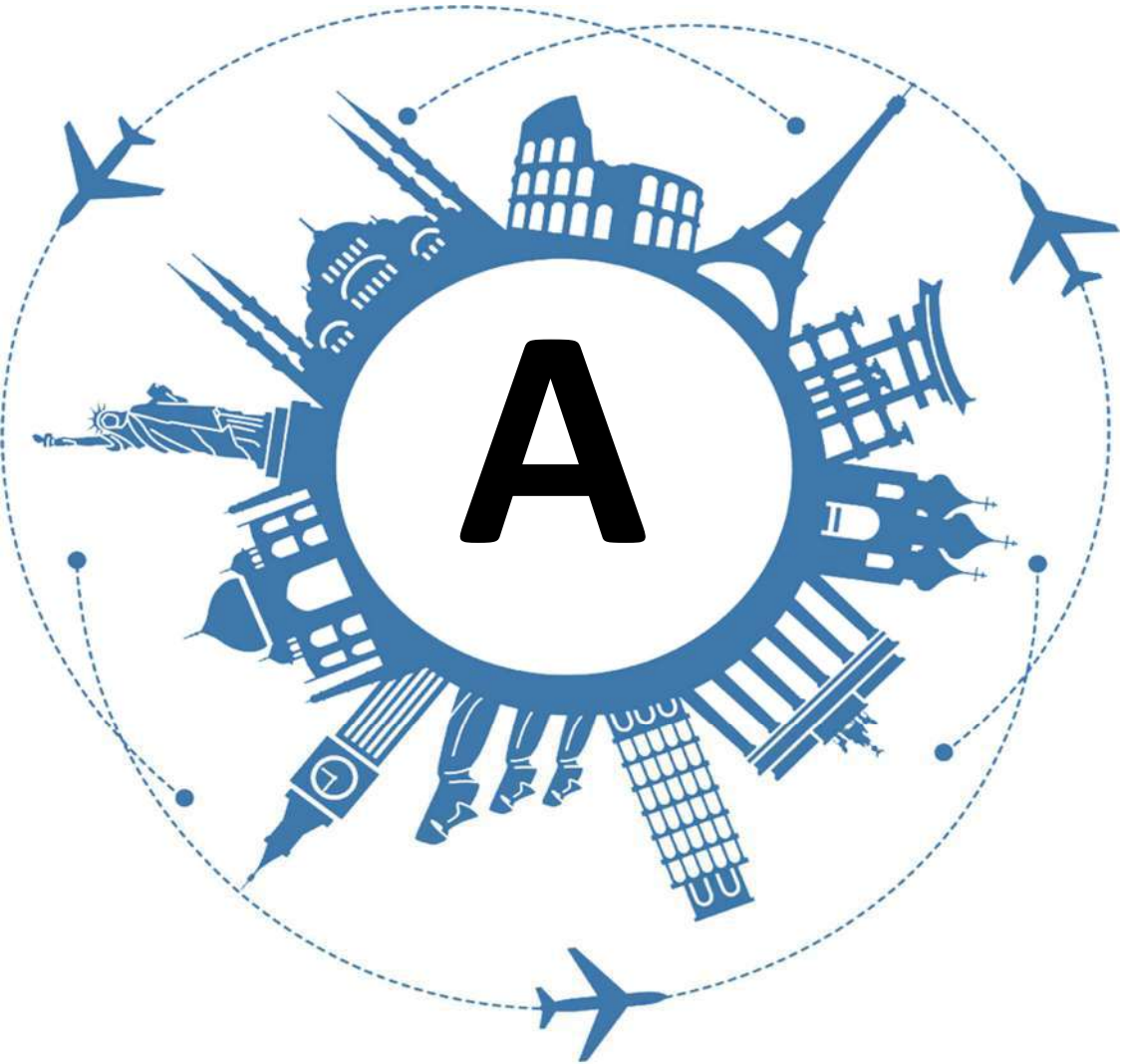
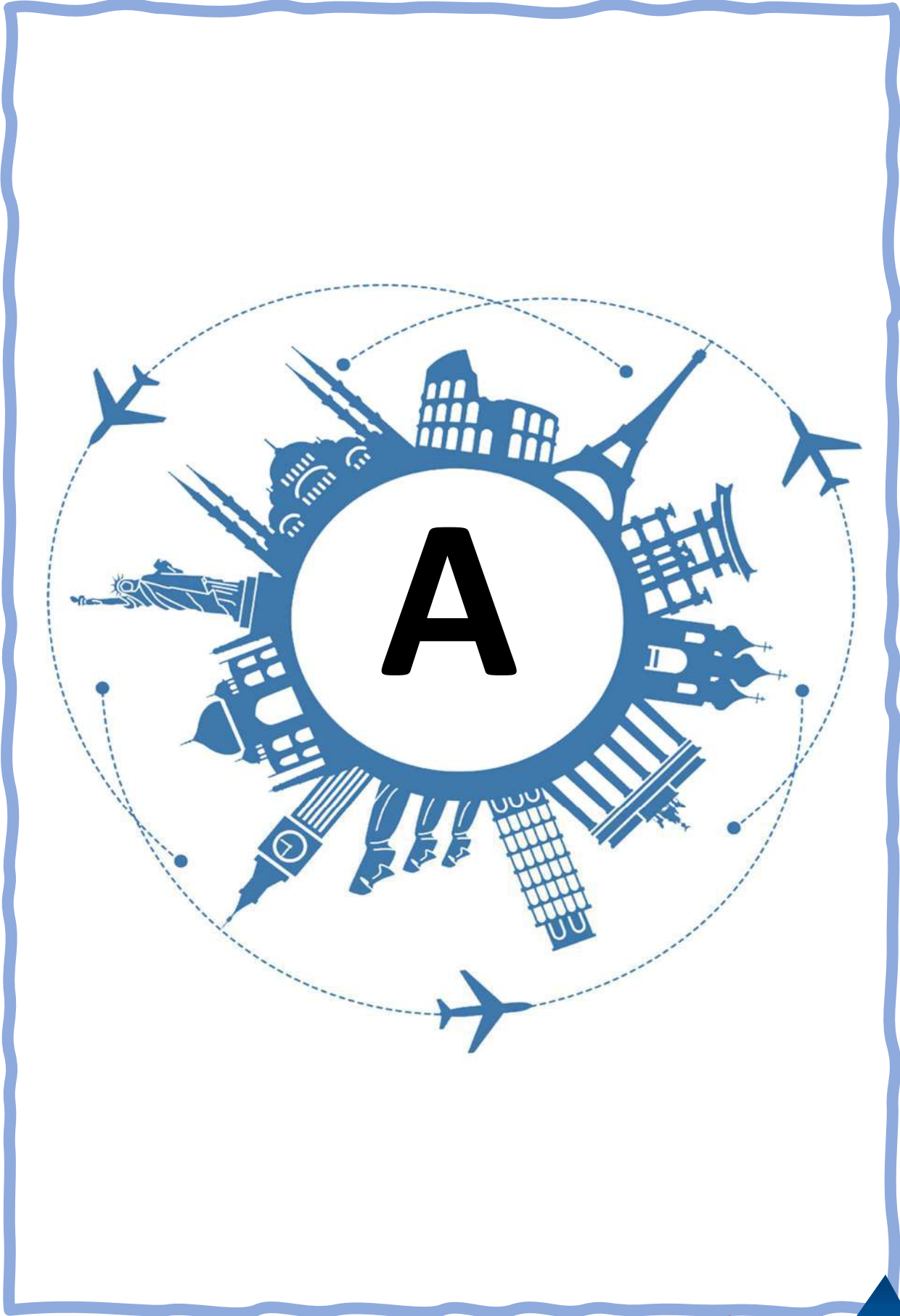
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| | |
|------------------|-------------------|
| Abad | Century |
| Abad Keemasan | Golden Age |
| Abad Modern | Modern Age |
| Abad Pertengahan | Medieval |
| Air | Water |
| Air Mata | Tears |
| Air Hujan | Rainwater |
| Air Asin | Saltwater |
| Air Bersih | Pure water |
| Air Minum | Mineral water |
| Air Seni | Urine |
| Air Suci | Holy water |
| Air Najis | Unclean water |
| Api | Fire |
| Api Neraka | Hell fire |
| Api Unggun | Bonfire |
| Anak | Child |
| Anak Adam | Son of Adam |
| Anak Ajaib | Prodigy |
| Anak Angin | Child of the Wind |
| Anak Angkat | Adopted children |

Anak Asuh

Foster child

Anak Bungsu

Youngest child

Anak Cabang

Branch

Anak Cucu

Grandchild

Anak Didik

Protege

Anak Kandung

Biological children

Anak Kecil

Kid

Anak Kembar

Twins

Anak Panah

Arrows

Anak Piatu

Orphans

Anak Sungai

Tributary

Anak Tangga

Stairs

Anak Tiri

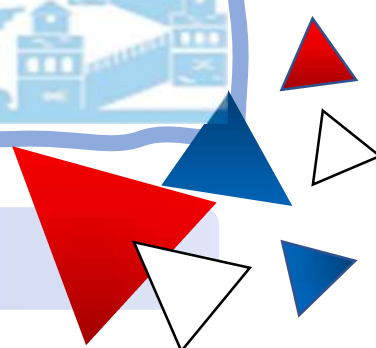
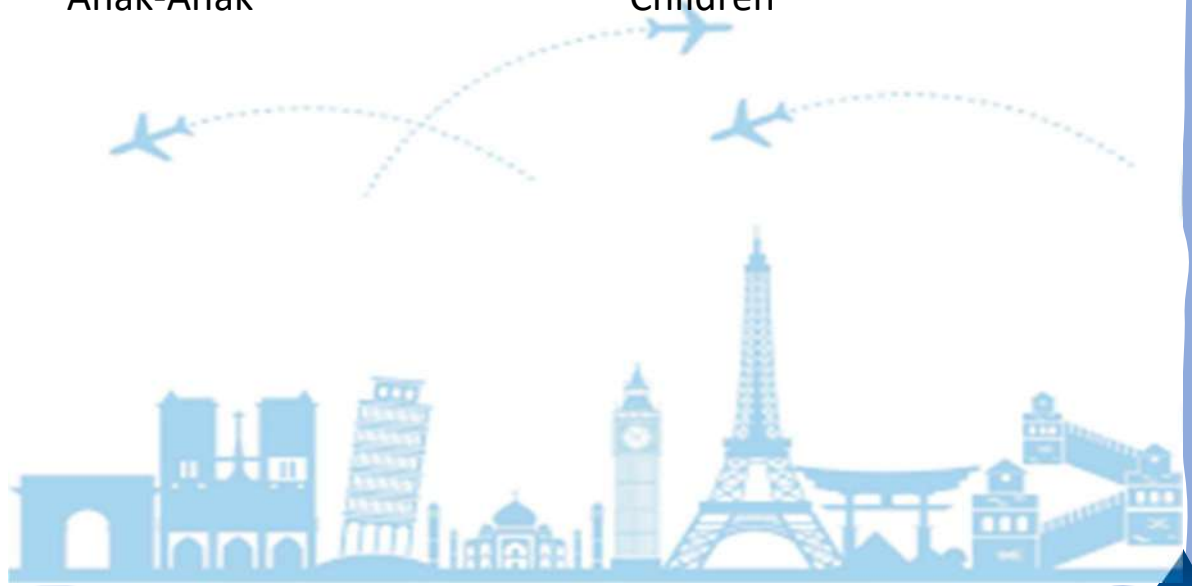
Step child

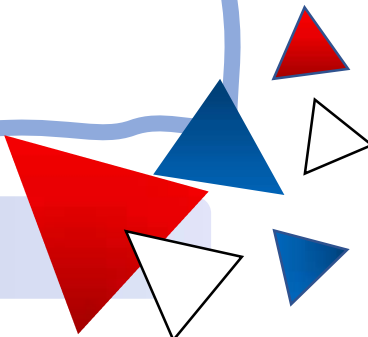
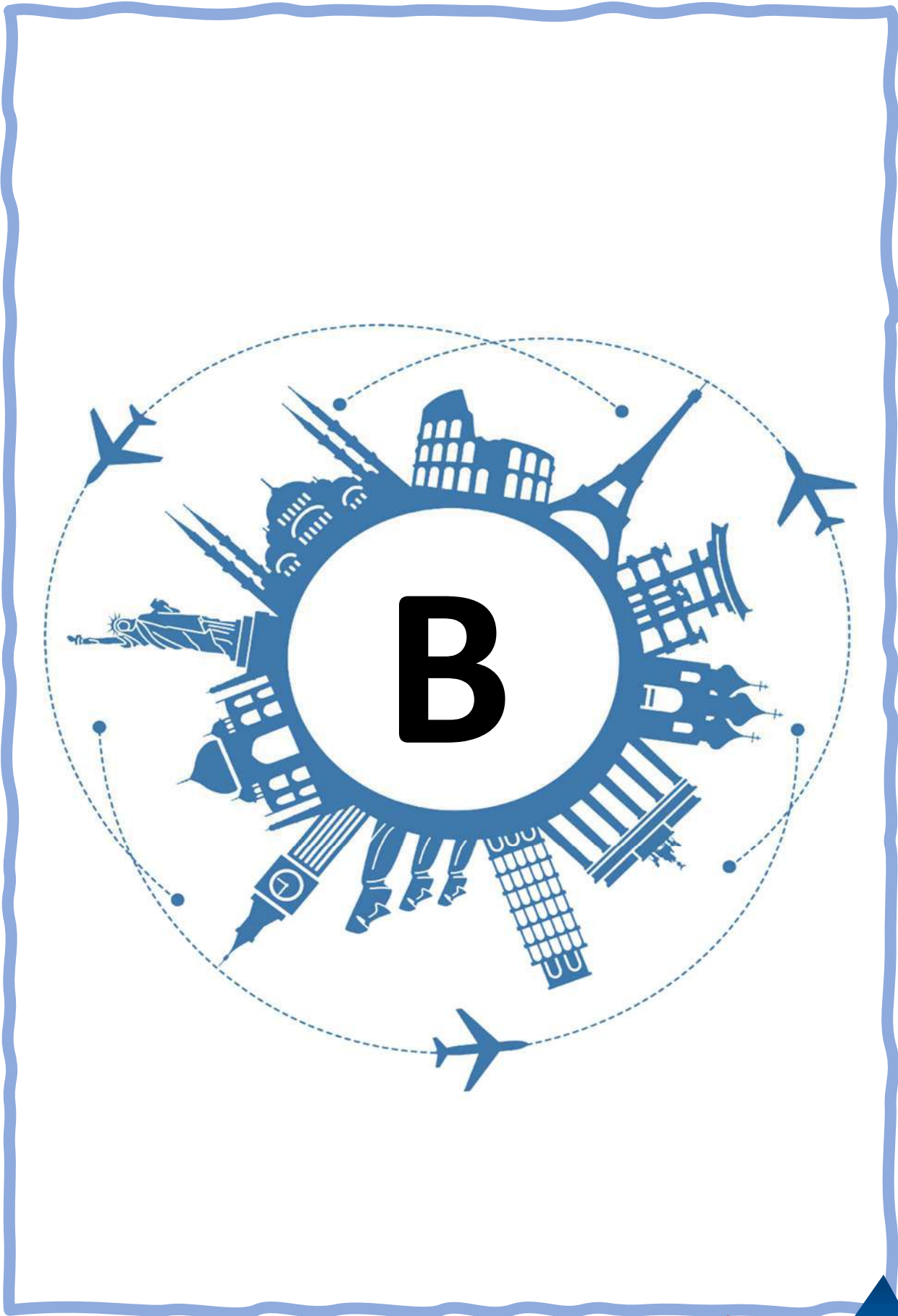
Anak Yatim

Orphans

Anak-Anak

Children





| | |
|-----------------|---------------------|
| Bahan | Ingredient |
| Bahan Bakar | Fuel |
| Bahan Baku | Raw material |
| Bahan Bangunan | Building material |
| Bahan Berbahaya | Hazardous Material |
| Bahan Dasar | Basic material |
| Bahan Makanan | Food material |
| Bahan Murni | Pure Material |
| Bahan Organik | Organic Ingredients |
| Bahan Pakaian | Clothing Material |
| Bahan Pelajaran | Lesson material |
| Bahan Peledak | Explosives |
| Bahan Pengawet | Preservatives |
| Bahan Rujukan | Reference Material |
| Bahasa | Language |
| Bahasa Asing | Foreign language |
| Bahasa Baku | Standard Language |
| Bahasa Daerah | Local language |
| Bahasa Ibu | Mother tongue |
| Bahasa Isyarat | Sign language |
| Bahasa Kedua | Second Language |

| | |
|-----------------|---------------------|
| Bahasa Kiasan | Figurative Language |
| Bahasa Nasional | National language |
| Bahu | Shoulder |
| Bahu Jalan | Roadside |
| Bahu Membahu | Together |
| Baju | Dress |
| Baju Adat | Traditional dress |
| Baju Besi | Harness |
| Baju Dalam | Underwear |
| Baju Mandi | Bathing Suit |
| Baju Renang | Swimsuit |
| Baju Tidur | Night gown |
| Barang | Goods |
| Barang Antik | Antiques |
| Barang Berharga | Valuables |
| Barang Bukti | Evidence |
| Barang Pusaka | Heirlooms |
| Batu | Rock |
| Batu Alam | Natural stone |
| Batu Besi | Iron Stone |
| Batu Cermin | Mirror Stone |

| | |
|--------------------|----------------------|
| Batu Ginjal | Kidney stones |
| Batu Karang | Coral reef |
| Batu Loncatan | Milestone |
| Batu Nisan | Tombstone |
| Batuan | Rock |
| Batubara | Coal |
| Benda | Thing |
| Benda Cair | Liquids |
| Benda Ekonomi | Economic Items |
| Benda Hidup | Living things |
| Benda Langit | Sky object |
| Benda Mati | Inanimate objects |
| Benda Padat | Solids |
| Bendera | Flag |
| Bendera Kebangsaan | National Flag |
| Bendera Negara | Country Flag |
| Bendera Pusaka | Heritage Flag |
| Beras | Rice |
| Beras Kencur | Saffron-colored rice |
| Beras Ketan | Glutinous rice |
| Beras Merah | Brown rice |

Bintang

Star

Bintang Barat

Western Star

Bintang Berekor

Comet

Bintang Film

Movie star

Bintang Laut

Starfish

Bintang Timur

East Star

Bintang Utara

North Star

Bola

Ball

Bola Air

Water Ball

Bola Basket

Basketball

Bola Dunia

Globe

Bola Jangkar

Anchor Ball

Bola Lampu

Light bulb

Bola Mata

Eyeball

Bola Pingpong

Ping pong ball

Bola Tennis

Tennis ball

Bola Tongkat

Stick Ball

Buah

Fruit

Buah Bibir

Topic

Buah Hati

Baby

Buah Tangan

Souvenir

Buku

Book

Buku Harian

Diary

Bulu

Hair

Bulu Babi

Sea urchins

Bulu Dada

Chest hair

Bulu Hidung

Nose hair

Bulu Ketiak

Armpit hair

Bulu Mata

Eyelashes

Burung

Bird

Burung Beo

Parrot

Burung Dara

Pigeon

Burung Hantu

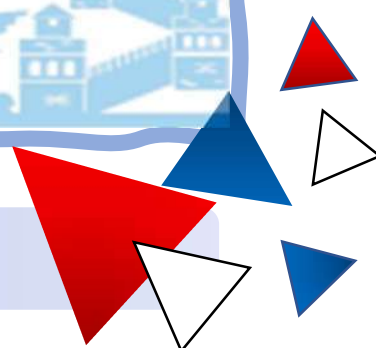
Owl

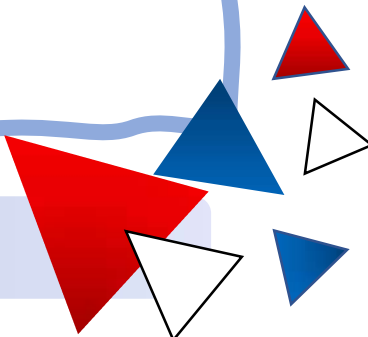
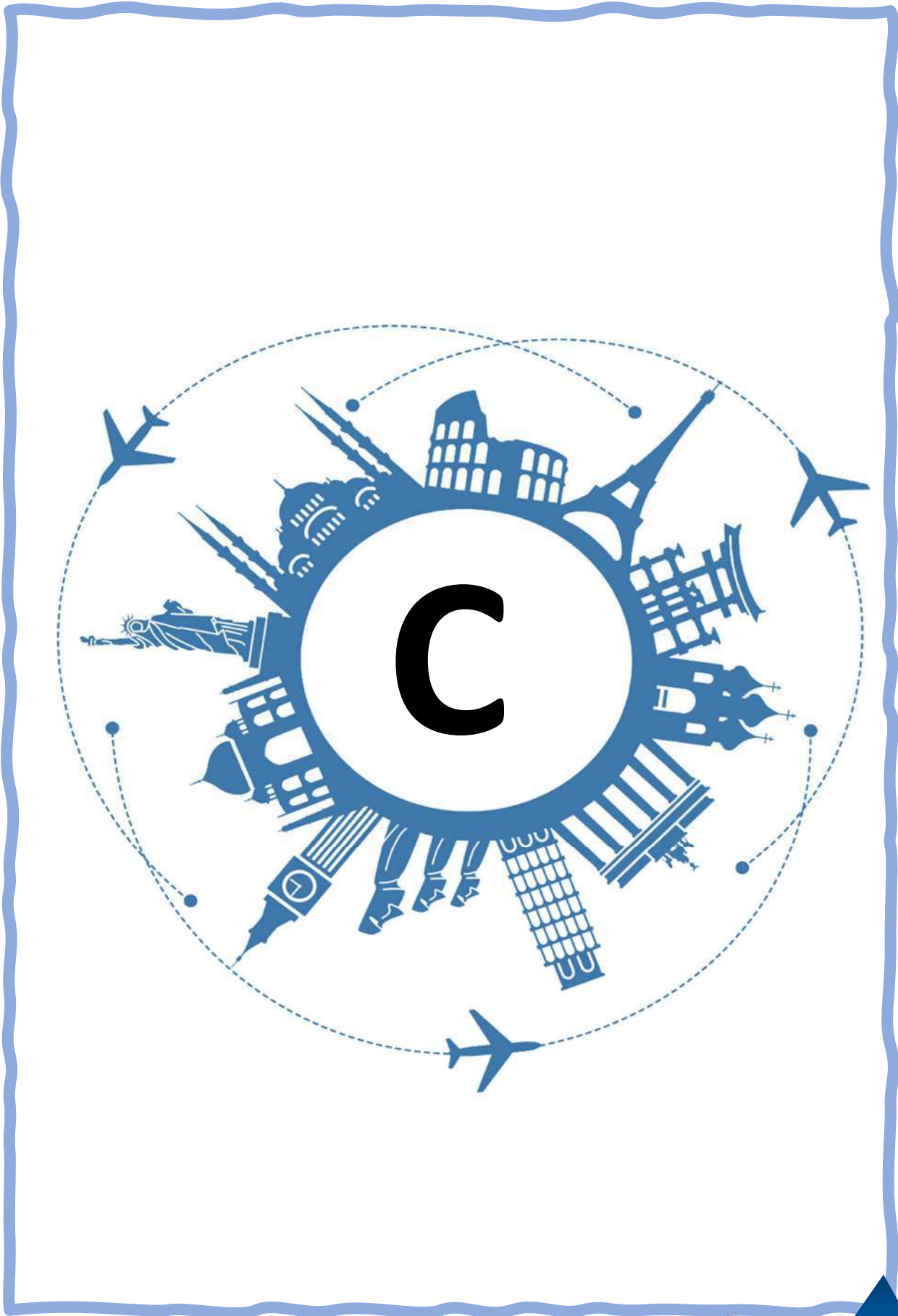
Burung Murai

Murai bird

Burung Unta

Ostrich





Cacing

Worm

Cacing benang

Thread worm

Cacing Gelang

Bracelet worm

Cacing kremi

Pinworms

Cacing pita

Tapeworm

Cacing tanah

Earthworms

Cat

Paint

Cat Air

Watercolor

Celana

Trousers

Celana Dalam

Underwear

Celana Pendek

Shorts

Cap

Stamp

Cap Dagang

Trademark

Cap Jari

Finger print

Cap Jempol

Thumb stamp

Cap Kempa

Felt Stamp

Cap Mutu

Quality Stamp

Cap Pos

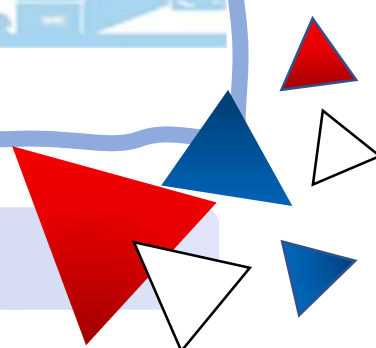
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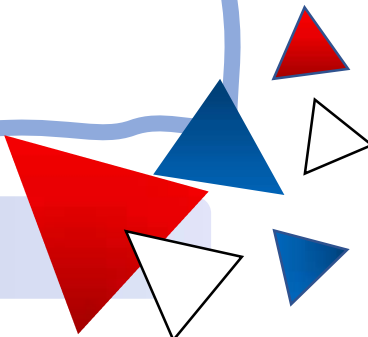
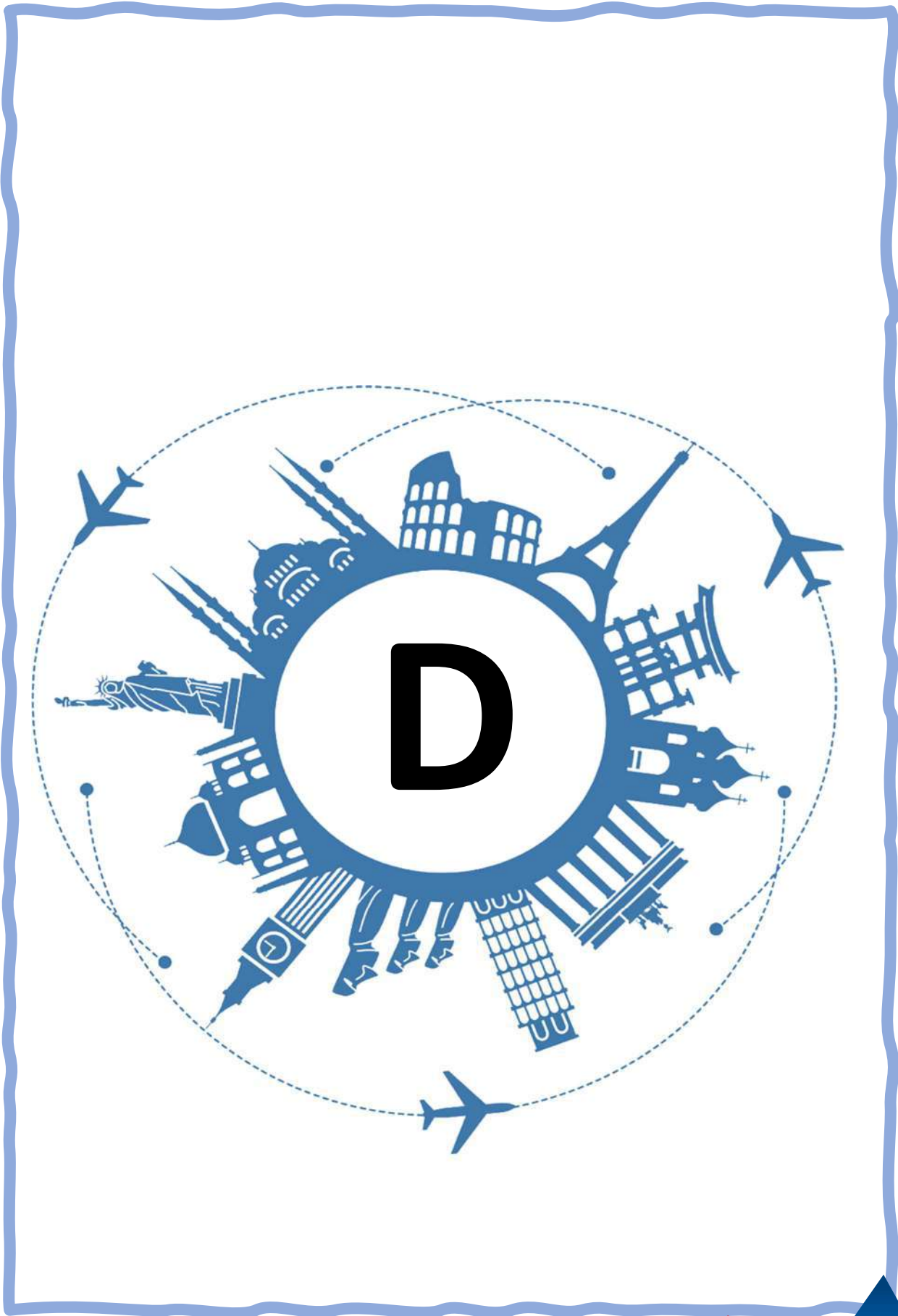
Cuti

Paid leave

Cuti Besar

Big Leave





| Daerah | Area |
|------------------------|------------------------|
| Daerah Aliran Sungai | Watershed |
| Daerah Banjir | Flood Area |
| Daerah Buta | Blind Area |
| Daerah Gawang | Goal Area |
| Daerah Irigasi | Irrigation Area |
| Daerah Istimewa | Special Region |
| Daerah Khatulistiwa | Equatorial Region |
| Daerah Khusus | Special Area |
| Daerah Khusus Ibu Kota | Special Capital Region |
| Daerah Konservasi | Conservation Area |
| Daerah Kumuh | Slums |
| Daerah Kuno | Ancient Region |
| Daerah Lindungan | Protected Area |
| Daerah Maksiat | Evil Area |
| Daerah Otonom | Autonomous Region |
| Daerah Parkir | Parking Area |
| Daerah Pasang Surut | Tidal Area |
| Daerah Pedalaman | Inland Area |
| Daerah Perbatasan | Border Area |
| Daerah Perkotaan | Urban Area |

| | |
|--------------------------|----------------------|
| Daerah Permukiman | Residential Area |
| Daerah Pertanian | Agricultural Area |
| Daerah Pesisir | Coastal Area |
| Daerah Pinggiran | Suburbs |
| Daerah Pusat Perdagangan | Central Trade Area |
| Daerah Tropis | The Tropics |
| Daerah Tujuan Wisata | Tourist Destinations |
| Daerah Vulkanis | Volcanic Area |
| Daftar | List |
| Daftar Angka | List Of Numbers |
| Daftar Barang | List Of Items |
| Daftar Buku | Book List |
| Daftar Buku Cek | Checkbook List |
| Daftar Dagang | Trade List |
| Daftar Gaji | Payroll |
| Daftar Hadir | List Of Attendees |
| Daftar Hitam | Black List |
| Daftar Isi | List Of Contents |
| Daftar Isian | Table Of Contents |
| Daftar Istilah | Glossary |
| Daftar Muatan | Payload |

| | |
|-------------------|-----------------|
| Daftar Nilai | Score List |
| Daftar Pengawasan | Watchlist |
| Daftar Periksa | Checklist |
| Daftar Pustaka | Bibliography |
| Daftar Putih | Whitelist |
| Daging | Meat |
| Daging Asap | Smoked Meat |
| Daging Asin | Salted Meat |
| Daging Beku | Frozen Meat |
| Daging Giling | Ground Beef |
| Daging Rusuk | Ribs |
| Daging Segar | Fresh Meat |
| Dampak | Impact |
| Dampak Negatif | Negative Impact |
| Dampak Positif | Positive Impact |
| Dampak Sosial | Social Impact |
| Dana | Fund |
| Dana Bantuan | Donation |
| Dana Siswa | Student Fund |
| Dana Sosial | Social Fund |
| Daun | Leaf |

Daun-Daunan

Leaves

Daya

Power

Daya Cengkeram

Grip

Daya Cerap

Absorbency

Daya Cerna

Digestibility

Daya Cipta

Creativity

Daya Gerak

Momentum

Daya Gesek

Friction

Daya Guna

Usability

Daya Hantar

Conductivity

Daya Ingat

Memory

Daya Olah

Workout

Daya Tahan

Durability

Daya Tampung

Capacity

Daya Tarik

Attractiveness

Daya Usaha

Effort

Demokrasi

Democracy

Demokrasi Politik

Political Democracy

Demokrasi Terpimpin

Guided Democracy

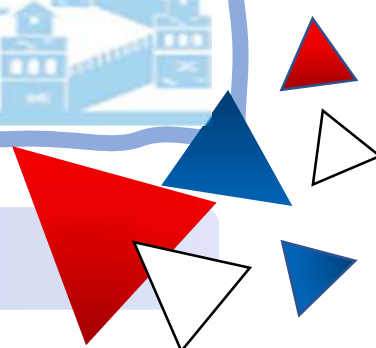
Demokrasi Tidak Langsung

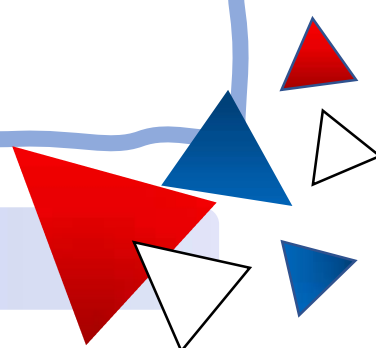
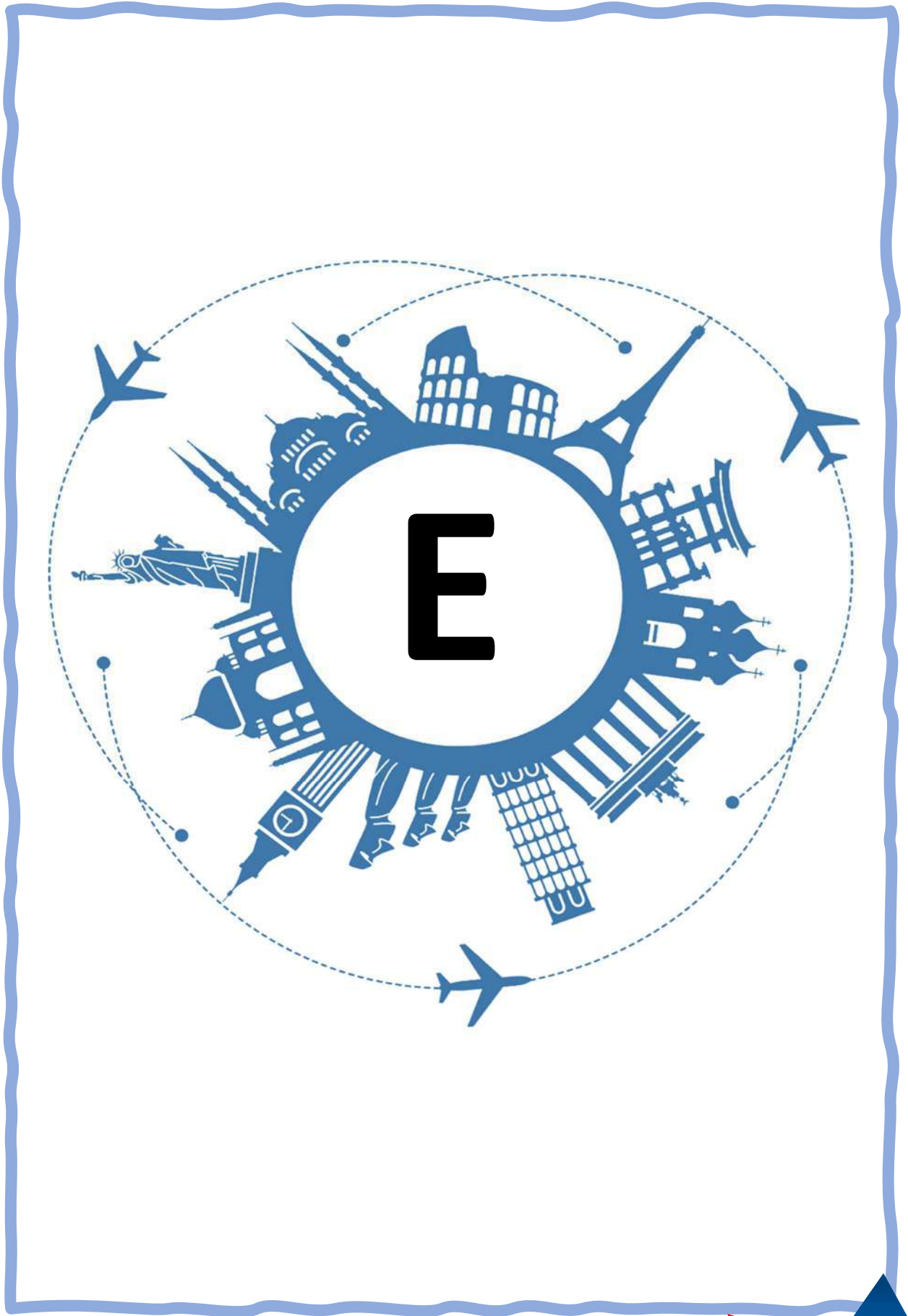
Indirect Democracy

Dewan

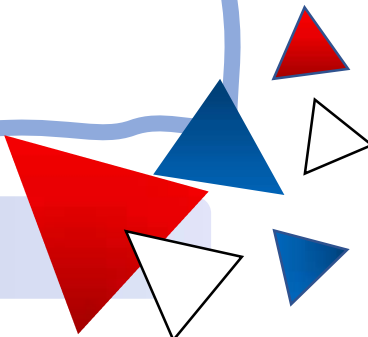
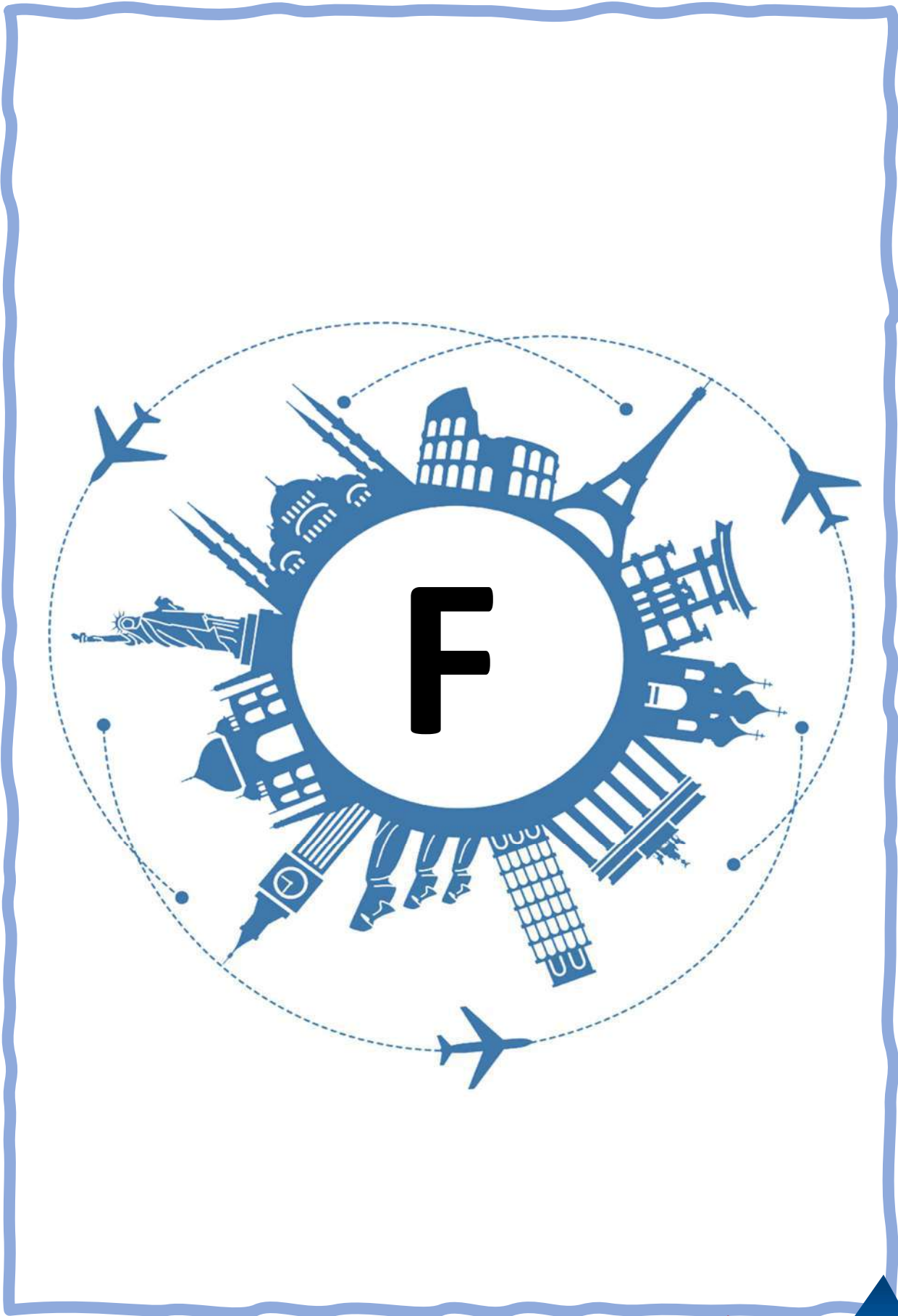
Board

| | |
|-------------------------|--------------------------|
| Dewan Juri | Board Of Jury |
| Dewan Mahasiswa | Student Council |
| Dewan Menteri | Council Of Ministers |
| Dewan Penasihat | Advisory Board |
| Dewan Pertimbangan | Advisory Council |
| Dewan Perwakilan Rakyat | House Of Representatives |
| Dokter | Doctor |
| Dokter Anak | Pediatrician |
| Dokter Bedah | Surgeon |
| Dokter Forensik | Forensic Doctor |
| Dokter Gigi | Dentist |
| Dokter Hewan | Veterinarian |
| Dokter Jiwa | Psychiatrist |
| Dokter Mata | Ophthalmologists |

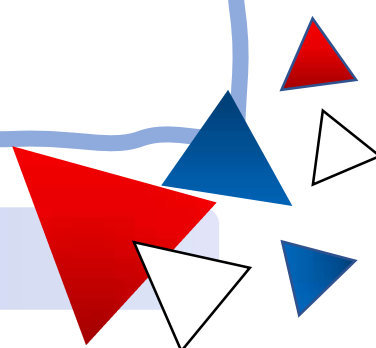




| | |
|-------------------|----------------------|
| Efek | Effect |
| Efek Samping | Side Effect |
| Efek Suara | Sound Effect |
| Emas | Gold |
| Emas Batangan | Gold Bar |
| Emas Galian | Mining Gold |
| Emas Putih | White Gold |
| Edisi | Edition |
| Edisi Bajakan | Pirate Edition |
| Edisi Ekstra | Extra Edition |
| Edisi Khusus | Special edition |
| Edisi Kritis | Critical Edition |
| Edisi Murah | Cheap Edition |
| Edisi Naskah | Manuscript Edition |
| Edisi Pendahuluan | Introductory Edition |
| Edisi Revisi | Revised Edition |
| Edisi Standar | Standard Edition |
| Empat | Four |
| Empat Likur | Four Curls |
| Empat Mata | Four eyes |
| Empat Persegi | Four Square |



| | |
|---------------|-----------------|
| Fungsi | Function |
| Fungsi Sosial | Social Function |
| Fakir | poor |
| Fakir Miskin | The poor |
| Fardu | Fardu |
| Fardu Ain | Fardu Ain |
| Fardu Kifayah | Fardu Kifayah |
| Filosof | philosopher |
| Filosofi | Philosophy |
| Filosofis | Philosophical |
| Filsafat | Philosophy |
| Filsuf | Philosopher |
| Fisik | Physique |
| Fisika | Physics |
| Fisikawan | physicist |
| Fisiologi | Physiology |
| Fisiologis | Physiological |
| Fisioterapi | Physiotherapy |
| Foto | Photo |
| Fotografer | Photographer |
| Fotografi | Photography |



| | |
|-------------------|----------------|
| Gambar | Picture |
| Gambar-Menggambar | Drawings |
| Gambaran | Description |
| Garam | Salt |
| Garam Meja | Table Salt |
| Garis | Line |
| Garis Bawah | Underline |
| Garis Belakang | Backline |
| Garis Besar | Outline |
| Garis Bujur | Longitude |
| Garis Dasar | Baseline |
| Garis Haluan | Directions |
| Garis Miring | Slash |
| Gas | Gas |
| Gas Air | Water Gas |
| Gas Air Mata | Tear Gas |
| Gas Bumi | Natural Gas |
| Gaya | Style |
| Gaya Magnet | Magnetic Force |
| Gaya Pegas | Spring Style |
| Gaya Tarik | Pull Force |

Gaya Tarik Bumi

Gravity

Geladak

Deck

Geladak Anjungan

Pavilion Deck

Geladak Penumpang

Passenger Deck

Gelang

Bracelet

Gelang Kunci

Key Ring

Gelanggang

Arena

Gelanggang Ayam

Chicken Field

Gelanggang Pacuan Kuda

Hippodrome

Gelanggang Perang

Battlefield

Gelanggang Tinju

Ring

Gigi

Tooth

Gigi Palsu

Dentures

Gigi Seri

Incisors

Gigi Sulung

Primary Teeth

Gula

Sugar

Gula Aren

Palm Sugar

Gula Batu

Rock Sugar

Gula Kelapa

Coconut Sugar

Gula Merah

Brown Sugar

Gula Pasir

Sugar

Gula-Gula

Sweets

Guru

Teacher

Guru Agama

Religion Teacher

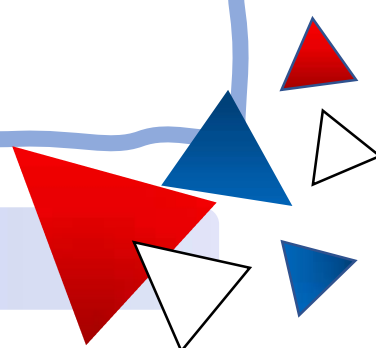
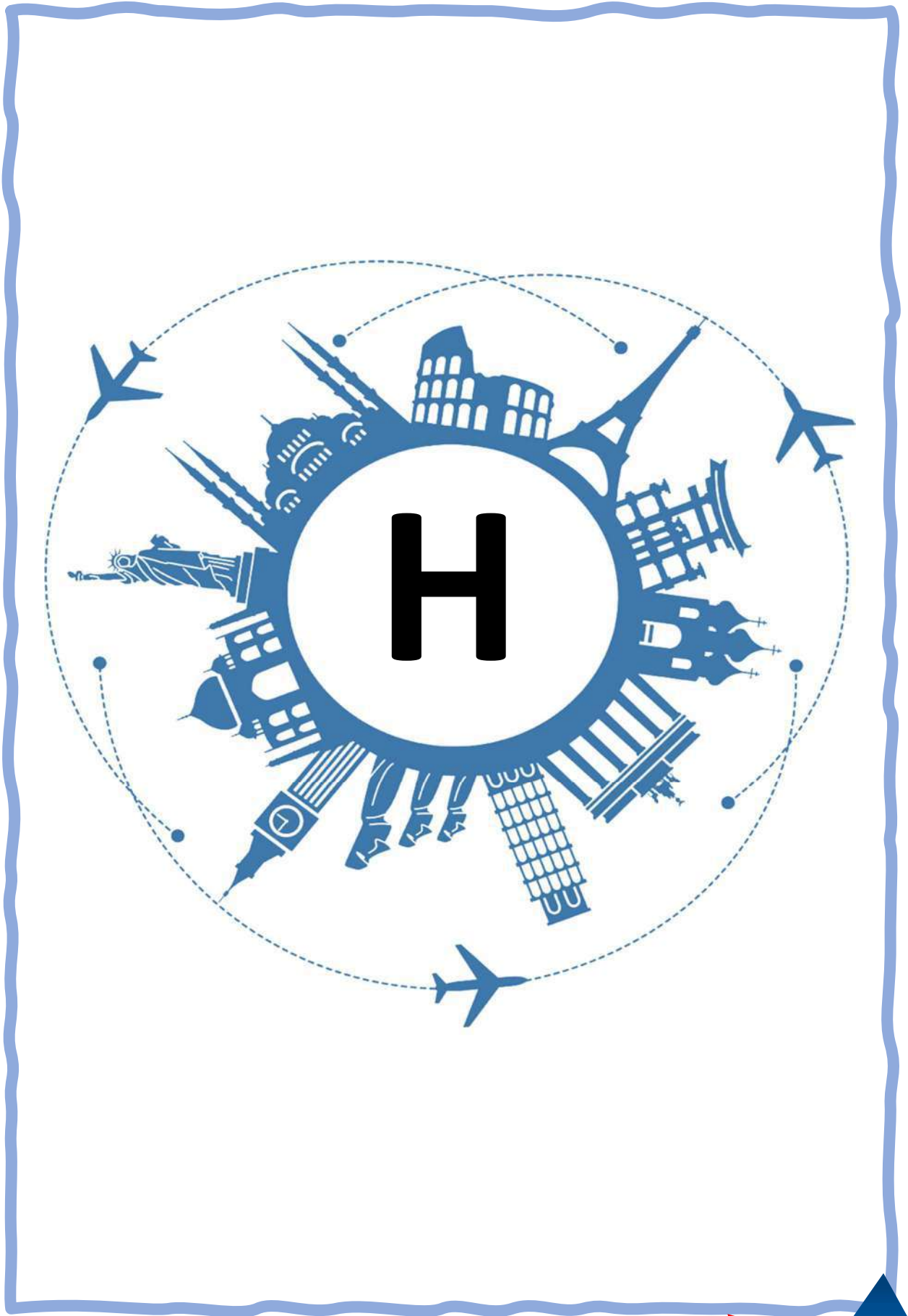
Guru Besar

Professor

Guru Honorer

Honorary Teacher





| | |
|-------------------|----------------------|
| Hak | Right |
| Hak Angket | Questionnaire Rights |
| Hak Asasi | Rights |
| Hak Asasi Manusia | Human Rights |
| Hak Cipta | Copyright |
| Hak Istimewa | Privilege |
| Hak Paten | Patent |
| Hak Penerbitan | Publishing Rights |
| Hak Pengarang | Author Rights |
| Harga | Price |
| Harga Asli | Original Price |
| Harga Banderol | Price Tag |
| Harga Beli | Purchase Price |
| Harga Bersaing | Competitive Price |
| Harga Diri | Pride |
| Harga Eceran | Retail Price |
| Harga Pas | Fixed Prices |
| Harta | Wealth |
| Harta Benda | Property |
| Harta Karun | Treasure |
| Hitam | Black |

Hitam Legam

Jet Black

Hujan

Rain

Hujan Abu

Ash Rain

Hujan Angin

Wind Rain

Hujan Asam

Acid Rain

Hujan Batu

Hail

Hujan Beku

Frozen Rain

Hujan Gerimis

Drizzle

Hujan Meteor

Meteor Rain

Hujan Panas

Hot Rain

Hukum

Law

Hukum Adat

Customary Law

Hukum Alam

Natural Law

Hukum Allah

God's Law

Hukum Archimedes

Archimedes' Law

Hukum Asasi

Basic Law

Hukum Islam

Islamic Law

Hukum Perdata

Civil Law

Hukum Perkawinan

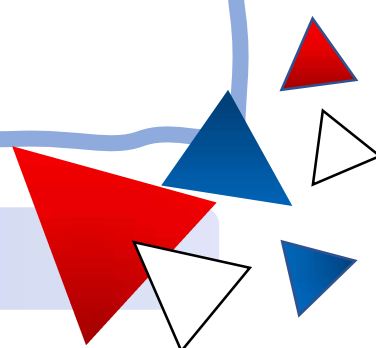
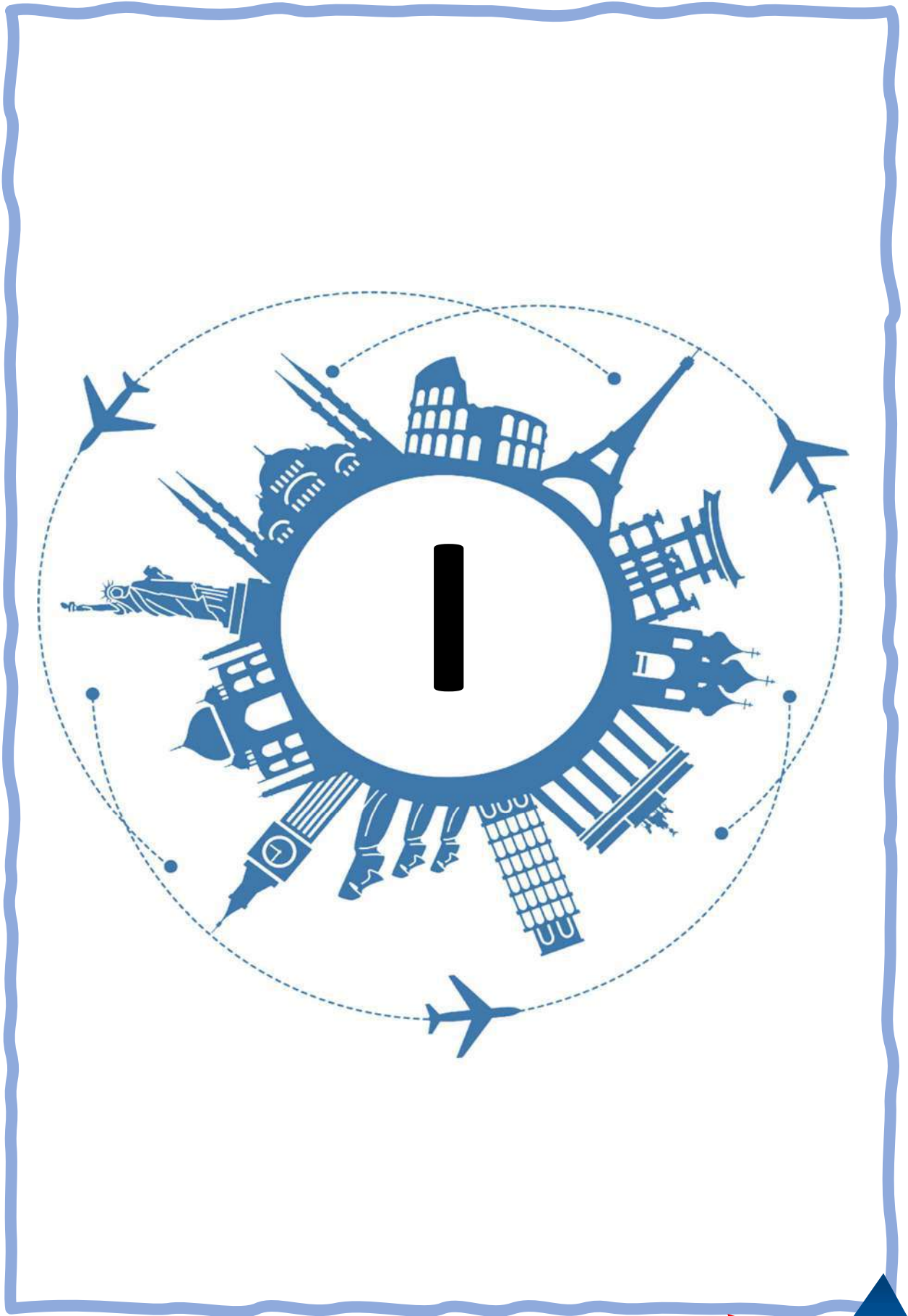
Marriage Law

Hukum Pidana

Criminal Law

Hukuman

Punishment



| | |
|------------------|-----------------|
| Ikan | Fish |
| Ikan Asap | Smoked Fish |
| Ikan Asin | Salted Fish |
| Ikan Bakar | Grilled Fish |
| Ikan Emas | Gold Fish |
| Ikan Hiu | shark |
| Ikan Lumba-Lumba | Dolphin |
| Ikan Pari | Stingray |
| Ikan Paus | Whale |
| Iklan | Advertisement |
| Iklan Berita | News Ads |
| Ilmu | Knowledge |
| Ilmu Agama | Religion |
| Ilmu Akaid | Science Akaid |
| Ilmu Akhirat | Eschatology |
| Ilmu Akhlak | Moral Science |
| Ilmu Alam | Natural Science |
| Ilmu Anatomi | Anatomy |
| Ilmu Bahasa | Linguistics |
| Ilmu Bedah | Surgery |
| Ilmu Bentuk Kata | Morphology |

| | |
|----------------------|----------------------|
| Ilmu Bumi | Geography |
| Ilmu Ekonomi | Economics |
| Ilmu Fikih | Jurisprudence |
| Ilmu Firasat | Physiognomy |
| Ilmu Fisika | Physics |
| Ilmu Gaib | Occult |
| Ilmu Gaya Bahasa | Stylistics |
| Ilmu Gizi | Science Of Nutrition |
| Ilmu Hewan | Zoology |
| Ilmu Hitung | Arithmetic |
| Ilmu Jiwa | Psychology |
| Ilmu Kebidanan | Midwifery |
| Ilmu Kemanusiaan | Humanities |
| Ilmu Kesaktian | Magical Science |
| Ilmu Kesenian | Art Science |
| Ilmu Kewarganegaraan | Citizenship |
| Ilmu Kimia | Chemistry |
| Ilmu Mendidik | Pedagogy |
| Ilmu Pengetahuan | Science |
| Ilmu Purbakala | Archeology |
| Ilmu Racun | Toxicology |

Ilmu Sejarah

History

Ilmu Sihir

Witchcraft

Ilmu Tasawuf

Sufism

Ilmu Tasrih

Tasrih Science

Ilmu Udara

Aerology

Ilmu Ukur Sudut

Goniometry

Industri

Industry

Industri Jasa

Service Industry

Industri Jasa Pangan

Food Service Industry

Industri Kecil

Small Industry

Industri Konstruksi

Construction Industry

Industri Otomotif

Automotive Industry

Industri Pariwisata

Tourism Industry

Industri Pemula

Startup Industry

Industri Wisata

Travel Industry

Izin

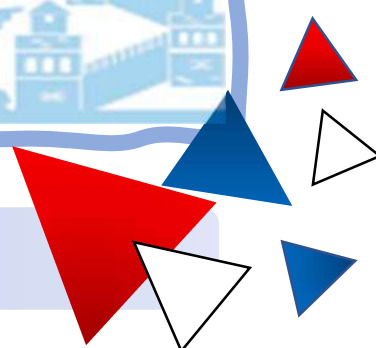
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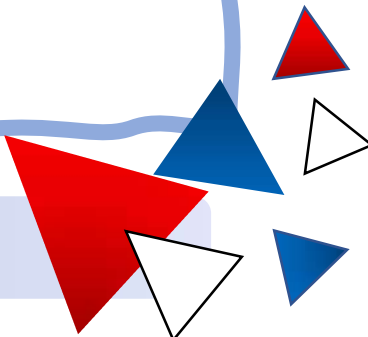
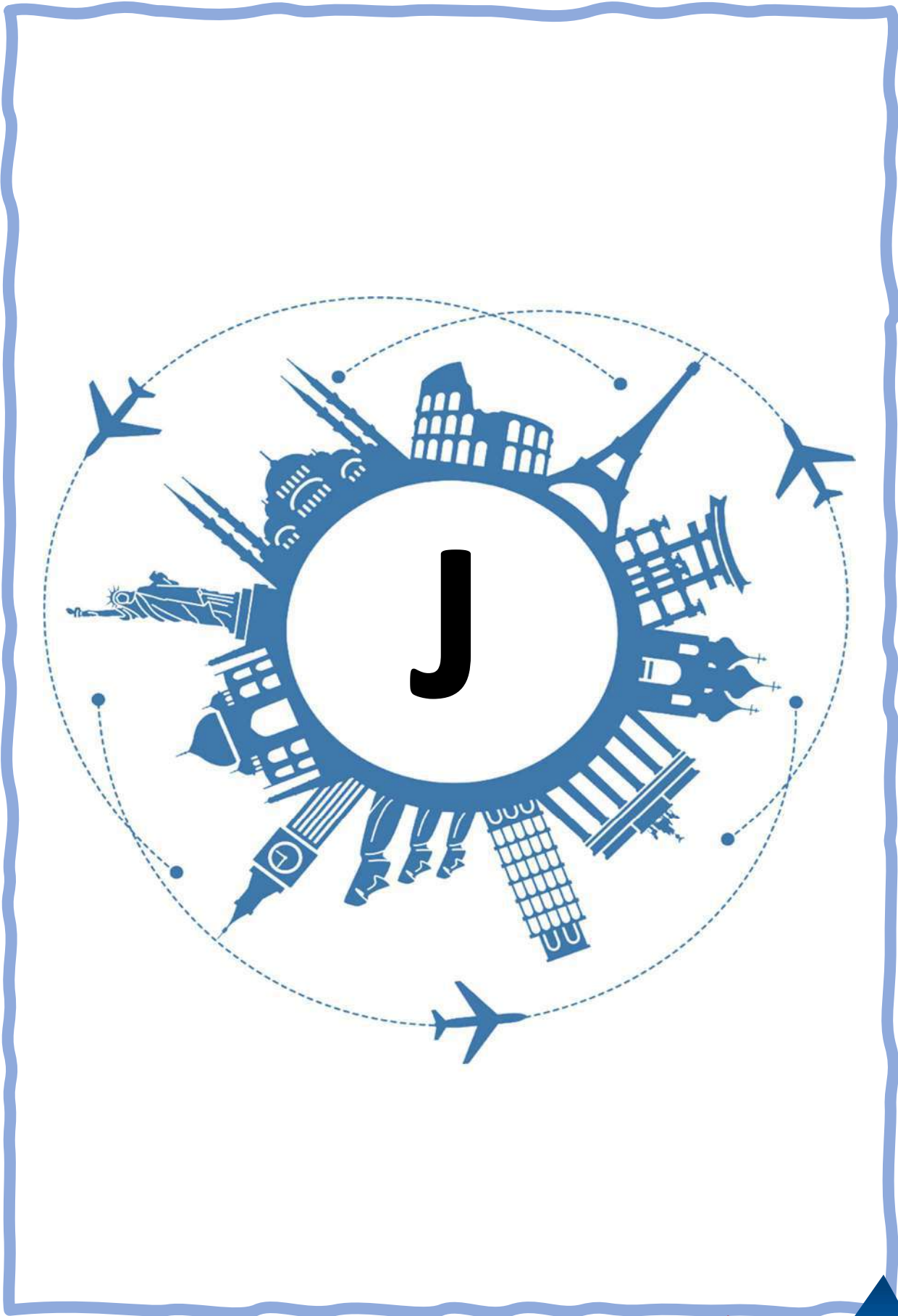
Izin Mengemudi

Driving Permit

Izin Praktik

Practice License





| | |
|---------------------------|------------------|
| Jalan | Road |
| Jalan Air | Waterway |
| Jalan Bebas Hambatan | Freeway |
| Jalan Belakang | Back Street |
| Jalan Buntu | Dead End |
| Jalan Cepat | Brisk |
| Jalan Darat | Road |
| Jalan Keluar | Way Out |
| Jalan Khusus | Special Road |
| Jalan Khusus Pejalan Kaki | Pedestrian Path |
| Jalan Khusus Sepeda | Bike Road |
| Jalan Layang | Overpass |
| Jalan Lingkar | Ring Road |
| Jalan Masuk | Entrance |
| Jalan Memintas | Road Bypass |
| Jalan Naik | Way Up |
| Jalan Pintas | Shortcut |
| Jalan Raya | Highway |
| Jalan Salib | Way Of The Cross |
| Jalan Setapak | Footpath |
| Jalan Simpang | Crossroads |

Jalan Simpang Susun

Interchange Road

Jalan Tengah

Middle Way

Jambu

Guava

Jambu Mete

Cashew

Jambu Monyet

Cashew Fruit

Jaminan

Guarantee

Jaminan Bank

Bank Guarantee

Jaminan Kesehatan Masyarakat

Community Health Insurance

Jaminan Kesejahteraan Sosial

Social Welfare Guarantee

Jaminan Sosial

Social Security

Jarum

Needle

Jarum Jam

Clockwise

Jarum Pentol

Pen Needle

Jarum Suntik

Syringe

Jasa

Service

Jasa Informasi

Information Services

Jasa Infrastruktur

Infrastructure Services

Jasa Konsultan

Consulting Services

Jasa Kontraktor

Contractor Services

Jembatan

Bridge

Jembatan Gantung

Suspension Bridge

Jembatan Timbang

Weighbridge

Jeruk

Orange

Jeruk Bali

Pomelo

Jeruk Besar

Big Orange

Jeruk Delima

Pomegranate

Jeruk Nipis

Lime

Juru

Interpreter

Juru Api

Fireman

Juru Atak

The Tactician

Juru Bahasa

Interpreter

Juru Bayar

Paymaster

Juru Berita

Newsboy

Juru Bicara

Spokesman

Juru Buku

Bookkeeper

Juru Kamera

Cameraman

Juru Kunci

Locksmith

Juru Lukis

Painter

Juru Masak

Chef

Juru Parkir

Parking Officers

Juru Rawat

Nurse

Juru Rias

Makeup Artist

Juru Runding

Juru Selam

Juru Ukir

Juru Ulas

Juru Warta

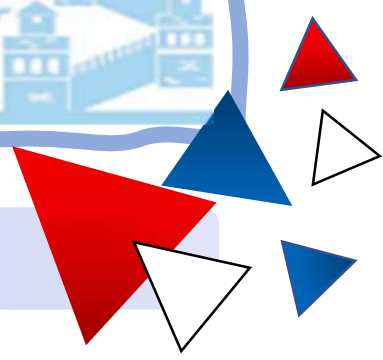
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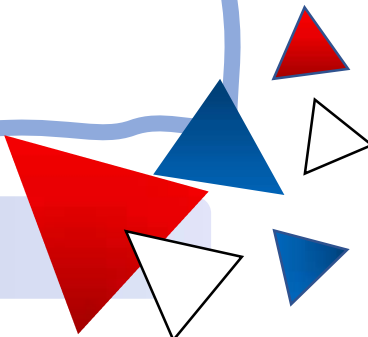
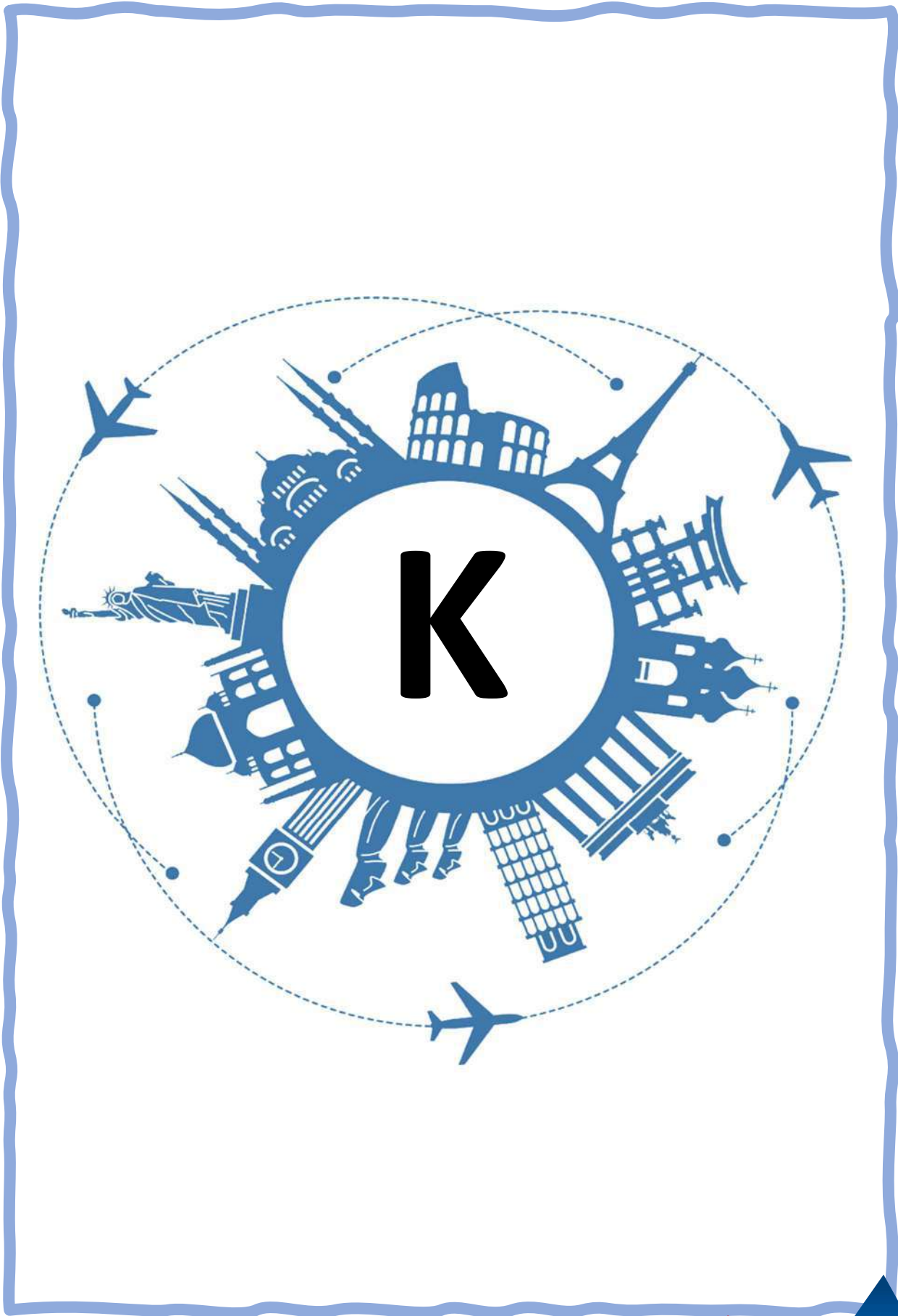
Diver

Engraver

Commentator

Reporter





Kabar

News

Kabar Angin

Hearsay

Kabar Buruk

Bad News

Kabar Burung

Rumors

Kabar Gembira

Good News

Kabut

Fog

Kabut Asap

Smoked

Kabut Sisa

Residual Mist

Kaca

Glass

Kaca Buram

Frosted Glass

Kaca Muka

Mirror

Kaca Pembesar

Magnifying Glass

Kaca Spion

Rearview Mirror

Kacang

Peanut

Kacang Arab

Chickpeas

Kacang Goreng

Fried Peanut

Kacang Kedelai

Soybeans

Kacang Mede

Cashews

Kacang Merah

Red Beans

Kacang Polong

Peas

Kain

Cloth

| | |
|------------------|------------------------|
| Kain Ihram | Ihram Cloth |
| Kain Kafan | Shroud |
| Kain Kasa | Gauze |
| Kaki | Foot |
| Kaki Lima | Street Vendor |
| Kaki Meja | Table Leg |
| Kaki Seribu | Centipede |
| Kaki Tangan | Accomplice |
| Kaki Tiga | Tripod |
| Kalimat | Sentence |
| Kalimat Aktif | Active Sentence |
| Kalimat Dasar | Basic Sentence |
| Kalimat Kompleks | Complex Sentences |
| Kalimat Lengkap | Complete Sentences |
| Kalimat Majemuk | Compound Sentences |
| Kalimat Pasif | Passive Sentences |
| Kalimat Perintah | Imperative Sentence |
| Kalimat Tanya | Interrogative Sentence |
| Kamar | Room |
| Kamar Baca | Reading Room |
| Kamar Belajar | Study Room |

| | |
|--------------------|-------------------------|
| Kamar Gas | Gas Chamber |
| Kamar Kecil | Restroom |
| Kamar Keluarga | Family Room |
| Kamar Makan | Dining Room |
| Kamar Mandi | Bathroom |
| Kamar Pengantin | Bridal Room |
| Kamar Tamu | Guest Room |
| Kamar Tidur | Bedroom |
| Kamar Tunggu | Waiting Room |
| Kamus | Dictionary |
| Kamus Aneka Bahasa | Multilingual Dictionary |
| Kamus Dwibahasa | Bilingual Dictionary |
| Kamus Ensiklopedis | Encyclopedic Dictionary |
| Kamus Istilah | Dictionary Of Terms |
| Kamus Saku | Pocket Dictionary |
| Kantor | Office |
| Kantor Bank | Bank Office |
| Kantor Berita | News Agency |
| Kantor Pengadilan | Court Office |
| Kantor Polisi | Police Station |
| Kantor Pos | Post Office |

Kantor Pusat

Headquarters

Kapal

Boat

Kapal Barang Penumpang

Passenger Cargo Ship

Kapal Bendera

Flagship

Kapal Feri

Ferry

Kapal Induk

Aircraft Carrier

Kapal Keruk

Dredger

Kapal Layar

Sailing Boat

Kapal Pantai

Coaster

Kapal Pemecah Es

Icebreaker

Kapal Penjelajah

Cruiser

Kapal Penolong

Rescue Ship

Kapal Penumpang

Passenger Ship

Kapal Perang

Warship

Kapal Selam

Submarine

Kapal Tangki

Tanker

Kartu

Card

Kartu Anggota

Membership Card

Kartu As

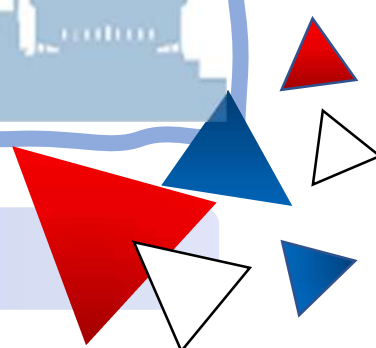
Ace

Kartu Kuning

Yellow Card

Kartu Merah

Red Card



| | |
|----------------------|--------------------|
| Kartu Pos | Postcard |
| Kartu Tanda Penduduk | Identity Card |
| Kartu Undangan | Invitation Cards |
| Kata | Say |
| Kata Benda | Noun |
| Kata Bentuk | Word Form |
| Kata Berimbuhan | Affixed Words |
| Kata Depan | Preposition |
| Kata Ganti | Pronouns |
| Kata Ganti Milik | Possessive Pronoun |
| Kata Ganti Orang | Person Pronoun |
| Kata Hubung | Conjunction |
| Kata Kerja | Verb |
| Kata Kerja Bantu | Auxiliary Verb |
| Kata Keterangan | Adverb |
| Kata Kunci | Keywords |
| Kata Pendahuluan | Preface |
| Kata Pengantar | Foreword |
| Kata Seru | Interjection |
| Kata Sifat | Adjective |
| Kawin | Marry |

| | |
|---------------------|----------------------|
| Kawin Lari | Eloping |
| Kayu | Wood |
| Kayu Bakar | Firewood |
| Kayu Gelondong | Logs |
| Kayu Gergajian | Sawn Wood |
| Kayu Hitam | Ebony |
| Kayu Jarum | Conifer |
| Kayu Lapis | Plywood |
| Kayu Manis | Cinnamon |
| Kelapa | Coconut |
| Kelapa Sawit | Palm Oil |
| Kelompok | Group |
| Kelompok Bermain | Playgroup |
| Keluarga | Family |
| Keluarga Berantakan | Broken Family |
| Keluarga Berencana | Family Planning |
| Kereta | Train |
| Kereta Dorong | Stroller |
| Kereta Gandeng | Trailer |
| Kereta Jenazah | Hearse |
| Kereta Kuda | Horse-Drawn Carriage |

Kereta Pos

Stagecoach

Kereta Saji

Food Cart

Kereta Salju

Sleigh

Kertas

Paper

Kertas Dinding

Wallpaper

Kertas Kabar

Newspaper

Kertas Kado

Wrapping Paper

Kulit

Skin

Kulit Kerang

Clamshell

Kulit Mati

Dead Skin

Kulit Sawo Matang

Brown Skin

Kulit Sensitif

Sensitive Skin

Kulit Tiruan

Faux Skin

Kunci

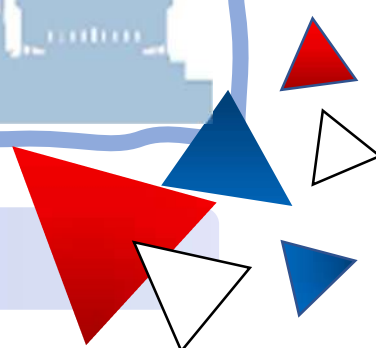
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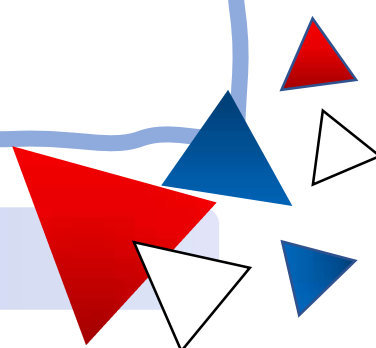
Kunci Gantung

Keychain

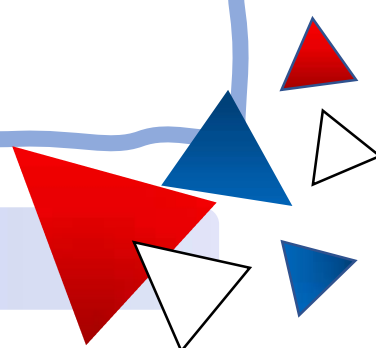
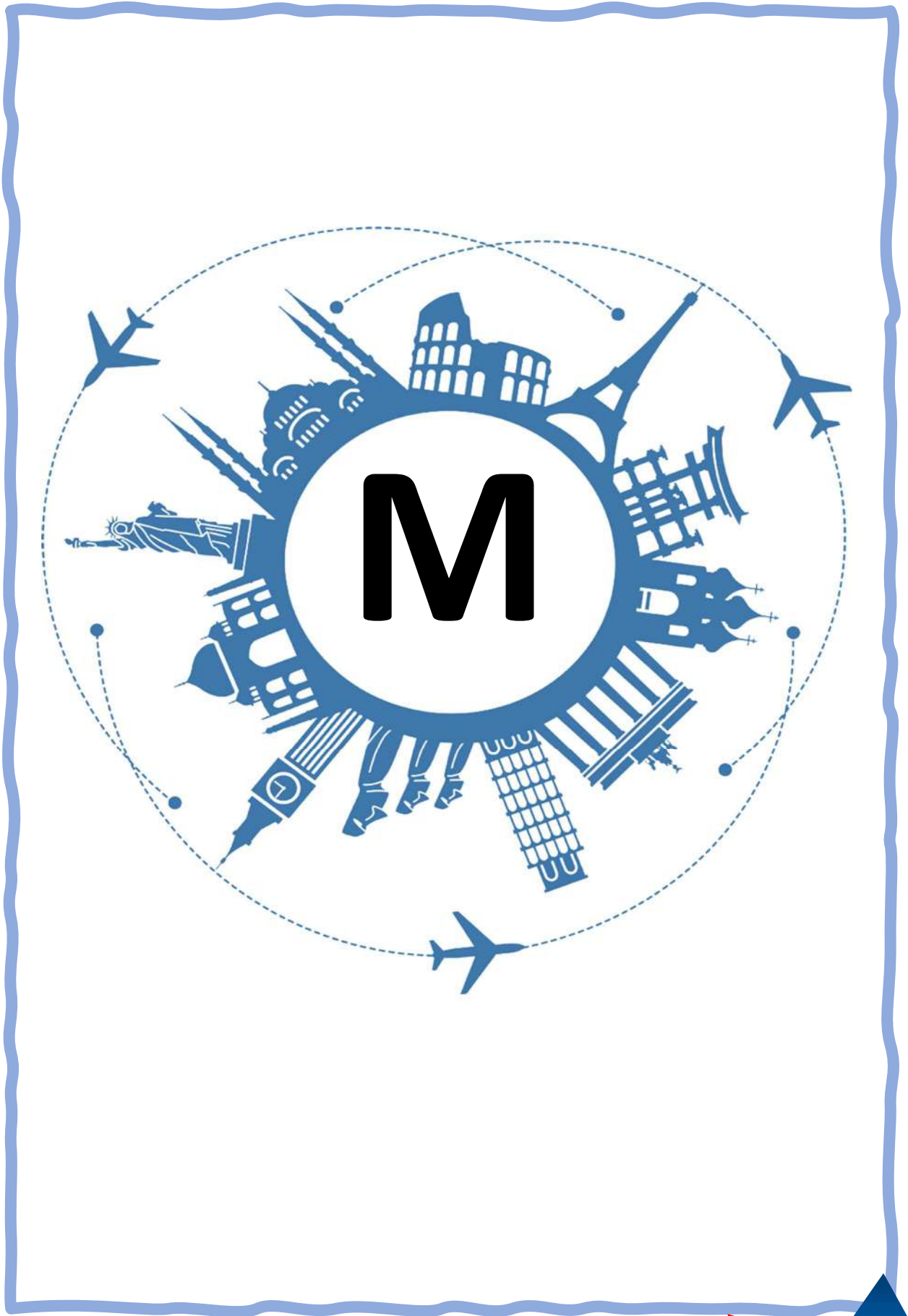
Kunci Pas

Wrench





| | |
|-----------------|-----------------|
| Labu | Pumpkin |
| Labu Siam | Chayote |
| Lada | Pepper |
| Lada Hitam | Black Pepper |
| Liang | Burrow |
| Liang Hidung | Nostril |
| Liang Kubur | Graveyard |
| Lidah | Tongue |
| Lidah Api | Flame |
| Lidah Buaya | Aloe Vera |
| Laut Lepas | High seas |
| Laut Teritorial | Territorial Sea |
| Lautan | ocean |
| Lemak | Fat |
| Lemak Hewani | Animal fat |
| Lemak Nabati | Vegetable fat |
| Lemak Tubuh | Body fat |
| Lemari | Cupboard |
| Lemari Besi | Safe |
| Lemari Buku | Bookcase |
| Lemari Pakaian | Wardrobe |



| | |
|--------------|-----------------------|
| Mandi | Bath |
| Mandi Hadas | Hadas Bath |
| Mandi Haid | Menstrual Shower |
| Mandi Junub | Junub Bath |
| Mandi Kerbau | Buffalo Bath |
| Mandi Kubat | Cuban Bath |
| Mandi Mayat | Body Bath |
| Mandi Nifas | Postpartum Bath |
| Mandi Wajib | Mandatory Bath |
| Mata | Eye |
| Mata Air | Springs |
| Mata Angin | Points Of The Compass |
| Mata Bor | Drill Bit |
| Mata Duitan | Money-Oriented |
| Matahari | Sun |
| Mata Hati | Eyes Of The Heart |
| Mata Ikan | Fish Eye |
| Mata Kail | Hook |
| Mata Kaki | Ankle |
| Mata Kuliah | Subject |
| Mata Lelah | Eyestrain |

| | |
|-----------------|----------------|
| Mata Panah | Arrowhead |
| Mata Pelajaran | Subjects |
| Mata Pencarian | Livelihood |
| Mata Pisau | Blade |
| Mata Rantai | Link |
| Mata Uang | Currency |
| Mata-Mata | Spy |
| Mati | Dead |
| Mati Rasa | Numb |
| Mati Syahid | Martyred |
| Mesin | Machine |
| Mesin Bor | Drilling |
| Mesin Bubut | Lathe |
| Mesin Cetak | Printer |
| Mesin Derek | Crane |
| Mesin Jahit | Sewing Machine |
| Mesin Ketik | Typewriter |
| Mesin Pengering | Dryer |
| Mesin Tetas | Incubator |
| Mobil | Car |
| Mobil Ambulans | Ambulance |

Mobil Baja

Steel Car

Mobil Balap

Car Racing

Mobil Bus

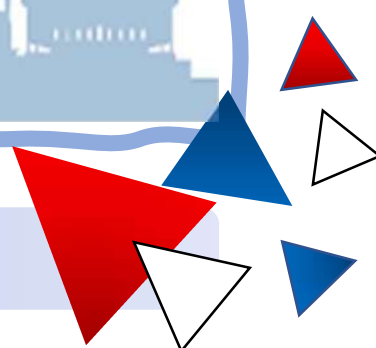
Bus

Mobil Dinas

Official Car

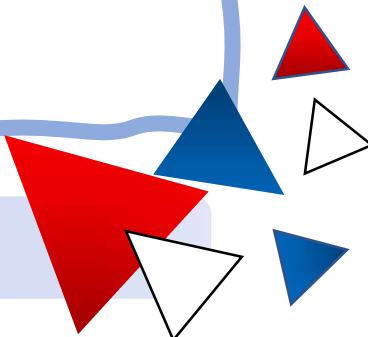
Mobil Sport

Sport Car

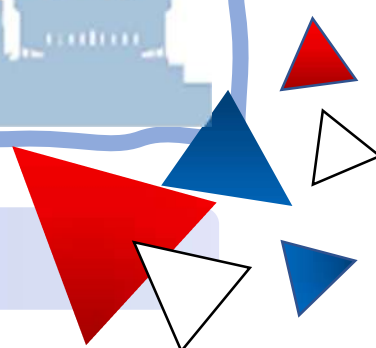


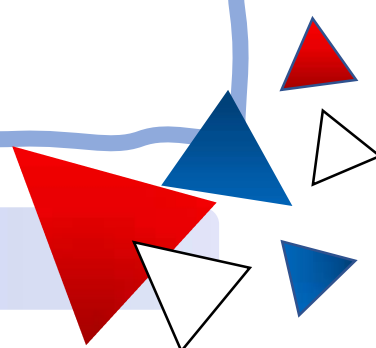
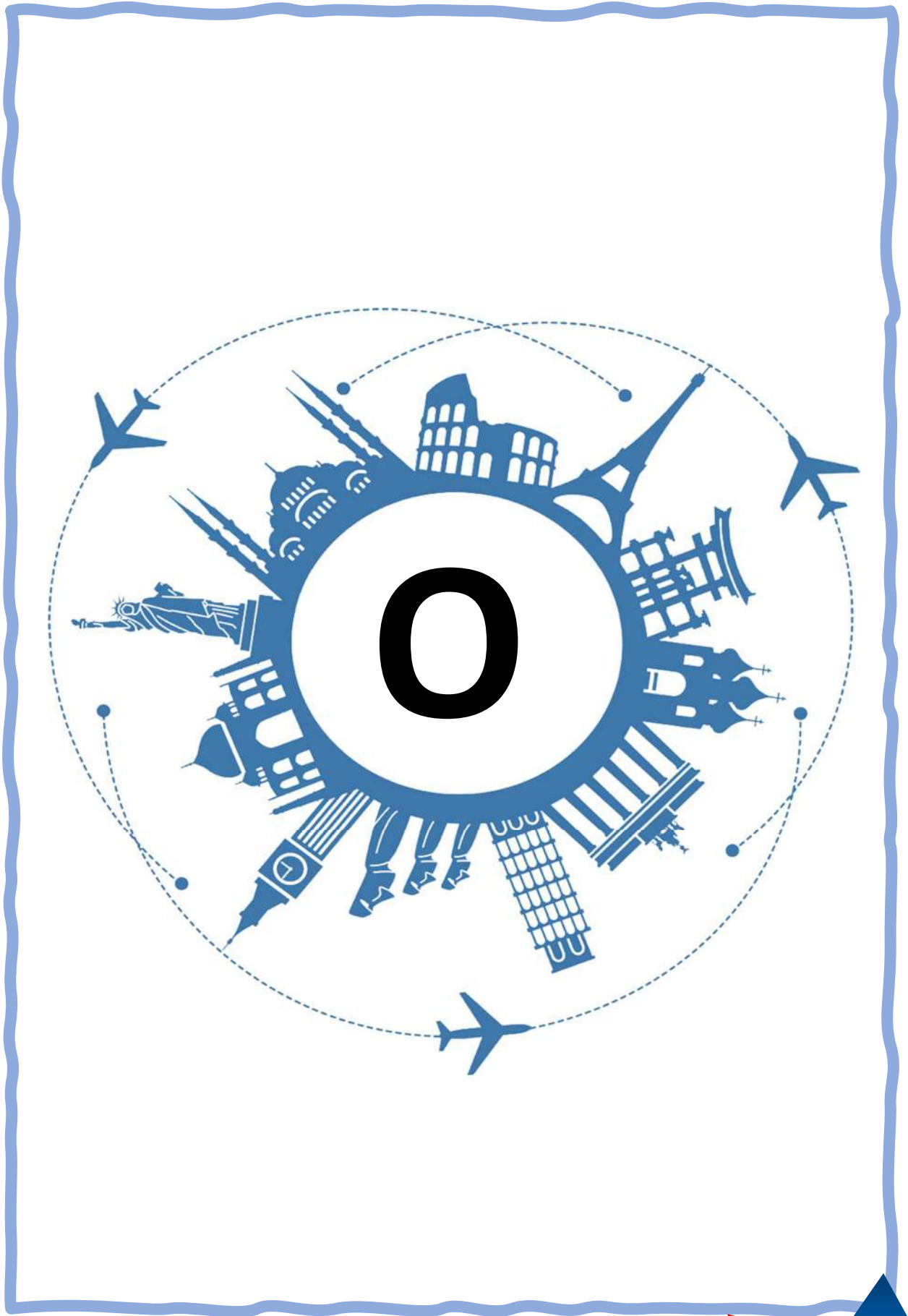


N



| | |
|-----------------|---------------------|
| Naik | Go On |
| Naik Derajat | Level Up |
| Naik Haji | Pilgrimage |
| Naik Pitam | Angry |
| Nama | Name |
| Nama Lengkap | Full Name |
| Nama Panggilan | Nickname |
| Nama Samaran | Pseudonym |
| Nilai | Mark |
| Nilai Budaya | Culture Value |
| Nilai Keagamaan | Religious Values |
| Nilai Keindahan | Beauty Value |
| Nilai Bersih | Net |
| Nomor | Number |
| Nomor Atom | Atomic Number |
| Nomor Identitas | Identity Number |
| Nomor Induk | Registration Number |
| Nomor Polisi | Police Number |





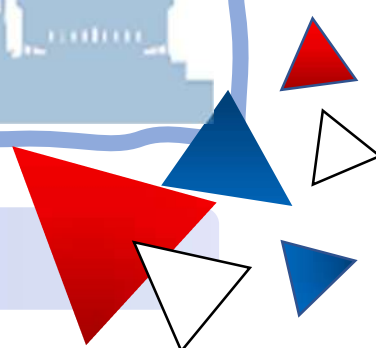
| | |
|-----------------------|--------------------|
| Obat | Drug |
| Obat Adiktif | Addictive Drugs |
| Obat Bius | Dope |
| Obat Cacing | Anthelmintic |
| Obat Merah | Iodine |
| Obat Perangsang | Stimulants |
| Obat-Obatan | Drugs |
| Objek Wisata | Tourist Attraction |
| Orang | Person |
| Orang Asing | Foreigners |
| Orang Buangan | Outcasts |
| Orang Cacat | Disabled People |
| Orang Dagang | Trader |
| Orang Dalam | Insider |
| Orang Kaya | The Rich |
| Orang Luar | Outsider |
| Orang Luntang-Lantung | Loosely People |
| Orang Masehi | Christian |
| Orang Setangga | Neighbors |
| Orang Sipil | Civilian |
| Orang Tani | Farmer |

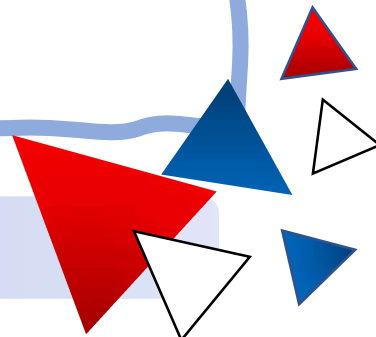
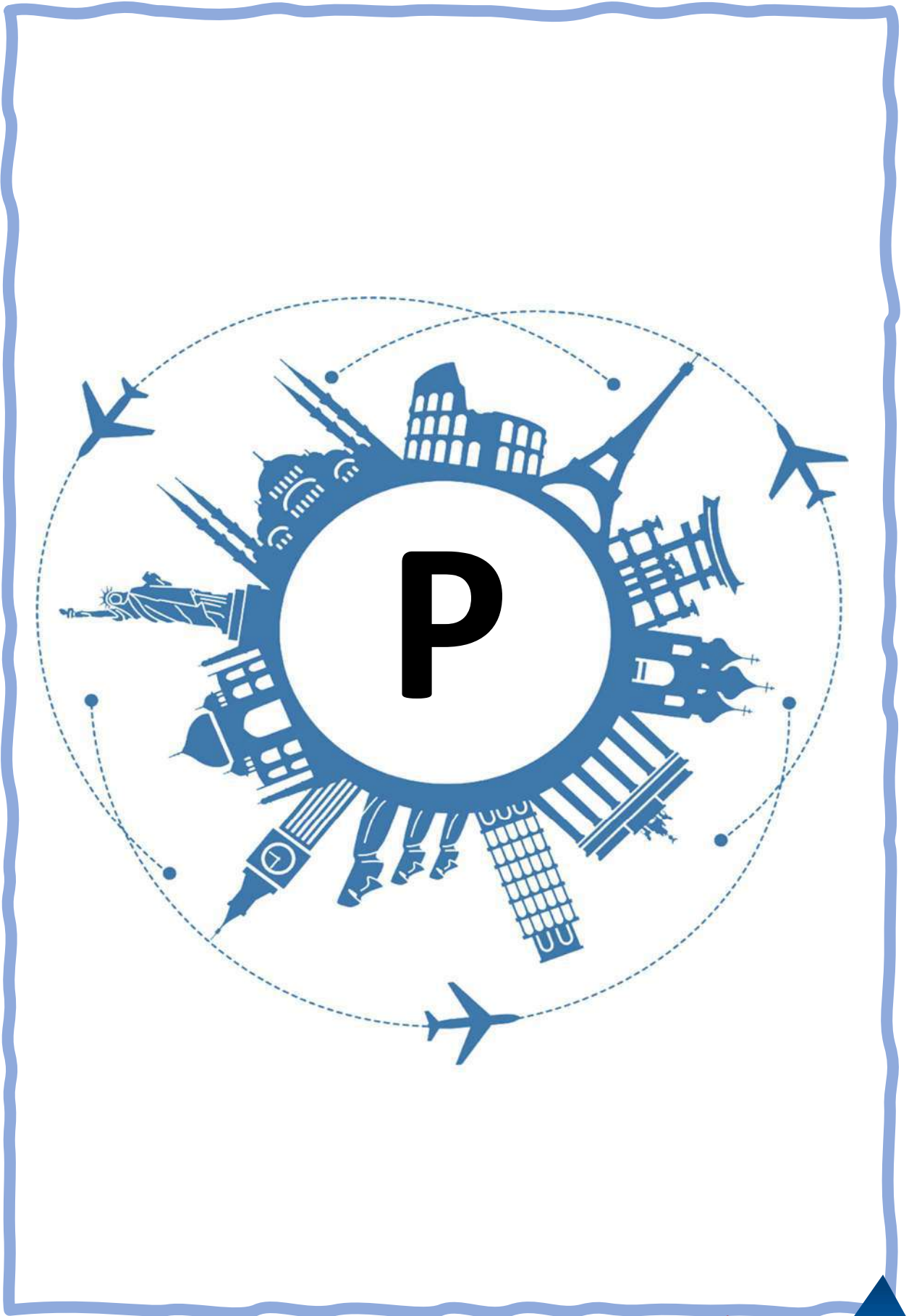
Orang Tua

Parent

Orang-Orangan

Scarecrow





| | |
|------------------|------------------|
| Padang | Field |
| Padang Belantara | Wilderness |
| Padang Gembala | Shepherd'S Field |
| Padang Golf | Golf Course |
| Padang Mahsyar | Mahsyar |
| Padang Pasir | Desert |
| Padang Rumput | Meadow |
| Pagar | Fence |
| Pagar Betis | Posse |
| Panas | Hot |
| Panas Buatan | Artificial Heat |
| Panas Bumi | Geothermal |
| Panas Matahari | Solar Thermal |
| Pangkal | Base |
| Pangkal Bahu | Shoulder |
| Pangkal Cerita | Storyline |
| Pangkal Paha | Groin |
| Panti | House |
| Panti Asuhan | Orphanage |
| Panti Jompo | Nursing Home |
| Panti Pijat | Massage Parlors |

| | |
|-----------------------|----------------------|
| Panti Sosial | Social Homes |
| Pasar | Market |
| Pasar Malam | Night Market |
| Pasar Modal | Capital Market |
| Pasar Modern | Modern Market |
| Pasar Swalayan | Supermarkets |
| Pekerja | Worker |
| Pekerja Sosial | Social Worker |
| Pekerja Teknis | Technical Worker |
| Pekerja Terlatih | Trained Workers |
| Pekerja Tetap | Permanent Worker |
| Pekerja Tidak Dibayar | Unpaid Workers |
| Pekerja Tidak Tetap | Part Time Worker |
| Pendapatan | Income |
| Pendapatan Bersih | Net Income |
| Pengeluaran | Expenditure |
| Pengeluaran Daerah | Regional Expenditure |
| Pengeluaran Negara | State Expenditure |
| Pengeluaran Rutin | Routine Expenses |
| Penuh | Full |
| Penuh Sesak | Crowded |

Penuh Tumpat

Full Of Filling

Penuh Umpah

Full Of Oaths

Perang

War

Perang Batu

Stone War

Perang Bintang

Star Wars

Perang Biologis

Biological War

Perang Sabil

Holy War

Perang Saudara

Civil War

Perang Tanding

Duel

Perempuan

Woman

Perempuan Jahat

Bad Girl

Putih

White

Putih Bersih

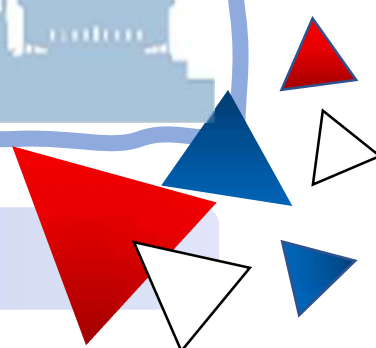
Pure White

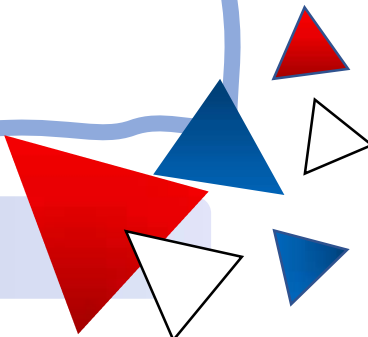
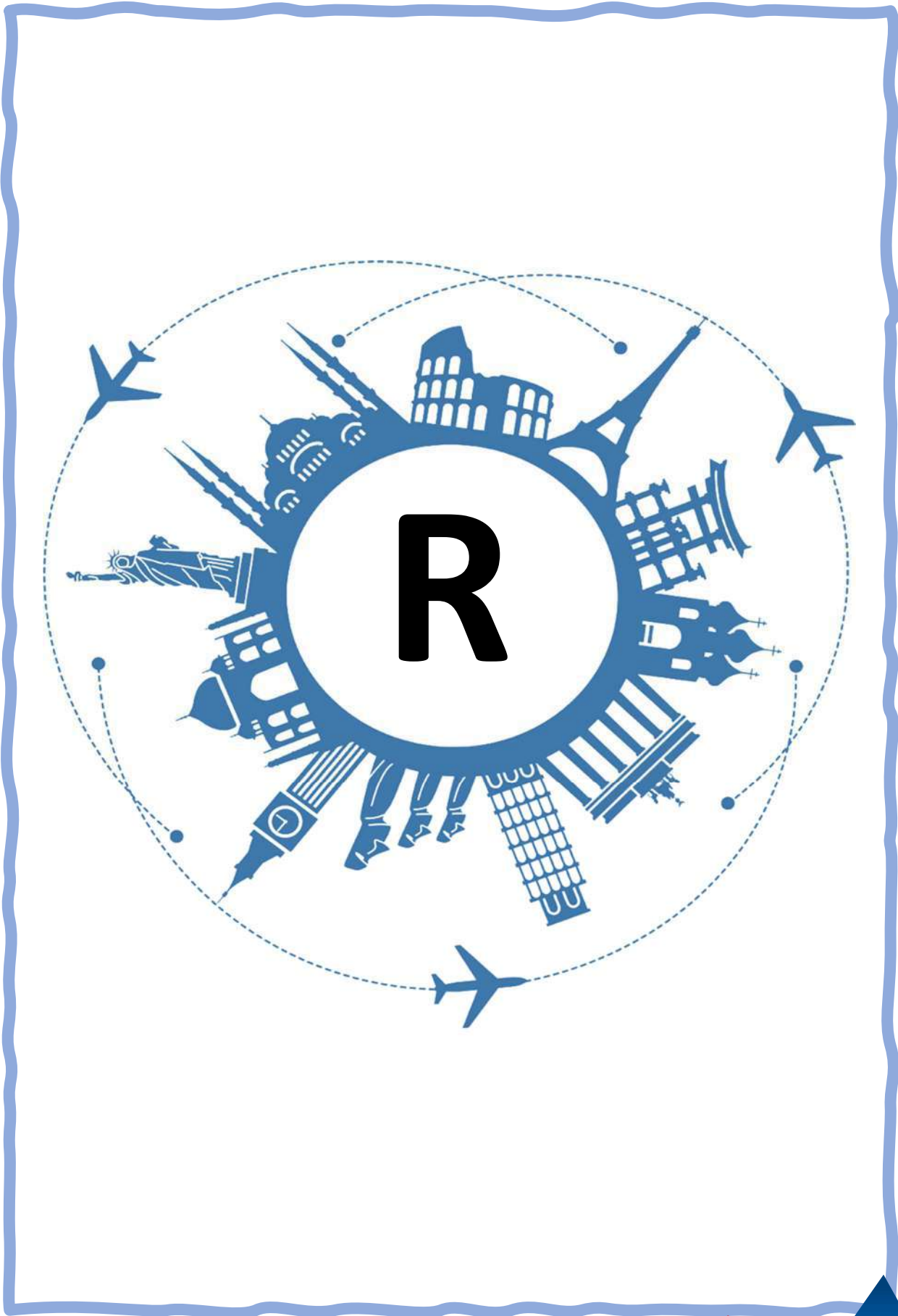
Putih Telur

Yolk

Putih Tulang

White Bone





| | |
|-------------------|------------------|
| Raja | King |
| Raja Muda | Viceroy |
| Rambu | Sign |
| Rambu Lalu Lintas | Traffic Signs |
| Rambu Larangan | Prohibition Sign |
| Rambu-Rambu | Signs |
| Rongga | Cavity |
| Rongga Bulu | Feather Cavity |
| Rongga Dada | Chest Cavity |
| Rongga Hidung | Nasal Cavity |
| Rongga Mata | Eye Socket |
| Rongga Mulut | Oral Cavity |
| Rongga Telinga | Ear Cavity |
| Roti | Bread |
| Roti Bakar | Toast |
| Ruang | Room |
| Ruang Angkasa | Space |
| Ruang Bal | Bal Room |
| Ruang Lingkup | Scope |
| Ruang Mantel | Coat Room |
| Ruang Pamer | Showroom |

Ruang Rehat

Lounge

Ruang Udara

Air Space

Rumah

House

Rumah Adat

Custom Home

Rumah Berhala

Idol House

Rumah Busana

Fashion House

Rumah Gadai

Pawnshop

Rumah Kaca

Greenhouse

Rumah Makan

Restaurant

Rumah Minum

Teahouse

Rumah Penginapan

Inn

Rumah Petak

Apartment

Rumah Potong

Slaughterhouse

Rumah Sakit

Hospital

Rumah Siput

Cochlear

Rumah Susun

Flats

Rumah Tahanan

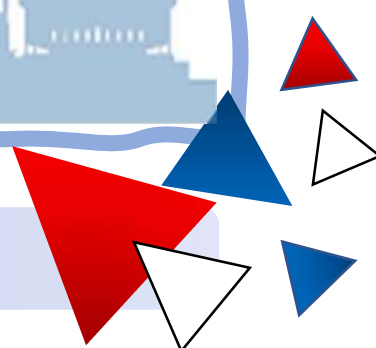
Jail

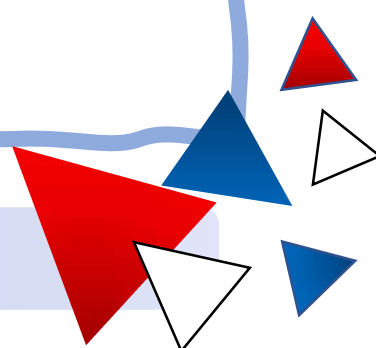
Rumah Tangga

Household

Rumah Toko

Shophouse





| | |
|-------------------|-----------------------|
| Sakit | Sick |
| Sakit Baka | Neck Pain |
| Sakit Batuk Darah | Coughing Blood |
| Sakit Diare | Diarrhea |
| Sakit Dada | Chest Pain |
| Sakit Gula | Diabetes |
| Sakit Hati | Offended |
| Sakit Jiwa | Mental Illness |
| Sakit Kuning | Jaundice |
| Sakit-Sakitan | Sickly |
| Salat | Salat |
| Salat Berjamaah | Congregational Prayer |
| Salat Duha | Duha Prayer |
| Salat Gaib | Magic Prayer |
| Salat Hajat | Prayers |
| Salat Id | Eid Prayers |
| Salat Idain | Idain Prayer |
| Salat Iduladha | Eid Prayer |
| Salat Idulfitri | Eid Prayers |
| Salat Istikharah | Istikharah Prayer |
| Salat Istiska | Istiska Prayer |

| | |
|----------------------|------------------------|
| Salat Jamaah | Congregational Prayers |
| Salat Jamak | Plural Prayers |
| Salat Jenazah | Funeral Prayer |
| Salat Jumat | Friday Prayer |
| Salat Khauf | Khauf Prayer |
| Salat Khusuf | Special Prayer |
| Salat Kusuf | Kusuf Prayer |
| Salat Mayat | Corpse Prayer |
| Salat Musafir | Traveler'S Prayer |
| Salat Qasar | Qasar Prayers |
| Salat Rawatib | Rawatib Prayer |
| Salat Safar | Safar Prayer |
| Salat Sunah | Sunnah Prayers |
| Salat Tahajud | Tahajjud Prayer |
| Salat Tahiyat Masjid | Masjid Tahiyat Prayer |
| Salat Tarawih | Tarawih Prayers |
| Salat Taubat | Repentance Prayer |
| Salat Wajib | Mandatory Prayers |
| Salat Witr | Witr Prayer |
| Salat Wusta | Wusta Prayer |
| Sarang | Nest |

Sarang Madu

Honeycomb

Sarang Semut

Anthill

Sarang Tupai

Drey

Sarung

Sarong

Sarung Jari

Thimble

Sarung Kaki

Socks

Sarung Pedang

Scabbard

Sarung Tangan

Gloves

Sekolah

School

Sekolah Agama

Religion School

Sekolah Dasar

Primary School

Sekolah Kejuruan

Vocational Schools

Sekolah Kesenian

Art School

Sekolah Menengah Atas

Senior High School

Sekolah Menengah Kejuruan

Vocational High School

Sekolah Menengah Pertama

Junior High School

Sekolah Pertukangan

Carpentry School

Selaput

Membrane

Selaput Dada

Pleura

Selaput Dara

Hymen

Selaput Jala

Retina

Selaput Jantung

Pericardium

Selaput Mata

Eyelids

Selaput Otak

Brain Membrane

Selaput Paru

Lung Membrane

Selaput Pelangi

Iris

Senapan

Gun

Senapan Lontak

Shotgun

Senapan Mesin

Machine Gun

Senjata

Weapon

Senjata Api

Firearms

Sepatu

Shoe

Sepatu Bot

Boots

Sepatu Kets

Sneakers

Sepatu Kuda

Horseshoe

Sepatu Roda

Skates

Stasiun

Station

Stasiun Radio

Radio Station

Stasiun Televisi

Television Station

Suara

Voice

Suara Hati

Conscience

Sudut

Corner

Sudut Alas

Sudut Lancip

Sudut Lurus

Sudut Pandang

Suku

Suku Bangsa

Suku Buka

Suku Cadang

Suku Jam

Suku Kalimat

Suku Kata

Sumur

Sumur Artesis

Sumur Artois

Sumur Bor

Sumur Buta

Sumur Gas

Sumur Lawas

Sumur Mati

Sumur Pompa

Surat

Base Angle

Acute Angle

Straight Angle

Viewpoint

Ethnic Group

Tribes

Open Tribe

Parts

Jam Tribe

Sentences

Syllables

Well

Artesian Well

Artois Well

Boreholes

Blind Well

Gas Well

Old Well

Dead Well

Pump Well

Letter

Surat Elektronik

E-Mail

Surat Gugatan

Lawsuit

Surat Ijazah

Certificate Graduation

Surat Izin

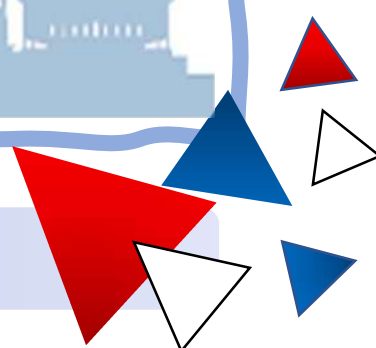
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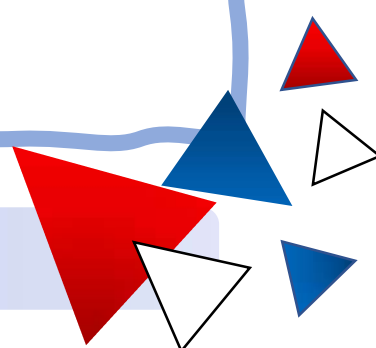
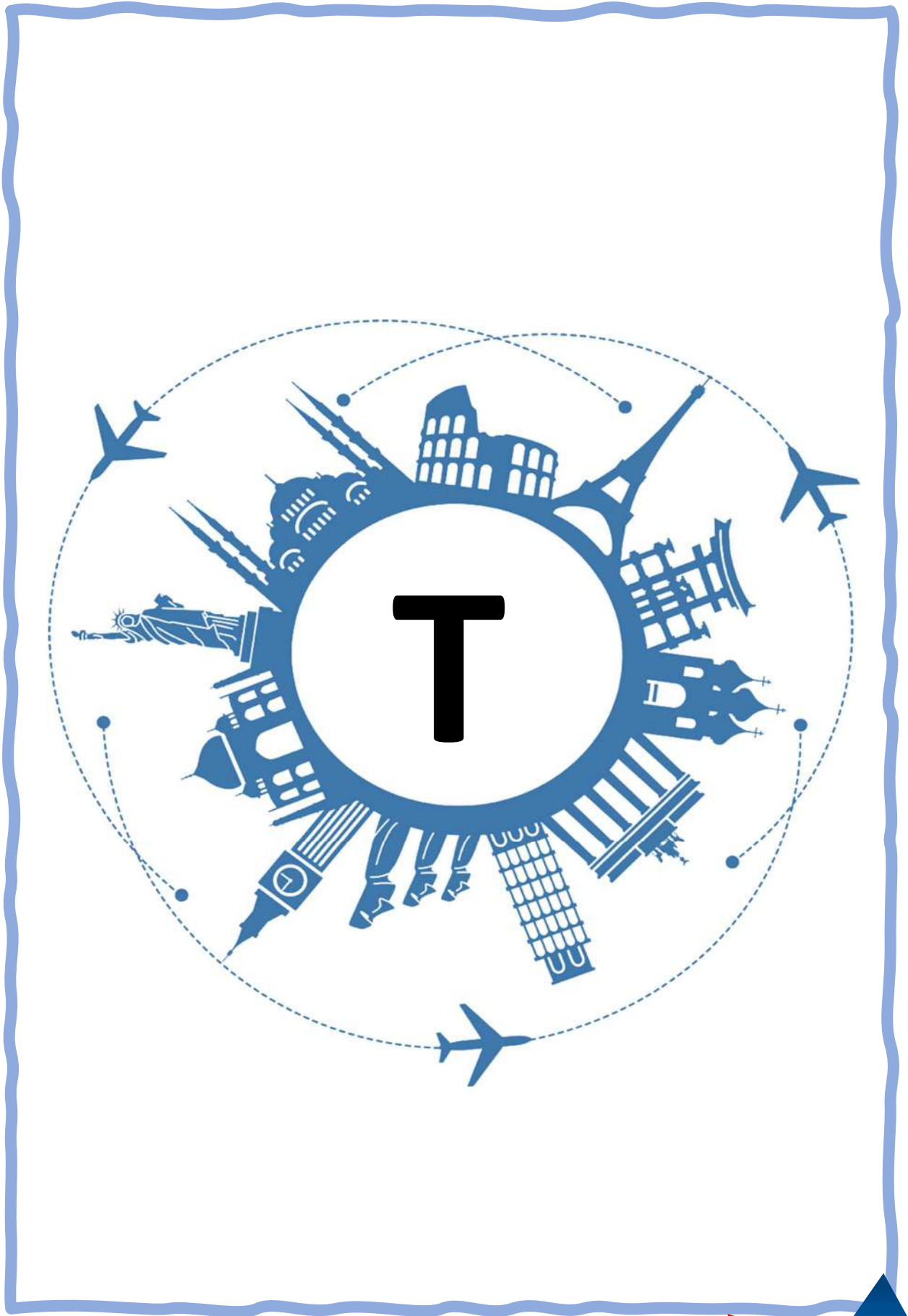
Surat Jalan

Delivery Orders

Surat Kabar

Newspaper





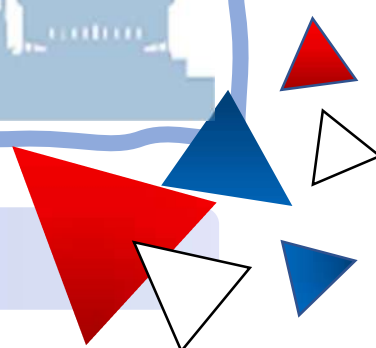
| | |
|----------------|---------------|
| Tabung | Tube |
| Tabung Gas | Gas Cylinders |
| Tabung Kimia | Retort |
| Tabungan | Savings |
| Tahan | Stand |
| Tahan Air | Waterproof |
| Tahan Api | Fireproof |
| Tahan Banting | Resilient |
| Tahan Karat | Stainless |
| Tahan Lama | Durable |
| Tahun | Year |
| Tahun Ajaran | School Year |
| Tahun Akademi | Academic Year |
| Tahun Baru | New Year |
| Tahun Hijriah | Hijri Year |
| Tahun Kabisat | Leap Year |
| Tahun Kamariah | Lunar Year |
| Tali | Rope |
| Tali Busur | Bowstring |
| Tali Kail | Fishing Line |
| Tali Kawat | Wire |

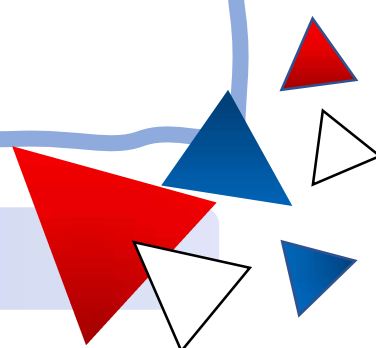
| | |
|-------------------|-----------------|
| Tali Kepala | Head Strap |
| Tali Pengaman | Safety Rope |
| Tali Penggulung | Roller |
| Tali Sepatu | Shoelace |
| Tali Silaturahmi | Friendship |
| Tali Temali | Rigging |
| Taman | Park |
| Taman Bacaan | Reading Garden |
| Taman Budaya | Cultural Park |
| Taman Hiburan | Amusement Parks |
| Taman Kanak-Kanak | Kindergarten |
| Taman Nasional | National Parks |
| Taman Pustaka | Library |
| Taman Rekreasi | Recreation Park |
| Taman Safari | Zoo |
| Tanah | Soil |
| Tanah Air | Homeland |
| Tanah Berumput | Turf |
| Tanah Lapang | Field |
| Tanah Liat | Clay |
| Tanah Longsor | Landslide |

| | |
|-----------------|----------------|
| Tanda | Sign |
| Tanda Bukti | Evidence |
| Tanda Hubung | Hyphen |
| Tanda Koma | Commas |
| Tanda Kutip | Quotation Mark |
| Tanda Panah | Arrow |
| Tanda Silang | Cross |
| Tanda Tangan | Signature |
| Tanda Terima | Receipt |
| Tanda Titik | Dot |
| Tanda Titik Dua | Colon |
| Tangan | Hand |
| Tangan Kosong | Bare Hand |
| Tangga | Ladder |
| Tangga Berjalan | Escalator |
| Tangga Nada | Musical Scale |
| Tata | System |
| Tata Acara | Agenda |
| Tata Adab | Etiquette |
| Tata Bahasa | Grammar |
| Tata Buku | Bookkeeping |

| | |
|-----------------------|----------------|
| Tata Busana | Fashion |
| Tata Cahaya | Lighting |
| Tata Cara | Procedures |
| Tata Krama | Manners |
| Tata Latar | Background |
| Tata Letak | Layout |
| Tata Rambut | Hairdo |
| Tata Rias | Cosmetic |
| Tata Usaha | Administration |
| Telur | Egg |
| Telur Dadar | Omelet |
| Tempat | Place |
| Tempat Istirahat | Rest Area |
| Tempat Kelahiran | Place Of Birth |
| Tempat Parkir | Parking Lot |
| Tempat Penyeberangan | Zebra Cross |
| Tempat Perhentian Bus | Bus Stop |
| Tempat Tinggal | Residence |
| Tempat Tujuan | Destination |
| Tenaga | Power |
| Tenaga Kerja | Labor |

| | |
|-------------------|----------------|
| Tiang | Pole |
| Tiang Gantung | Gallows |
| Tulang | Bone |
| Tulang Belakang | Spine |
| Tulang Belikat | Shoulder Blade |
| Tulang Ekor | Tailbone |
| Tulang Gigi | Tooth Bone |
| Tulang Halus | Fine Bones |
| Tulang Kelangkang | Sacrum |
| Tulang Kepala | Skull Bone |
| Tulang Kering | Shinbone |
| Tulang Ketul | Ribs |
| Tulang Punggung | Backbone |
| Tulang Sendi | Joint |





Uang

Money

Uang Asing

Foreign Money

Uang Logam

Coin

Uang Pecahan

Banknotes

Udang

Shrimp

Udang Karang

Crayfish

Ular

Snake

Ular Kobra

Cobra

Ular Sanca

Python

Usia

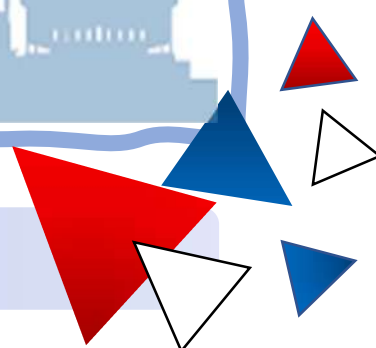
Age

Usia Lanjut

Elderly

Usia Sekolah

School Age





Waktu

Time

Waktu Henti

Downtime

Waktu Interval

Interval Time

Wilayah

Region

Wilayah Kerja

Working Area

Wilayah Terpencil

Remote Area

Wisata

Tour

Wisata Alam

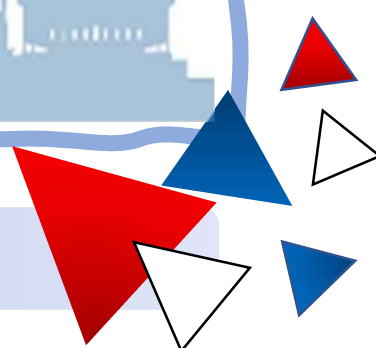
Natural Tourism

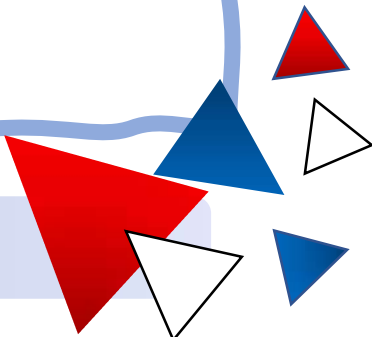
Wisata Bahari

Marine Tourism

Wisata Studi

Study Tour





Zaman

Era

Zaman Besi

Iron Age

Zaman Dahulu

Ancient Time

Zat

Substance

Zat Air

Hydrogen

Zat Antara

Intermediate

Zat Arang

Carbon

Zat Asam

Acid

Zat Cair

Liquid

Zat Kimia

Chemicals

Zat Peledak

Explosives

Zat Pembakar

Oxygen

Zona

Zone

Zona Inti

Core Zone

Zona Litoral

Littoral Zone

Zona Netral

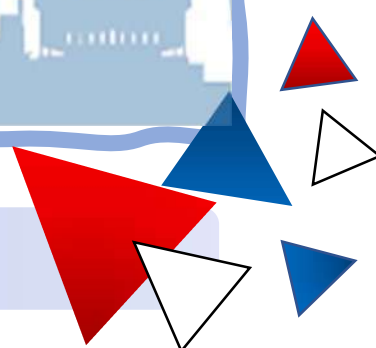
Neutral Zone

Zona Pasang Surut

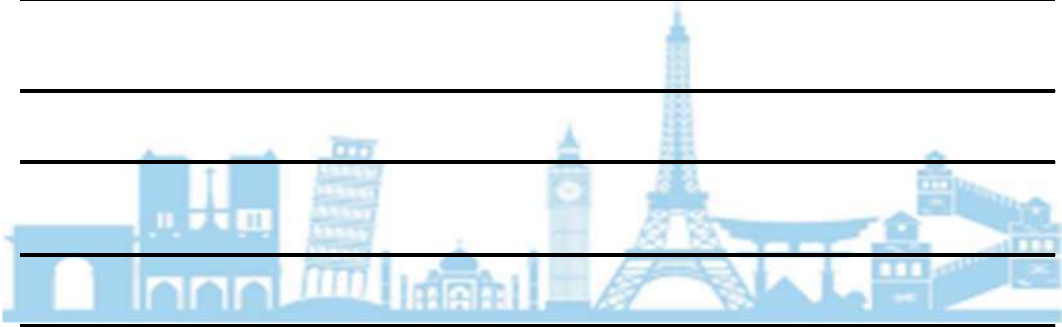
Tidal Zone

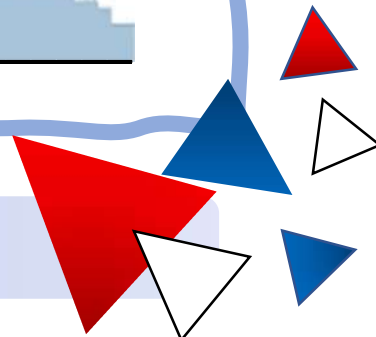
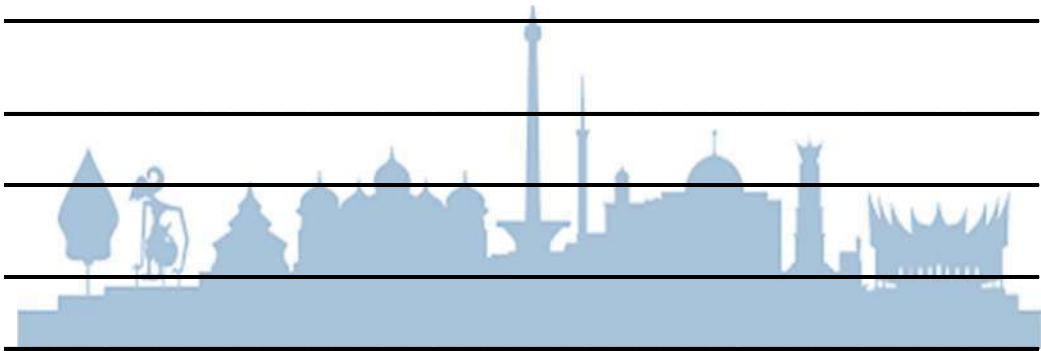
Zona Perbatasan

Border Zone



CATATAN :





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Tim Pusat Pembinaan dan Pengembangan Bahasa, Kamus Besar Bahasa Indonesia, Balai Pustaka, Jakarta, 1995.

CURRICULUM VITAE



Muhammad Yusuf Khoiruddin He was born in Batangharjo, on March 06, 1996. He is the first child of a happy couple, Imam Sadeli and Sumini. In 2008, He graduated from SDN 03 Bumimas, Batanghari, East Lampung. At the time 2011, He graduated from SMPN 1 Batanghari. Then, he continued his study to Islamic Boarding School Gontor Ponorogo and graduated in 2016. In 2017, He entered S1 English Education Program of states Islamic studies of Metro (IAIN Metro).