

THESIS

DEVELOPING VOCABULARY IN LEARNING SPEAKING ENGLISH OF
VOCABULARY BOOK AT LKP ALOHA EDU TEGALDLIMO IN G-LAND
BOBBY'S SURF CAMP BANYUWANGI IN ACADEMIC YEAR 2021/2022



BY

WAHID ABDUL ROZAQ

NIM. 18112210053

ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF DARUSSALAM
BLOKAGUNG BANYUWANGI

2022

DEVELOPING VOCABULARY IN LEARNING SPEAKING ENGLISH OF
USAHA JASA WISATA DEPARTEMENT THROUGH AUSSIE SLANG
VOCABULARY BOOK AT LKP ALOHA EDU TEGALDLIMO IN G-LAND
BOBBY'S SURF CAMP BANYUWANGI IN ACADEMIC YEAR 2021/2022

THESIS

Presented to the Faculty of Education and Teacher Training
in a Partial Fulfillment of the Requirement for the Degree of Strata 1
in English Education Department

BY

WAHID ABDUL ROZAQ

NIM.18112210053

ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF DARUSSALAM
BLOKAGUNG BANYUWANGI

2022

APPROVAL SHEET

This certifies that thesis of **Wahid Abdul Rozaq** has been approved by thesis advisor for further approval sheet by the board of examiners

Banyuwangi, 14 April 2022.

Head of Undergraduate Program

In English Education Department



Dr. Hj. Zulfi Zumala Dwi Andriani, SS, MA.

NIPY. 3150506057801

Advisor ,

Ridwan, M.Pd.

NIPY. 3151009097401

AGREEMENT

This to verify that this thesis of **Wahid Abdul Rozaq** already approved by the boards of examiners as requirement for the Sarjana degree in the English education the department.

Banyuwangi, 14 April, 2022.

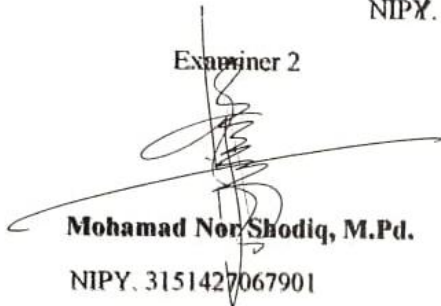
Examiner 1



Moh. Mahmud, M.Pd.

NIPY. 3150506057801

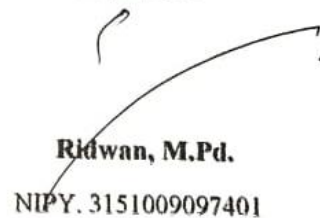
Examiner 2



Mohamad Nor Shodiq, M.Pd.

NIPY. 3151427067901

Examiner 3



Ridwan, M.Pd.

NIPY. 3151009097401

Acknowledgement
Dean of education and teacher training faculty



Dr. SITIAIMAH, S.Pd., M.Si.

NIPY. 3150801058001

DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim

Herewith, I:

Name : **WAHID ABDUL ROZAQ**

NIM : 18112210053

Study Program : English Education Departement

Address : Kedunggebang Tegaldlimo Banyuwangi

Declare that:

- 1) This thesis has never submitted to any other tertiary education for any other academic degree.
- 2) This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due knowledgement, the work of any other person.
- 3) If a later time it is found that the thesis is product of plagiarism, I am willing to accept any legal consequences that imposed to me



Banyuwangi, 14 April, 2022

METERAI
TEMPEL

Wahid Abdul Rozaq

A handwritten signature in black ink is written over a 10,000 Rupiah Indonesian postage stamp. The stamp features the Garuda Pancasila emblem and the text 'METERAI TEMPEL' and '10000'. The signature is written in a cursive style.

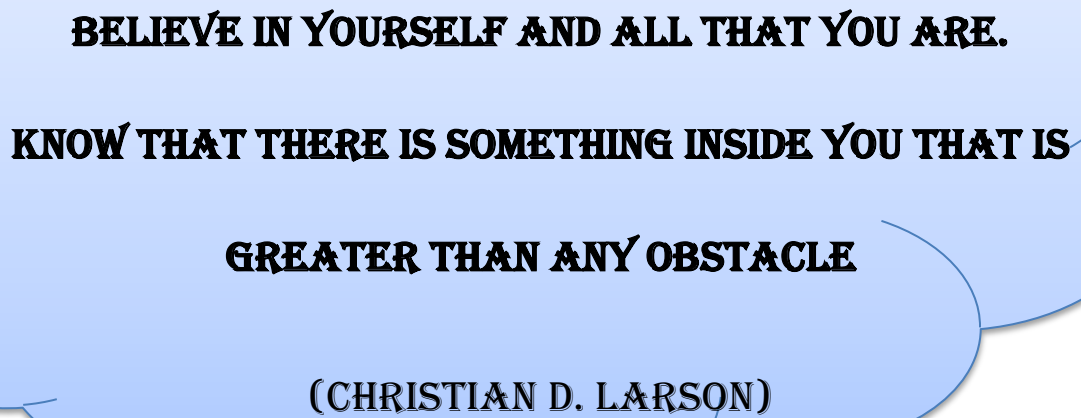
DEDICATION

Praise the presence of Allah swt who has given grace, taufiq and guidance to us all, this thesis I offer to:

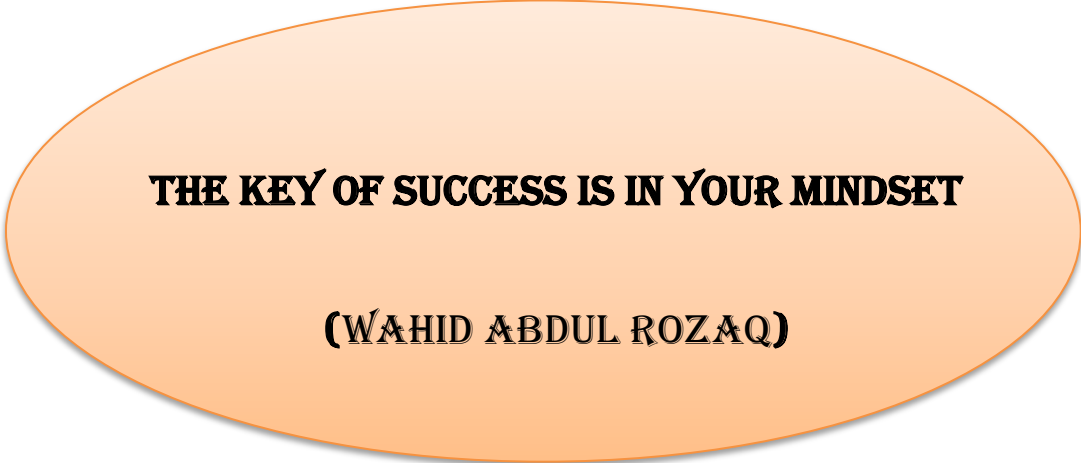
1. To Mbah yai Muktar syafa'at who always gives blessings to the blessing of knowledge and benefits.
2. To all my book validators who had given me the advising and solution about my book
3. To my advisor of my thesis is Bpk Ridwan M.Pd who had guided me to finish my thesis proposal
4. To all my Friends in arms English Tadris 2018 full of struggle working on thesis.
5. To my beloved parents and my family who always supporting me.



MOTTO



**BELIEVE IN YOURSELF AND ALL THAT YOU ARE.
KNOW THAT THERE IS SOMETHING INSIDE YOU THAT IS
GREATER THAN ANY OBSTACLE
(CHRISTIAN D. LARSON)**



**THE KEY OF SUCCESS IS IN YOUR MINDSET
(WAHID ABDUL ROZAQ)**

ABSTRACT

Abdul Rozaq, W. 2022. *Developing vocabulary in learning speaking english of usaha jasa wisata departement through aussie slang vocabulary book at lkp aloha edu tegalddimo in g-land bobby's surf camp banyuwangi in academic year 2021/2022*

Key Word: Developing, Speaking Skill, Improve, Australian slang vocabulary

The background of the development of this book (Aussie slang vocabulary book) media is by looking at the state of learning media in general. In the usaha jasa wisata class (*the tourism service business class*) at LKP Aloha Edu, the use of media that discusses and learns speaking knowledge, especially speaking in the Australian. In fact, learning media is very much needed to make it easier for teachers to transfer knowledge and make it easier for students to understand what Australians are talking about at Bobby's Surf Camp G-LAND. Therefore, the researcher developed the Aussie slang vocabulary book in the usaha jasa wisata class (*the tourism service business class*) at LKP Aloha Edu. This study aims to develop learning media and improve the speaking quality of students in the LKp Aloha edu tourism service business class (*usaha jasa wisata class*), they always have problems when meeting Australian guests, because they have styles, language vocabs that are quite different from English which has been standardized by the international community. This product, which is in the form of an Aussie slang vocabulary book, has known the feasibility of the media so that it has produced a valid and effective media. The data collection technique in this study was to use a research and development questionnaire to produce appropriate Aussie slang vocabulary media based on assessments from media experts material experts, design experts, English teachers/tutors and responses from students.

This research uses research and development (R&D) methods. The development procedure follows the Borg and Gall procedure which generally can be carried out by involving 10 main steps, namely: 1) research and information collecting, 2) planning data, 3) developing preliminary from product, 4) preliminary field testing, 5) main product revision, 6) main field testing, 7) operational product revision, 8) operational field testing, 9) final product revision, 10) Dimensions and implementation. then for research conducted in the scope of undergraduate, the research is limited to five stages, namely 1) research and information collecting, 2) planning, 3) developing preliminary from product, 4) preliminary field testing, 5) main product revision.

The results of the assessment in the first question indicate that the English vocabulary card media has a very good feasibility according to media experts getting a percentage of 96%, material experts 100%, , teacher assessments 97,75% and student responses 91,23% which means this Learning Media is "Very Appropriate" to use.

ACKNOWLEDGMENT

All praises to Allah the master of the universe, by the grace of Allah the almighty finally the researcher capable of accomplishing his “Thesis” after the long work of writing. An honor, blessing and salutation may be upon to our greatest prophet Muhammad, his family, descendants, friends and his followers who stands for islam.

The gratitude and respect are addressed to:

1. Dr. KH. Ahmad Munib Syafa’at, Lc., M.E.I The Rector of Islamic institute of darussallam
2. Dr. Siti Aimah, S.Pd.I., M.Si. Dean of the faculty Education and teacher training
3. Dr. Hj. Zulfi Zumala Dwi Andriani, SS., MA. Head of Undergraduate Program In English Education Department
4. Ridwan, M.Pd. as my advisor who have been willing to put advice, correct, and guidance during a long term to accomplish my thesis
5. Throughout my family and friends who always empower me to accomplish my thesis.

I do hope this thesis can bring beneficial to the world of education. I open warmly contrastive suggestion and advice. May almighty God blesses all great people above for their time and work that would be very useful and worth for them to be success in their life and hereafter, Amin.

Banyuwangi, 14 April 2022

The writer

TABLE OF CONTENT

| | |
|---|------|
| COVER | i |
| APPROVAL SHEET | iii |
| AGREEMENT | iv |
| DECLARATION OF AUTHORSHIP | v |
| DEDICATION | vi |
| 9MOTTO..... | vii |
| ABSTRACT | viii |
| ACKNOWLEDGMENT | ix |
| TABLE OF CONTENT | x |
| CHAPTER 1..... | 1 |
| INTRODUCTION..... | 1 |
| A. Background of the study | 1 |
| B. Research problem..... | 10 |
| C. The objective of research | 10 |
| D. The significant of the research..... | 10 |
| E. The scope and limitation | 11 |
| F. The definition of key terms | 11 |
| CHAPTER II | 14 |
| LITERATURE REVIEW | 14 |
| A. Definition of Speaking Skill | 14 |
| B. Basic Types of speaking..... | 16 |
| C. Aspect of Speaking | 19 |
| D. Vocabulary | 22 |

| | |
|---|----|
| 1. Definition of Vocabulary | 22 |
| 2. Types of Vocabulary..... | 24 |
| 3. Australian slang | 25 |
| E. Micro and Macro skills in Teaching Speaking..... | 28 |
| F. Principle for teaching speaking skills | 29 |
| G. Previous study | 31 |
| CHAPTER III..... | 35 |
| RESEARCH METHODOLOGY | 35 |
| A. Research Method | 35 |
| B. Research Setting..... | 39 |
| C. Research subject..... | 40 |
| D. Data Collection Techniques | 40 |
| E. Data Analysis Techniques..... | 42 |
| CHAPTER IV..... | 52 |
| RESEARCH RESULTS AND DISCUSSION..... | 52 |
| A. Research and Development Results..... | 52 |
| 1. Results of Potential and Problem Analysis..... | 52 |
| 2. Data Collection | 53 |
| 3. Product Design..... | 55 |
| 4. Result of product validation phase I..... | 56 |
| 5. Design revision | 60 |
| 6. Product Trial (field testing) | 67 |
| 7. Product revision | 77 |
| B. Discussion | 77 |
| 1. Media Expert Assessment Results..... | 78 |
| 2. Material Expert Assessment Results | 79 |
| 3. Teacher's Response | 79 |
| 4. Product Trial | 80 |
| A. Recommendations..... | 80 |
| 1. For English Teachers | 80 |

| | |
|----------------------------------|----|
| 2. For Future Researchers | 81 |
| CHAPTER V..... | 83 |
| CONCLUSIONS AND SUGESSTIONS..... | 83 |
| A. Conclusions..... | 83 |
| B. Suggestions | 84 |
| REFERENCES..... | 85 |
| APENDIX | 87 |

CHAPTER 1

INTRODUCTION

A. Background of the study

Language is one of communication tools in our daily life. All of people use the language to explore their ideas, express about their idea and share about their opinion. Foreign language is a language from other people who stay in different place which has learned by native country's speakers. According to Saville and Troike (2005: 4) say that a foreign language is a language which is not widely used in the learner's immediate social context that might be learned for travel or other cross-cultural communication situations, or studied as a curricular requirement or elective in school, but with no immediate necessary practical application. So, it can be taken the concluding that in Indonesia, English is the third language or a foreign language after the second and the mother language.

English is the prominent language in the world which is used by many people in a lot of countries. This is becoming the core factor why English has become one of the languages that must be learned by all people. It makes the English qualified as a primary requirement to communicate with other people in the world. Especially in Indonesia as international languages that as a communication tool which used in the academic field that functioned as a first, second or third (foreign) language. English is taught from junior till university. in the National Examination (Ujian Nasional) English obliged to be examined in it. So, this is a must be for the people in the world to master English (Nila, 2015:1). As a global language, there are many countries introduce English as

their foreign language, including Indonesia. Foreign language means a language that the country doesn't use it as the first or primary language in their daily life. Thus, Since English is important to be introduced in several countries, It makes English becomes one or other lesson to be taught in formal and informal education, Crystal (2003) on Dharu (2017:1).

Nowadays English language becomes the global language which assumed as a foreign or third language in Indonesia. Besides that, English language has some aspects, such as: we can go to another country to get good education, we can have an international business, and we can join in politics (Asiti,2012:1).furthermore, The existence of English language is considered in Indonesia education. According to Sari (2015: 1), English major becomes a compulsory major in English teaching-learning at school. Besides, as mentioned curriculum 2013, English teaching-learning is implemented at survival level till university.

In learning a language, it certainly will not be separated from learning vocabulary, because vocabulary has a very vital role in determining the smooth communication. Likewise, in learning English. Other that, the vocabulary is the first thing that needs to be learned and mastered. Without knowing the vocabulary, the learners will not be able to speak well and understand the foreigner said. (Thornburry also adds, by quoting David Wilkins). vocabulary is the most essential part of learning English besides the other language skills such as reading, listening, and speaking. By mastering many vocabularies, we will easily understand paragraphs in English, write an essay in English, and communicate verbally in English. As stated by Bambang

Yudi Cahyono (2008 : 01) in his journal, without vocabulary, students will not be able to listen, speak, read, or write the language because vocabulary promotes the mastery of those language skills.¹ In listening, students' vocabulary knowledge influences their understanding of teacher's speech, class discussion, and other speeches. In speaking, they can choose the words to deliver their ideas and communicate actively. In reading, students' vocabulary knowledge affects their ability to understand and comprehend a text. In addition, dealing with writing, students' vocabulary knowledge also influences how clear they convey their thoughts to the reader. In short, the existence of vocabulary in English is one of the requirements to be able to master English.

generally, English language has four skills, such as listening skill, speaking skill, reading skill, and writing skill. but Speaking most important than others. It cause speaking is an activity to deliver information or message to the others. According to Richard (2008: 19) on Nurhayati and Harpen (2018: 79), "for amount of foreign language learners to prioritize speaking skill in English to be mastered". hence, it is a must for the students to acquire speaking skill. Thereunto, in the Al- Qur'an surah Ar- Rahman verse 1-4 Allah already declared: ن النَّبِيَا - ٤
الرَّحْمٰن - ١ - عَلَّمَ نَزَّ الْق - ٢ - خَلَقَ نَ الْاِنْسَا - ٣ - عَلَّمَهُ
"The beneficent, hath known the Qur'an, He hath created man, He hath taught him utterance"

It said that speaking is one or other skills in English which need to be considered by almost all people which is important to be mastered. According to Marry ann (2007) on Nurmawati (2018: 11) to say words orally, to communicate,

to make request, to make speech was spoken. using verbal and non-verbal symbol in different context is the process and sharing meaning for speaking. So that why, the researcher understands how important speaking skill especially in Australian slang to practice with the native speaker in our daily life. It is also emphasized that speaking skill is the core to learn English language, very vital a section of second language learning is speaking. The cap potential to talk in second language successfully and absolutely in contributing to the fulfillment of the freshmen in college and fulfillment later within side the stages of life, Brown (1994) on Farisa (2016:156).

However, from those skills in English language, speaking is the most important skill in English language. According to Campbell (1978:32) on Umar (2019:156) speaking is an activity on the part of that other to understand what was in the mind of the first. Moreover, interaction process between a listener and a speaker is also speaking, the messages from a speaker to listener orally which is delivered by the process of communication is also in orally's communication is speaking. a foreign language teacher needs a special selection of communicative approaches in language teaching, techniques and methods which can be operated in the classroom to the present of materials. Sometimes, when organizing, planning and also speaking instruction, methods and instructional approaches the combination is used by most of the teachers. speaking is an interactive real time of activity to express meaning to interact with others that unplanned and just continues based on situations.

In teaching and learning English process, there are many vocabulary problems. Even though, we know the vocabulary is an important

language component that should be mastered by students, but there are still many students who still lack vocabulary. Based on the observation in lkp aloha edu banyuwangi and the previous studies, the students are difficult to deliver their ideas because of their limitation of vocabulary above all, when they want to communicate with aussie speakers. On the other hand, some students do not have self-confidence speaking using that vocabulary. The factors were caused by the method that is used, by the less motivation of the students in the learning English, by the less interest in learning English, and the students have difficulties in understanding vocabulary that aussie speakers produced. From this case, the researcher concluded that there are two factors of problems in developing students' vocabulary knowledge. First, internal factors, namely the ability and motivation in students to develop their vocabulary knowledge. Second, external factor comes from the teacher's strategy. however, the indicates that teaching and learning vocabulary has problematic. because many teachers are not the confident about best practice in the vocabulary's instruction and they do not know where to begin to form an instructional emphasis on word learning. (Scott Thornburry (2002:13)) and (Jeremy Harmer (1991:135)).

LKP Aloha Educational Center is an English Language Course Institute, founded by Mr. RIDWAN (john) on 8th of December, 1994 in Kedunggebang Village Tegaldlimo District, Banyuwangi Regency. LKP Aloha Educational Center has graduated of ex-students around 10.000 who spread throughout Indonesia. Most of ex-students (alumni) continue their studies and work both at home and abroad. LKP Aloha Educational Center program is open at

any time (http://alohaeducational.blogspot.com/p/profil_03.html) accessed on 13th of October, 2021) LKP Aloha Edu is one and another LKP in Banyuwangi, it is located in Jalan DRWS Husodo Kedunggebang village Tegaldlimo district, exactly Banyuwangi regency which has many programs, such as: the foreign language (English language, Japanese language, Mandarin language), restaurant, hotel accommodation, tourist service businesses. LKP Aloha Edu has good facilities, such as : there are 9 classes, there is the enough parking area, there is dormitory for female and male students self, office, mosque, there are many the enough class room facility, Toilet, warehouse, house keeping lab, restaurant lab (<https://www.englishindo.com/2011/12/bahasa-slang-definisi-dan-contoh.html?m=1>) accessed on 13th of October, 2021) Other that it has good staff, and students who always support this research. This LKP also is partnering with many tourism industries such as hotel, restaurant, home stay, camp, institution. For instance, this school is very supportive to be conducted research studies, it makes the researcher has the intention to conduct research studies in that LKP. this LKP is very support to be conducted research studies.

When the researcher did English teaching practice (PPL) at the USAHA JASA WISATA CLASS in LKP ALOHA EDU, the researcher found that the students still had problem in their speaking. Mostly some students had no experience to speak with the Australian so from that case the students get some problems for on the job training (OJT) at bobby's surf camp. The first, students were confused when they heard Australian's accent, The second, the students did not know the vocabulary in the context, especially the slang vocabulary that related to Australian's speakers activity for example (arvo: afternoon, brekkie:

breakfast, choccy: chocolate, G'day: hallo, lappy: laptop, sarvo: gas station, ta: thank you, ripper: very good, etc) (<https://heclpare.com/australian-slang>) accessed on 15th of october, 2021) so when they are on the job training at bobby's surf camp the students feel difficult to communicate with Australian speakers. Because the Australian speakers always use slang vocabulary in every communication. It is the big problem which the students undergone. From those cases, we can take the concluding that aloha Edu must give the teaching of slang vocabulary to students which focused on Usaha Jasa Wisata students.

Realizing that the vocabulary has the important role and the number of students who are difficult in developing their knowledge of vocabulary. Vocabulary is one of the important components of English which is essential for children to learn. Stahl (2005) said that the vocabulary knowledge is the knowledge of a word which is not only implies the definition but also the implies how that the word fits into the situation. The instruction in vocabulary engages far more than looking up the words in dictionary and using the words in the sentences. Al-Dersi (2013) stated that, the vocabulary mastery can help EFL learners speaking when they talk to others, and interpreting the word, or when reading and listening. On the other hand, they do not get the language of meaningful communication. According to Razali (2013), in general, the people use several words which they have known when they learn a new language. So that why, the English teacher has to teach English especially vocabulary in the interesting way to attract the students' attention. The English teacher should find out the solution to make an effective technique in teaching English vocabulary. The English teacher must be able to create an effective vocabulary learning

strategies for the students. Strategies in teaching vocabulary usually help students to memorize and allow the student to their progress in learning vocabulary.

As mentioned by Michael Graves that vocabulary learning strategy can emphasize focus on the specifics of the word to comprehend the context which using the word. From many vocabulary learning strategies that focus on word-specific understanding. Understanding word in the foreign language is crucial, because the people are able to understand the written text well and be able to speak in basic idea by vocabulary. if the people do not understand how to create a grammatical sentence correctly. Razali (2013) argued that without mastering vocabulary, even though students know grammar sufficiently, the communication could be ruined.. Al-Dersi (2013), said, vocabulary knowledge helps an EFL learner to develop and maintain effective communication which is the main objective of any teaching and learning of the foreign language.

the researcher used the Australian slang Vocabulary as a learning strategy to develop students' vocabulary knowledge in this study. It is cause Slang vocabulary is very popular in English language. Reporting from the *English Centers for Adults*, some of the advantages of using slang are that it makes communication easier, avoids communication mistakes, and can help express feelings (<https://www.google.com/amp/s/amp.tirto.id/mengenal-bahasa-slang-dalam-bahasa-inggris-apa-manfaatnya-ev5S>). Many people from non native don't understand when they speak with the native's speakers. Because the native's speakers use slang vocabularies in any conversation. The example of slang vocabulary such as : (Cash : Money, Prat : Fool, Chill out : Relax, Bust : Broken, Cool : Fashionable, The kids : Children). It causes the slang vocabularies is called

the informal language. Slang Vocabulary is a vocabas which is very informal, used mostly in speech by people who know each other well. From the definition which swan said above, we can take Conclusion that slang is the types of vocabularies that very informal (According to swan (2005:526)). This strategy (Using slang vocabulary) emphasizes discovery learning of students to the specific word, where students will list slang vocabulary words which they do not know and believe those are important to know then. (<https://www.englishindo.com/2011/12/bahasa-slang-definisi-dan-contoh.html?m=1>) accessed on 13th of October 2021) not only that one, the slang language relates with strong emotion because Many English slang expressions relate to things that people feel strongly about (e.g. sex, family and emotional relationships, drink, drugs, conflict between social groups, work, physical and mental illness, death). Because of that one many native speakers use slang vocabulary when on their communication. Likewise Australian's speakers, they has unique language, not only that one, but also the slang vocabularies which Australian's speakers used is unique also. So learning slang vocabulary especially Australian slang vocabulary is important to improve speaking skill above all at Usaha Jasa Wisata class (LKP Aloha Edu) that do job training at bobby's surf camp in G-LAND.

To see the problem above the researcher gives the solution with this thesis which has the title is developing Australian slang vocabulary to improve student's speaking skill of Usaha Jasa Wisata Department at LKP aloha Edu Tegaldlimo in g-land bobby's surf camp Banyuwangi in academic year 2021/2022.

The researcher takes the title also inspired and supported by some previous theses such as : Barbara A. Wasik ■ Charlene Iannone-Campbell (2012 *International Reading Association*) developing vocabulary through purposeful, strategic conversations)), Sa'adatuddaroen (Developing Students' Vocabulary Knowledge through Daily Journal Vocabulary), mimi tarina (developing students' vocabulary through short story in rural area).

B. Research problem

Based on the background of the study above, the research problem of formulation are

1. How to develop of Australian slang vocabulary book in learning english at usaha jasa wisata class?
2. Can this product is effect for students?

C. The objective of research

Based on the formulation of the research problem, the purpose of the research is

1. To find out the product of Australian slang vocabulary
2. to know the effect Australian slang vocabulary to improve speaking skill at Usaha Jasa Wisata student of aloha Edu in bobby's surf camp

D. The significant of the research

Here are some benefits of this research study which, expected to give input to:

1. The student

This result of the study gives benefits to students in improving their ability in learning speaking.

2. The teacher

This result of the study gives an input to the teacher in teaching orally. Beside that, it becomes an alternative technique to enrich each technique.

E. The scope and limitation

The research study limited to process and result of developing Australian slang vocabulary to improve student's speaking skill of Usaha Jasa Wisata Departement at LKP aloha Edu Tegaldlimo in g-land bobby's surf camp Banyuwangi in academic year in 2021/2022 .

F. The definition of key terms

1. Speaking skill

Speaking According to Marry ann (2007) on Nurmawati (2018: 11) to say words orally, to communicate, to make request, to make speech was spoken. using verbal and non-verbal symbol in different context is the process and sharing meaning for speaking.

2. G-Land Bobby's Surf Camp

Bobby's Surf Camp is the first and unique camp at G-Land, working for extra than 30 years and famous by means of surf legends from the US and Australia. Located on the southeast tip of Java, along the Japanese shoreline of Gerajagan Bay in a giant jungle hold known as Alas Purwo National Park, G-

Land provides an unforgettable journey ride for all stage of surfers except first timers. G-land is well-known for its giant and powerful surf, however there are waves of a good deal less final result that surfers have the choice of taking part in with. Surfers from all corners of the global has made their way to the Javanese jungle each 12 months between March - November to pattern G-Land's wonderful waves. The waves such as Kong, Moneytrees, Speedies, Launching Pad, Tiger Track, chicken, 20'20', andsoon,

(https://www.tripadvisor.com/Hotel_Reviewg3390074d3331740ReviewsG_Land_Bobby_s_Surf_CampGrajagan_East_Java_Java.html). Accessed on 14th of October, 2021)

3. Aussie slang vocabulary

Language is the important something for communication, it is likes the daily language which used in every countries that has differences. Example in Australian, the Australian's speakers has daily language which different with western language generally. We usually miss understanding when we speak with them. According to Alastair Morrison (a linguist) this is called slang or shrine. This language combines the Cockney style from Ireland with words from Aboriginal languages.

Australian English is more similar to British English than American English because Australia is a British Commonwealth country. They also often abbreviate words and then add "o" or "ie" at the end of the word, for example "Australia" will change to "Aussie", "Afternoon" becomes "Arvo". Considering the large number of Indonesian students studying in this kangaroo country, there's nothing

wrong with getting to know the Australian “slang” language that is often used in everyday life so that you won't be surprised when you talk to friends in OZ. (<https://www.educationone-indo.com/bahasa-slang-australia/>) accessed on 14th of October, 2021).

4. Usaha Jasa Wisata

Usaha Jasa Wisata is a business which the main activity that sell a tourism service to local or international tourist. There are some jobs that offer in this department. Such as : travel agent, operator tour, tour guide, tourist information service, the meeting and conference service, and transportation service. (<https://smkkerthawisata.sch.id/usaha-jasa-pariwisata/>).

CHAPTER II

LITERATURE REVIEW

A. Definition of Speaking Skill

Based on Rodry jones (1989) on Nining, (2014:7) it is vital that what you say is delivered in the most advantageous way in a shape of communication is speaking. How you say something can be as essential as what you say in getting which means across. In accordance with that point, speaking is realized as communication, therefore, speakers are required to be in a position to specific what they want to say as effectively as possible in order to convey the message. speaking is about making people understand speaker's feeling and ideas by doing an act of communication using language. At the time people produce utterances, they deliver their meanings, feelings, ideas and desires by Cameron (2001: 40) on Intan, (2015:15)

Chaney (1998) on Nila, (2015: 21) argues that the process of building and sharing meaning through the use of non-verbal symbols in a various of contexts is speaking. a vital section in language learning is speaking. It needs the speakers to produce the target language in the spoken form. It is supported by Campbell (1978:32) on Umar, (2019:156) speaking is an activity on the part of that other to understand what was in the mind of the first. Moreover, talking is additionally an interplay process between a speaker and a listener, in talking there is a manner of conversation which conveys the messages from a speaker to listener orally. It potential that in orally communication. In language teaching a trainer of a overseas language desires a special selection of communicative

approaches, methods and techniques that can be used in the classroom to present the materials. Sometimes, when organizing and planning speaking instruction, most of the teachers use a combination of instructional approaches and methods.

According to Bygates, (2008) on Nurmawati, (2018:12) speaking is the vehicle: part excellent of social solidarity, of social making of professional achievement of business. It is through their way of speaking that people are most frequently judged. In addition to that speaking is also a medium through which much language is learnt, including English. uttering a sequence of words in their correct pronunciation is not always speaking. propose that speaking means giving oral expression to thoughts, opinions, and feelings in terms of talk or conversation. To capable to do it, language learners should have sufficient knowledge of the sound, structure, vocabulary and cultural system of the English language.

The students must think about the ideas that they wish to express. They must be able to articulate English sound well by changing the positions of lips, jaws, and tongue. Besides, the learners should be consciously aware of the appropriate functional expression as well as grammatical, lexical and cultural features needed to express the idea, be a sensitive person to whom they speak and also the situation in which the conversation takes place. Lastly, the learners must have the abilities to change the direction of their thoughts on the basis of the person's responses by (Weny, 2019:19). In addition, the skill of four in English which students must considered is speaking. Moreover, it can assist students to

create a good communication orally and directly to others by involving statement, expression, opinion and their knowledge experience.

B. Basic Types of speaking

Based on, Brown (2007:327) To create a great oral production by applying six categories in speaking skill and some categories that students are expected to carry out in the classroom as follow:

1. Imitative

In this type of imitation, students are focused on showing vowels, certain elements of a form of language, and furthermore this done in terms of drill. Psychomotor pattern (to “loosen the tongue”) can be established by it and appropriate context associated with the selected grammatical form. These are few useful guidelines for successful drills below:(1) Keep them short (2) Keep them simple (3) Keep them snappy (4) ensure students be aware of why they are doing the drill (5) Limit them to phonology or grammar points (6) ensure they in the end lead to communicative purpose(7) Don't overuse them

2. Intensive

To exhibit competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships is designed by The production of short stretches of oral language.

3. Responsive

Responsive encompass interplay and check comprehension but at the rather restricted stage of very shorts conversations, preferred greetings and small talk, simple requests and remarks. This is a kind of short replies to teacher or student's questions or comments, giving instructions and directions. Those replies are usually sufficient, meaningful and do not extend into dialogue :

R: How are you today?

M: Pretty good, thanks.

R: What is the main idea of the text?

M: The united nation should have authority

4. Transactional (dialogue)

The specific information conveyed and exchanged by carrying out Transactional language to extend responsive language form. Conversation for example, may have more of negotiates nature to them than does responsive utterance:

R: What is the main idea of the text?

M: The united nation should have authority

R: More authority than what?

M: Then it does right now

R: What do you mean?

M: Well, for example, the UN

M: Well, for example, the UN should have the power to force certain countries to destroys its nuclear weapon

5. Interpersonal (dialogue)

Interpersonal dialogue is the other form of conversation which bring more purpose of maintaining social relationship than the transmission of the fact and information. It involves some factors that makes learners obtain tricky words as follows: (1) casual register, (2) Colloquial language, (3) Emotionally charged language, (4) slang, (5) ellipsis, (6) sarcasm a covert “ agenda”.

For example:

R: Hi Bob, How is life?

M: oh, so-so.

R: Not a marvelous weekend uh?

M: Well, But I was so angry last week.

R: I recon you got it exactly well what I mean right

M: Oh, that...How come you get hit by that over something like that.

R: umm, whose mistake was it, huh?

M: Oh, wow, this is great. Wonderful, Back to square . for crying out loud, bob.

6. Extensive (monologue)

Ultimately, Extensive is in the form of oral reports, summaries is extended monologue or probably short speeches are given by students at intermediate and advance levels. Students can plan and arrange it in advance

1. Technique to increase speaking skill

Conducting performance on the speaking skill also needs knowledge of possible activities in the classroom. It is important to make students perform meaningful speaking activities. Based on Harmer (2001:271-275) on Nila, (2015:26) some activities related to the classroom speaking as presented below :a. Acting from a script. Communication gamesc. Prepared talks (oral presentation)d. Questionnaires. Simulation and role play Those activities are important to consider when English teacher wants to make students speak during the teaching learning process. Teachers may also use them to assess students' speaking performance. Therefore, teachers could see whether students have achieved the competency in performing speaking in English.

C. Aspect of Speaking

In teaching speaking, there are some aspects which considered by teacher. According to (Andi, 2017:7) there are some aspects of speaking skills. There are fluency, accuracy, pronunciation and vocabulary

1. Fluency

Speaker can be stated as fluent speaker if he/she can use the language rapidly and confidently, with few hesitations or unnatural pause, false starts, word searches, etc. Speaker needs to know where she/he has to pause and stop his/her talking in fabulous place. Furthermore, it can be stated to speak fluently if a speaker does not produce word per word at a time in his/her speaking.

Therefore, a accurate speaker is demanded to be in a position to produce phrase in speech into groups of phrases that form a meaningful unit (phrases or clauses). Fluency refers to the smoothness or float which sounds, syllables, words and phrases are said when talking. When a toddler is not talking fluently terms like stuttering, stammering or cluttering are often used. Speaking fluently is necessary when relaying facts and socializing. The extra fluently speech is the more challenging is it for the speaker and the listener interact in the conversation successfully and easily.

2. Accuracy

Accuracy deals with the grammatical structures which cover some aspects like part of speech, tense, phrase, sentence, etc. therefore, in order to achieve the level of accuracy the students are demanded to use the correct grammatical structures in their speech.

3. Pronunciation

At the basic level, teaching pronunciation is the aim. Furthermore at the advance level the pronunciation goals can focus on elements that enhance communication which will cover stress pattern, intonation, voice quality, etc.

There are some factors within learner that effect pronunciation :

1) Native language

It is clear enough that native language will become the most affected core affecting learners' pronunciation. Moreover, the native language in this matter the learners' mother tongue usually brings a strong accent in their pronunciation style.

2) Age

The distance of age can influent the success of the pronunciation mastery. Children below age of puberty will have an high-quality chance "sounding like native" if they continue dwelling in true contexts. Beyond the puberty, whilst they almost sincerely be aware of a "foreign accent", attribute of age will have no longer advantage. Therefore, it simply a myth about the faith that "the younger, the better" in getting to know language

3) Exposure

Having exposure in authentic context will encourage the learners to have good pronunciation. It is cause the living in foreign country where the native speakers spoken quite often be going to help to build the learners to have good pronunciation practice

4) Innate phonetic practice

There are some people who have a phonetic coding ability by using their ears. Therefore, they believe that they are easier to learn pronunciation well. However, the teacher has to ensure their students who have naturally of pronunciation's difficult that by some effort and concentration which the people can improve their competence.

5) Identity and language ego

If they want to be success to achieve goal of the study, The learners need to have positive attitude to the people who speak the language that they want to acquire.

6) Motivation and concern for good pronunciation

Motivation will be the strongest factor which it can be brought by the learners to the success of study. If the motivation and the concern are high, it will be good to start of the learners improve their pronunciation.

D. Vocabulary

1. Definition of Vocabulary

There are some definitions of vocabulary. In Oxford (2008), vocabulary is a list of words that a person knows or uses, and all the words in a language. According to Webster New Universal Unabridged Dictionary (2019) "vocabulary is a list of words and something phrases usually arranged in alphabetical order and

defined a dictionary, a glossary or lexicon”. In short, vocabulary is a large number of words or phrases which has a meaning that is used to communicate.

Vocabulary is one of the important components of English which is essential for children to learn. Stahl (2005) said that vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition but also how that word fits into the situation. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Al-Dersi (2013) stated that, the vocabulary mastery can help EFL learners speaking when they talk to others, and interpreting the word, or when reading and listening. On the other hand, they do not get the language of meaningful communication. According to Razali (2013), in general, the people use several words which they have known when they learn a new language.

Understanding word in a foreign language is crucial, because the people are able to understand the written text well and be able to communicate in basic idea by vocabulary. if the person does not understand how to create a grammatically-correct sentence. Razali (2013) argued that without mastering vocabulary, even though students know grammar sufficiently, the communication could be ruined.. Al-Dersi (2013), said, vocabulary knowledge helps an EFL learner to develop and maintain effective communication which is the main objective of any teaching and learning of the foreign language.

Mastering vocabulary is the crucial part of learning a foreign language; meanwhile, the way that learner usually used is memorization of the vocabulary. It was proved by many students. Al-Dersi (2013) argued that, “words are not to be

taught individually or by memorization without comprehension, this is because vocabulary thus taught also contribute the lack of lexical dimension.” In the other word, the learners know how to use the language specifically, but they do not know how to use the language in real-life’s contact with various shapes of meaning.

2. Types of Vocabulary

Stuart (2008), indicated two kinds of vocabulary, first as receptive vocabulary and productive vocabulary. Receptive vocabulary means words that learners recognize and understand about the meaning when they are used in the context. they can not produce it. Meanwhile, the productive vocabulary is the words that the learners understand and can pronounce correctly and use fluently in speaking and writing context.

Several researches often grouped vocabulary into four kinds of vocabulary. According to Montgomery (2007), there are speaking vocabulary, listening vocabulary, reading vocabulary and written vocabulary. (1) Speaking Vocabulary, the words people usually use when speaking at home or at work. (2) Listening Vocabulary, this kind of vocabulary consists of words that we understand when we hear. (3) Reading Vocabulary is the largest. It consists of all the words we recognize when we see them. (4) Writing vocabulary is the word used in reading and writing or words people use in notes, letters, reports, or any other kind of writing.

Moreover, I would like to present the types of vocabulary mastery stated by Steptherd as cited in (Rahman). He said two types of vocabulary mastery:

(1) Active mastery is vocabulary mastery in speech production. The students are active in producing the words or sentences and be able to communicate the words by the other one. It includes speaking and writing. (2) Passive mastery is vocabulary mastery that only transfers the words or sentences as the students hear or watch. It includes the mastery of reading and listening. generally, vocabulary is divided by two, such as : passive and active vocabulary. Passive vocabulary is the vocabulary that people understand but do not usually use in speaking. And active vocabulary is the vocabulary that people understand and usually use in speaking.

3. Australian slang

It becomes such ubiquitous words, but the few of stop to think about where it came from. It comes as a surprise to learn that is has authentic in Australia. the first, the proof of the word in using to come from an online forum entry by the Australian. Nathan Hope, who posted a photo of his lip, which he says that he cut while drinking at a mate's 21st birthday party. It's not the first time an Aussie slang word which has made by way into the wider English lexicon. Far from it – Australian slang has effect in the English language around the world. Australian culture has been transported to the world by comedians he is Barry Humphries, TV shows it is Neighbours, and actors they are Cate Blanchett and Hugh Jackman.

In the past six months, and throughout this year, *Oxford Dictionaries* has been steadily updating the Australian English entries to its online dictionary. By the end of this project, some 2,000 words, definitions and phrases derived from or chiefly used in Australian English will have made their way into the venerable online dictionary. Only some of these will have made their way around

the world, but just as Australians have historically borrowed many words and incorporated them into their own variety of English, other English-speakers are now borrowing from the Australian vocabulary.

There are a large number of the type of abbreviations that have started their life in Australian English and are now to be found in global English: ‘budgie’ (a budgerigar), ‘greenie’ (a conservationist or environmentalist), ‘mozzie’ (a mosquito), ‘pollie’ (a politician), and ‘surfie’ (a surfer). The Australian penchant for abbreviating words is also demonstrated by the use of the ‘-o’ suffix. In Australian English an ‘ambo’ is an ambulance officer, a ‘reffo’ is a refugee, and a ‘rello’ is a relative. A number of these types of abbreviations have made their way into global English including ‘demo’ (a demonstration), ‘muso’ (a musician), and ‘preggo’ (pregnant). Other abbreviations, including ‘perv’ (a sexual pervert) and ‘uni’ (university), have also migrated to global English.

Perhaps the most well-known abbreviation in Australian English is ‘g’day’. While this shorted form of ‘good day’ is recorded from the 1880s, it came to international prominence in the 1980s pass a series of tourism advertisements where Australian comedian and actor Paul Hogan invited people from around the world to visit in Australia and say “g’day”. Many English speakers would also know about the common that used in Australia of ‘mate’ (a friend, a colleague) and the great Australian adjective ‘bloody’ (used as an intensifier – ‘that’s a bloody good book’). These two words are used elsewhere but are often stereotypically associated with Australian English.

As with other varieties of English around the world, Australian English has its fair share of idioms and phrases that are often unfathomable to the

non-native speaker. This is definitely, the propriety of idioms including ‘to carry on like a pork chop’ (to behave foolishly; to make a fuss), ‘to chuck a sickie’ (to take a day’s sick leave from work – with the implication that the person is not really ill), and ‘to spit the dummy’ (to lose one’s temper). But some Australian idioms and phrases have been taken up widely in global English. For example, ‘like a rat up a drainpipe’ (very quickly), ‘no worries’ (an assurance that all is fine) and ‘to put the boot in’ (to attack savagely, especially when the opponent is disadvantaged, or in a manner which is conventionally unacceptable).

Australian comedian Barry Humphries helped to popularise a number of phrases including some of his own inventions: ‘as dry as a kookaburra’s khyber’ (very dry), and ‘to syphon the python’ and ‘to point Percy at the porcelain’ (both terms for urinating). Unlike selfie, it’s unlikely these particular phrases will catch on in a big way. But the culture that produced them has contributed many wonderful terms to the world’s vocabularies – and for that we should be ‘rapt as a dunny roll’. (<https://www.bbc.com/culture/article/20150427-pervs-greenies-and-ratbags>) accessed on 18th of October 2021)

Other than that, Aussie is an English-Australian language which is one of the youngest dialects among other versions of the English language. Australian English is starting to be widely used in various countries that have bilateral relations with Australia. (<https://www.superprof.co.id/blog/bahasa-inggris-dengan-dialek-australia/>)

E. Micro and Macro skills in Teaching Speaking

Brown (2004:142) said that there are some micro-and macro skills of oral communication productions are counted as follow:

Micro skills

1. Produce chunks of language of different lengths.
2. Orally produces differences among the English phonemes and allophonic variants.
3. Produce English stress patterns, word in stressed and unstressed position, rhythmic structure, and intentional contours.
4. Produce reduced forms of words and phrases
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use strategic devices- pauses, filler, self-corrections, backtracking- to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents-in appropriate phrases, pause groups.
10. Express a particular meaning in different grammatical forms.

Macro Skills

11. Use cohesive devices in spoken discourses.
12. Accomplish appropriately communicative functions according to situations, participants, and goals.

F. Principle for teaching speaking skills

Teachers should understand the principle for teaching speaking before learning process, especially to teach speaking. And there are major principles that according to Brown (2001:275-276) as follow: (1) Focus on both fluency and accuracy, depending on your objective. To make a good speaking both fluency and accuracy is the thing which make student's speaking meaningful and also the speaking itself merely tends to the object they have as their topic. (2) Provide intrinsically motivating technique. Teacher should know what the students 'needs for their meaningful knowledge towards their intention and last purpose. (3) Encourage the use of authentic language in meaningful context. This has one thing to do with the teacher themselves to carry out the real and meaningful words towards the students as they have some meaningful and authentic utterance which related to the major. (4) Provide appropriate feedback and correction When the moment is ready as the teacher, they should understand by listening and speaking to their students in order to be able to give correct and appropriate feedback to the students. (5) Capitalize on the natural link between speaking and listening. This still strengthened the fourth principle that speaking and listening skill had better combine both of them to obtain and produce a comprehension interaction. (6). Give students opportunities to initiate oral

communication. The most important of teaching speaking is we must give the students the time more to speak especially speak English than the teacher and this way can improve the student's speaking skill, and let them to take their time to initiate the conversation. (7). Encourage the development of speaking strategies. Teachers also become a very important in teaching speaking process by giving the correct or understandable strategies to accomplish the oral communicative purpose in order to have a good chance to practice. Right here are the strategies of it such as: (1) Asking for clarification (what)? (2) Asking someone to repeat something (huh? excuse me) (3) Using fillers (uh, I mean, well, btw, something like that, etc) (4) Using conversation maintenance cues (uh-huh, right, yeah, okay, hm) (5) Getting someone's attention (hey, say, so) (6) Using paraphrase for structures one can't produce (7) Appealing for assistance from the interlocutor (to get a word, phrase for example) (8) Using formulaic expression (at the survival stage) how much does it cost? How do you get to the? (9) Using mime nonverbal expression to convey meaning.

Then, according to Brown (2001) there are some important points that should be considered in teaching speaking to young learners. The first thing to be considered is who the learner is and why they are. The clear objective is the next. At the end of the lesson, students at least are able to do something using oral English. The third is since the final objective of learning speaking is communication, all materials that are given to the students such as vocabulary, grammatical structures, and other language items, are expected to be applied by students in the daily life. Teacher's role in the speaking learning is creating

activities in which the students can practice and apply what they have learnt orally. In other words, this is the turn of the students to practice communication.

G. Previous study

developing australian slang vocabulary to improve student's speaking skill of usaha jasa wisata departement at lkp aloha edu tegaldlimo in g-land bobby's surf camp banyuwangi in academic year 2021/2022 by Wahid Abdul Rozaq. As mentioned in his result of research study "Based on the result of this research delivered that there was an improvement on students' speaking skill" This research also has ever done by several researchers and it is strengthened by their thesis. There are several theses which conducted by some researchers and related to this research below in the previous study as follow:

1. Developing vocabulary through purposeful, strategic conversations (research and development) by Barbara A. Wasik ■ Charlene Iannone-Campbell (2012 *International Reading Association*) As mentioned in her result of research study "Based on the result of this research delivered that there was an improvement on students' speaking skill". The Similarities of The first Previous study has some similarities with this research study, either this research study or the first previous study used R&D (research and development) as the design of a research study. Besides, both of them used a strategic conversations to improve student's speaking skills. But the Differences of The first Previous study aimed to produce short convertation, on the other hand, this research study, focused more on developing vocabulary in the improvement of speaking by strategic

conversations . However the first previous study conducted a research study involving Baltimore City Schools, Maryland, USA as population, but this research study was conducted by Involving Usaha Jasa Wisata Class at Lkp Aloha Tegaldlimo as population or subject of the research study. developing australian slang vocabulary to improve student's speaking skill Achievement.

2. Developing Students' Vocabulary Knowledge through Daily Journal Vocabulary, (research and development) by Sa'adatuddaroen. The result of this study showed that the Daily Journal Vocabulary can improve the students' speaking skill achievement. The Similarities of The second Previous study is they have some similarities with this research. Furthermore, both of them is to implement the vocabularies to improve speaking skill. And the Differences of The Second Previous Study is used The Daily Journal Vocabulary, on the other hand, this research study develop vocabulary that focused more on improving speaking skill.
3. Developing students' vocabulary through short story in rural area (research and development) by mimi tarina As he mentioned of this study, The students' speaking skill can be improved through short story in rural area. The Similarities of The third Previous study is used by the teachers as media for improving speaking skill so did this research. Besides, both of them did an development in students' speaking skills. But the Differences of The third Previous Study is to conduct at SMPN 1 Mila banda aceh, on the other hand, this research study developed the vocabularies that focused more at short story in rural area.

4. The result of the thesis that researched by I Nyoman Mardika, with the title " Pengembangan Multimedia Dalam Pembelajaran Kosakata Bahasa Inggris di SD ". The results of the research carried out were from a trial of 20 children, 19 children were completed in vocabulary learning. In this research and development, learning English vocabulary is the main material. The equation that the researchers did with the thesis was that they both used English language material, namely Vocabulary. The difference lies in the development carried out. This thesis conducts multimedia-based research while the researchers use card-based media and is conducted in fifth grade elementary school. The use of multimedia learning English vocabulary has a good impact on students' learning mastery: in the large group trial, out of 20 students, there were 19 students (95%) who finished learning English vocabulary in grade V of elementary school.
5. The results of the thesis research that has been carried out by sinta khusuma with the title " Pengembangan Media English Vocabulary Card Pada Mata Pelajaran Bahasa Inggris Kelas V Sd/Mi ". The equation that the researchers did with the thesis was that they both used English language material, namely Vocabulary. The difference lies in the development carried out. This thesis is doing research based on English Vocabulary Card while the researcher is based on Aussie slang vocabulary book. The use of English Vocabulary Card in learning English vocabulary has a good impact on students' learning mastery because the assessment results from this study indicate that the English

vocabulary card media has very good feasibility according to media experts and gets a percentage of 96%, material experts 96%, teacher assessments 96 % and 86% student responses, which means this Learning Media is "Very Appropriate" to use.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher explains about research method, research setting, the subject of the research, Data Collection Techniques, and data analysis technique.

A. Research Method

According to Borg and Gall (1983), Research and Development (R&D) study in education is to develop and validate the educational products and the steps consisting of study findings, developing the products based on the findings, field testing and revising the product.oin Sugiyono (2017:297) The steps in the R&D includes such as (1) Potential and Problems, (2) Data Collection, (3) Product Design, (4) Design Validation,(5) Design Revision, (6) Product Trial, (7) Product Revision, (8) Usage Trial, (9) Product Revision, (10) Mass Production . It strengthened by Nana syaodiah (2013:151&298). in this Borg and Gall study, for Strata One (S1) only up to the seventh step, such as potential and problems, data collection, product design, design validation, design improvement, product testing, and product revision. (Wina sanjaya, n.d.)

1. Potential and problems

Research can depart from the potential and problems. Potential is anything that, when utilized, will have added value. Problems can also be used as potential. The potential and problems raised in the research must be demonstrated by empirical data. The potential in this development research is the aussie slang

vocabulary media for usaha jasa wisata class. The potential for developing these products is to make it easier for students to understand the aussie speakers sayings, and to help teachers in streamlining classroom learning, especially English lessons. Learning media has not been applied in learning English so that development of aussie slang vocabulary to make it easier for students and teachers in learning process. Based on Wira Sanjaya (2013:144).

2. Collecting information.

After the potential and problems can be shown factually and up to date, then it is necessary to carry out various information that can be used as material for planning certain products that are expected to overcome these problems. Here a separate research method is needed. Collecting information was carried out at lkp aloha edu tegaldlimo banyuwangi by conducting direct observations and interviews with teachers and students. Other that, the researcher do pre-test and post-test to the students. After did the pre-test and post-test to assessment the students speaking score, the researcher did the T-test to know the realibility of speaking score. the direct observation, pre-test and interviews conducted at lkp aloha edu on 15th – 16th of February,2022, the results were that many students when they did the job training in booby's surf camp G-LAND, they always missed communication when interacted with them. The results of interviews with students show that understanding what the aussie guest is so very difficult, not only the intonation and pronunciation which is different, but also they always use slang on their speaking. Based on Wira Sanjaya (2013:144).

3. Product Design

According to Wira Sanjaya (2013:144) Researchers conducted research on the development of aussie slang vocabulary book that focused on improving speaking skill and the first was collecting aussie slang vocabulary from the reference (google, website, book, etc) that will be made aussie slang vocabulary book . The first product design was made by the researcher (himself) to reduce the mistake that happened possibility . The steps taken in making this early stage aussie slang vocabulary book are:

- a. Collect vocabulary that will be included in the learning media.

Such as : *Great Aussie Slang* (Pinkney, Maggie. 2003), *Idioms and Slangs* (Mulyono, Agus. 2012) and some reference that included in product (*aussie slang vocabulary book*)

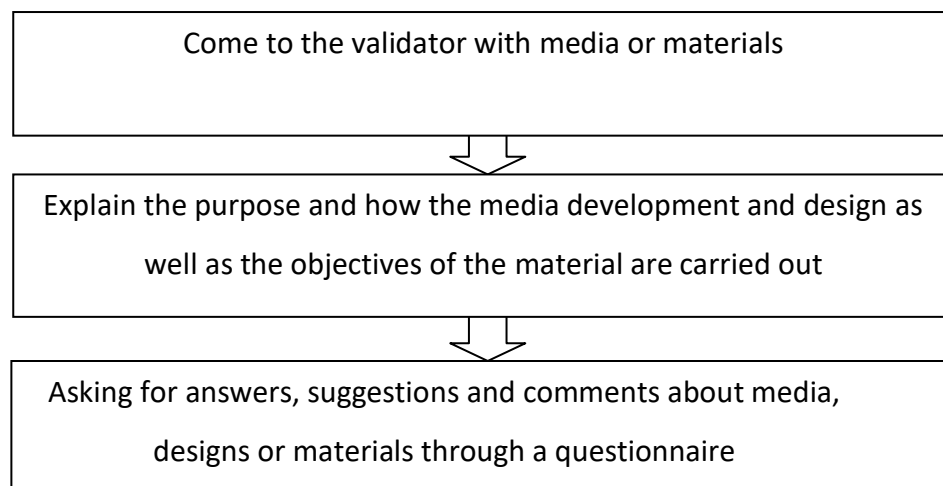
- b. Designing aussie slang vocabulary book using Microsoft Word according to colors, materials and front.

- c. Designing the book from the aussie slang vocabulary

4. Design validation

According to Wira Sanjaya (2013:144) that After the initial product design has been carried out, the product is then consulted with a team of experts consisting of material (content) experts and media experts. Material experts will see the suitability of the material with the curriculum, correctness, adequacy, and accuracy of product content. Media experts see the accuracy of the appearance, color, location of the image, attractive or not the media to be used. Media experts

as validator is english teacher of SMKN Darul Ulum Muncar Banyuwangi that had gotten master of education (M.Pd) level. For material experts is English tutor in lkp aloha edu banyuwangi that had gotten master of education (M.Pd) level. Validation is done to see the feasibility of this product and what needs to be improved in order to produce better media. In the validation stage there are steps that the researchers took, such as:



5. Design revision (Improvements)

In the improvement of product design, validity will be tested by media and material experts. That way will appear the weaknesses that exist in the product. So that it can be improved and reduce the number of weaknesses. Design improvements are carried out by researchers. Based on (Wira Sanjaya (2013: 144).

6. Product trial (field testing)

Trial (field testing) is the stage of trying out educational products that are the result of development which aims to find the effectiveness of the product in terms of learning outcomes and the difficulties felt by the teacher (users) both those felt by the teacher in managing learning and the difficulties of students in learning. This testing will be carried out in lkp aloha edu tegaldlimo banyuwangi. Based on Wira Sanjaya (2013:144).

7. Product Revision

In this case, the existing product will be repaired in accordance with the existing deficiencies and weaknesses in accordance with the facts on the ground. Evaluation is needed at this stage so that it will be able to produce a better and feasible product. This product revision is carried out in order to improve the products that have been made and tested. So as to be able to produce products that are suitable and proper to use in the learning process. According to Wira Sanjaya (2013:147).

B. Research Setting

The setting of this research is divided into two parts. The first part is the setting of the research and information collecting and the second part is the setting of Product trial

1. The Setting of Research and Information Collecting

The researcher conducted this research in *LKP ALOHA EDU Banyuwangi* which is at Jalan DRWS Husodo Kedunggebang village

Tegaldlimo district, exactly Banyuwangi regency the researcher conducted the research in February-march,2022 in the first semester.

2. The Setting of Product trial

The preliminary field testing was conducted february-march 2021. In this step, the researcher consulted the designed materials to some participants who became the material evaluators. The evaluators were the English teacher of *LKP ALOHA EDU Banyuwangi* and three lecturers of English Language Education Study Program of IAI Darussalam Blokagung Banyuwangi.

C. Research subject

The subject of the research and development of aussie slang vocabulary book in the usaha jasa wisata students was conducted at lkp aloha edu, Tegaldlimo Banyuwangi. For small-scale trials as many as 10 participants. The choice of the department in lkp aloha edu as a place of research was due to not the students of that department felt difficult to understand and also they always missed communication when they communicated with aussie speakers.

D. Data Collection Techniques

The main thing that affects the quality of research data is the quality of the assessment instrument. The quality of the assessment instrument is related to the validity and reliability of the instrument and the quality of data collection is related to the accuracy of the way to collect data.

The data collection techniques in this development are:

1. Observation

Observation is the first instrument used in this research. McDonough and McDonough (1997) state that there are two major types of roles researchers apply during observation. In this research, the researcher became a non participant. The researcher observed without participating or taking any active part in the situation (McDonough and McDonough, 1997, p. 434). During the observation, the researcher sit on the back row while taking notes of the teaching learning activities and the students' activities toward writing using the prepared observation forms. The class observations were done two times on 10th of february, 2022 until 20th of march,2022. The observations were conducted when the researcher was doing PPL as a practice teacher at *LKP ALOHA EDU Kedunggebang, Tegaldlimo, Banyuwangi*.

2. Interview

The second instrument used was interview. Interviews consist of oral questions asked by the interviewer and oral responses by the research participants (Gall, Gall, and Borg, 2007, p. 228). The researcher asked open-ended question to gather the data from the teacher, so that the interviewer easily answered the questions. The researcher conducted the interview with the English teacher who was teaching *Jasa Wisata Class* in *LKP ALOHA EDU Banyuwangi*. The interview was held in *Bahasa Indonesia* in order to gain clearer answers. The interview results were translated into English. This instrument was used to gather the information about the students' needs and also their difficulties in learning sentence patterns. . It strengthened by Hasan Sastra Negara (2015:74).

3. Questionnaire

The third instrument is questionnaire. Questionnaires are printed forms that ask the same questions of all individuals in the sample and for which respondents record their answers in verbal form (Gall, Gall, and Borg, 2007, p. 228). This questionnaire provided two kinds of items, which were close-ended form (multiple choice) and open-ended form (essay questions). The questionnaires were distributed to the students of eighth grade in the beginning of the research, before the researcher designed the materials. It was aimed to gather more data about the students. It strengthened by Hasan Sastra Negara (2015:74-75). In the close-ended part, the researcher provided some statements with the degree of agreement from 1 – 4 scale, as described in table 3.1.

Table 3.1. Degree of Agreement

| Degree of Agreement | Meaning |
|----------------------------|-------------------|
| 1 | Strongly Disagree |
| 2 | Disagree |
| 3 | Agree |
| 4 | Strongly Agree |

E. Data Analysis Techniques

The data analysis technique in this development is to describe all opinions, suggestions, and responses. This data analysis was carried out to obtain

the feasibility of the learning media, namely *the aussie slang vocabulary book*. The results obtained are used for consideration in improving the English vocabulary card media. This development uses data analysis techniques, namely descriptive analysis. Descriptive analysis is used to analyze the data from the feasibility assessment by calculating the average. As the data collected can be grouped into two, namely quantitative data in the form of numbers and qualitative data in the form of words. Qualitative data will be analyzed logically and meaningfully, while quantitative data will be analyzed by calculating the average. The results of this descriptive analysis are used to determine the feasibility level of the development product in the form of aussie slang vocabulary learning media. Based on Sugiyono(2017:166)

1. Validation Questionnaire

According to Sugiyono (2017:166) that After the questionnaire was validated by the validator and English subject teacher, then the questionnaire was analyzed and presented. The results of data analysis are used as the basis for revising the developed product. Data in the form of responses to product tests collected through questionnaires were analyzed statistically. With the results of data analysis, it will know how big the feasibility of developing this media for future learning is. The results of data analysis are used as the basis for revising the developed learning media products. In this data analysis the steps used are Likert scale assessments on the questionnaire, such as

Table 3.2 Assessment Score Against Answer Options.

| category | Score |
|-----------|-------|
| Excellent | 5 |
| Good | 4 |
| neutral | 3 |
| Fair | 2 |
| Poor | 1 |

To determine the result of the percentage score of the assessment by using the formulas obtained with the following formula:

$$Ps = \frac{s}{n} \times 100\%$$

Note :

Ps = Presentase

the calculation formula is obtained by the following formula

S = the Number of respondents' answers in 1 item

N = The number of ideal values in the item

Furthermore, the percentage of eligibility obtained is then interpreted into the eligibility category based on the following table:

Table 3.3 Eligibility criteria for percentage analysis for expert validation, teacher and student responses.14

| Average score (%) | Category |
|-------------------|---------------------------------------|
| 0-49,99 | Very bad/No valid/Unattractive |
| 50-59,99 | Not good/ Less Valid/ Less attractive |
| 60,00-79,99 | Good/Sufficiently Valid/Attractive |
| 80,00-100 | Very good/Valid/Very Interesting |

2. Using Score rubric (Adapted based on Jeremy harmer, 2007)

The researcher used scoring rubric to analysed students' score in introducing to native speaker. There is score rubric that adapted from Jeremy harmer,(2017:343) on Shodiq's thesis,(2013:47) that researcher uses to convert students score as follows:

Table 3.4 The scoring rubric of the Students' Speaking Ability

a. Pronunciation

| No | Description | Scale of Score |
|----|-------------|----------------|
| | | |

| | | |
|----|---|---|
| 1. | As few traces of foreign action | 5 |
| 2 | Always intelligible, though one is conscious of definite | 4 |
| 3 | Accent Pronunciation problem necessitate concentrated listening | 3 |
| 4 | and occasionally lead to misunderstanding Very hard to understand because of pronunciation | 2 |
| 5 | problem. Must frequently be asked to repeat. Pronunciation problem so severe as to make speech virtually unintelligible | 1 |

b. Grammar

| No | Description | Scale of Score |
|----|--|----------------|
| 1. | Makes a few (if any) noticeable errors of grammar or word order | 5 |

| | | |
|----|--|---|
| | Occasionally makes grammatical and/or word order errors which do not, however obscure meaning | 4 |
| 2. | Makes frequent errors of grammar and word which occasionally obscure meaning | 3 |
| 3. | Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns. | 2 |
| 4. | Errors in grammar and word order as severe as to make speech virtually unintelligible | 1 |

c. Vocabulary

| No | Description | Scale of Score |
|----|--|----------------|
| 1. | Use vocabulary and idioms is virtually like native | 5 |
| 2. | Speaker Sometimes uses in appropriate terms and/or must | 4 |

| | | |
|----|---|---|
| 3. | rephrase ideas because of lexical inadequacies Frequently uses the wrong words; conversation somewhat | 3 |
| 4. | limited because of inadequate vocabulary. Misuse of words and very limited vocabulary make | 2 |
| 5. | comprehension quite difficult. Vocabulary limitation so extreme as to make conversation virtually impossible. | 1 |

d. Content

| No | Description | Scale of Score |
|----|--|----------------|
| 1 | If the content of the speech is accurate and appropriate with the topic | 5 |
| 2 | If the content of the speech keep a few tracks of the | 4 |
| 3 | Target | 3 |
| 4 | If the content of the speech keep some tracks of the | 2 |

| | | |
|---|--|---|
| | Target | |
| 5 | <p>If there few understanding and frequently producing incoherent statements</p> <p>If the content of the speech entirely inaccurate and vague</p> | 1 |

e. Fluency

| No | Description | Scale of Score |
|----|---|----------------|
| 1. | Speech as fluent and effortless as that of native speaker | 5 |
| 2. | Speed of speech seems to be slightly affected by language Problems | 4 |
| 3. | Speed and fluency strongly affected by language | 3 |
| 4. | problems. | 2 |
| 5. | Usually hesitant; often forced into silence by language limitation. | 1 |

| | | |
|--|---|--|
| | Speed is as halting and fragmentary as to make conversation virtually impossible. | |
|--|---|--|

If the students' test score reach 75 or more, researcher considers them as successful. Based on kkm in lkp aloha edu

The Formula of Assessing Students' Speaking Ability

$$\text{Student's Score} = \frac{s \times 100}{n}$$

Explanation:

n : score reached by the students

s : the Number of respondents' answers in 1 item

N : Maximum Score of Speaking Components

3. T-test

All data collected of this study were analyzed. The researcher will compare the students score in pretest and posttest. The results of the comparison will used to answer the statement of the problem of this study, whether there is

the students of Azizy Course have better writing achievement after being thought by using video clip as media.

“A t-test is a statistical test that allows you to compare two means to determine the probability that the difference between the means is a real difference rather than a chance difference” (Tuckman 1978: 257).

In this research, the researcher used SPSS for windows with used 2 parts:

- a) With comparing the t-value with t-table
 1. If t-values $>$ t-table, Ho is rejected.
 2. If t-values $<$ t-tables, Ho is accepted.
- b) With comparing the rate of taraf significance (p-value).
 1. If significance $<$ 0.05, Ho is refused.
 2. If significance $>$ 0.05, Ho is received.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

A. Research and Development Results

Based on the Borg and Gall method using seven stages, the results are obtained step by step as follows:

1. Results of Potential and Problem Analysis

The learning process is one of the important phases in gaining knowledge, this triggers the author to seek and understand the problems that occur during the learning process. the author observes and participates in the learning process at lkp aloha edu tegaldlimo banyuwangi at usaha jasa wisata class. In this observation, the researcher focus more on improving students' speaking skills, especially in the Australian English language sector, which in fact is difficult to understand due to different accents, and often uses slang in their daily conversations. The reality in the field, many students do not understand what Australians are talking about, so they often miss communication, such as when guests from Australia order food such as sausages (Snag), sandwiches(Sammie), etc. using their language, so most of the students who intern right there (bobby's surf camp) didn't understand what was ordered. After knowing the problems that occur in the field, the writer conducts interviews with educators and students, the writer

concluded that the main problem that hinders the difficulty of students in understanding Australians when speaking and improving their speaking skills is the lack of knowledge of the English spoken by Australians, resulting in miss-

communication. The first step that must be done is to find out what media is suitable so that it can be used to help students improve their speaking skills with the aussie slang vocabulary book media.

2. Data Collection

After the potential and problems can be shown factually and up to date, then it is necessary to carry out various information that can be used as material for planning certain products that are expected to overcome these problems. Information collection is carried out after analyzing problems in the field the lack of knowledge about the Australian English language obtained in the tourism service business class. making it difficult for students interning at Bobby's Surf Camp to understand what the Australian guest was talking about. they (students) only focus on developing general English speaking. This is the main factor for miscommunication. In addition to carrying out the analysis described above, researchers are still not satisfied with the results of the analysis obtained. Therefore, the researchers also conducted a T-test on students in the tourism business department. *(for the record, they already have the ability to speak global English which is not too bad. But they always miss communication when talking to Australians)*

The researcher conducted a pre-test on 10 students before doing the treatment or field test first. they are not given supply of Aussie slang vocabulary so that researchers know how much they know about English from Australia, which has vocabs, accents, pronunciation which are some of them different from global English. Apart from that, the majority of guests at Bobby's Surf Camp G-LAND are identical to Australian guests. so that students in the tourism service

business class at LKP Aloha edu who will later be interning there are required to be able and understand what the Australian guest is talking about. In the pre-test conducted by the researcher, the researcher can conclude the results below:

table 4.1 speaking students assessment before treatment (pre-test)

table 4.1 speaking students assessment b 1

| NO | NAME | L/P | HASIL TEST | | | | | TOTAL | SCORE | DES |
|----|------------------|-----|---------------|---------|---------|---------|---------|-------|-------|----------|
| | | | PRONUNCIATION | GRAMMAR | CONTENT | VOCA BS | FLUENCY | | | |
| 1 | Metro saputra | L | 2 | 3 | 3 | 2 | 2 | 12 | 48 | Very bad |
| 2 | Naufal audhi | L | 1 | 2 | 3 | 2 | 1 | 9 | 36 | Very bad |
| 3 | Putri irenne | P | 2 | 2 | 1 | 3 | 2 | 11 | 44 | Very bad |
| 4 | Sindy aldian | P | 1 | 3 | 1 | 2 | 3 | 10 | 40 | Very bad |
| 5 | M. fadil | L | 2 | 3 | 1 | 2 | 2 | 10 | 40 | Very bad |
| 6 | Ahmadanaqi | L | 3 | 2 | 2 | 1 | 3 | 11 | 44 | Very bad |
| 7 | Alfrida putri | P | 3 | 2 | 1 | 2 | 3 | 11 | 44 | Very bad |
| 8 | M. fadli | L | 2 | 1 | 3 | 2 | 2 | 10 | 40 | Very bad |
| 9 | Reva febrina | P | 2 | 2 | 1 | 3 | 1 | 9 | 36 | Very bad |
| 10 | Lintang ignasi a | P | 1 | 3 | 1 | 3 | 3 | 11 | 44 | Very bad |

Note

| | | | |
|----------------------------|----|-------------------|------|
| The Number of participants | 10 | Total value | 416 |
| Complete amount | 0 | Lowest value | 36 |
| Unfinished amount | 10 | The highest score | 48 |
| | | Average value | 41,6 |

Table 4.2 the total of the assessment result

From the results of the pre-test above, the researcher can conclude that the students in the usaha jasa wisata class do not understand about Australian English. Because of that one, According to the media writer, that *the aussie slang vocabulary* book is considered effective. Because the Information data regarding the development of the *aussie slang vocabulary book* was obtained from book, website, previous research, as well as expert opinions, which were collected and processed to produce this *aussie slang vocabulary book* learning media product. After the tools and materials are available, then the design with Microsoft word begins.

3. Product Design

This aussie slang vocabulary book was created using the Microsoft Word application with the following steps:

- a. Open a Microsoft word worksheet,
- b. Then click home on the menu bar above
- c. then set the writing font to time new roman

- d. for writing of pronunciation, it can take from (<https://easypronunciation.com/en/american-english-pronunciation-ipa-chart>) and copy-paste

4. Result of product validation phase I

Before validation to media experts, material experts and experiments to students were carried out, the test instrument for media experts and material experts was validated first first by the supervisor. After the instrument is said to be valid by the supervisor, the validation stage is carried out to six experts.

a. The results of the media expert validation stage I

The results of the first stage of media expert validation by the three media experts obtained data such as the following table:

Table 4.3 Results of Phase I media expert validation

| No | Criteria | Aspect | Media Expert | \sum per Aspect (S) | PSA |
|----|--------------|--------|--------------|-----------------------|-----|
| 1 | practicality | 1 | 5 | 19 | 95% |
| | | 2 | 5 | | |
| | | 3 | 5 | | |
| | | 4 | 4 | | |
| | | 5 | 4 | | |
| | | 6 | 5 | | |

| | | | | | |
|---|---------|---|---|----|-----|
| 2 | Display | 7 | 4 | 21 | 84% |
| | | 8 | 4 | | |
| | | 9 | 4 | | |

The results of the validation of the learning media in the first stage based on the table above, the assessment of *the aussie slang vocabulary book* was obtained according to the conditions of the validated *aussie slang vocabulary book*. Validation was carried out by two media expert lecturers by assessing two aspects, namely practicality and design. The assessment of practicality is based on the quality of the book that are easy to use, the instructions for use are easy to understand and the superiority of this media in terms of practicality gets a score of 95%. While the assessment of the appearance is about the appearance of the aussie slang vocabulary book, such as color, design, selection of font and prints. This aspect of the display gets a score of 84%. The score is obtained from the average of each aspect with the following calculations;

$$P_{\text{average}} = \frac{\text{Total percentage of all aspects}}{\text{Number of aspects}}$$

$$P = \frac{95\% + 84\%}{2} = 89,5\%$$

For detailly, it can explain on the graph bellow :

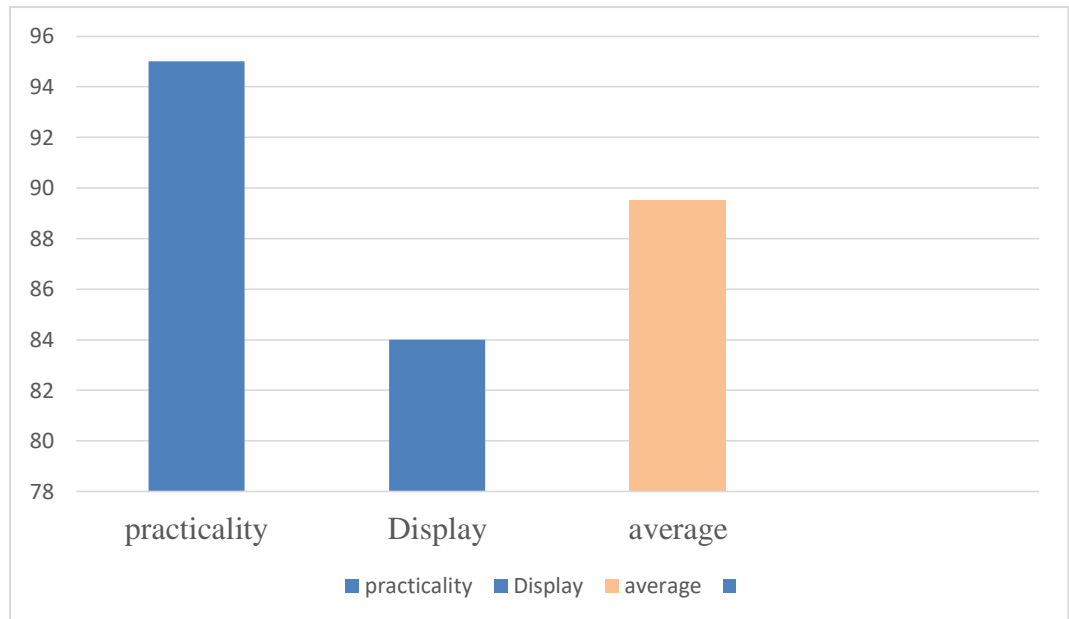


Figure 4.1 Media Expert Graph Phase I

b. Results of Phase I Material Expert Validation

The results of the first stage material expert validation by the one material experts obtained data such as the following table:

Table 4.4 Results of Material Expert Validation Phase I

| N | criteria | Aspec | material expert | Σ per Aspec (S) | PSA |
|---|----------|-------|-----------------|------------------------|-----|
| O | | 1 | 5 | | |
| | | 2 | 5 | | |

| | | | | | |
|---|----------|----|---|----|------|
| 1 | Material | 3 | 5 | 25 | 100% |
| | | 4 | 5 | | |
| | | 5 | 5 | | |
| 2 | Learning | 6 | 5 | 29 | 96% |
| | | 7 | 5 | | |
| | | 8 | 4 | | |
| | | 9 | 5 | | |
| | | 10 | 5 | | |
| | | 11 | 5 | | |

The first phase of material validation assesses aspects of the quality of the material, and aspects of learning. Based on the table of the results of the first stage of validation by three expert lecturers, the following data were obtained: the material aspect regarding the suitability of the material presented with the learning media made, obtained a score of 100%. for the learning aspect in terms of learning motivation to students get a score of 96%. The average of these two aspects is 98%. The score is obtained from the average of each aspect with the following calculation:

$$Persentase = \frac{\text{Total percentage of all aspects}}{\text{Number of aspects}}$$

$$P = \frac{100\% + 96\%}{2} = 98\%$$

For more details, see the graphic image below:

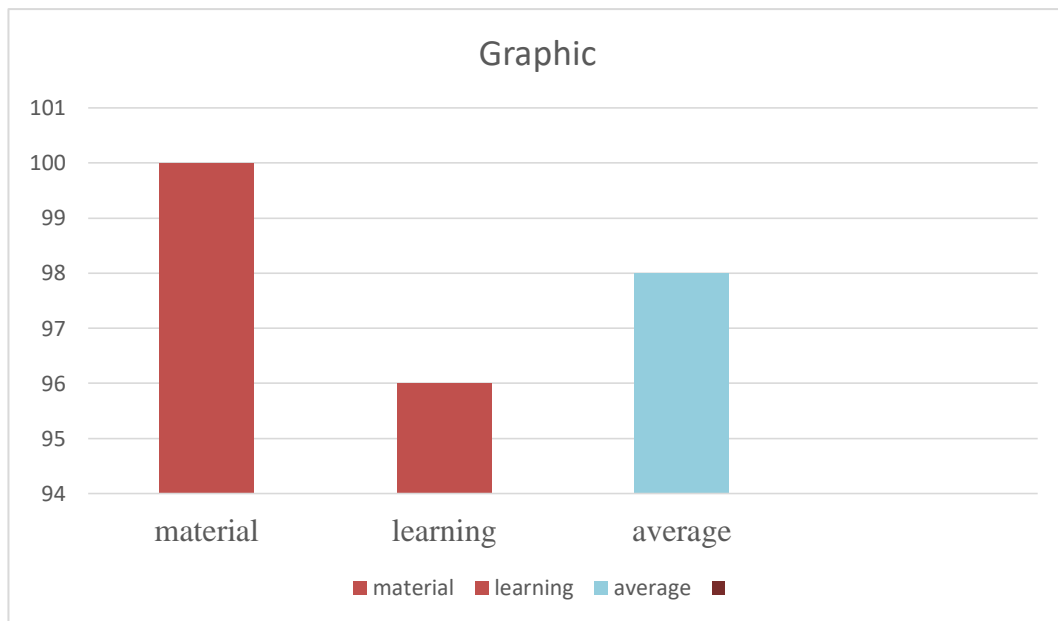


Figure 4.2 Graph of the results of Phase 1 material expert validation

5. Design revision

The first stage of validation can show the level of validity of the learning media if it is used during the learning process. Each expert gave suggestions to add or improve this aussie slang vocabulary book. In addition to the media created, experts or validators also provide suggestions for improvement regarding the material presented, both content and arranging. Repair data and suggestions can be seen in the table below:

| Suggestion | Repairing |
|--|---|
| <ol style="list-style-type: none"> 1. give a phonetic symbol so that readers know the pronunciation of each word 2. Give word classes so that readers know how to use words in sentences 3. be careful with typos 4. even better the writing font 5. distinguish writing symbols with writing fonts | <ol style="list-style-type: none"> 1. phonetic symbol has been given in every word 2. word classes has been given in every word 3. fonts have been fixed 4. Fixed word symbol writing font . |

Table 4.5 the suggestion and repair of the product

The list of revisions above is done after collecting revisions from the 3 experts. The revision of the material expert is more concerned with the quality of the content of the material, the suitability of the product with the material and the writing. There are some material in the product that is wrong in writing, there is no word class and phonetic symbols to make it easier for readers. In media experts, this product was asked to improve the writing font and distinguish between symbol fonts and words. so that it can be easier to learn. All revisions from media and material experts have been carried out so that this product is suitable for using.

After the product is revised according to the advice of the experts, the second stage of the validation process is carried out. Because the learning media has been improved, and the results of the validation have shown that the learning media is feasible to use, it is sufficient to carry out two stages of validation. The following is the data from the second stage of validation

Table 4.6 the assessments after revision.

| No | Criteria | Aspec | Media expert | Σ per Aspec (S) | PSA |
|----|--------------|-------|--------------|------------------------|------|
| 1 | Practicality | 1 | 5 | 20 | 100% |
| | | 2 | 5 | | |
| | | 3 | 5 | | |
| | | 4 | 5 | | |
| 2 | display | 5 | 4 | 23 | 92% |
| | | 6 | 5 | | |
| | | 7 | 5 | | |
| | | 8 | 5 | | |
| | | 9 | 4 | | |

Based on the table above, the results of the validation by media experts obtained in stage 2 are in the practical aspect getting a score of 100%, in

the display aspect getting a score of 92%. The results of the media validation in the second stage get an average of 96%, the score is obtained from the average score of each aspect by calculation;

$$Persentase = \frac{\text{Total percentage of all aspects}}{\text{Number of aspects}}$$

$$P = \frac{100 + 92}{2} \% = 96\%$$

2

Based on this average, the media is in the "very good" category and the product is ready to use, more details can be seen in the following graph:

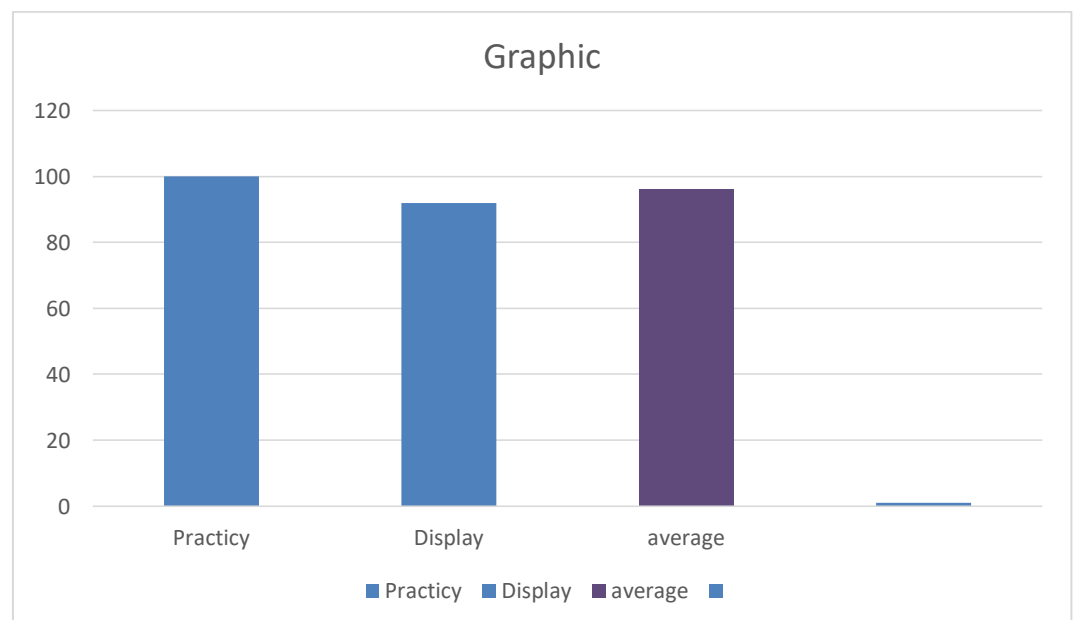


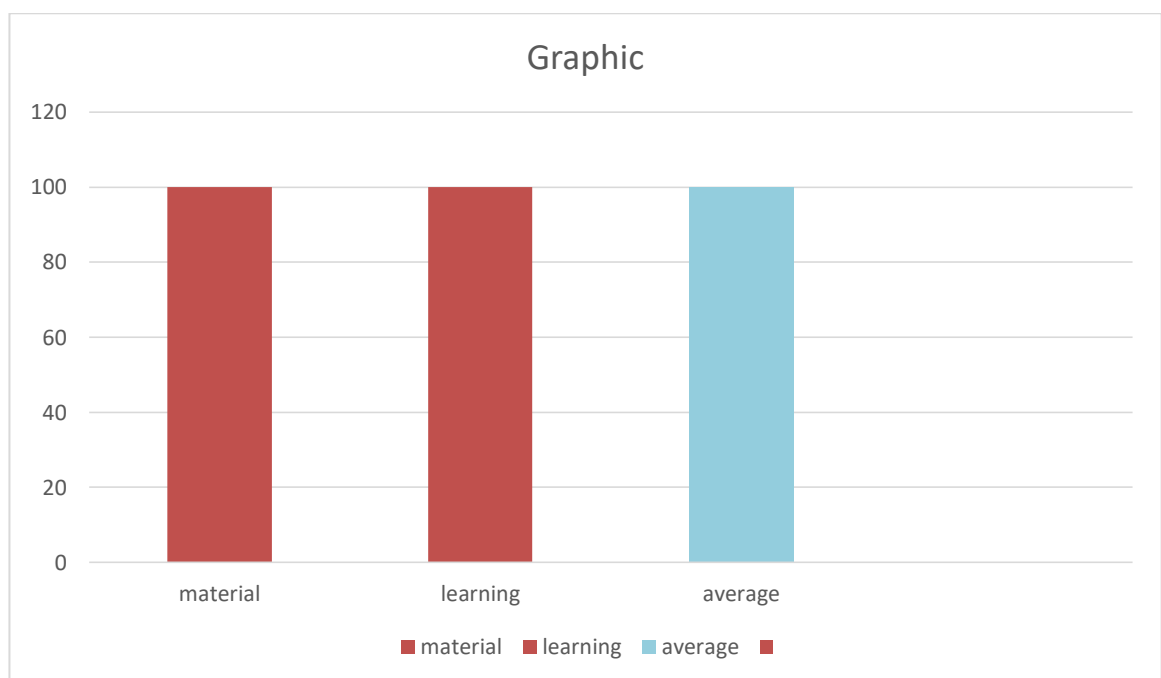
Figure 4.3 Graphics of Media Expert after revision

Material validation was also carried out twice by one material expert lecturers with the following data:

Table 4.7 Material Expert Validation Results after revision

| No | criteria | Aspec | Material expert | Σ per Aspec (S) | PSA |
|----|----------|-------|-----------------|------------------------|------|
| 1 | Material | 1 | 5 | 25 | 100% |
| | | 2 | 5 | | |
| | | 3 | 5 | | |
| | | 4 | 5 | | |
| | | 5 | 5 | | |
| 2 | learning | 6 | 5 | 30 | 100% |
| | | 7 | 5 | | |
| | | 8 | 5 | | |
| | | 9 | 5 | | |
| | | 10 | 5 | | |
| | | 11 | 5 | | |

Based on the table above, the results of the validation by material experts obtained in the 2nd stage are on the material aspect getting a score of 100%. The implementation aspect assesses the accuracy of the material used in learning to get a score of 100%. Some of these assessments, if averaged, get a score of 100%, based on the validity level of the 100% score in the "very good" category and the material can be stated according to the aussie slang vocabulary book developed. The results above can be seen in detail in the following graph;



Picture. 4.4 Graph of material expert validation results

The score is obtained from the average score of each aspect by calculation;

$$Percentage = \frac{\text{Total percentage of all aspects}}{\text{Number of aspects}} = 100\%$$

Based on the above calculations, the material that was repaired was very good with a score of 100%. This shows that the material seen from several aspects is declared valid and ready to be used. As a comparison of the validation results, both media experts and material experts can be seen in the comparison chart below;

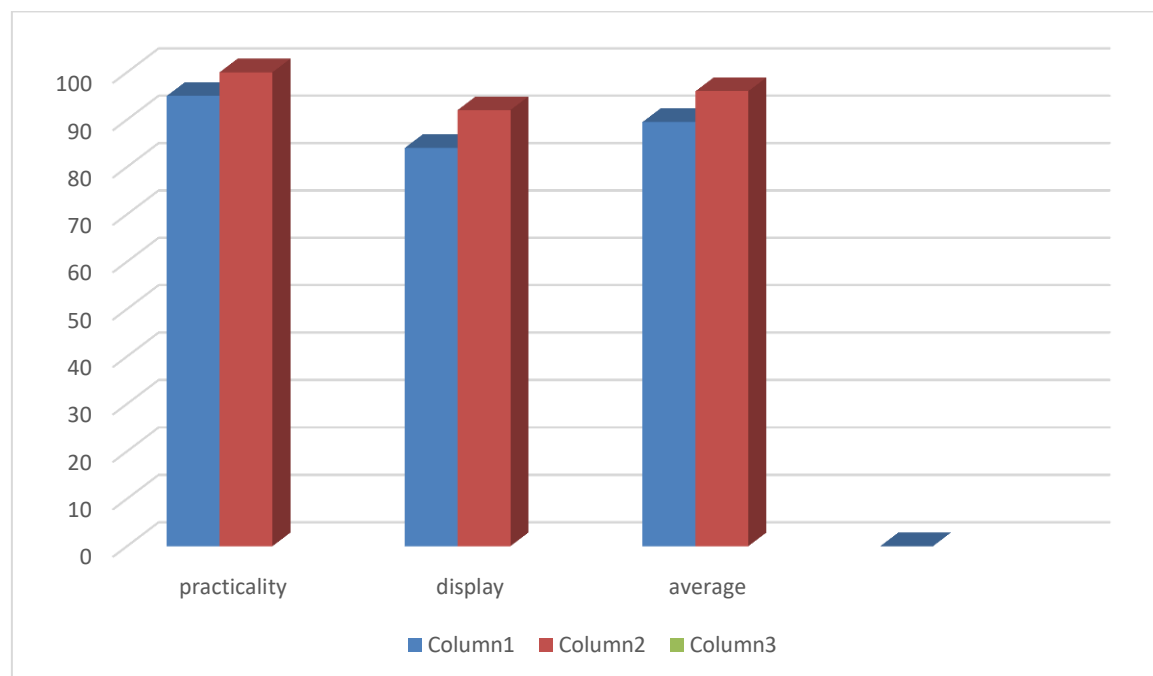
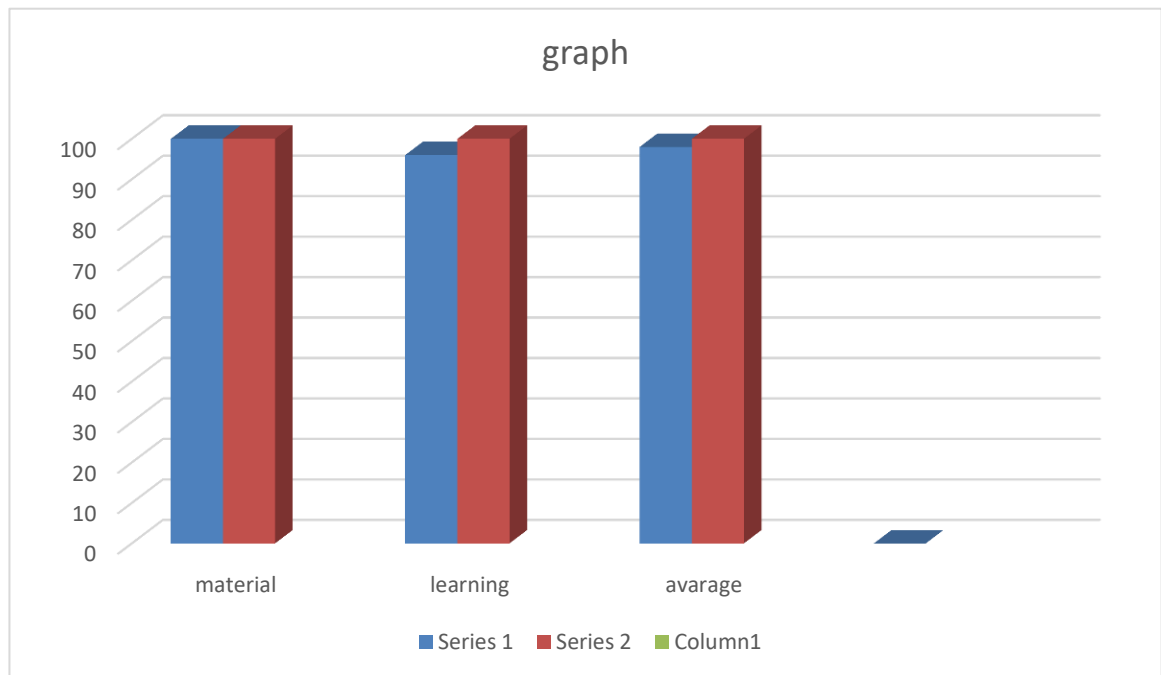


Figure 4.5 Comparison graph of media expert validation Phase 1 and 2

The validation of the first stage of the media to the second stage has increased, to find out the difference between stage 1 and stage 2 is to look at the graph where based on the graphic image the results are increased in percentage. The increase in the value of each aspect is as follows; the practicality aspect has increased by 5%, while the design aspect has increased by 8%. The average of these two aspects is 6,5% of the previous score.

Figure 4.6 Comparison graph of material expert validation stage 1 and stage 2



The validation of the material from the first stage to the second stage has increased, to find out the difference between stage 1 and stage 2 is to look at the graph where based on the graphic image the results are increased in percentage. The increase in the score of each aspect is as follows; the material aspect of the content has increased by 0%, the learning aspect has increased by 4%. The average score of the two aspects is 2% of the previously obtained score.

6. Product Trial (field testing)

The stages of testing carried out by researchers is small group trials but before carrying out the trials the researchers also involving English teachers at LKp Aloha Edu Banyuwangi, she is Mrs. Yeni Wulandari, M. Pd. to assess the products developed from the aspects of practicality, appearance, design, materials

and learning. But right here, the researcher do research by himself. And Mrs. Yeni wulandari M. Pd as supervisor what i did.

For tratmernt, i give the usaha jasa wisata students about aussie slang vocabulary book. And i teach them about the aussie pronunciation, the words class of aussie slang word, create the sentence with aussie slang vocabulary book. Sometime, i give them the video and audio about aussie speakers, i ask them to describe something (*but it must including 1 or more of aussie slang*). It is aimed to make common of students to speak english (*focus on aussie*) and easy to understand what aussie speakers sayings when they are on job training at bobby's surf camp G-LAND. The treatment is happened for 21days (28th of february-20th of march).

After the treatment was done, i give the students about post test and i want to know the result of my treatments. Other that Mrs. Yeni wulandari also give assessment for I do treatments till test. And this is the result score after treatment and after held the post test below

Table 4.8 assessment of speaking skill after treatment (post-test)

| NO | NAME | L/P | HASIL TEST | | | | | score | des | |
|----|---------------|-----|------------|---------|---------|--------|---------|-------|-----|-----------|
| | | | PRON | GRAMMAR | CONTENT | VOCABS | FLUENCY | | | total |
| 1 | Metro saputra | L | 3 | 3 | 5 | 5 | 4 | 20 | 80 | Very good |
| 2 | Naufal audhi | L | 4 | 3 | 4 | 3 | 5 | 19 | 76 | good |
| 3 | Putri irene | P | 5 | 4 | 4 | 3 | 3 | 19 | 76 | good |
| 4 | Sindy aldian | p | 4 | 5 | 3 | 4 | 3 | 19 | 76 | good |

| | | | | | | | | | | |
|----|--------------------|---|---|---|---|---|---|----|----|--------------|
| 5 | M. fadil | L | 3 | 3 | 5 | 4 | 4 | 19 | 76 | good |
| 6 | Ahmada naqi | L | 5 | 5 | 5 | 4 | 3 | 22 | 88 | Very good |
| 7 | Alfrida putri | p | 3 | 3 | 5 | 5 | 5 | 21 | 84 | Very good |
| 8 | M. fadli | L | 4 | 4 | 5 | 3 | 3 | 19 | 76 | good |
| 9 | Reva febriana | P | 4 | 4 | 4 | 3 | 4 | 19 | 76 | good |
| 10 | Lintang ignasia | P | 3 | 3 | 5 | 5 | 4 | 20 | 76 | good |

Note

| | | | |
|------------------------|----|-------------------|------|
| Number of participants | 10 | Total value | 784 |
| Complete amount | 10 | Lowest value | 76 |
| Unfinished amount | 0 | The highest score | 88 |
| | | Average value | 78,4 |

4.9 the total of assessment result

According the score on the table above, the researcher can take conclude that the research can be said successful because the avarege that get by students was 78,4 after treatment (post-test). whereas the criterion for minimum achievement (SKM) of lkp aloha edu is 75. It is different before treatment (pre-test) which got 41,6.

After did pre-test and post-test, the researcher should analyzed statically by using SPSS (statistical package for the social sciences) especially paired t-test formula to know the value before and after giving treatment.

Right here are interpretation of SPSS output:

Table. 4.10. a Paired Samples Statistics

| | Mean | N | Std. Deviation | Std. Error Mean |
|--------------------|------|----|----------------|-----------------|
| Pre-Test Pair 1 | 41,6 | 10 | 3,86437 | 1,22202 |
| Post-Test | 78,4 | 10 | 4,29987 | 1,35974 |

In the table paired samples statistic above, it describe about the result of treatment in improving students speaking skill between before and after giving aussie slang vocabulary book which include, mean, standard deviation and standard error mean.

Data of students between before and after giving aussie slang vocabulary book = 10, the average (mean) improving speaking skill before giving aussie slang vocabulary book as media = 41,6 and average (mean) mastering students toward improving speaking skill after giving aussie slang vocabulary book as media = 78,4. standard deviation before giving students aussie slang vocabulary book as media = 3,86437 and after giving students aussie slang vocabulary book as media = 4,29987

Based on comparison between average (mean), the level of

mastering students to writing narrative text between before giving students aussie slang vocabulary book as media = 41,6 and after giving students aussie slang vocabulary book as media = 78,4 that means there was the high of effective about giving students aussie slang vocabulary book for improving students speaking skill. So the gained score between before giving students aussie slang vocabulary book and after giving aussie slang vocabulary book = 36,8

Beside on used average data above, for analysis result of data the researcher also used paired sample test such us comparing between t-table and t-value, for analysis result of data.

Table. 4.11. Paired Samples Test

| | Paired Differences | | | | | T | df | Sig. (2-tailed) |
|---------------------------------|--------------------|----------------|-----------------|---|-----------|---------|----|--------------------|
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | Lower | Upper | | | |
| Pair 1 Pre-test Post-Test | -36,80000 | 4,13118 | 1,30639 5 | -39,75527 | -33,84473 | -28,169 | 9 | .000 |

In the table 4.2.b above, it contains the result of analysis data of t-test two samples pairs that contain t-value and significance. Based on that data above, it can be set up in two ways of testing hypothesis as follows:

- a) With comparing the t-values with t-table
 - 1) If t-values $>$ t-table, H_0 is rejected.
 - 2) If t-values $<$ t-table, H_0 is accepted.

To see the rate of t-table, so it was based on the degree of freedom, which amount is $N-1$ ($10-1=9$), based on the result of t-test analysis of paired two samples, it got t-value 28,169, if t-valued was absolute, it will become 28,169, and it got the following result:

T-value was bigger than //t-table ($28,169 > 2.145$), so H_0 is accepted, it means that students of lkp aloha edu tegaldlimo banyuwangi who have been taught by using aussie slang vocabulary book media significantly achieve higher rating score. Beside on comparing between t-value and t-table, the researcher also comparing between the rate of taraf significance (p-value).

- 1) If significance $<$ 0.05, H_0 is refused.
- 2) If significance $>$ 0.05, H_0 is received.

Take the conclusion:

If the significant (2-tailed) $<$ 0.05 that are proved the differences very significant both of first variabel and last variabel. It is proved the effective very useful of during treatment treatment by aussie slang vocabulary book as media.

If the significant (2-tailed) $>$ 0.05 that are proved there is no differences very

significant both of first variabel and the last variabel. It is proved there is no effective of during treatment by using aussie slang vocabulary book.

In the table above the significant (2-tailed) = 0.00 < 0.05. Its mean that the pre-test and post-test there are differences very significant. So during treatment for teaching speaking using aussie slang vocabulary as media is very useful.

The consideration of researchers to involve teachers in assessing products is because teachers are potential users and implementers of learning. The results of the teacher's assessment of the product developed can be seen in Table 4.6

Table 4.12. Assessment Results of English Subject Teachers

| No | criteria | Aspec | The teacher respond | Σ per Aspec | PSA |
|----|--------------|-------|---------------------|--------------------|-------|
| 1 | Practicality | 1 | 5 | 19 | 95% |
| 2 | | 2 | 5 | | |
| 3 | | 3 | 5 | | |
| 4 | | 4 | 4 | | |
| 5 | Appearance | 5 | 4 | 28 | 93,3% |
| 6 | | 6 | 5 | | |
| 7 | | 7 | 4 | | |
| 8 | | 8 | 5 | | |

| | | | | | |
|-------------|----------|----|---|-------------|--------|
| 9 | | 9 | 5 | | |
| 10 | | 10 | 5 | | |
| 11 | Material | 11 | 5 | 25 | 100% |
| 12 | | 12 | 5 | | |
| 13 | | 13 | 5 | | |
| 14 | | 14 | 5 | | |
| 15 | | 15 | 5 | | |
| 16 | Learning | 16 | 5 | 25 | 100% |
| 17 | | 17 | 5 | | |
| 18 | | 18 | 5 | | |
| 19 | | 19 | 5 | | |
| 20 | | 20 | 5 | | |
| Average | | | | | 97,75% |
| Information | | | | Very Worthy | |

Based on the table above, the assessment by one teachers at LKP Aloha Edu Tegaldlimo Banyuwangi can be seen in the practical aspect getting a percentage of 95% feasibility in the 2nd aspect of the display getting a 93% feasibility percentage on the 3rd aspect of the material getting a 100% percentage of the 4th aspect of learning getting eligibility percentage 100%. The total average score is 97,75%, the percentage of data from the analysis of the results of the

teacher assessment of Aloha LKp Aloha Edu Tegaldlimo Banyuwangi. For more details, see the following table:

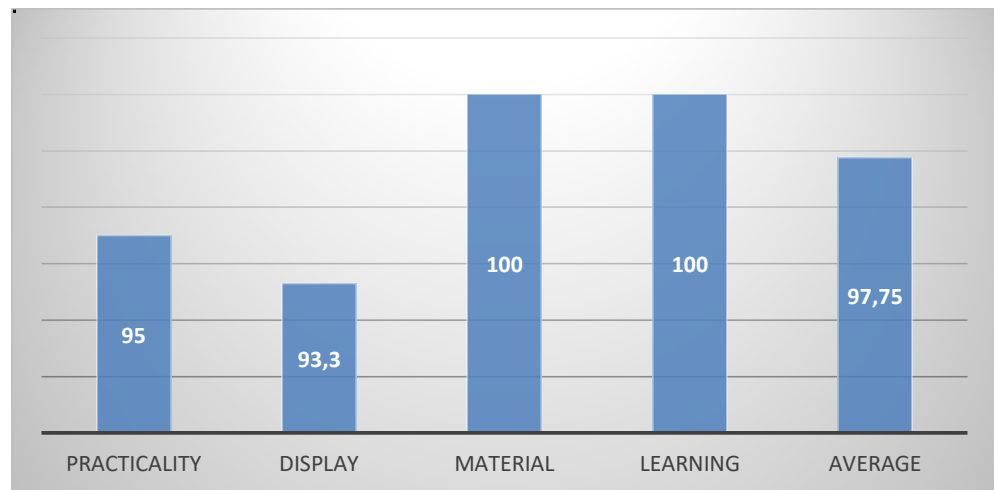


Figure 4.7 Subject teacher assessment graph

Results of small-scale or limited trials

This trial was conducted at LKp Aloha Edu Tegaldlimo Banyuwangi with 10 students to respond to a questionnaire from the Aussie slang vocabulary book, the number obtained can be seen in the table below :

Table 4.13 The results of the questionnaire responses of students at LKp aloha edu

| No | criteria | Σ per criteria | PSA |
|----|---|--------------------------|-----|
| 1 | <i>I'm interested in learning to speak English, especially Australian English, using the Aussie Slang Vocabulary Book</i> | 42 | 84% |
| 2 | The Aussie slang vocabulary book makes it easier for me | 40 | 80% |

| | | | |
|----|---|----|-----|
| | to learn to speak English, especially Australian English | | |
| 3 | I'm interested in using the Aussie slang vocabulary book during recess | 45 | 90% |
| 4 | Learning to speak which was applied by Mr. Rozaq and assisted by using the Aussie slang vocabulary book was very fun | 43 | 86% |
| 5 | Even though I use the Aussie slang vocabulary book, I still don't like learning English | 32 | 64% |
| 6 | Interested in having an Aussie slang vocabulary book if it is sold in the market | 44 | 88% |
| 7 | <i>With the Aussie Slang Vocabulary Book, it is easy for me to memorize English vocabulary</i> | 43 | 86% |
| 8 | I will not invite other friends to learn English vocabulary using the Aussie slang vocabulary book | 35 | 70% |
| 9 | Interesting Aussie slang vocabulary book | 46 | 92% |
| 10 | After using the Aussie slang vocabulary book, I'm interested in things related to English | 44 | 88% |
| 11 | After using the Aussie slang vocabulary book, now I can understand Australian English | 47 | 94% |
| 12 | After using the Aussie slang vocabulary book, learning vocabulary and speaking English, especially Australian English, is not difficult | 45 | 90% |
| 13 | Through the aussie slang vocabulary book, I can | 46 | 92% |

| | | | |
|----------|---|-----------|------------|
| | understand Australian speaking quite well | | |
| 14 | After using the Aussie slang vocabulary book, I enjoy learning English, especially Australian English | 41 | 82% |
| Average | | | 91,2 3% |
| Category | | Very good | |

Based on the table above, in a small-scale trial, this Aussie slang vocabulary book has reached the very good or very interesting category. This can be seen in the average rating in the table above reaching 91, 23% which is included in the very good category.

7. Product revision

After a limited trial or small group trial was conducted to determine the feasibility of this Australian slang vocabulary book, the product was said to be of very high feasibility, so no re-testing and revision were carried out. Furthermore, this Australian slang vocabulary book media can be used as a learning medium to improve students' speaking skills at LKP Aloha Edu Tegaldlimo Banyuwangi

B. Discussion

Research and product development was carried out with an early stage planning carried out by observations and interviews conducted in the tourism service business class at LKP Aloha Edu Tegaldlimo Banyuwangi. It is known that many students complain when they talk to Australians, because they only focus on learning English in general. The initial step taken in improving students'

speaking skills was through the Aussie slang vocabulary book. This media has collected material that is in accordance with the existing syllabus. After that, just make a design using Microsoft word software. In accordance with the standards for making books, the materials, letters and colors are adapted to the students. The product that has been developed is then validated by several experts before being tested, validation is carried out by 2 experts, namely 1 material expert, and 1 media expert and 1 English subject teacher.

1. Media Expert Assessment Results

The validation carried out by media experts includes two aspects. Namely practicality and material. The assessment of practicality is based on the quality of the book which is easy to use, the instructions for use are easy to understand and the advantages of this media in terms of practicality get a score of 95%. Meanwhile, the assessment of appearance is about the appearance of the Aussie slang vocabulary book, such as color, design. , font and print selection. This aspect of the display gets a score of 84% In the second stage, based on the table above, the results of validation by media experts obtained in the practical aspect got a score of 100%, in the display aspect got a score of 92%. The results of the media validation in the second stage get an average of 96%. Which means this media is “Very good/valid to use”

2. Material Expert Assessment Results

In the validation carried out by the material expert validator there are two aspects that are assessed, namely: The first phase of material validation assesses aspects of the quality of the material, and aspects of learning. Based on the table of the results of the first stage of validation by one expert and one English teacher, the following data were obtained: the material aspect regarding the suitability of the material presented with the learning media made, obtained a score of 100%. For the learning aspect in terms of learning motivation, students get a score of 96%. The average of these two aspects is 98%. The results of the validation by material experts obtained in the second stage on the material aspect got a score of 100%. The implementation aspect assesses the accuracy of the material used in learning to get a score of 100%. Some of these assessments, on average, get a score of 100%, based on the validity level of the 100% score in the "very good" category and the material can be stated in accordance with the Aussie slang vocabulary book media developed.

3. Teacher's Response

The teacher's response was taken from the English teacher at LKp Aloha Edu Tegaldlimo Banyuwangi, namely Mrs. Yeni Wulandari, M. Pd to assess the product developed from the aspects of practicality, appearance, material and learning. The consideration of researchers to involve teachers in assessing products is because teachers are prospective users and implementers of learning. From this assessment, it can be seen that in the practical aspect, the percentage of feasibility is 95%, in the second aspect of the display, the percentage of feasibility is 93,3% in the third aspect of the material, the percentage of 100%, the 4th aspect

of learning, gets a feasibility percentage of 100%. Total score average percentage 97,75%.

4. Product Trial

This trial was carried out in the tourism service business class at LKp Aloha Edu Tegaldlimo Banyuwangi with a small-scale trial consisting of 10 students who filled out a checklist sheet with the following percentage results, a small-scale trial. Based on assessment which held by expert and teacher above, the researcher also take the assessment of speaking skill that had got the result is 78,4. It is showed that the researching is successful because the criteria of assessment from lkp aloha is 75. Finally, This Aussie slang vocabulary book reached the very good category or very interesting. With an average rating of 91,23% which is included in the very good category.

A. Recommendations

In this section, the researcher would like to give some recommendations for the English teacher and the future researchers related to the research in this field. The recommendations can be presented as bellow:

1. For English Teachers

The English teacher should understand about the condition of the students. Therefore, the teacher should be creative to vary the learning activities, not merely based on the book materials so that the students will not get bored in joining the class. The teachers can also

modify the technique or method that will taught to students by aussie slang vocabulary, so that the students will be enjoy to join to the class.

2. For Future Researchers

The researcher recommends the future researchers who will conduct studies with Research and Development (R&D) select the teaching and learning activities and resources appropriately. This influences students' motivation to learn. Therefore, it is essential to understand students' needs and characteristics

deeply. Besides, the researcher recommends future researchers to design interactive games in order to understand the differences between prohibition, warning, and caution. Therefore, the students are able to understand about those three sentences better

CHAPTER V

CONCLUSIONS AND SUGESSTIONS

This chapter consists of two major parts of discussion, they are conclusions and recommendations. The researcher presents the conclusions of the study in the first of this chapter. Then the conclusions are followed by stating the recommendations for teachers and future researchers in the second part.

A. Conclusions

The purpose of this study was developing Australian slang vocabulary to improve students speaking skill of Usaha Jasa Wisata departement at lkp aloha Edu Tegaldlimo in G-Land Bobby's Surf Camp Banyuwangi. As stated in the research objectives, this study aimed: (1) To find out the product of Australian slang vocabulary and (2) to know the effect Australian slang vocabulary to improve speaking skill at Usaha Jasa Wisata student of aloha Edu in Bobby's Surf Camp. Aussie slang vocabulary book media containing Australian slang vocabulary is designed according to the existing material and curriculum with the aim of improving students' speaking skills in tourism business classes (Usaha Jasa Wisata class) when talking to speakers from Australia. This book has been successfully developed using Microsoft Word software. There are three materials in this Aussie slang vocabulary book, namely Aussie slang A-Z, slang a saurus and diminutives. This Research and Development was carried out according to the Borg and Gall method which consisted of 10 steps which were then simplified into 7 steps, namely

, potential problems, data collection, product design, design validation, product revision, product testing, and product revision.

The feasibility level for the media gets a score of 96% and the material is 100%. The teacher's response gets a score of 97,75%. And the students response gets score of 91,23% has reached the very feasible criteria, which means that this media aussie slang vocabulary book is very “appropriate” to use. It's the answering for the first question in the research problem, and the answer for second question is $= 0.00 < 0.05$. Its meant that the pre-test and post-test there are differences very significant. So during treatment for teaching speaking using aussie slang vocabulary as media is very useful.

B. Suggestions

The suggestions are as follows:

- a. Students who want to do similar research are expected to be able to master technology, especially computers and expand the material.
- b. Teachers can use the Aussie slang vocabulary book as a learning resource in learning to improve students' speaking skills, especially when talking to Australians.
- c. Aussie slang vocabulary book media can be used and developed further in learning that involves teachers and students.
- d. The product resulting from this research will be better and more appropriate as a learning resource if it is tested on students in the learning process so that data is obtained in the form of values in order to determine the level of student learning abilities.

REFERENCES

- Alqahtani, Mofareh:2015. *The Importance of Vocabulary in Language Learning and How to be Taught*. International Journal of Teaching and Education, Vol. 3, No. 3.
- Barbara A. Wasik ■ Charlene Iannone-Campbell:2012. *developing vocabulary through purposeful, strategic conversations*” (International Reading Association)
- H, Hiebert Elfrieda dan Michael L.Kamil:2013. *Teaching and Learning Vocabulary Bringing Research to Practice*. Cambridge Language Teaching Library,UK .
- Hasan sastra Negara:2015. *Konsep dasar matematika untuk pgsd*.
- Heni Mularsih:2017. *Belajar dan Pembelajaran serta Pemanfaatan Sumber Belajar*.
- Horby: 2010. *Oxford Advanced Learner’s dictionary or current English*. Newyork: Oxford universitas press.
- Karwono, idham: 2014. *Strategi Pembelajaran Bahasa Inggris Sebagai Bahasa Asing Kutubkhanah*. Jurnal Penelitian sosial keagamaan, Vol.17, No.1.
- Kurniawati, Dewi: 2014. *Keefektifan Pengajaran Kosakata Bahasa Inggris Pada Anak Sekolah Dasar Dengan Menggunakan Flash Card Terampil*. TERAMPIL Jurnal Pendidikan dan Pembelajaran Dasar, Vo 1 No 1.

mimi tarina :2001. *Developing students' vocabulary through short story in rural area*". *Learning Vocabulary in Another Language*. Cambridge. Cambridge University Press, UK.

Nyoman mardik. *Pengembangan Multimedia Dalam Pembelajaran Kosakata Bahasa Inggris Di SD*. Jurnal Pendidikan.

Prayogo Utomo, D: 2021. *Implementing Direct Practice with The Native Speakers to Improve Speaking Skill of usaha jasa wisata departement at lkp aloha tegaldlimo in g-land bobby's surf camp banyuwangi in Academic Year 2020/2021*.

Sa'adatuddaroen: 2018/2019. *Developing Students' Vocabulary Knowledge through Daily Journal Vocabulary*.

Shodiq Nor, M: 2013. *Implementing Direct Practice with The Native Speakers to Improve Speaking Skill of The Tenth Grade Students of Smk 17 Agustus 1945 Muncar Banyuwangi in Academic Year 2012-2013*. Islamic University of Malang Postgraduate Program English Education Department.

Sugiyono:2017. *Metode Penelitian Kuantitatif, kualitatif, dan R&D* Bandung: Penerbit Alfabet.

Wasik, B.A., & Hindman, A.H: 2011b. *Improving vocabulary and pre-literacy skills of at-risk preschoolers through teacher professional development*. *Journal of Educational Psychology*,

Wira sanjaya:2013. *Penelitian pendidikan jenis, metode, dan prosedur*.

APENDIX

MATERIAL EXPERT ASSESSMENT INSTRUMENTS

PRODUCT NAME :

VALIDATOR :

DATE :

TIME :

CHARGING INSTRUCTIONS

1. Through this instrument, you are asked to give an assessment of the Aussie Slang Vocabulary Book media.
2. The assessment that you give to each question item contained in this instrument will be used as validation and input to perfect the Aussie Slang Vocabulary Book.
3. Please, Mr/Mrs give an assessment by placing a mark (√) in one of the column values for E, G, N, F, P. With Good Description.

E : Excellent

G : Good

N : Neutral

F : Fair

P : Poor

4. Also provide input or suggestions in the column provided.

| No | ASSESSMENT ASPECT | no | ASSESSMENT CRITERIA | E | G | N | F | P |
|----|-------------------|-----|---|---|---|---|---|---|
| | | | | | | | | |
| 1. | Material | 1. | Completeness of material/theme | | | | | |
| | | 2. | Relevant to the content/theme | | | | | |
| | | 3. | Conformity of content with target | | | | | |
| | | 4. | Grammatical accuracy | | | | | |
| | | 5. | The truth of writing Australian slang vocabulary | | | | | |
| 2. | Learning | 6. | Cultivate curiosity. | | | | | |
| | | 7. | Make it easier to learn Australia slang | | | | | |
| | | 8. | Generating students' enjoyment when speaking Australian English | | | | | |
| | | 9. | Student/reader centered | | | | | |
| | | 10. | Student engagement | | | | | |
| | | 11. | Interactive communication between students | | | | | |

Suggestions and feedback

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Banyuwangi,00, Month year
Validator,

NIP.

| NO | INDICATOR | INDICATOR DESCRIPTION | |
|----|---|--|---|
| 1 | Completeness of the material/theme, including: 1) Material/theme that used to support learning achievement 2) The material/theme used is in accordance with the education level of the students 3) The material/theme is in accordance with the student's needs during internship/work at G-LAND 4) Meet the competencies that must be mastered by students 5) Completeness of material/theme according to level student development | If there are 4 indicators that are met | E |
| | | If there are 3 indicators that are met | G |
| | | If there are 2 indicators that are met | N |
| | | If there is 1 indicator that is met | F |
| | | If there are indicators are not met | P |
| 2 | Relevant to the content of the material/theme, including: 1) The material/theme is relevant to the learning objectives to be achieved 2) The description of the material is sufficient to meet the objectives 3) The depth of the material/theme is in accordance with the level of student development | If there are 4 indicators that are met | E |
| | | If there are 3 indicators that are met | G |
| | | If there are 2 indicators that are met | N |
| | | If there is 1 indicator that is met | F |
| | | If there are indicators are not met | P |

| | | | |
|---|---|--|---|
| | 4) Importance/suitability with student goals | | |
| 3 | Conformity with the target content, including: | If there are 4 indicators that are met | E |

| NO | INDICATOR | INDICATOR DESCRIPTION | |
|----|--|--|---|
| | 1) The content in the learning media is clear | If there are 3 indicators that are met | G |
| | | If there are 2 indicators that are met | N |
| | 2) Place the vocabs in the right learning media/according to the alphabet | If there is 1 indicator that is met | F |
| | 3) Content in the media can attract students' attention 4) students can understand the flow of confinement when later chat/talking with Australians | If there are indicators that are not met | P |
| 4 | Grammatical accuracy, including: | If there are 4 indicators that are met | E |
| | 1) Use of words that are easy to understand | If there are 3 indicators that are met | G |
| | 2) The word used according to the correct spelling | If there are 2 indicators that are met | N |
| | 3) Using IPA which aims to make it easier to evaporate. | If there is 1 indicator that is met | F |
| | 4) Using the language that according to student mastery | If there are indicators that are not met | P |
| | The correctness of writing australian slang vocabulary, includes: | If there are 4 indicators that are met | E |
| | 1) Use of correct spelling | If there are 3 indicators that are met | G |
| | 2) The use of words according to the | If there are 2 indicators that are met | N |
| | | If there is 1 indicator that is met | F |

| | | | |
|---|---|--|---|
| 5 | meaning of the message conveyed 3) Letters and punctuation according to the rules English writing | If there are indicators that are not met | P |
|---|---|--|---|

| NO | INDIKATOR | PENJABARAN INDIKATOR | |
|----|--|--|---|
| | 4) Accuracy of word preparation and pronunciation [according to science rules] | | |
| 6 | Make it easier to learn Australian slang vocabulary, including: 1) Make it easier for students to learn Australian English 2) As a tool for students to learn Australian English 3) Able to attract students' attention 4) Can be used anywhere and anytime | If there are 4 indicators that are met | E |
| | | If there are 3 indicators that are met | G |
| | | If there are 2 indicators that are met | N |
| | | If there is 1 indicator that is met | F |
| | | If there are indicators that are not met | P |
| 7 | Foster curiosity, including: 1) Encourage student curiosity 2) Can challenge and activate student activities 3) Can increase students' desire to learn aussie slang voabs 4) Can encourage students to think critically when making sentences via voabs aussie | If there are 4 indicators that are met | E |
| | | If there are 3 indicators that are met | G |
| | | If there are 2 indicators that are met | N |
| | | If there is 1 indicator that is met | F |
| | | If there are indicators that are not met | P |
| | Motivate students to learn, | If there are 4 indicators that are met | E |
| | | If there are 3 indicators that are met | G |

| | | | |
|---|---|--|---|
| 8 | including: | If there are 2 indicators that are met | N |
| | 1) Awaken the taste Happy students when speaking Australian English | f there is 1 indicator that is met | F |

| NO | INDIKATOR | PENJABARAN INDIKATOR | |
|----|--|--|---|
| | 2) Provide a stimulus for students how to use aussie vocab. 3) Generating student learning interest 4) Create curiosity and understand more about aussie voab. | If there are indicators that are not met | P |
| 9 | Student/reader centered, including: | If there are 4 indicators that are met | E |
| | 1) Conformity with the problems that students will later face | If there are 3 indicators that are met | G |
| | 2) Encourage students to speak Australian English. | If there are 2 indicators that are met | N |
| | 3) Encouraging students to study Aussie English diligently considering the target to be achieved. | If there is 1 indicator that is met | F |
| | 4) Encouraging student interaction with students Learning Resources | If there are indicators that are not met | P |
| 10 | Student involvement, including: | If there are 4 indicators that are met | E |
| | 1) Encouraging student involvement in the learning process more effectively | If there are 3 indicators that are met | G |
| | 2) Students play an active role in the learning process | If there are 2 indicators that are met | N |
| | 3) Students play a direct role in the learning process | If there is 1 indicator that is met | F |
| | 3) Students play a direct role in the learning process | If there are indicators that are not met | P |

| | | | |
|--|--|--|--|
| | 4) Able to focus students to follow learning process | | |
|--|--|--|--|

| NO | INDIKATOR | PENJABARAN INDIKATOR | |
|----|--|--|---|
| 11 | Interactive communication | If there are 4 indicators that are met | E |
| | between students, including: | If there are 3 indicators that are met | G |
| | 1) It is interactive and | If there are 2 indicators that are met | N |
| | participatory | f there is 1 indicator that is met | F |
| | 2) Ability to create feedback 3) Student involvement in learning activities 4) Students' ability to respond to all activities In the learning process | If there are indicators that are not met | P |

MEDIA EXPERT ASSESSMENT INSTRUMENTS

PRODUCT NAME :

VALIDATOR :

DATE :

TIME :

CHARGING INSTRUCTIONS

1. Through this instrument, you are asked to give an assessment of the Aussie slang vocabulary book media.

2. The assessment that you give to each question item in this instrument will be used as validation and input to improve the Aussie slang vocabulary book.

3. Please give an assessment by placing a mark (√) in one of the column values for SB, B, C, K, SK with the following information:

E : excellent

G : good

N: neutral

F:fair

P: poor

4. Also provide input or suggestions in the column provided.

| No | Assessment Aspect | Assessment criteria | E | G | N | F | P |
|----|---|---|---|---|---|---|---|
| 1 | Practicality SB = If all criteria are met B = If 1 criterion is not met C = if 2 criteria are not met K = If 3 criteria are not met SK = If 4 criteria are not met | 1. Easy to learn without other media | | | | | |
| | | 2. Hint easy to understand pronunciation | | | | | |
| | | 3. Can be used by students without being accompanied teacher/parent | | | | | |
| | | 4. The advantages of learning media | | | | | |
| 2. | Appearance SB= If all criteria are met B= If 1 criterion is not met C= If 2 criteria are not met K= If 3 criteria are not met SK= If 4 criteria are not met | 5. Attractive design | | | | | |
| | | 6. Writing is clear and easy to read | | | | | |
| | | 7. Class letter printing | | | | | |

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | 8. The accuracy of the choice of words starting from the letters A-Z | | | | | |
| | | 9. Selection of materials according to the target | | | | | |
| | | 10. Mold quality | | | | | |

Suggestions and Feedback

.....

.....

.....

.....

.....

.....

.....

.....

.....

Banyuwangi, 00 month, year

Validator,

NIP.

| NO | INDICATOR | INDICATOR DESCRIPTION | |
|----|---|--|---|
| 1 | Easy to learn without other media, includes: 1) This book can be used without other media 2) Can be used periodically 3) Clarity of content and examples 4) Efficiency in terms of time, cost, and power. | Jika terdapat 4 indikator yang Terpenuhi | E |
| | | Jika terdapat 3 indikator yang Terpenuhi | G |
| | | Jika terdapat 2 indikator yang terpenuhi | N |
| | | Jika terdapat 1 indikator yang terpenuhi | F |
| | | Jika terdapat tidak ada indikator yang terpenuhi | P |
| 2 | Pronunciation instructions are easy to understand, including: 1) Clear pronunciation instructions 2) Use appropriate words and examples 3) Using simple examples 4) Using examples easy to understand | Jika terdapat 4 indikator yang terpenuhi | E |
| | | Jika terdapat 3 indikator yang terpenuhi | G |
| | | Jika terdapat 2 indikator yang terpenuhi | N |
| | | Jika terdapat 1 indikator yang terpenuhi | F |
| | | Jika terdapat tidak ada indikator yang terpenuhi | P |
| | Can be used by students | Jika terdapat 4 indikator yang | E |

| | | | |
|---|---|-----------|--|
| 3 | without being accompanied by a teacher/parent, including: | terpenuhi | |
| | | | |

| | | | |
|--|---|--|---|
| | 1) Learning can be done in groups with peers or independently | Jika terdapat 3 indikator yang terpenuhi | G |
| | 2) Provide completeness and ease of learning without the help of teachers/parents | Jika terdapat 2 indikator yang terpenuhi | N |
| | 3) Provide equal opportunities for students to study books independently | Jika terdapat 1 indikator yang terpenuhi | F |
| | 4) Contents are easy to understand and learn | Jika terdapat tidak ada indikator yang terpenuhi | P |

| | | | |
|---|--|--|---|
| 4 | <p>Attractive design. Includes:</p> <p>1) Attractive design according to the general characteristics of students</p> <p>2) Simple and clear design and appearance</p> <p>3) Combining colors, images (illustrations), shapes, and appropriate font sizes.</p> <p>4) Selection of a suitable background with the text</p> | Jika terdapat 4 indikator yang Terpenuhi | E |
| | | Jika terdapat 3 indikator yang Terpenuhi | G |
| | | Jika terdapat 2 indikator yang Terpenuhi | N |
| | | Jika terdapat 1 indikator yang Terpenuhi | F |
| | | Jika terdapat tidak ada indikator yang terpenuhi | P |
| 5 | <p>Writing is clear and easy to read, including:</p> <p>1) The writing is well read</p> <p>2) Correct font</p> <p>3) Proportional font size</p> | Jika terdapat 4 indikator yang Terpenuhi | E |
| | | Jika terdapat 3 indikator yang Terpenuhi | G |
| | | Jika terdapat 2 indikator yang Terpenuhi | N |
| | | Jika terdapat 1 indikator yang Terpenuhi | F |

| | | | |
|---|--|--|---|
| | 4) Correct writing color | Terpenuhi | |
| | | Jika terdapat tidak ada indikator yang Terpenuhi | P |
| 6 | Clear lettering, including: | Jika terdapat 4 indikator yang Terpenuhi | E |
| | 1) Font color is clear | Jika terdapat 3 indikator yang Terpenuhi | G |
| | 2) Front letter is clear | Jika terdapat 2 indikator yang Terpenuhi | N |
| | 3) Good contrast | Jika terdapat 1 indikator yang Terpenuhi | F |
| | 4) Appropriate font size | Jika terdapat tidak ada indikator yang terpenuhi | P |
| | | | |
| 7 | The accuracy of choosing words starting from the letters A-Z, including: | Jika terdapat 4 indikator yang Terpenuhi | E |
| | 1) Alphabet clarity | Jika terdapat 3 indikator yang Terpenuhi | G |
| | 2) Content pull | Jika terdapat 2 indikator yang Terpenuhi | N |
| | 3) Clarity of writing color | Jika terdapat 1 indikator yang Terpenuhi | F |
| | 4) Conformity of content by starting words from the letters A-Z | Jika terdapat tidak ada indikator yang terpenuhi | P |

| | | | |
|---|---------------------------------|--|---|
| 8 | Paper durability includes: | Jika terdapat 4 indikator yang terpenuhi | E |
| | 1) The exact type of paper used | Jika terdapat 3 indikator yang Terpenuhi | G |
| | 2) Paper size accuracy | Jika terdapat 2 indikator yang Terpenuhi | N |

| | | | |
|---|--|--|---|
| | Used | Jika terdapat 1 indikator yang | F |
| | 3) Material safety for readers 4) Durability of the materials used | Terpenuhi | |
| | | Jika terdapat tidak ada indikator yang terpenuhi | P |
| 9 | Print quality, including: 1) Clean mold 2) Sharp color 3) Readable writing 4) Appropriate contrast | Jika terdapat 4 indikator yang | E |
| | | Terpenuhi | |
| | | Jika terdapat 3 indikator yang | G |
| | | Terpenuhi | |
| | | Jika terdapat 2 indikator yang | N |
| | | Terpenuhi | |
| | | Jika terdapat 1 indikator yang | F |
| | | Terpenuhi | |
| | | Jika terdapat tidak ada indikator yang | P |
| | | Terpenuhi | |

STUDENT QUESTIONNAIRE ON THE MEDIA AUSSIE SLANG
VOCABULARY BOOK IN SPEAKING LEARNING IN TOURISM SERVICES
BUSINESS CLASS AT LKP ALOHA EDU BANYUWANGI

NAME :

DATE :

TIME :

Instructions

- A. This answer will not affect the score
- B. Choose the answer to the question below by putting a check mark (√) in the column that is considered the most appropriate.

Information:

- a. SS =Sangat Setuju
- b. S =Setuju
- c. KS =Kurang Setuju
- d. TS =Tidak Setuju
- e. STS =Sangat Tidak Setuju

| No | QUESTIONS | SS | S | KS | TS | STS |
|----|---|----|---|----|----|-----|
| 1. | <p><i>I'm interested in learning to speak the language English especially English from Australia</i></p> <p><i>By using aussie slang vocabulary book.</i></p> | | | | | |
| 2. | <p>Aussie slang vocabulary book makes it easy</p> <p>I am in learning to speak English especially Australian English.</p> | | | | | |
| 3. | <p><i>I'm interested in using the Aussie slang vocabulary book during recess</i></p> | | | | | |
| 4. | <p>Learning to speak through the method used by Mr. Rozaq and assisted by the Aussie slang vocabulary book is very fun</p> | | | | | |
| 5. | <p>Even though I use the Aussie slang vocabulary book, I still don't like learning languages English.</p> | | | | | |
| No | QUESTIONS | SS | S | KS | TS | STS |
| 6. | <p>I am interested in having an Aussie slang vocabulary book if it is sold in the market.</p> | | | | | |
| 7. | <p>With the aussie slang vocabulary book, it is easy for me to memorize English vocabulary</p> | | | | | |

| | | | | | | |
|-----|---|--|--|--|--|--|
| 8. | I will not invite other friends to learn English vocabulary using the aussie slang vocabulary book. | | | | | |
| 9. | Interesting Aussie slang vocabulary book. | | | | | |
| 10. | After using the Aussie slang vocabulary book, I became interested in things related to English. | | | | | |
| 11. | After using the Aussie slang vocabulary book, now I can easily memorize vocabulary in the context of speaking in Australian English | | | | | |
| 12. | After using the Aussie slang vocabulary book, learning vocabulary and speaking English, especially English from Australia, is not Difficult | | | | | |
| 13. | Through the Aussie slang vocabulary book I can understand Australian speaking quite well. | | | | | |
| 14. | After using the Aussie slang vocabulary book, I enjoy learning English, especially learning Australian English. | | | | | |

TEACHER RESPONSE QUESTIONS

NAME :

LKP :

INSTRUCTIONS

1. Through this instrument, you are asked to give an assessment of the Aussie Slang Vocabulary Book media.
2. The assessment that you give to each question item contained in this instrument will be used as validation and input to improve the Aussie slang vocabulary book.
3. Please give an assessment by placing a mark (√) in one of the column values for *E, G, N, F, P*. With

Description:

E : excellent

G : good

N : neutral

F : fair

P : poor

4. Also provide input or suggestions in the column provided.

| No | Assessment aspect | Assessment criteria | E | G | N | F | P |
|----|---|---|---|---|---|---|---|
| | Theory | 1. Completeness of material/theme | | | | | |
| No | Assessment aspect | Assessment criteria | E | G | N | F | P |
| | SB = If all criteria are met B = If 1 criterion is not met C = if 2 criteria are not met K = If 3 criteria are not met SK = If 4 criteria are not met | 2. Relevant to what students need | | | | | |
| 3. | Practicality | 3. Vocabulary compatibility with target needs | | | | | |
| | SB = If all criteria are met B = If 1 criterion is not met C = if 2 criteria are not met K = If 3 criteria are not met SK = If 4 criteria are not met | 4. Grammatical accuracy of learning media | | | | | |
| | | 5. The correctness of writing vocabulary understand English word. | | | | | |
| | | 13. Instructions for use | | | | | |
| | | 14. Can be used by students without being accompanied by teachers/parents | | | | | |
| | | 15. The advantages of learning media | | | | | |

| | | | | | | | |
|----|--|--|--|--|--|--|--|
| 4. | | | | | | | |
| 1. | | | | | | | |
| 2. | <p>Learning</p> <p>SB = If all criteria are met B = If 1 criterion is not met C = if 2 criteria are not met K = If 3 criteria are not met SK = If 4 criteria are not met</p> | 6. Cultivate curiosity. | | | | | |
| | | 7. Make it easy to learn the necessary vocabulary when dealing with native speakers from Australia | | | | | |
| | | 8. Motivate students to Learn | | | | | |
| | | 9. Student-centered | | | | | |

| | | | | | | | |
|--|--|---|--|--|--|--|--|
| | | 10. Student engagement | | | | | |
| | | 11. Interactive communication between students | | | | | |

Suggestions and feedback

.....
.....

.....
.....

.....
.....

.....
.....

.....
.....

.....
.....

.....
.....

Banyuwangi, 00 month ,year
English teacher

NIP.

TEACHER NEEDS ANALYSIS TEACHER INTERVIEW GUIDE AT LKP

ALOHA EDU TEGALDLIMO BANYUWANGI

Destination:

To find out the learning media used by the teacher during the learning process for teaching English vocabulary

A. Guiding questions:

Identity Teacher of English subject in tourism business class

i. Name :

ii. Position :

iii. belief :

iv. job :

v. the last education :

1. How is the procurement of English learning media in this tourism service business class?
2. What are the types of English learning media in the tourism service business class that have courses?
3. How is the condition of the English language learning media for the tourism service business class?
4. Do teachers always use media in learning?
5. What is the pattern of using media in the classroom? (individual, group or teacher demonstrated)

6. What are the teacher's barriers in teaching English in this tourism service business class?
7. Is it difficult for students to understand vocabulary in teaching English?
8. Are students required to bring a dictionary in the learning process?
9. Are there any learning media related to English vocabulary?

STUDENT NEEDS ANALYSIS

INTERVIEW GUIDE FOR STUDENTS

School name :
adress :
student name :
class :
date :

1. Does the teacher always use the media in learning English?
2. Are you happy if you use media in learning English?
3. What media have you used?
4. Are you actively involved in using the media?
5. Does your teacher evaluate after learning using media?
6. Do you find it difficult to improve your speaking skills through the media?
7. Are there any learning media related to English vocabulary?
8. After using the media, do you understand the lesson better?

OBSERVATION GUIDELINES

A. Implementation Instructions

1. Researchers conduct participatory observations at LKp Aloha Edu Banyuwangi
2. During the observation, the researcher recorded, described, and summarized the results of the observations.
3. The researcher then makes temporary conclusions from the observations that have been carried out
4. The researcher reviewed the field notes to test their suitability or correctness.
5. Researchers make conclusions as the final result.

B. Observation Goals

1. The teacher who teaches the class
2. Student
3. The learning process in class

C. Matters related to the use of learning media which include:

1. Availability of facilities, infrastructure and facilities.
2. Media use planning
3. Materials, approaches, methods and strategies used.
4. Evaluation of the use of learning media.
5. Understanding of students in mastering vocabulary, especially Australian English vocabulary with the aim of better understanding native Australian speaking.

INTERVIEW RESULT TEACHER ENGLISH BUSINESS CLASS
TOURISM SERVICES LKP ALOHA EDU BANYUWANGI

A. The purpose :

To find out the learning media used by the teacher during the teaching and learning process of speaking.

English teacher guide questions at lkp aloha edu

Name : Yeni Wulandari M.Pd
Position : English teacher/ tutor in lkp aloha edu
Institute : lkp aloha edu tegaldlimo banyuwangi

1. How is the procurement of English learning media for this tourism service business class?

answer : diberikan langsung dari lkp.

2. What are the types of English learning media for the tourism service business class that are available at LKP?

answer: speaker, white board, board marker, etc

3. How is the condition of the English language learning media for the tourism service business class?

answer : sudah cukup bagus.

4. Do teachers always use media in learning?

answer: tidak, tergantung dengan materi yang akan diajarkan.

5. What methods do teachers usually use in learning?

answer:ceramah,diskusi,mendiskripsikan,talk by self

6. What is the pattern of using media in the classroom?

(individual, group or teacher demonstrated)

answer: biasanya berkelompok, tergantung kesediaan media dan materi yang ada.

7. What are the teacher's barriers in teaching English in this tourism service business class?

answer: anak-anak banyak yang kurang tau kelas kata, vocabulary jadi terkadang menjadi penghambat dalam memahami materi, jadi guru lebih banyak menterjemahkan dan anak-anak membuka kamus. Selain itu minimnya pengetahuan tentang inggris australia juga menjadi salah satu penghambat yang ada.

8. Is it difficult for students to understand vocabulary in teaching English?

answer: sangat sulit, tapi ada beberapa siswa yang paham.

9. Are students required to bring a dictionary in the learning process?

answer: ya, akrena banyak siswa yang belum paham maka wajib membawa kamus. Dan itu bisa berupa apps on mobile phone.

10. Are there learning media related to English vocabulary?

answer: belum ada.

INTERVIEW RESULTS FOR STUDENTS

School name : lkp aloha edu banyuwangi
Student name : ahmada naqi.s
class : usaha jasa wisata
date : 15 february 2022

1. Does the teacher always use the media in learning English?

Jawab: tidak, jarang sekali.

2. Are you happy if you use media in learning English?

Jawab: senang, nggak bosen waktu belajar bahasa inggris.

3. What media have you used?

Jawab: video, audio, speaker

4. Are you actively involved in using the media?

Jawab: tidak, hanya diperlihatkan didepan kelas saja.

5. Do you find it difficult to understand Australian English?

Jawab: Iya sulit, karna mereka seperti punya bahasa sendiri.

6. Have you ever used vocabs as a medium to improve your speaking skills?

Jawab: belum

7. After using the media, do you understand the lesson better?

Jawab: lumayan mr.

RESEARCH INSTRUMENTS

Name of institute :

Teacher name :

observation sheet

| No | Aspects Observed | Yes | No | description |
|----|---|-----|----|-------------|
| 1. | Preparation | | | |
| | Teacher prepares media | | | |
| | The teacher chooses the right media according to material | | | |
| | The teacher puts the media appropriate | | | |
| 2. | präsentation | | | |
| | The teacher conveys the goal | | | |
| | Teacher introduces media | | | |
| | The teacher explains the steps media usage steps | | | |
| | Media use enhance student attention | | | |
| | Using an interesting method | | | |
| | Teacher doing demonstration | | | |
| | Teachers are skilled at using | | | |

| | | | | |
|----|-------------------------------------|--|--|--|
| | media | | | |
| | Teachers are skilled at using media | | | |
| | Students actively participate | | | |
| | The teacher minimizes verbalism | | | |
| 3. | Follow-up | | | |
| | students gain experience real | | | |
| | Feedback | | | |
| | Teacher explores goals | | | |
| 4. | Evaluation | | | |
| | Media Condition | | | |

picture aussie slang before validation



AUSSIE SLANGS A-Z

A

| | |
|---------------------|--|
| Abattoir [ˈæbətwa:] | : Rumah jagal untuk ternak local |
| Acid [ˈæsɪd] | : Kebenaran. <i>Ex. : you can always get the achid</i> <i>From that bloke.</i> |
| Ace or Aces | : Sangat bagus! [<i>Excellent! Very good!</i>] |
| Aerial pingpong | : Aturan sepak bola Australia. |
| Aggro [ˌægrəʊ] | : Menjadi agresif, marah. |
| Akubara lebar | : Suatu jenis topi Australia dengan pinggiran |

Picture aussie slang vocabulary book after validation

AUSSIE SLANGS A-Z

A

| | |
|---------------------------------------|---|
| Abattoir (n) [ˈæbətwa:] | : Rumah jagal untuk ternak local |
| Acid (n) [ˈæsɪd] | : Kebenaran. <i>Ex. : you can always get the achid</i> <i><u>From that bloke.</u></i> |
| Ace or Aces (adj) [ais] | : Sangat bagus! [<i>Excellent! Very good!</i>] |
| Aerial pingpong (n) [ˈereəl] | : Aturan sepak bola Australia. |
| Aggro (adj) [ˌægrəʊ] | : Menjadi agresif, marah. |
| Akubara (n) [akubara] | : Suatu jenis topi Australia dengan pinggiran lebar <i><u>Di pakai untuk menjaga mata dari sinar matahari.</u></i> |
| Alley up (v) [ˈale əp] | : membayar [<i>hutang</i>]. |
| Aligator pear [ˈælɪgətə peə] | : Nama lain untuk Apokat , di namakan demikian |

PICTURE LEARNING PROCESS





**INSTITUT AGAMA ISLAM DARUSSALAM
UNIT PELAKSANA TEKNIK BINA QUR'ANI
UPT-BINA QUR'ANI
BLOKAGUNG - BANYUWANGI**

Alamat : Pon. Pes. Darussalam Blokagung 02/IV Karangdoro Tegalsari Banyuwangi Jawa Timur- 68491 No. Hp: 085258405333 . Website: www.iains.ac.id . E-mail: iainb Blokagung@gmail

**BERITA ACARA
TES BACA AL QUR'AN DAN HAFALAN TAHLIL**

Pada hari ini Rabu Tanggal 24 Bulan **Nopember** Tahun **2021** Tim Penguji baca Al Qur'an dan Hafalan Tahlil telah menguji kepada:

Nama : Wahid Abdul Rozzaq

NPM/NIM : 18112210053

Fakultas : Tarbiyah dan Keguruan

Program Studi : Manajemen Pendidikan Islam (MPI)/Pendidikan Bahasa Arab (PBA)/Tadris Bahasa Inggris (TBIG) /Tadris Bahasa Indonesia (TBIN) *)

Berdasarkan proses dan hasil ujian, Tim Penguji berkesimpulan bahwa mahasiswa tersebut dinyatakan:

LULUS / ~~TIDAK LULUS~~*)

Untuk selanjutnya yang bersangkutan harus: Tidak menempuh ujian ulang / ~~Menempuh ujian ulang pada Hari/Tanggal~~ Rabu 24 Nov 2021*)

Batas akhir ujian ulang pada tanggal **10 Desember 2021**

Banyuwangi, 24 Nov.....2021

Mengetahui,
Kepala UPT Bina Qur'ani

Moh. Mahmud, M.Pd.

Penguji

Ah Ghaffar

*) coret yang tidak perlu

Catatan :Berita acara ini harap dilampirkan pada kartu program skripsi pada saat mendaftarkan diri sebagai peserta bimbingan skripsi/thesis



BLOKAGUNG - BANYUWANGI

INSTITUT AGAMA ISLAM DARUSSALAM
IAIDA
FAKULTAS TARBİYAH DAN KEGURUAN
TERAKREDITASI
BLOKAGUNG - BANYUWANGI

Alamat : Pon. Pos. Darussalam Blokagung 02/IV Karangdoro Tegalsari Banyuwangi Jawa Timur - 68491 No. Hp: 085258405333 - Website: www.iaida.ac.id - E-mail: iaidablokagung@gmail.com

Nomor : 31.5/273.7/TBIG/FTK/IAIDA/C.3/1/2022

Lamp. : -

Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

LKP ALOHA EDU TEGALDLIMO

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : **WAHID ABDUL ROZAQ**
TTL : **Banyuwangi, 21 September 1999**
NIM : **18112210053**
Fakultas : **Tarbiyah dan Keguruan (FTK)**
Program Studi : **Tadris Bahasa Inggris (TBIG)**
Alamat : **Kedunggebang-Tegaldlimo-Banyuwangi-Jawa Timur**
HP : **085200600766**
Dosen Pembimbing : **Ridwan, M.Pd.**

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.
Adapun judul penelitiannya adalah:

Developing Australian Slang Vocabulary to Improve Students Speaking Skill of usaha jasa wisata departement at LKP ALOHA EDU Tegaldlimo in G-Land Bobby's Surf Camp Banyuwangi in Academic Year 2021/2022

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 08 Januari 2022

Dekan


DEKAN
Dr. Siti Aimah, S.Pd.I., M.Si.
NIPY. 3150801058001

Plagiarism Detector v. 1991 - Originality Report 02/06/2022 11.17.32

Analyzed document: thesis skripsi-rozaq revisi part2.docx Licensed to: Aster Putra_License2

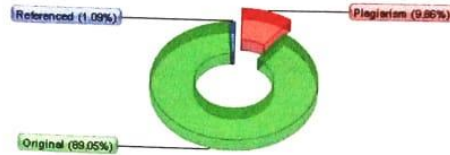
Comparison Preset: Rewrite Detected language: En

Check type: Internet Check

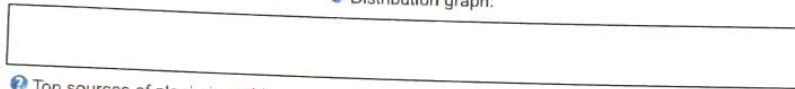
[tee_and_enc_string] [tee_and_enc_value]

Detailed document body analysis:

Relation chart:



Distribution graph:



Top sources of plagiarism: 44

| Percentage | Count | Source |
|------------|-------|---|
| 11% | 2088 | 1 https://repository.unjkt.ac.id/space/bitstream/123456789/48250/1/SAYADATUDDAROEN-FITK (watermark) pdf |
| 1% | 275 | 2 https://shsfeap1.pdc-gate2.com/get_doc.php?id=7146/MTAuMjEzOS9zc3J1LjMwOTQ1Mjg-.txt |
| 1% | 229 | 3 https://digibadman.unismuh.ac.id/upload/13453-Full_Text.pdf |

Processed resources details: 167 - Ok / 113 - Failed

Important notes:

Wikipedia:

Google Books:

Ghostwriting services:

Anti-cheating:

[not detected]

[not detected]

[not detected]

[not detected]

UACE: UniCode Anti-Cheat Engine report:

- Status: Analyzer [On] Normalizer [On] character similarity set to [100%]
- Detected UniCode contamination percent: [0,1% with limit of: 4%]
- Document not normalized: percent not reached [5%]
- All suspicious symbols will be marked in purple color: Abcd...
- Invisible symbols found: [0]

Assessment recommendation:

No special action is required. Document is Ok.

[uace_abc_stats_header]

[uace_abc_stats_html_table]

Active References (Urls Extracted from the Document):

No URLs detected

Excluded Urls:

No URLs detected

Included Urls:

No URLs detected



LEMBAGA PENDIDIKAN DAN PELATIHAN
ALOHA EDUCATIONAL CENTER

SK:421.9/566.15.Bhs/429.101/2011/ NILEK:05102.4.1.0030
Jln. Wahidin Sudiro 27 Rt.36 Rw.05 Desa Kedunggebang, Kec. Tegaldlimo, Kab. Banyuwangi, Prop. Jawa Timur.
Website: <http://aloha-educational.blogspot.com/>, E-mail: alohaeducation@yahoo.co.id Hp. 085236443284

SURAT KETERANGAN PENELITIAN

Nomor: B-427/LKP ALOHA.13.30.03/KP.00.6/01/2022

Yang bertanda tangan dibawah ini:

Nama : Ridwan, M.Pd
Alamat : Jl Wahidin Sudiro Husodo 27 RT 36 RW. 05 Desa Kedunggebang
Kecamatan Tegaldlimo Kab. Banyuwangi, Prop. Jawa Timur
Jabatan : Direktur

Menerangkan Bahwa

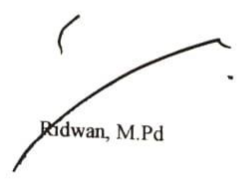
Nama : Wahid Abdul Rozaq
Nim : 18112210053
Fakultas : Tarbiyah Dan Keguruan (FTK)
Prodi : Tadris Bahasa Inggris
Status : Mahasiswa IAIDA Banyuwangi

Yang bersangkutan benar-benar telah melakukan penelitian di LKP ALOHA EDUCATIONAL CENTER Tegaldlimo terhitung mulai tanggal 13 Februari 2021 s.d 18 Maret 2022 sesuai dengan surat dari IAIDA Banyuwangi No. 31.5/273.7/TBIG/FTK.IAIDA/C.3/1/2022.

Demikian surat ini dibuat dan dapat digunakan sebagaimana mestinya.

Tegaldlimo, 15 Februari 2022

Direktur


Ridwan, M.Pd

CURRICULUM VITAE

- **Personal Identity**
 - Name : Wahid Abdul Rozaq
 - Phone Number : 085321259938
 - NIM : 18112210053
 - NIK : 3510042109990004
 - Place, Birth Date : Banyuwangi, 21 September 1999
 - Gender : Laki-laki
 - Religion : Islam
 - Marital Status : Belum Kawin
 - Address : Dsn Krajan Ds Kedunggebang Kec. Tegaldlimo Kab. Banyuwangi
- **Education**
 - Formal**
 - TK : TK Khodijah 21 Kedunggebang Tegaldlimo
 - SD : MI Roudlotut Tholibin Kedunggebang Tegaldlimo
 - SMP : MTs Miftahul Huda Tegalpare, Wringinputih Muncar
 - SMA : MA Miftahul Huda Tegalpare, Wringinputih Muncar
 - Non Formal**
 - LKP Aloha Edu Tegaldlimo
- **Training Experience**
 - SMKN Darul Ulum Muncar (1 Bulan)
 - LKP Aloha Edu Tegaldlimo (3 Bulan)
- **Skill**
 - Mampu bekerja baik individu maupun tim
 - Kooperatif
 - Menyukai kemajuan dan mempelajari hal baru
 - Menguasai bahasa Inggris



