



## Developing of English Vocabulary Material Pocket Book for Pharmacy Vocational School Maarif 5 Kotagajah

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### ABSTRACT

This research is motivated by the results of observations, that the learning process in English subjects at SMK Ma'arif 5 Kotagajah has so far been teacher-centered and currently the teaching and learning process is that the teacher only uses the lecture method and uses only limited learning media by teachers and schools. This research aims to describe the procedures for developing pocket books, determine the validity of developing pocket books, and determine the effectiveness of developing pocket books as an English language learning medium at SMK Ma'arif 5 Kotagajah. This research uses the Research and Development (R&D) method. This research uses a development model developed by Borg and Gall and the development model in this research uses a design from ADDIE. At the Development stage, this vocabulary pocket book was assessed for its suitability by material experts and media experts. The learning media validation results obtained a very valid category with a percentage of 92.2% by material experts and 91.4% by media experts. It can be concluded that research into the development of pocket books as a vocabulary learning medium is stated to be very strong when used as supporting teaching materials.

**Keywords:** *English Vocabulary Material, Pocket Book Pharmacy, Developing English Material*

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## INTRODUCTION

In this global era, all countries need to interact with other countries in many countries using English which is an important language for non-English speakers including Indonesians to master in order to compete with other people. In response to this, Indonesian students prepare to learn English from the moment they are in secondary school and make it one of their compulsory subjects.

At Pharmacy Schools, teaching media or special learning modules in English are still rarely found. The English material taught to upper secondary level students, especially Pharmacy Vocational Schools, should be more specific. According to Tomlinson, English for Specific Purposes is a general term that conveys the teaching of English to students who are learning the language for a specific job or study-related reasons (Ronaldo, 2016). Therefore, this research aims to develop pharmaceutical English learning media to master a lot of English vocabulary in terms of skills in

reading drug indications, reading drugs, and drug information services to patients (Nastiti et al., 2023).

In learning, teachers usually use learning media as intermediaries in conveying material so that it can be understood by students (Wulandari et al., 2023). When developing teaching materials, it is necessary to pay attention to the development model to ensure the quality of teaching materials in supporting the effectiveness of learning, because the development of teaching materials is basically a linear process with the learning process (Suhono & Sari, 2020). Thus, a very important role lies in the use of media in the teaching and learning process because media is an intermediary tool for conveying information or learning materials and is very influential in teaching and learning activities (Arsyad et al., 2022).

Based on the results of observations at SMK Maarif 5 Kotagajah, they have prepared printed teaching materials as learning media. The teaching materials are complete with descriptions and practice questions. Existing material books, manuals and learning modules are generally large, thick, heavy and have too long sentences, making students less interested in reading or studying them. This problem is one of the causes of students not understanding existing material books, manuals and learning modules and requiring simplification to be able to understand them well. So the researcher intends to apply the English vocabulary learning material in the form of image-based media or visual media so that practical books are needed to carry everywhere, one of which is a pocket book. The pocket book in this research can be used as teaching material because the contents of this pocket book are knowledge resulting from analysis of the curriculum in written form (Mokalu et al., 2022).

Apart from that, pocket books in the learning process also have several advantages and disadvantages. The advantages of pocket books are: a) the delivery of learning material contained in pocket books can be uniform, b) the learning process is more focused, interesting and enjoyable, c) saves time and energy, d) students can receive the material presented well, because the book contains material that is short, clear and concise, and full of color. Meanwhile, the weakness of pocket books is that the printing process is relatively long and the book is easily lost or damaged (Rahman & Ningsih, 2021). The application of this method is able to create students' desire to learn because by trying it can present new learning styles to students compared to using printed books in general.

Based on previous research conducted by Alya Nurul, the results showed that pocket books can be a variety of teaching materials in learning that have a positive impact on teachers and learners (Ilma et al., 2023). In line with research conducted by Ihsalul Hamzah he concluded that pocket books are suitable for students because they attract students' interest and attention due to their practicality (Hamzah, 2022). This is also supported by research conducted by Ibrhim Mausqi, the results obtained after the training show that by using Pocket Book media, the quality of English learning carried out by teachers is better because it can improve students' abilities in teaching and learning activities (Masuqi et al., 2021). more interested in learning English in class. On pPrevious researchers and the current researcher used the same research method, namely the ADDIE Model, and were the same in making pocket book products, but there were slight differences in the content of the type of pocket book that the current researcher made. The difference between this research and previous research is that this Pocket book is designed to contain a QR Code which contains speech sound conversions from the vocabulary which makes students motivated to try it. From their

previous research, all research was successful or beneficial for the object, namely students.

From the description above, the need to conduct research that focuses on developing learning media for pocket books containing English vocabulary to develop students' English comprehension skills is a very necessary and important step. Thus, the author chose image media in the form of books or print media which were developed in the form of pocket books. Pocket books can be used as supporting teaching materials to attract students' attention and interest and can develop students' potential to become independent learners(Jannah et al., 2013). An English pocket book is a small book that can be kept in a pocket and is easy to carry anywhere, which contains summarized materials and terms in English accompanied by their meanings(Saputro, 2017). The use of pocket books has been proven to increase student learning outcomes scores(Analisis Parameter Fisika-Kimia Kualitas Perairan Batang Palangki et al., 2016).

Based on the background that has been mentioned, through Research and Development (R&D) research entitled Developing Of English Vocabulary Material "Pocket Book" For Pharmacy Vocational School Maarif 5 Kotagajah using the ADDIE model. So, with the innovation of teaching using pocket book media to make it attractive for students, it is hoped that it will be able to help students to have an understanding of the pharmaceutical vocabulary in English that is presented and teachers will get new media that aims to achieve the specified mastery.

## METHOD

This development research uses research and development (R&D) research methods. This research procedure adapts the ADDIE development model. The ADDIE development model consists of five stages, namely Analysis, Design, Development, Implementation and Evaluation(Adriani et al., 2020). It aims to create a pocket book as additional teaching material for English language subjects for pharmacy students. This model was chosen because it is a suitable development model to be applied in teaching materials-based development research. Visually, the stages of the ADDIE Model can be seen in Figure 1.

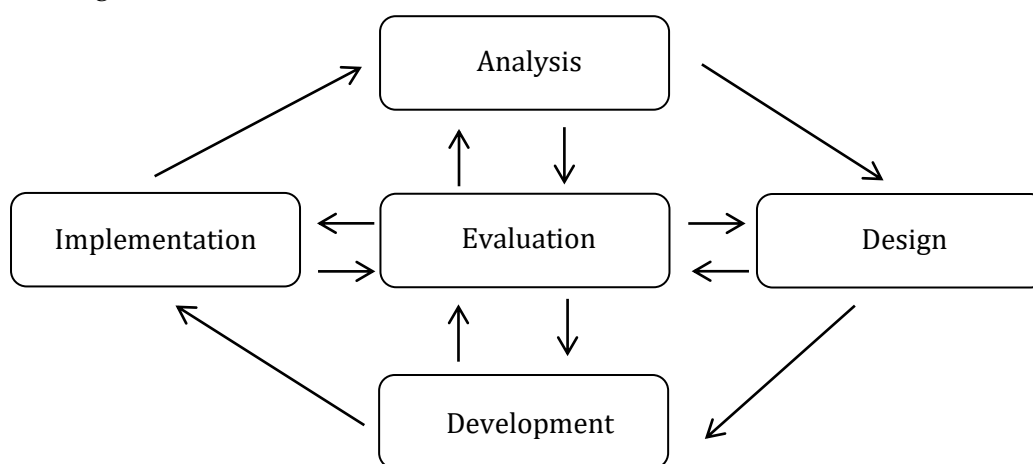


Figure 1. Stages of the ADDIE Model

The research subjects were pharmacy students at SMK Ma'arif 5 Kotagajah, totaling 35 students who were limited experimental subjects in this research. This research uses a questionnaire to obtain data from media experts, material experts and

respondents. Product validation was carried out by experts, namely Mai Zauniati, M.Pd as a material expert and Wiwied Pratiwi M.Pd as a media expert. After experts validate the product, the validation analysis is also strengthened with an inter-rater test to assess conformity between validators.

The instruments used in this research were interview and validation sheets. Interviews are data collection techniques carried out through conversation or question and answer, either directly or indirectly, to achieve certain goals. Interview sheets are used to obtain data and information about the analysis of teaching material needs(Ariffin, 2012). Validation is a testing step carried out on the content of an instrument, with the aim of measuring the accuracy of the instrument used in a research(Yuliyanto, 2010). The validation sheet is used to validate the pocket book that has been developed(Pramuaji & Loekmono, 2018). Score validation results were analyzed using Formula 1 from Arikunto(Arikunto, 2013).

$$P = \frac{\sum x}{\sum xi} x 100\%$$

P = percentage of validity

$\sum x$  = total score per item

$\sum xi$  = number of ideal scores per question item

100% = constant

The percentage of validity, criteria and decision making of teaching materials can be seen in Table 1.

**Table 1.** Validity, criteria, and decision making

Scale Validity (%)	Criteria	Decision
86-100	Very strong	Decent and not revised
71-85	Strong	Decent with a few revisions
56-70	Currently	Decent enough with revisions
41-55	Weak	Not worth the revision
20-40	Very weak	Not worth it and lots of revisions

The readability results of the test teaching materials are calculated using Formula 2 from Sudijhono(Sudijono, 2010).

$$P = f / N x 100\%$$

P = percentage of student responses

f = number of students who answered Yes/No

N = total number of students

The resulting percentage score is converted based on the criteria, which can be seen in table 2.

**Table 2.** Criteria for student responses

Score Percentage (100%)	Criteria
76-100	Very good
51-75	Good
26-50	Not good
≤ 25	Not good

Based on expert validation scores and readability tests by students and teachers, it can be seen how revisions to teaching materials need to be made. Recommendations for improving teaching materials from validators or students can

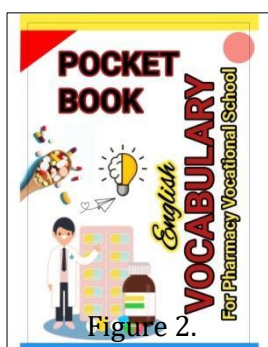
provide suggestions regarding improvements to materials, layout, language, writing, appearance, and etc.

## RESULT AND DISCUSSION

This development research procedure adapts the ADDIE development model (Analysis, Design, Development, Implementation and Evaluation). These five stages are carried out in research and development to produce teaching materials that are valid, practical and effective. Research and development as a systematic study of scientific knowledge or understanding of the subject matter being researched (Safita & zuniati, 2021).

At the analysis stage, standards and basic competencies are identified to be adapted to the curriculum. The purpose of this analysis activity is to determine how the development process is carried out (Tegeh & Kirna, 2013). At the design stage, determining the material, the researcher designs the media and images collected. The pocket book designed consists of appearance and content. Appearance design includes cover, colors, fonts, and layout. Meanwhile, content design includes information presented based on the systematic writing of a pocket book. At this development stage, the existing conceptual framework is transformed into a product ready to be implemented (Sari, 2018). The resulting product is an English pocket book which contains a list of vocabulary in each chapter of the subject textbook. The vocabulary material was collected from the main material book and then compiled into a pocket book. Before the product design continues to the next stage, the product design (model, textbook, etc.) needs to be validated (Rusmayana, 2021).

The stages of product design development include; Collecting and unifying data obtained according to the learning media with the pocket book media being developed, Compiling product validation questionnaires to be assessed by media experts, material experts as well as student response questionnaires, Validating media and materials for experts and improving and revising media products developed based on assessment results and suggestions that have been carried out and provided by experts. The revised product is as shown in the image below. The revised product is as shown in the image below.



Design Cover



Desain Lavout



Design Material

At the implementation stage, trials are carried out to test the practicality of the product that has been developed. The results of product trials on development subjects starting from trials by media experts, material experts and students/respondents, are presented in table form.

Table 3. Validation Instrument for Media Experts

No	Statement	1	2	3	4	5
1	Proportional slide cover/front cover (text and image layout)					√
2	Appropriate color proportions (color balance)					√
3	Image display (image selection)				√	
4	Suitability of font type selection (letter type and numbers)					√
5	Suitability of font size selection (letter and number size)				√	
6	Attractive cover design					√
7	Synchronization between graphic, visual and verbal illustrations					√
8	Ease of use of media					√
9	Ease of interacting with the media					√
10	Ease of searching for material					√
11	Clarity and appropriateness of the language used					√
12	Availability of examples and illustrations to clarify understanding of the material			√		
13	Have an attraction with colors, images/illustrations, letters (bold, italics, underline, etc.)				√	
14	Clarity of presentation in providing problem solving				√	
15	Appropriateness of Vocabulary to Phonetic Symbols					√
Total Score		69				
Present		92,2%				

In Table 3, it can be seen that the Validation results for Media Experts on the Pocket Book that was developed are included in the "valid" category because the percentage value shows a figure of 92.2% so that the pocket book is ready to be implemented in learning activities.

Table 4. Validation Instrument for Material Experts

No	Statement	1	2	3	4	5
1	Coverage (breadth and depth) of content/description of material					√
2	Clarity of material content					√
3	Comprehensive organizational structure/sequence of material content					√
4	Clarity and adequacy of included examples				√	
5	The attractiveness of the material content in motivating users					√
6	Illustrations/examples/visualizations of material content				√	

7	Appropriateness of Vocabulary to Phonetic Symbols				√
Total Score		32			
Present		91,4%			

Table 4 shows the validation results for material experts that the overall criteria for pocket book teaching materials received a very positive response, this is proven by the average percentage gain of 91.4%.

Table 5. Student/Respondent Questionnaire

No.	Rated Aspect	Respondent	Present	Criteria
1.	Content Eligibility	35 students	92,6 %	Very good
2.	Media eligibility	35 students	89,7 %	Very good
Average Percentage			91,2 %	Very good

Table 5 shows that the overall criteria for pocket book teaching materials that have been given to students have received a very positive response, this is proven by the average percentage gain of 91.2%.



Figure 4.

Student Product Trial 1



Figure 5.

Student Product Trial 2

The results of the discussion from research on the English Vocabulary Material "Pocket Book" for Pharmacy Vocational School show the feasibility and effectiveness based on the results of the observations that have been made.

Table 6. Recapitulation Results of Validator and Respondents

No	Validator	Present	Criteria	Notes
1.	Members of the Media	92,2%	Very Valid	Proper to use
2.	Materials Expert	91,4%	Very Valid	Proper to use
3.	Students/ Respondents	91,2%	Very Valid	Proper to use
Rate-rate		91,6%	Very Valid	Media is suitable for use

Based on Table 6 above, the recapitulation of tests by media, material and language experts shows that the pocket book media received an average score of 91.6%. Based on this average percentage, the pocket book media that has been developed is qualified as "Very Valid" and the media is suitable for application in the field.

In the final stage, evaluation is carried out, this process is a process of testing and correcting learning media, the accuracy of visual media in achieving learning objectives, this is done for sustainable media development, evaluation is not only regarding student learning outcomes, but also teaching materials, methods, media and learning resources (Haniah & Jumadil, 2022). At the evaluation stage, an analysis of the product's practicality is carried out and carried out based on evaluations in trials.

This research is in line with previous research by Andika Ramahan results of this research point to the Development stage, the Grammar pocket book was assessed for its suitability by material experts and media experts (Ramadhan & Adi, 2023). The learning media validation results obtained a very valid category with a percentage of 91% by material experts and 90% by media experts. It can be concluded that research into the development of pocket books as a grammar learning medium is stated to be very strong when used as supporting teaching materials. Thus, when compared with this research, this research can achieve a higher level of effectiveness, namely with a percentage of 92.2% by material experts and 91.4% by media experts in the very strong category.

Another research from M. Saputra the research results show that the learning media meets the valid criteria with kappa values ranging from 0.562 to 0.843 (Saputra et al., 2018). Learning media is also considered practical based on user responses. 86.32% of users stated that learning media was very good and the best imaginable. Therefore, learning media is declared valid and practical for use in the classroom. Thus, when compared with that research, this research can achieve a higher level of effectiveness, namely with a percentage of 91.6% in the very practical category.

According to Alif Yanuar Zukmadani in his research it was concluded that the teaching materials for this pocket book had been validated by learning resource experts and material experts. The data obtained is analyzed using descriptive statistics (percentages). The validation data score from learning resource experts was 93.40% and material experts were 98.86% which was considered 'very good' (Zukmadani et al., 2018). Thus, when compared with that research, this research can achieve a slightly lower level of effectiveness, namely with a percentage of 92.2% by material experts and 91.4% by media experts and in the very good category.

Based on the results of research and development of a pharmaceutical English vocabulary pocket book using the ADDIE development model, it can be concluded that: the pocket book developed is classified as valid, practical and effective. In the future, it is hoped that there will be development of pocket books on other pharmaceutical materials.

## CONCLUSION

Research and Development Method teaching materials were developed using the ADDIE (Analyze, Design, Development, Implementation, and Evaluation) model. After the teaching material prototype has been developed, trials are carried out. The trials carried out were expert trials which included material experts and design experts. The research results show the feasibility of developing that the English Vocabulary Material "Pocket Book" For Pharmacy Vocational School learning media is

valid and can be used by students with validation data scores with a percentage of 92.2% by material experts and 91.4% by media experts was considered 'decent'. Student responses to this media were very positive, with a presentation of 91.2%, indicating that the media was considered practical to use. In this way, the pocket book developed is valid (can be used) as additional teaching material. All testing activities, starting from expert judgment to field tests, also produce various inputs through open questionnaires and direct interviews with test subjects. Based on the input provided, revisions are then carried out which lead to improvements in teaching material products.

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