

**DEVELOPING BASIC ENGLISH VOCABULARY HANDBOOK  
FOR SEVENTH GRADE STUDENTS AT MTS  
BATUSITANDUK**

*A Thesis*

*Submitted as Partial Fulfilment for the Attainment of S.Pd. Degree  
in English Language Education Study Program of Education and Teacher  
Training Faculty of State Islamic University of Palopo*



**Composed by:**

DHINI  
21.0202.0005

**ENGLISH EDUCATION STUDY PROGRAM  
EDUCATION AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF PALOPO  
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**Supervised by:**

- 1. Prof. Dr. Sahraini, M.Hum.**
- 2. Dewi Furwana, S.Pd.I., M.Pd.**

**ENGLISH EDUCATION STUDY PROGRAM  
EDUCATION AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF PALOPO  
2025**

## STATEMENT OF AUTHENTICITY

Who undersigned below:

Name : Dhini  
Reg Number : 21 0202 0005  
Faculty : Tarbiyah and Teacher Training  
Study Program : English Language Study Program

Stating exactly that:

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2. All parts of this thesis are my own work, except the citations whose original sources have been reported. All mistakes or error in it are my responsibility.

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Palopo, 17 Juli 2025

Regards,



Dhini






## THESIS APPROVAL

### THESIS APPROVAL

This thesis entitled "*Developing Basic English Vocabulary Handbook for Seventh Grade Students at MTs Batusitanduk*" Which is written by Dhini, Registration Number 2102020005, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic University of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Thursday, 17<sup>th</sup> July 2025/Muharram 21<sup>st</sup> 1447 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).


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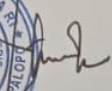
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4. Prof. Dr. Sahraini, M.Hum.	Consultant I	(  )
5. Dewi Furwana, S.Pd.I., M.Pd.	Consultant II	(  )

### Approved by:

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

  
**Prof. Dr. H. Sukirman, S.S., M.Pd.**  
NIP 1967093019930200003 1 002

The Head of English Language  
Education Study Program

  
**Husnaini, S.Pd.I., M.Pd.**  
NIP 19840820 200902 2 007

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Palopo, 26 July 2025

Researcher

Dhini  
NIM 21 0202 0005

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## ABSTRACT

**Dhini, 2025** *“Developing Basic Vocabulary Handbook for Seventh Grade Students at MTs Batusitanduk”*. Thesis of the English Language Education Study Program, Education and Teacher Training Faculty, State Islamic University of Palopo, Supervised by Sahraini and Dewi Furwana.

This study aimed to design the appropriate vocabulary handbook specifically tailored for seventh-grade students at MTs Batusitanduk. The research employed the ADDIE development model, which includes five stages: Analysis, Design, Development, Implementation, and Evaluation. Data collection techniques involved needs analysis through questionnaires and interviews, expert validation, and product implementation in the classroom. Three experts validated the product—content, language, and design—and tested it with 31 seventh-grade students. The results showed that the product received an average score of 93.1% from the experts, indicating a “Very Good” category regarding feasibility and quality. Student validation also resulted in a score of 92%, suggesting that the handbook was well-received, helpful, and motivating for learners. The final product consists of eleven thematic chapters, including: (1) Self-Introduction, (2) Greeting Words, (3) Adverb of Time, (4) Part of Speech, (5) Describing People, (6) Procedure Text, (7) Regular and Irregular Verbs, (8) My School and My Home, (9) Religious Moderation, (10) Recreational, Garden, Café, and (11) Tenses Vocabulary. Additionally, the handbook features an Alphabet section, illustrations, QR codes for pronunciation, and structured vocabulary exercises. In conclusion, the Vocabulary Handbook developed in this study is a valid and effective supplementary learning material that can enhance vocabulary learning among junior high school students. It is recommended for use by English teachers and learners, particularly in rural schools with limited resources.

**Keywords:** Vocabulary Handbook, Material Development, ADDIE Model

## ABSTRAK

**Dhini, 2025.** *"Pengembangan Buku Pegangan Kosakata Dasar Bahasa Inggris untuk Siswa Kelas VII MTs Batusitanduk."* Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Palopo. Dibimbing oleh Sahraini dan Dewi Furwana.

Penelitian ini bertujuan untuk merancang buku pegangan kosakata yang sesuai dan dirancang khusus untuk siswa kelas VII di MTs Batusitanduk. Penelitian ini menggunakan model pengembangan ADDIE yang mencakup lima tahap: *Analysis* (Analisis), *Design* (Desain), *Development* (Pengembangan), *Implementation* (Implementasi), dan *Evaluation* (Evaluasi). Teknik pengumpulan data dilakukan melalui analisis kebutuhan menggunakan angket, wawancara, validasi oleh para ahli, dan implementasi produk di kelas. Produk divalidasi oleh tiga ahli yaitu ahli isi, bahasa, dan desain yang kemudian diuji coba pada 31 siswa kelas VII. Hasil penelitian menunjukkan bahwa produk mendapatkan skor rata-rata 93,1% dari para ahli, yang menunjukkan kategori "Sangat Baik" dalam hal kelayakan dan kualitas. Validasi dari siswa juga menghasilkan skor 92%, yang menunjukkan bahwa buku saku tersebut diterima dengan baik, membantu, dan memotivasi peserta didik. Produk akhir terdiri atas sebelas bab tematik, yaitu: (1) pengenalan diri; (2) kata sapaan; (3) keterangan waktu; (4) kelas kata; (5) mendeskripsikan orang; (6) teks prosedur; (7) kata kerja beraturan dan tidak beraturan; (8) sekolahku dan rumahku; (9) moderasi beragama; (10) rekreasi, taman, kafe; dan (11) kosakata tenses. Selain itu, buku ini juga dilengkapi bagian alfabet, ilustrasi, kode QR untuk pelafalan, dan latihan kosakata yang terstruktur. Kesimpulannya, buku pegangan kosakata yang dikembangkan dalam penelitian ini merupakan bahan ajar tambahan yang valid dan efektif untuk meningkatkan penguasaan kosakata siswa. Buku ini direkomendasikan untuk digunakan oleh guru dan siswa bahasa Inggris, terutama di sekolah-sekolah pedesaan yang memiliki keterbatasan sumber daya.

**Kata Kunci:** Buku Saku Kosakata, Pengembangan Materi, Model ADDIE


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## ABSTRACT

**Dhini, 2025.** *“Developing Basic English Vocabulary Handbook for Seventh Grade Students at MTs Batusitanduk.”* Thesis of English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Palopo. Supervised by Sahraini and Dewi Furwana.

This study aims to design a vocabulary handbook tailored specifically for seventh-grade students at MTs Batusitanduk. The research adopts the ADDIE development model, which includes five phases: Analysis, Design, Development, Implementation, and Evaluation. Data collection techniques involved needs analysis using questionnaires and interviews, expert validation, and product implementation in the classroom. The product was validated by three experts content, language, and design and was tested on 31 seventh-grade students. The findings reveal that the handbook received an average score of 93.1% from experts, placing it in the “Excellent” category in terms of feasibility and quality. Student validation yielded a score of 92%, indicating that the handbook was well-received, helpful, and motivating for learners. The final product consists of eleven thematic chapters: (1) self-introduction; (2) greetings; (3) time expressions; (4) parts of speech; (5) describing people; (6) procedural text; (7) regular and irregular verbs; (8) my school and my house; (9) religious moderation; (10) recreation, parks, and cafés; and (11) vocabulary for tenses. Additionally, the handbook includes an alphabet section, illustrations, QR codes for pronunciation, and structured vocabulary exercises. In conclusion, the developed vocabulary handbook is a valid and effective supplementary learning resource to enhance students’ vocabulary mastery. It is recommended for use by English teachers and students, particularly in rural schools with limited resources.

**Keywords:** Vocabulary Handbook, Material Development, ADDIE Model

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## الملخص

ضحي، ٢٠٢٥. "تطوير كتيب مفردات اللغة الإنجليزية الأساسية لطلبة الصف السابع في المدرسة الثانوية باتوسيتاندوك." رسالة جامعية، في شعبة تدريس اللغة الإنجليزية، كلية التربية والعلوم التعليمية، جامعة بالوبو الإسلامية الحكومية. بإشراف: سهريني وديوي فُروانا.

يهدف هذا البحث إلى تصميم كتيب مفردات مناسب ومُعد خصيصًا لطلبة الصف السابع في المدرسة الثانوية باتوسيتاندوك. استخدم هذا البحث نموذج التطوير *ADDIE* الذي يشمل خمس مراحل: التحليل، التصميم، التطوير، التنفيذ، والتقييم. جُمعت البيانات من خلال تحليل الاحتياجات باستخدام الاستبيانات والمقابلات، وتوثيق الخبراء، وتطبيق المنتج في الفصل الدراسي. تم توثيق المنتج من قبل ثلاثة خبراء: خبير المادة، وخبير اللغة، وخبير التصميم، ثم جُرب على ٣١ طالبًا وطالبة من الصف السابع. أظهرت النتائج أن المنتج حصل على متوسط تقييم بنسبة ٩٣,١٪ من قبل الخبراء، مما يشير إلى أنه يقع ضمن فئة "ممتاز" من حيث الصلاحية والجودة. كما أن تقييم الطلبة أعطى نسبة ٩٢٪، مما يدل على أن الكتيب كان مقبولًا ومفيدًا ومحفزًا لهم. يتكون المنتج النهائي من أحد عشر فصلًا موضوعيًا، وهي: (١) التعريف بالنفس، (٢) النحية، (٣) التوثيق، (٤) أقسام الكلام، (٥) وصف الأشخاص، (٦) النصوص الإجرائية، (٧) الأفعال المنتظمة وغير المنتظمة، (٨) مدرستي وبيتي، (٩) الوسطية الدينية، (١٠) الترفيه، الحدائق، والمقاهي، و(١١) مفردات الأزمنة. بالإضافة إلى ذلك، يحتوي الكتيب على قسم للحروف الأبجدية، ورسوم توضيحية، ورموز *QR* للنطق، وتمارين مفردات منظمة. وبناءً عليه، فإن كتيب المفردات المطوّر في هذا البحث يُعدُّ مادة تعليمية إضافية صالحة وفعالة لتعزيز إتقان المفردات لدى الطلبة. ويوصى باستخدام هذا الكتيب من قبل مدرسي وطلاب اللغة الإنجليزية، خاصة في المدارس الريفية النائية ذات الموارد المحدودة.

الكلمات المفتاحية: كتيب المفردات، تطوير المواد، نموذج *ADDIE*

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# CHAPTER I

## INTRODUCTION

### A. Background

Vocabulary is an essential component in mastering a second language. Learners cannot effectively use grammar and construct meaningful communication without sufficient vocabulary. Vocabulary mastery is directly linked to one's ability to comprehend texts, express ideas, and participate in spoken and written interactions<sup>1</sup>. In essence, the extent of a student's vocabulary strongly influences their overall proficiency in English.

Vocabulary consists of several critical aspects that students must understand. According to Schmitt, vocabulary knowledge includes: (1) form, which refers to spelling and pronunciation; (2) meaning, including word definitions and connotations; and (3) use, which involves grammatical function, collocation, and register<sup>2</sup>. Additionally, Graves classifies receptive vocabulary (words recognized when listening or reading) and productive vocabulary (words actively used in speaking or writing)<sup>3</sup>. Understanding these aspects helps learners memorise words and use them appropriately and effectively in real-life communication.

---

<sup>1</sup> Shangkari Jaikrishnan and Hanita Hanim Ismail, "A Review on Vocabulary Learning Strategies Used in Learning English as A Second Language," *International Journal of Academic Research in Business and Social Sciences* 11, no. 9 (2021): 297–309, <https://doi.org/10.6007/ijarbss/v11-i9/10512>.

<sup>2</sup> Norbert Schmitt and Diane Schmitt, *Vocabulary in Language Teaching* (Cambridge University Press, 2020).

<sup>3</sup> Michael F Graves, *The Vocabulary Book: Learning and Instruction* (Teachers College Press, 2016), <https://books.google.co.id/books?hl=id&lr=&id=OSTrDAAAQBAJ>.

However, learning vocabulary is often challenging for students, especially when it involves memorizing long lists of words without context or support. Many students struggle to remember new vocabulary and apply it in meaningful ways. Teachers also face obstacles in providing engaging materials, especially in resource-limited settings.

One of the effective tools to overcome these challenges is the use of a vocabulary handbook. A vocabulary handbook is a structured resource to present vocabulary thematically and contextually. It may include word lists, example sentences, pictures, parts of speech, phonetic transcriptions, and even audio support for pronunciation. According to Nation and Newton, vocabulary instruction is most effective when learners are provided with repeated exposure, meaningful contexts, and active engagement with new words features that a well-designed handbook can offer<sup>4</sup>. Furthermore, handbooks can promote learner autonomy by enabling students to review, practice, and reinforce vocabulary outside the classroom<sup>5</sup>.

A vocabulary handbook can be a crucial supplementary material in the context of English learning in junior high school, especially in rural areas such as MTs Batusitanduk. It fills the gap where digital resources or varied textbooks are lacking and provides thematic vocabulary aligned with students' daily lives and the national curriculum.

---

<sup>4</sup> Jonathan M. Newton and Ian SP Nation, *Teaching ESL/EFL Listening and Speaking* (Routledge, 2020), <https://doi.org/10.4324/9780429203114>.

<sup>5</sup> Stuart Webb, Takumi Uchihara, and Akifumi Yanagisawa, "How Effective Is Second Language Incidental Vocabulary Learning? A Meta-Analysis," *Language Teaching* 56, no. 2 (2023): 161–80, <https://doi.org/10.1017/S0261444822000507>.

Preliminary observations and interviews with English teachers at MTs Batusitanduk revealed that the existing materials were still too general and lacked visual and contextual support. Teachers mainly relied on notebooks and standard textbooks without additional learning aids. As a result, students found vocabulary learning monotonous and struggled with retention and usage.

Therefore, the researcher initiated the development of a vocabulary handbook tailored to the needs of seventh-grade students at MTs Batusitanduk. This handbook will enhance vocabulary mastery through thematic chapters, pronunciation guides via QR codes, visual illustrations, and simple interactive tasks. By making vocabulary learning more contextual, engaging, and student-centered, the handbook aims to improve student motivation and English vocabulary proficiency.

### **B. Research Question**

How is the design of appropriate english vocabulary handbook used by seventh grade students at MTs Batusitanduk?

### **C. Research Objective**

The research aims to design the appropriate english vocabulary handbook specifically tailored for seventh-grade students at MTs Batusitanduk.

### **D. Significance of the Research**

The primary objective of this research endeavor is to meticulously craft a vocabulary handbook designed specifically for seventh-grade students at MTs Batusitanduk, intending to bolster their proficiency in the English language. This handbook will be curated to address students' unique learning needs and

challenges at this educational level, employing pedagogical strategies tailored to enhance vocabulary acquisition effectively. By focusing on the linguistic requirements pertinent to seventh-grade students, such as comprehension, retention, and application, the handbook will serve as a comprehensive resource to support their English language development.

Furthermore, the anticipated outcomes of this study extend beyond the confines of MTs Batusitanduk, with the handbook poised to offer broader utility within the realm of English language education. Beyond serving as a reference for the targeted demographic, seventh-grade students, the handbook holds potential as a valuable resource for English for Specific Purposes applications. Its structured approach to vocabulary building and contextual usage can provide learners across various disciplines with practical tools for specialized language acquisition, catering to the diverse linguistic needs of learners beyond the confines of general language instruction.

#### **E. Specification of the Research**

The envisaged outcome of this research comprises a product poised for implementation by seventh-grade students at MTs Batusitanduk, reflecting a culmination of scholarly investigation and practical application tailored to meet their linguistic needs and educational objectives.

#### **F. Assumptions and Delimitations of the Research**

In the design phase of the vocabulary handbook, the researcher articulated several foundational assumptions to guide the development process effectively. These assumptions encompassed the imperative of tailoring the handbook's

content to the specific needs of the students, a principle underscored by conducting a thorough needs analysis. Furthermore, the researcher posited that the Basic English vocabulary design would undergo rigorous evaluation by subject matter experts by administering a structured questionnaire, ensuring the quality and relevance of the materials.

Concurrently, the researcher delineated the parameters within which the study would operate, outlining key delimitations to refine the scope and focus of the research effort. Among these delimitations was the decision to structure the handbook into five distinct chapters, each meticulously crafted to provide a coherent language learning progression. Additionally, the material within each chapter was constrained to include expressions and vocabulary directly related to the thematic content, reinforcing the integration of language acquisition with subject-specific knowledge. Moreover, the study methodologically adhered to the ADDIE Model, an established instructional design framework that provided a systematic approach to developing and evaluating the vocabulary handbook.

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Research

Some research are relevant to this research, those are:

Khairunnisa conducted a research study to design an English module for seventh-grade students at Walimanis Integrated Islamic Junior High School and identify the students' responses to the module. The module was developed to assist students in independently understanding the existing material. This study employed a Research and Development (R&D) approach, with seventh-grade students from Walimanis as the participants. The ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) was applied to achieve the research objectives. The module includes a front cover, back cover, foreword, table of contents, basic competencies, summaries, tasks, exercises, and a bibliography. Based on the analysis of student responses, the module received a mean score of 3.65, indicating an acceptability rate of 91%, which falls into the "high" category. Similarly, the English teacher's evaluation also falls within the "high" category, with an acceptability score in the range of  $3.50 < X \leq 3.74$  and a percentage between 84% and 92%, which is considered "good." Therefore, it can be concluded that the final product of this module development is suitable for use as an English learning module.<sup>6</sup>

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<sup>6</sup> Nurul Khairunnisa, "Developing English Module For The Seventh Grade Students Of Walimanis Integrated Islamic Junior High School" (IAIN Pare Pare, 2023).

Nurul Andini conducted a research study aimed at developing a basic English handbook tailored for first-year students in the English Language Education study program at UIN Palopo. The primary goal was to provide students with enhanced English language learning resources. Employing the ADDIE method, the research sought to create the handbook and evaluate the response of first-year students to its content. The study involved 15 students from the 2022 cohort of the BIG B class. Quantitative data were collected through questionnaires, while qualitative insights were derived from documentation and observation. Findings from expert validation and students' perceptions indicated that the handbook's content was comprehensive, and its design and layout were engaging, featuring attractive learning materials aligned with student needs, preferences, and deficiencies.<sup>7</sup>

Kholif Fatus Salamah undertook a research endeavor to formulate a specialized vocabulary handbook tailored to the educational requirements of first-grade maritime students at SMKN 3 Palopo. Employing an applied research and development (R&D) framework, the study utilized the renowned 4-D model as its methodological foundation. The design of the maritime handbook was meticulously informed by the outcomes derived from comprehensive needs analysis questionnaires administered to expert practitioners and student cohorts. This methodological approach ensured a systematic integration of expert insights and student perspectives, thereby enhancing the handbook's relevance and

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<sup>7</sup> Nurul Andini, "Developing Students' Basic English Handbook for Freshmen English Language Education Study Program of IAIN Palopo" (Institut Agama Islam Negeri Palopo, 2023).



efficacy in addressing the linguistic demands of maritime education at the targeted educational institution<sup>8</sup>.

Hadi Prayitno et al. conducted a study investigating teaching strategies for developing students' vocabulary. The research employed a descriptive qualitative method, analyzing data collected through observations, interviews, and questionnaires. A literature review was also conducted to support the analysis. The findings indicate that interactive handbook media positively influences vocabulary learning at the Zahanain English Course<sup>9</sup>.

Mawaddatul Jannah et al. conducted a study to explore implementing the Al-Iktisyaf Book memorization method to enhance students' vocabulary mastery at Nurur Rohman Islamic Boarding School. This study employed a descriptive qualitative approach, with primary data collected through observations and interviews with teachers, students, and school administrators, and secondary data obtained from books, journals, and relevant documentation. The results indicate that the Al-Iktisyaf Book memorization method involves memorizing *nash*, *nadhom*, and the rules of *nahwu* and *sharaf* significantly enhances students' vocabulary mastery<sup>10</sup>.

The similarity between this research and the previous study lies in their shared focus on vocabulary development. However, the difference lies in the

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<sup>8</sup> Kholif Fatus Salamah, "Developing Vocabulary Handbook for Maritime Students at the First Grade of SMKN 3 Palopo" (Institut Agama Islam Negeri Palopo, 2023).

<sup>9</sup> Hadi Prayitno and Abd Aziz Wahab, "The Effectiveness of the Students' Vocabulary Handbook of English Course at Zahanain Islamic Boarding School," *ELS Journal on Interdisciplinary Studies in Humanities* 6, no. 1 (2023): 2023, <https://doi.org/10.34050/elsjish.v6i1.26329>.

<sup>10</sup> Mawaddatul Jannah et al., "Implementation of the Al-Iktisyaf Book Memorization Method to Improve Vocabulary Mastery Among Students at Nurur Rohman Islamic Boarding School Jember," *Borneo Journal of Language and Education* 5, no. 1 (2025): 16–29, <https://doi.org/10.21093/benjole.v5i1.9504>.

research methods employed. This study used the 4D method, while the previous used the ADDIE method and experimentation. Additionally, a significant difference exists in the research subjects, where the previous study involved university students and senior high school students, while this study involved junior high school students. Furthermore, this study focuses on daily vocabulary, whereas the previous research focused on maritime vocabulary.

## **B. Some Pertinent Ideas**

### **1. Vocabulary**

#### **a. The Types of Vocabulary**

According to Graves, vocabulary can be categorized into two types: active vocabulary and passive vocabulary. Passive vocabulary consists of words that individuals can recognize and understand when reading or listening, but are not typically used in speaking or writing. In contrast, active vocabulary includes words that individuals understand and use in their daily communication, both spoken and written. Generally, a person's active vocabulary is smaller than their passive vocabulary, whether in English or their native language.<sup>11</sup>

Vocabulary can be classified into four types: reading vocabulary, listening vocabulary, writing vocabulary, and speaking vocabulary. First, reading vocabulary refers to all the words a person can recognize and understand while reading. It is typically the largest vocabulary category because it encompasses many words that may not be used actively in speech or writing. Second, listening vocabulary includes all the words a person can recognize and comprehend when

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<sup>11</sup> Graves, *The Vocabulary Book: Learning and Instruction*, 2016.

hearing spoken language. This type of vocabulary is often supported by contextual clues such as tone, facial expressions, and body language. Third, writing vocabulary consists of all the words a person can use when writing. This vocabulary tends to be more formal and carefully selected. Finally, speaking vocabulary refers to all the words a person can use in everyday spoken communication. It is usually more limited than reading or listening vocabulary and is often influenced by familiarity and confidence in language use.<sup>12</sup>

### **b. How to Learn Vocabulary**

According to Stuart Webb and Paul Nation, six effective strategies for learning vocabulary exist. First, students need to learn to store vocabulary in their long-term memory, which does not necessarily involve rote memorization. Second, they must recognize variations in meaning and understand the subtle differences in word usage and context. Third, students should know that many words are formed from smaller units called morphemes, each contributing to the word's overall meaning. Fourth, learners must develop the ability to discover and understand new words independently. Fifth, students should understand that vocabulary is flexible and can change depending on context, usage, and meaning. Lastly, students must adopt methods to expand their vocabulary gradually and systematically over time.<sup>13</sup>

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<sup>12</sup> James Milton and Tess Fitzpatrick, *Dimensions of Vocabulary Knowledge* (Bloomsbury Publishing, 2017), <https://books.google.co.id/books?hl=id&lr=&id=-iRHEAAAQBAJ>.

<sup>13</sup> Stuart Webb and Paul Nation, *How Vocabulary Is Learned* (Oxford University Press, 2017), <https://books.google.co.id/books?hl=id&lr=&id=KEsrDwAAQBAJ>.

### **c. Techniques in Presenting Vocabulary**

According to Sayeed Asif Akramy et al., there are seven effective techniques for teaching vocabulary in the classroom. First, the teacher should pronounce and write the word on the board. Second, the class should be encouraged to repeat the word in chorus to reinforce pronunciation. Third, the teacher may translate the word into the students' native language to aid comprehension. Fourth, students can be asked to translate the word to check understanding. Fifth, the teacher can draw a picture to represent the word's meaning visually. Sixth, providing an English example sentence helps students understand how the word is used in context. Lastly, the teacher should ask questions using the new word to assess whether students have grasped its meaning and can use it appropriately.<sup>14</sup>

## **2. Handbook**

### **a. Handbook Components**

Handbooks typically contain several common components that help organize and effectively present information. First, the Title Page generally includes the handbook's title and may also feature the author's name and publication details. Second, the Table of Contents lists the major sections, chapters, or topics covered in the handbook along with their corresponding page numbers, allowing readers to navigate the material easily. Third, the Preface or Introduction overviews the handbook's purpose, scope, and intended audience. Fourth, the Main Content forms the core of the handbook, usually divided into

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<sup>14</sup> Sayeed Asif Akramy et al., "Effective Techniques of Teaching Vocabulary in Afghan EFL Classrooms," *Asian-Pacific Journal of Second and Foreign Language Education* 7, no. 1 (2022): 23, <https://doi.org/10.1186/s40862-022-00151-8>.

chapters or sections, each focusing on specific aspects of the subject matter in detail. Fifth, Figures and Tables are often included to visually support the text through diagrams, charts, graphs, or tables, making complex information more accessible. Sixth, a Glossary may be provided to define key terms or concepts used throughout the handbook. Seventh, Appendices offer supplementary material that enhances or supports the main content, such as additional data or resources. Eighth, the Index presents an alphabetical list of terms, topics, or keywords mentioned in the handbook along with the page numbers where they appear, helping readers locate information quickly. Lastly, some handbooks include a References or Bibliography section, listing the sources cited or consulted in developing the content.<sup>15</sup>

### **b. Handbook Types**

There are several common handbooks, each serving specific purposes across various fields and settings. First, the Employee Handbook, also known as an employee manual or staff handbook, outlines company policies, expectations, benefits, and procedures for employees. Second, the Student Handbook is provided by educational institutions to inform students about academic regulations, codes of conduct, available services, and institutional policies. Third, the Policy Handbook contains detailed descriptions of an organization's internal policies and procedures, serving as a reference for staff and stakeholders. Fourth, the Training Handbook supports training programs by offering reference materials, exercises, assessments, and relevant resources to enhance learning and

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<sup>15</sup> Fraidoon Framroz Mazda, *Power Electronics Handbook: Components, Circuits and Applications* (Elsevier, 2016).

skill development. Fifth, the Field Guide is a handbook used to identify and understand natural elements such as plants, animals, minerals, constellations, or geological formations. Sixth, the Technical Handbook delivers in-depth technical information, instructions, and best practices for engineering, programming, construction, or scientific research. Seventh, the Handbook of Standards compiles industry-specific or regulatory standards, codes, and guidelines essential for ensuring compliance and quality. Eighth, the Professional Handbook provides practical guidance, best practices, and case studies for professionals in specific disciplines, supporting ongoing professional growth. Government agencies publish the Ninth Edition of the Government Handbook to offer essential information and procedures for citizens or businesses. Lastly, the Reference Handbook encompasses many topics and functions as a comprehensive reference source, frequently used in academic, technical, and professional contexts for quick and reliable information.<sup>16</sup>

### **c. Handbook Functions**

Handbooks serve various important functions across different contexts and fields. First, Information Provision is a primary function, where handbooks deliver comprehensive details on a specific subject or topic. Second, Guidance and Instruction are offered through step-by-step procedures, methodologies, or task-based directions to assist users in problem-solving or implementing processes. Third, Standardization is achieved as handbooks help unify practices, policies, and procedures within an organization, industry, or field. Fourth, they are

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<sup>16</sup> David Adler, *Metric Handbook* (Routledge, 2007).

essential tools for Training and Development, supporting the learning and skill-building of individuals or teams. Fifth, handbooks often promote Compliance and Regulation by communicating legal requirements, regulatory standards, and internal policies. Sixth, handbooks serve as a communication medium, linking organizations with stakeholders such as employees, students, customers, or the public. Seventh, they act as Reference and Resource materials, offering quick access to definitions, explanations, and essential information. Handbooks contribute to Risk Management by outlining safety protocols, guidelines, and procedures to identify and mitigate potential hazards. Ninth, they play a role in Empowerment by equipping individuals with the knowledge, tools, and resources they need to act effectively and independently. Finally, handbooks support Continuous Improvement by incorporating feedback, lessons learned, and updated best practices in response to changing technologies, regulations, or industry developments.<sup>17</sup>

#### **d. Handbook Benefits**

Handbooks offer numerous key benefits across various organizational and professional settings. First, they support Standardization by establishing consistent practices, policies, procedures, and guidelines within an organization or industry. Second, handbooks promote Clarity and Consistency by delivering clear, concise information and guidance, ensuring uniform understanding among users. Third, they contribute to Training and Development as essential resources in training programs and professional growth initiatives. Fourth, they aid in Compliance and

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<sup>17</sup> Ahmed I Zayed, *Handbook of Function and Generalized Function Transformations* (CRC Press, 1996).

Risk Management by clearly communicating legal requirements, regulatory standards, best practices, and internal policies to reduce risk and ensure adherence. Fifth, handbooks enhance Efficiency and Productivity by offering quick access to critical information and procedures, minimizing downtime and redundant efforts. They foster Empowerment and Autonomy, equipping individuals with the knowledge, tools, and confidence needed to make informed decisions and act independently. Seventh, handbooks strengthen Communication and Transparency by sharing important updates, changes in policy, and institutional messages with stakeholders. Eighth, they function as valuable Reference and Resource tools, providing reliable and accessible solutions, definitions, and explanations when issues or questions arise. Ninth, handbooks encourage Continuous Improvement by integrating feedback, evolving needs, and updated best practices. Lastly, they support Retention and Succession Planning by documenting institutional knowledge, critical procedures, and best practices, ensuring organizational continuity and smooth transitions.

#### **e. Characteristics of a Good Vocabulary Handbook**

A good vocabulary handbook is not merely a list of words and definitions, it should be a thoughtfully designed instructional resource that effectively supports learners in understanding, memorizing, and applying vocabulary in context. The following are the essential characteristics of an effective vocabulary handbook.<sup>1819</sup>

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<sup>18</sup> Edward J. Kame'enui and James F. Baumann, *Vocabulary Instruction: Research to Practice* (Guilford Press, 2012), <https://books.google.co.id/books?hl=id&lr=&id=gXdnnX0ysIcC>.

<sup>19</sup> Prayitno and Aziz Wahab, "The Effectiveness of the Students' Vocabulary Handbook of English Course at Zahanain Islamic Boarding School."



### 1) Contextualized Content

A good vocabulary handbook presents words within meaningful contexts rather than in isolation. Vocabulary should be accompanied by example sentences or short passages that illustrate how words are used in real-life situations.

### 2) Thematic Organization

Effective handbooks are organized thematically, such as by topics relevant to students' daily lives (e.g., school, home, food, professions), which makes the learning process more relatable and easier to retain.

### 3) Visual Support

Quality vocabulary handbooks use visuals like illustrations, photographs, or icons to reinforce meaning and aid in memory retention. Visuals are especially helpful for young learners or beginners.

### 4) Pronunciation Guide

Including phonetic transcriptions or QR codes linked to audio recordings of word pronunciations allows learners to independently improve their speaking and listening skills.

### 5) Interactive Exercises

A good handbook includes practice activities such as matching, fill-in-the-blanks, crosswords, or sentence-building tasks that help learners actively engage with the vocabulary and reinforce retention.

#### 6) Clear Layout and Design

The handbook should be visually clear, consistent format, appropriate font size, and logical structure. Headings, color coding, and icons can enhance readability and usability.

#### 7) Level-Appropriate Language

Vocabulary and explanations should match the learners' proficiency level. Definitions should be simple, and instructions should be easy to follow.

#### 8) Integration of Grammar Points

Vocabulary handbooks can be enhanced by integrating related grammar points, such as parts of speech or verb tenses, helping students understand how words function in sentences.

#### 9) Cultural and Religious Relevance

For specific contexts, such as Islamic schools, including religiously relevant vocabulary and culturally appropriate examples can increase engagement and contextual learning.

#### 10) User-Friendly Size and Format

A compact, portable format (such as A5 or A6) makes the handbook convenient for students to carry and use anytime, supporting regular practice.

By incorporating these characteristics, a vocabulary handbook becomes a reference tool and an active learning aid that empowers students to expand their vocabulary in a structured, meaningful, and enjoyable way.

## C. Instructional Design Models

Numerous instructional models, including the Borg and Gall, 4D, and ADDIE models, are commonly utilised in educational contexts.

### 1. Borg and Gall Model

The Research and Development (R&D) Method by Borg and Gall holds significant prominence in educational research due to its widespread application across various educational settings. This model, designed to accommodate educational practices at all levels, has undergone adaptation and simplification by educational researchers, resulting in alternative model designs. The Borg and Gall method encompasses ten sequential steps, categorized into three distinct phases<sup>20</sup>: (1) Research and Information Collection, initiated by thoroughly examining pertinent literature, a needs analysis, and formulating a conceptual framework. (2) Planning involves delineating requisite skills and expertise about the research problem, establishing objectives for each stage, and designing research procedures alongside a feasibility assessment. (3) Development of a Preliminary Product entails creating and evaluating a preliminary educational product, often called a 'trial product,' encompassing supporting components, guidelines, and manuals. (4) Preliminary Field Testing, preliminary field testing marks the initial phase in evaluating the effectiveness of an educational product. (5) Revision of the Main Product. The main product undergoes a thorough revision process following the preliminary field testing. Based on the feedback and insights gathered, adjustments are made to enhance the product's content, structure, and instructional

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<sup>20</sup> Firman and Mirnawati, "How to Develop Scientific Writing Techniques Teaching Materials with the Development of the Borg & Gall Model," *AIP Conference Proceedings* 2805, no. 1 (2023), <https://doi.org/10.1063/5.0148011>.

design. (6) Main Field Testing, the main field testing phase involves subjecting the revised educational product to comprehensive testing on a larger scale, for widespread use. (7) Revision of the Operational Product, building upon the insights gained from main field testing, further refinements are made to the operational version of the educational product. (8) Operational Field Testing, in the operational field testing phase, the refined version of the educational product undergoes validation on a larger scale with an expanded participant pool. (9) Revision of the Final Product, following operational field testing, any final adjustments or refinements are made to the educational product based on feedback and data collected. (10) Dissemination and Implementation, once the final version of the educational product has been refined and validated, it is disseminated to the target audience, particularly within the education sector.

## **2. 4D Models**

The 4D model, as implied by its nomenclature, comprises four fundamental steps. This instructional design model simplifies the instructional development process into the following stages<sup>21</sup>: (1) Defining, which involves conducting a comprehensive learner needs analysis. (2) Designing entails the production of a product tailored to address identified learner needs. (3) Developing involves refining the product through validation by stakeholders, including experts and users. (4) Dissemination encompasses publishing and distributing the finalized product.

## **3. ADDIE Model**

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<sup>21</sup> Sri Gustiani, "Research and Development (R&D) Method as a Model Design in Educational Research and Its Alternatives," *Holistics Journal* 11, no. 2 (2019): 12–22.

The regression model used in this research is based on the ADDIE model and is modified using the regression model. There are a few reasons why researchers use the ADDIE model: first, it is a model that closely matches the research process that will be conducted; second, it aligns the model's implementation with the research process that the researchers expect; third, it does not require a lengthy process like other models of research methodology.

Researchers chose to use the ADDIE design because, in this research, instructional materials were designed in English for students in grade level MTs Batusitanduk. As a result, the model design was very important in studying instructional materials development<sup>22</sup>. (1) Analysis identifies potential causes for performance gaps. (2) Design, validates desired performances, and selects appropriate testing methods. (3) Develops, generates, and validates learning resources. (4) Implementation: prepares the learning environment and engages students in the instructional process. (5) Evaluation assesses the quality of instructional products and processes before and after implementation. The selection of the ADDIE Model as the preferred research model is attributed to its clarity and comprehensiveness compared to other instructional models discussed above. This research will use the Addie Model.

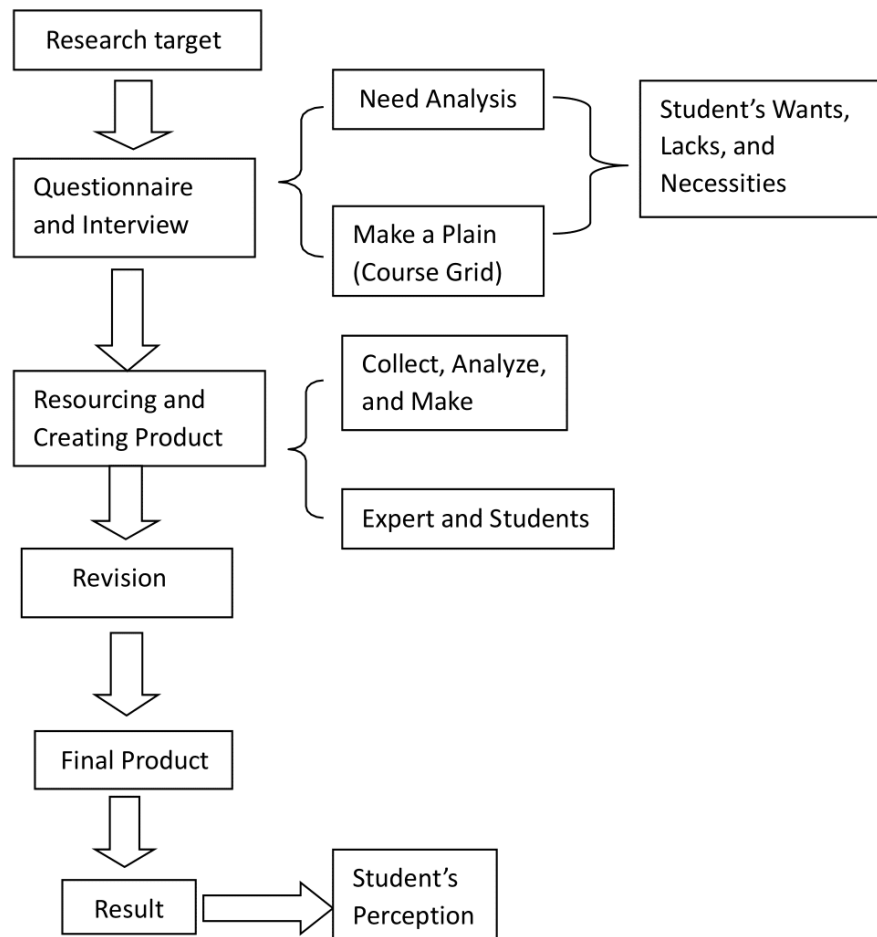
#### **D. Conceptual Framework**

This research aims to use the R&D model to develop a vocabulary handbook for class VII students at MTs Batusitanduk. This research used the

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<sup>22</sup> Adamantia G. Spatioti, Ioannis Kazanidis, and Jenny Pange, "A Comparative Study of the ADDIE Instructional Design Model in Distance Education," *Information (Switzerland)* 13, no. 9 (2022): 1–20, <https://doi.org/10.3390/info13090402>.

ADDIE model to design a vocabulary handbook suitable for the seventh grade of MTs Batusitanduk. It will be explained in the following conceptual framework:



**Figure 2.1 Conceptual Framework**

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The researcher used the Research and Development (R&D) method. Research and Development was a research approach that produced specific products and tested their effectiveness. This method was also used in designing, researching, and scientifically testing a product. The research employed the ADDIE model as its research procedure. ADDIE functioned as a support system in building infrastructure for dynamic and effective learning to enhance learning performance. ADDIE consisted of five stages: Analysis, Design, Development, Implementation, and Evaluation.<sup>23</sup>

This research aimed to develop a vocabulary handbook for seventh-grade students at Batusitanduk. The main focus of the research was to provide a systematic and comprehensive resource for students to expand and reinforce their vocabulary in the Indonesian language. The methodology used in developing the handbook was the ADDIE method (Analysis, Design, Development, Implementation, Evaluation), a structured framework for the instructional design process.

Firstly, the Analysis stage involved identifying the students' vocabulary needs from both the curriculum and the students' viewpoints. It entailed literature research, surveys, and analysis of the applicable curriculum. The next stage was

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<sup>23</sup> Moses Adeleke Adeoye et al., "Revolutionizing Education: Unleashing the Power of the ADDIE Model for Effective Teaching and Learning," *JPI (Jurnal Pendidikan Indonesia)* 13, no. 1 (2024): 202–9, <https://doi.org/10.23887/jpiundiksha.v13i1.68624>.

Design, where specific instructional objectives were formulated based on the analysis results, and the structure and format of the handbook were designed considering the students' characteristics and learning context.

Subsequently, the Development stage involved creating the handbook content, developing relevant learning activities, and organizing materials in a format that was easy to understand and engaging for students. The Implementation stage tested the handbook in a real learning environment, specifically in seventh-grade classes at MTs Batusitanduk. During this stage, student and teacher feedback were collected to evaluate the effectiveness and acceptance of the handbook.

Finally, the Evaluation stage assessed the quality and effectiveness of the handbook based on testing results and user feedback. From this evaluation, final improvements and adjustments were made to ensure that the handbook could provide maximum benefits for students in their vocabulary development. Thus, this framework provided guidance and a solid foundation for developing an effective and relevant vocabulary handbook for seventh-grade students at MTs Batusitanduk.

## **B. Location and Time of the Research**

The research was conducted at MTs Batusitanduk. It occurred in Batusitanduk, South Sulawesi, on October 6, 2023.

<b>No.</b>	<b>Activity</b>	<b>Time</b>	<b>Place</b>
1	Pre-observation	20 February 2025	MTs Batusitanduk
2	Distribution Questionnaire	24 February 2025	MTs Batusitanduk
3	Need Analysis	25 February 2025	MTs Batusitanduk
4	Design	27 February 2025	MTs Batusitanduk
5	Development	14 March 2025	MTs Batusitanduk



No.	Activity	Time	Place
6	Implementation	21 March 2025	MTs Batusitanduk
7	Evaluation and Revision	25 March 2025	MTs Batusitanduk

### **C. Subject and Object of the Research**

The research object used was the seventh-grade C students of MTs Batusitanduk, consisting of 31 students.

### **D. Research Procedure**

The procedural framework employed in this research entails the application of the ADDIE model for designing a product termed the "Vocabulary Handbook." The ADDIE model comprises five phases: Analysis, Design, Development, Implementation, and Evaluation. This structured approach facilitates systematic progression through each phase, beginning with a thorough analysis of the educational context and learner needs, followed by the design and development of the product, its implementation within the intended setting, and culminating in an evaluative assessment of its effectiveness and impact.

#### **1. Analysis**

In the ADDIE research and development model, the first stage requires an analysis of needs for product development (Handbook). The product is developed by analyzing student needs, including shortcomings, wants, and needs. In collecting data, the researcher distributed questionnaires to students through Google Forms. The data collected is used to develop the handbook.

## **2. Design**

The design stage was a systematic process that began with designing the concepts and contents of the handbook and applying the analysis that the researcher had carried out. At this stage, the researchers used Canva and WPS Office applications to facilitate and assist in designing the product. Instructions for implementing the design or manufacturing the product were written clearly and in detail. The product design was still conceptual, and the development process would be regulated later.

## **3. Development**

This phase depends on the first two phases: the analysis and design. If we do these phases correctly, it will be easier to develop. Development contains activities to realize the handbook product design that was created previously. Previously, a conceptual framework was applied to implement new products. The conceptual framework is then transformed into an existing product ready to be implemented. At this stage, creating instruments to measure product performance is also necessary.

## **4. Implementation**

This phase is about putting our plans into action. Implementation. The stage in this research is the implementation stage of the existing handbook developed in class. During implementation, the design teaching materials developed are applied to several students in the class. After being carried out in learning activities, an initial evaluation is conducted to provide input on developing and implementing the next teaching material.

## **5. Evaluation**

Evaluation is the final step in the ADDIE learning system design model, providing input on developing learning handbooks. This feedback was obtained from administering a questionnaire, so revisions were carried out according to evaluation results or the unmet needs handbook. The ultimate goal of evaluation is to measure the achievement of development goals.

### **E. The Procedure for Collecting Data**

The instruments used to collect data in this research were questionnaires, observation sheets, and interviews. Questionnaires are used to collect quantitative data. This data is used to determine the feasibility of the product design developed by the researcher.

#### **1. Student Needs Analysis Questionnaire**

Questionnaires are used to obtain data and information about learning needs and target student needs, as well as the feasibility of the developed teaching material products, where questionnaires are given to students and material experts.

(1) A questionnaire for students aims to obtain information about personal data, student background, and student language skills through open questions. The instrument used to obtain quantitative data relating to the quality of learning aspects, material aspects, layout, and learning activities that students need in English subjects.

(2) Questionnaires for material experts are used to obtain data about aspects of material coverage, language coverage, and learning coverage. Several indicators include material coverage, namely: (a) suitability of the material to

student needs, (b) adequate depth of the material, (c) adequate authenticity of the material, (d) the latest issues are discussed interestingly. Meanwhile, the language coverage indicators consist of: (a) the language presented is easy to understand, (b) the expressions follow grammar, and (c) the language presented is within the students' abilities. Meanwhile, indicators of learning coverage: (a) suitability of material to learning standards, (b) provision of feedback, (c) clarity of material description, (d) selection of appropriate material. More details will be provided in the attachment.

(3) A questionnaire for layout experts is used to obtain data about the quality of the layout and product design of the teaching materials being developed. Indicators of design and layout aspects are: (a) attractive appearance of the material, (b) clear appearance of the material, (c) appropriate font size, (d) appropriate font type, and (e) appropriate spacing.

## **2. Interview**

Interviews were used to obtain data to provide and explore information about student learning needs, target student needs, and the product's effectiveness. Interviews were also used to obtain information from teachers and students at MTs Batusitanduk, who were users of the teaching material products being developed.

## **F. The Technique of Data Analysis**

Interviews and questionnaires were used in this research as the data analysis techniques.

## 1. Interview Data Analysis

In analyzing the interview data, the researcher employed qualitative methodology.

## 2. Data Analysis of Experts' Validation and Sellers' Perception

Sugiono proposed a method for data analysis, which is delineated as follows<sup>24</sup>:

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

The number of answers good =  $G \times 4 = \dots$

The number of answers fairly =  $F \times 3 = \dots$

The number of answer poor =  $P \times 2 = \dots$

The number of answer very poor =  $VP \times 1 = \dots$

Total score =  $\dots$

After calculating the total score, the researcher will calculate the average score by using the formula below:

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

M = Mean score

B = Total scores

N = Total number of material

After calculating the mean score, the researcher will calculate the value by following the formula below:

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<sup>24</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2017).

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

X = The value

M = Average score

N = Total number of material

**Table 3.1 Material Topics Qualification**

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

(Source: Suharsimi Arikunto, 2011)<sup>25</sup>

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<sup>25</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2011).

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

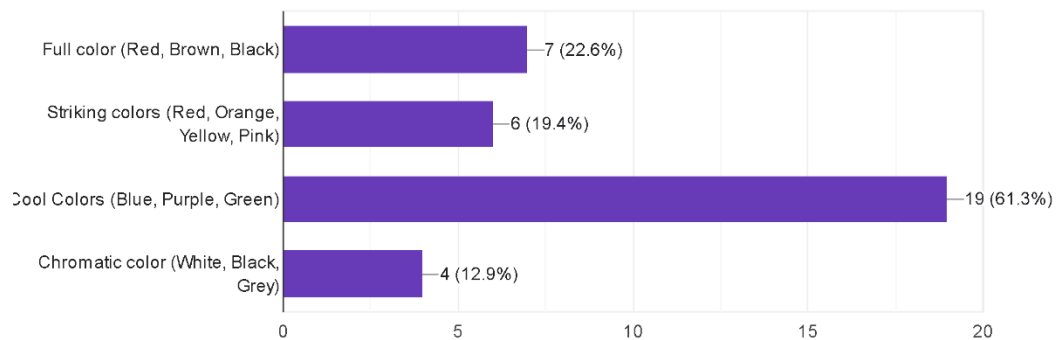
The research was carried out systematically by following the five stages of the ADDIE model, which served as the primary framework for developing the Vocabulary Handbook. Each stage involved several steps to ensure the product's validity, feasibility, and effectiveness.

##### **1. Analysis**

The needs analysis involved 31 seventh-grade students from MTs Batusitanduk and used a 13-item questionnaire. The indicators covered three main aspects: (1) Material coverage—relevance to students' needs, adequate depth and authenticity, and engaging presentation of current issues; (2) Language coverage—clarity, grammatical accuracy, and suitability to students' proficiency; (3) Learning coverage—alignment with learning standards, clarity of explanation, appropriate content selection, and feedback provision. A questionnaire for layout experts assessed design quality based on visual appeal, clarity, font size and type, and spacing.

##### **a. Students Questionnaire Result**

The questionnaire distributed by the researcher first inquired, "In learning vocabulary using pictures, are you more interested in pictures?" The results are as follows:



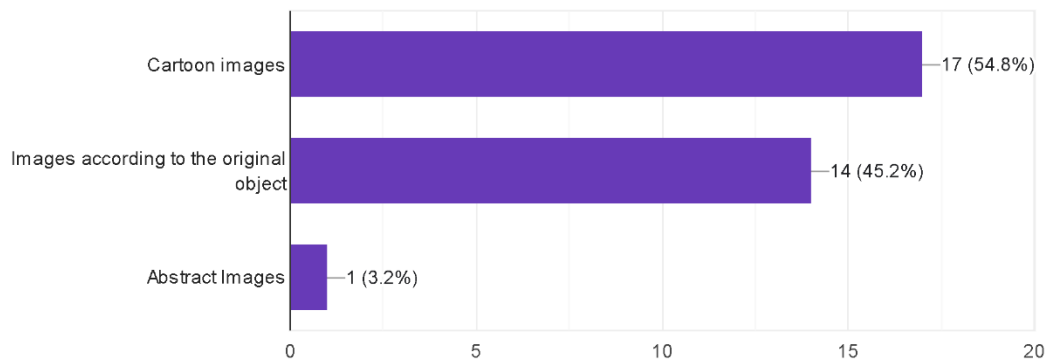
**Chart 4.1 Students Interested in Pictures**

Based on the questionnaire results obtained from 31 respondents, most students showed a greater interest in pictures with cool colors such as blue, purple, and green during vocabulary learning using images. It is evident because 19 respondents, 61.3%, selected cool colors as the most appealing option. Meanwhile, seven respondents (22.6%) preferred full-color images, six respondents (19.4%) were interested in striking colors, and only four respondents (12.9%) favored chromatic colors such as white, black, and grey. These findings indicate that color plays a significant role in capturing students' attention, with cool colors being more favored, possibly because they convey a sense of calmness, comfort, and are easier to associate with word meanings. Therefore, in designing image-based learning media, appropriate color selection becomes a crucial factor in enhancing student engagement and the effectiveness of vocabulary learning.

Next, the researcher asked about the type of image that students preferred.

The results are as follows:

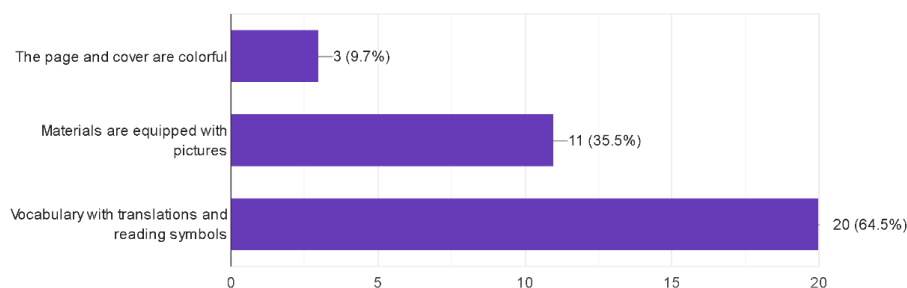




**Chart 4.2 Students Type of Image**

The questionnaire results reveal that out of 31 respondents, 17 students (54.8%) preferred cartoon images in vocabulary learning. Additionally, 14 students (45.2%) chose images that reflect the original object as their preference. Meanwhile, only one student (3.2%) favored abstract images. These findings suggest that most students are more attracted to cartoon-style visuals than others. Cartoon images may be perceived as more engaging, enjoyable, and easier to remember, particularly for elementary or junior high school students. It highlights the importance of using visual media that aligns with students' interests and characteristics to enhance the effectiveness of vocabulary learning.

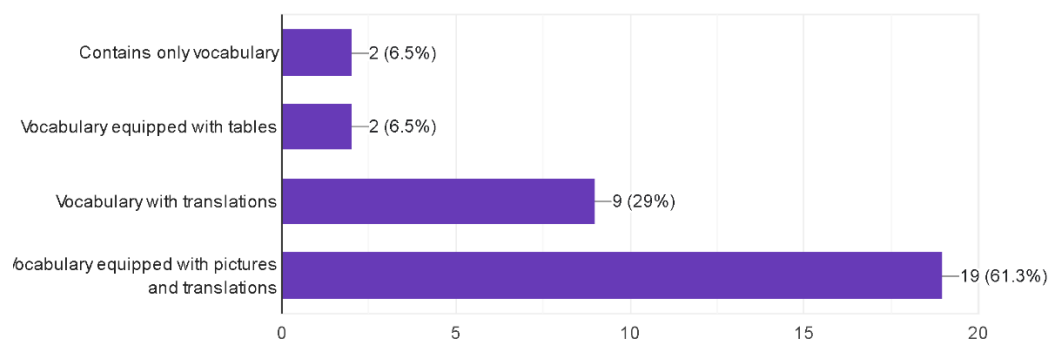
Next, the researcher asked about the students' opinions on what they considered to be the ideal vocabulary material design. The students' responses are as follows:



**Chart 4.3 Students' Ideal Vocabulary Material Design**

Based on responses from 31 participants, most students—20 individuals (64.5%)—believe that the ideal vocabulary material design includes translations and reading symbols. Meanwhile, 11 respondents (35.5%) considered materials with pictures the most appropriate design, and only 3 (9.7%) viewed colorful pages and covers as the ideal feature. These findings indicate that clarity of meaning and pronunciation guidance are the primary concerns for students in vocabulary learning. Therefore, supporting students' understanding and correct word pronunciation is crucial when designing vocabulary learning materials, including translation elements and phonetic or reading symbols.

Next, the researcher asked the students about the design they thought would help improve their vocabulary. The students' responses are as follows:

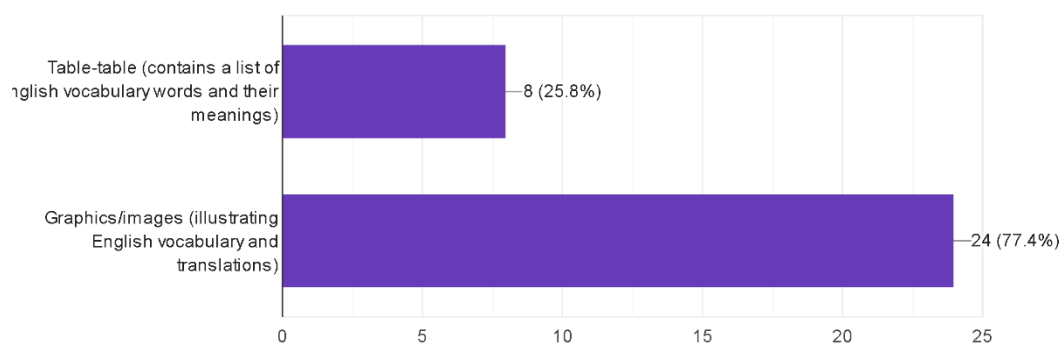


**Chart 4.4 Students Kind of Design that Improves Their Vocabulary**

Based on the questionnaire results from 31 respondents, 19 students (61.3%) indicated that the most preferred vocabulary material design for improving their vocabulary includes pictures and translations. Additionally, nine students (29%) chose materials that feature only vocabulary with translations. Meanwhile, only two students (6.5%) preferred materials containing only vocabulary or tables. These results reinforce earlier findings that combining

visuals (pictures) and text (translations) supports vocabulary learning. Pictures help reinforce meaning associations, while translations aid comprehension. Therefore, a learning material design that integrates both elements appears to be an effective strategy for enhancing students' vocabulary acquisition.

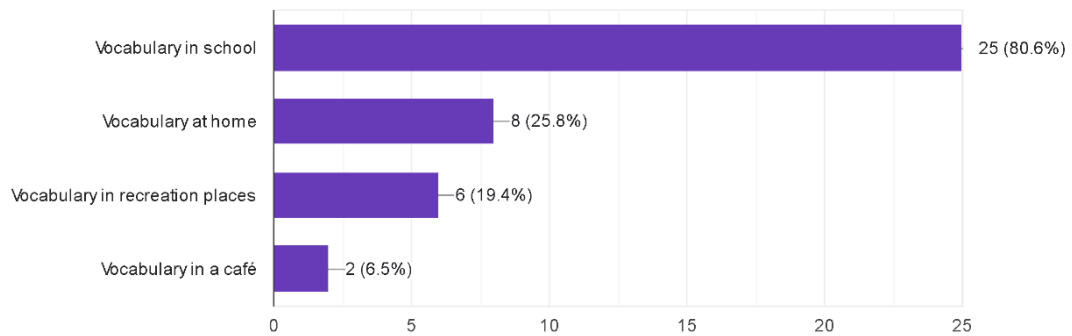
Next, the researcher asked the students about the kind of design they would prefer if they used a vocabulary handbook as a medium. The students' responses are as follows:



**Chart 4.5 Students' Design of the Vocabulary Handbook Preferences**

Based on the chart, out of 31 respondents, the majority—24 students (77.4%)—preferred a vocabulary handbook design with illustrations or graphics showing English vocabulary and translations. Meanwhile, only eight students (25.8%) selected the table-based design, including a list of vocabulary words and their meanings. These findings suggest that students favor a more visual and contextual presentation of vocabulary materials. Illustrated designs are perceived as more engaging, easier to understand, and more effective in helping students retain vocabulary. Therefore, using a vocabulary handbook incorporating visual elements is an appropriate strategy to support more effective and enjoyable vocabulary learning.

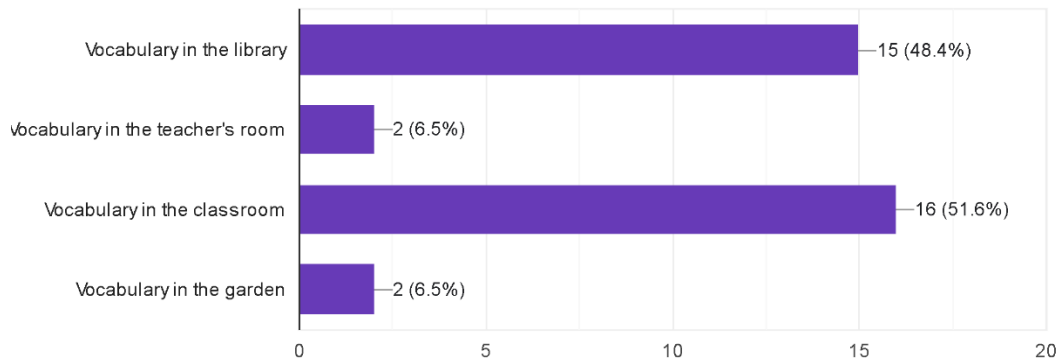
Next, the researcher asked about the vocabulary that students wanted. The students' responses are as follows:



**Chart 4.6 Vocabulary that Students Want**

The sixth chart shows that out of 31 respondents, 25 students (80.6%) preferred vocabulary related to the school environment. Meanwhile, eight students (25.8%) selected vocabulary used at home, six students (19.4%) chose vocabulary for recreational places, and only two students (6.5%) were interested in vocabulary used in cafés. These findings indicate that students are more interested in learning vocabulary relevant to their everyday experiences at school, where they spend most of their time engaging in academic interactions. It also highlights the importance of contextual vocabulary instruction, as materials aligned with students' needs and environments are more effective in enhancing comprehension and practical vocabulary use in communication.

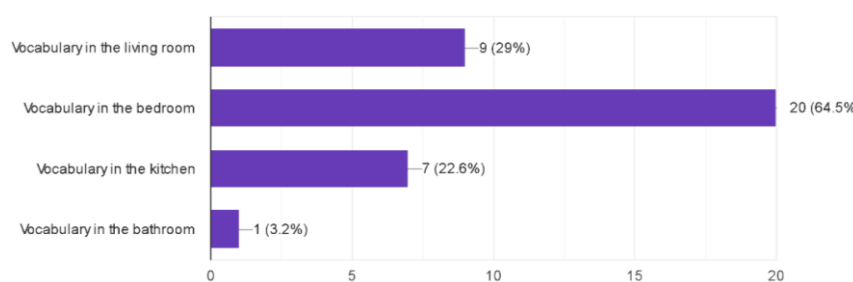
Next, the researcher asked the students about the vocabulary related to the school environment that they wanted to have. The students' responses are as follows:



**Chart 4.7 Vocabulary Related to the School Environment that Students Want**

Based on the seventh chart, out of 31 respondents, most preferred vocabulary related to the classroom (16 students or 51.6%) and the library (15 students or 48.4%). Meanwhile, only two students (6.5%) selected vocabulary in the teacher's room, and another two students (6.5%) chose vocabulary in the school garden. These findings indicate that students are more interested in learning vocabulary frequently encountered during daily learning activities, particularly in the classroom and library. These two places are central to the learning process at school, making contextual relevance a key factor in determining which vocabulary students consider essential.

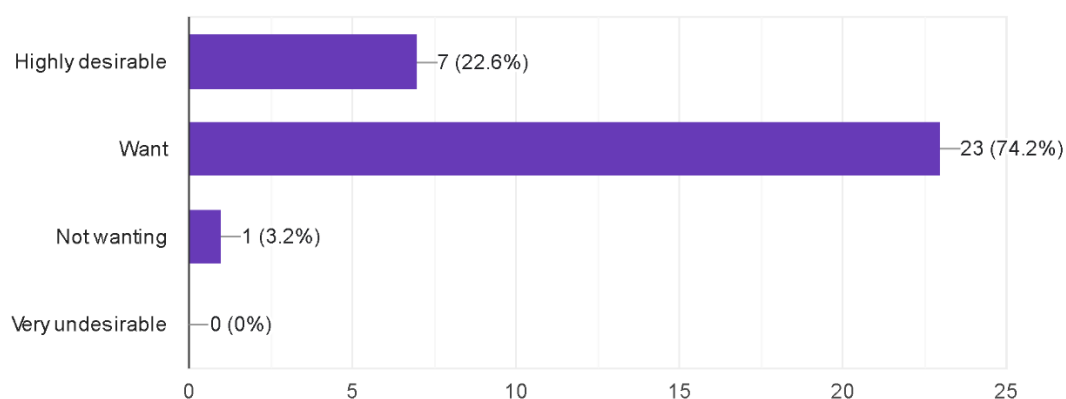
Next, the researcher asked the students about the vocabulary related to the home environment that they wanted to have. The students' responses are as follows:



**Chart 4.8 Vocabulary Related to the Home Environment that Students Want**

Based on the eighth chart, out of 31 respondents, most students (20 students or 64.5%) chose vocabulary related to the bedroom as the home vocabulary they want to learn. It was followed by nine students (29%) who preferred vocabulary in the living room, seven students (22.6%) in the kitchen, and only one student (3.2%) in the bathroom. These findings indicate that students are generally more interested in learning vocabulary associated with their personal and daily routines, particularly in the bedroom. It can serve as a reference for designing more contextual and relevant vocabulary learning materials for students.

Next, the researcher asked the students whether they wanted religious vocabulary included in their vocabulary learning at school. The students' responses are as follows:

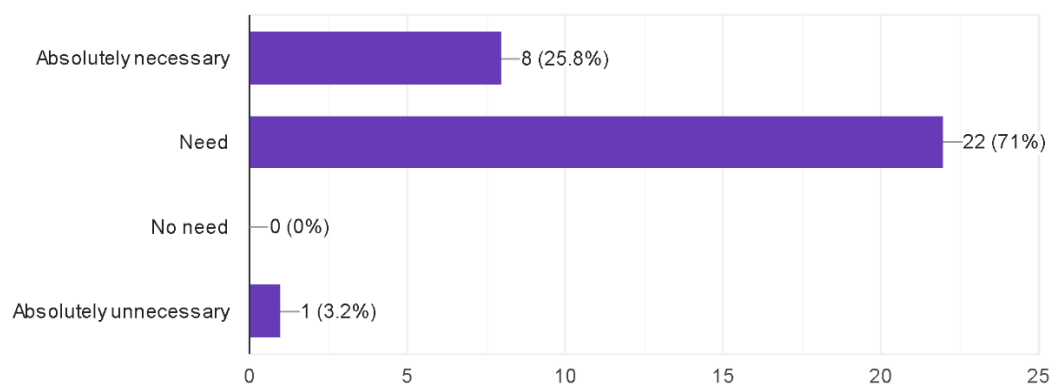


**Chart 4.9 Students' Preferences Regarding Religious Vocabulary**

The ninth chart indicates that out of 31 respondents, 23 students (74.2%) wanted to learn religious vocabulary in school vocabulary lessons. Meanwhile, seven students (22.6%) considered it *highly desirable*, and only one student (3.2%) said they *did not want* it. No respondents found religious vocabulary *very*

*undesirable*. These results highlight that most students are positively interested in integrating religious vocabulary into language learning, reflecting their need for spiritually meaningful and contextually relevant material within the school setting.

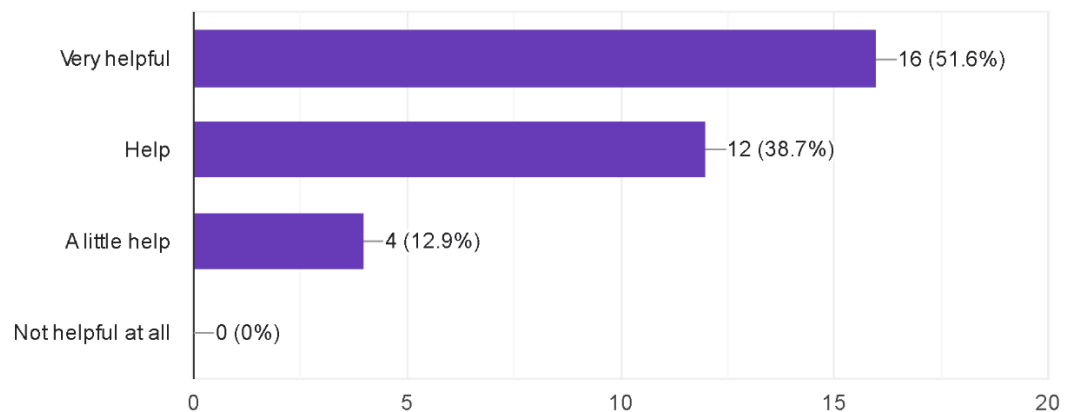
Next, the researcher asked the students whether they needed a part of speech section in the Vocabulary Handbook. The students' responses are as follows:



**Chart 4.10 Students Need for “A Part of Speech”**

The tenth chart reveals that most respondents consider including parts of speech in the vocabulary handbook important. Twenty-three students (74.2%) responded that it was needed, and 8 (25.8%) indicated it was *absolutely necessary*. No respondents selected *no need* or *absolutely unnecessary*. These results suggest that all participants recognize the value of understanding the grammatical function of each word so that they can use it accurately in sentences.

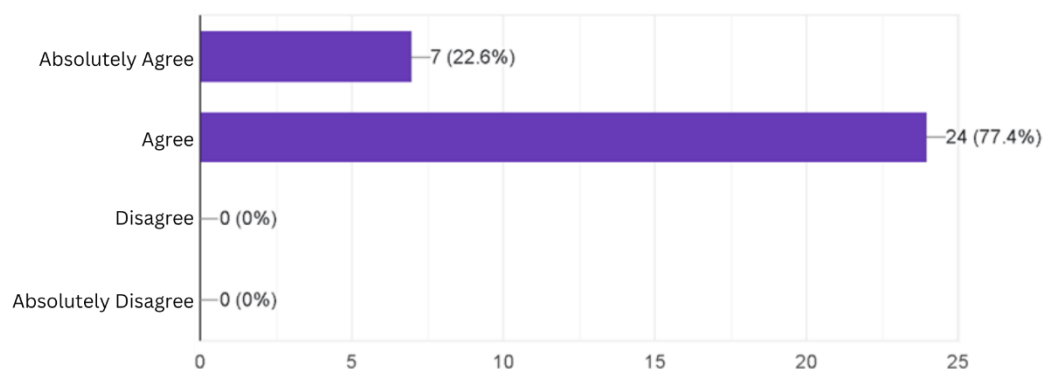
Next, the researcher asked the students whether they needed phonetic symbols in the Vocabulary Handbook and, if so, why. The students' responses are as follows:



**Chart 4.11 Students Need for Pronunciation Writing**

The eleventh chart shows that most respondents found pronunciation writing in the vocabulary handbook helpful. A total of 16 students (51.6%) selected *very helpful*, while 12 students (38.7%) chose *help*, and only four students (12.9%) indicated *a little help*. No respondent selected *not helpful at all*. These findings highlight that most students recognize the importance of pronunciation guides to enhance their speaking and listening skills in English.

Next, the researcher asked the students whether they agreed with adding regular and irregular verbs to the Vocabulary Handbook. The students' responses are as follows:

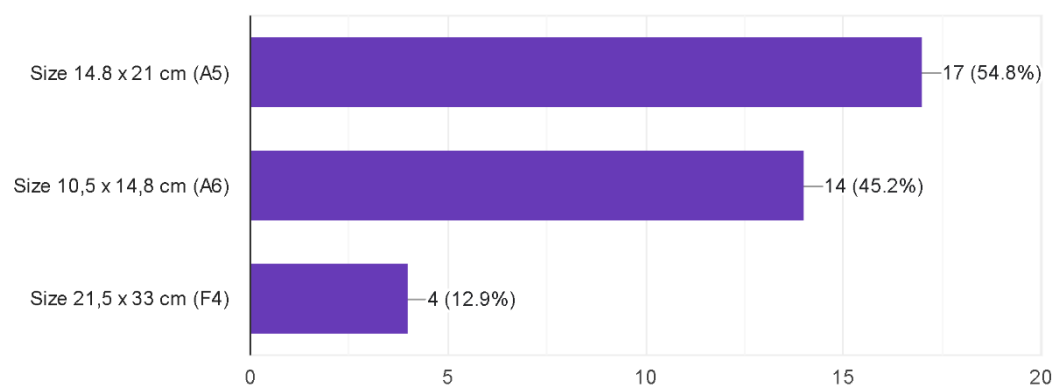


**Chart 4.12 Students' Agreement Regarding the Inclusion of Regular and Irregular Verbs in the Vocabulary Handbook**



The twelfth chart indicates that most respondents strongly agree with including regular and irregular verbs in the Vocabulary Handbook. A total of 24 students (77.4%) selected *Agree*, and seven (22.6%) chose *Absolutely Agree*. No respondents disagreed or strongly disagreed. The results reflect that students see the importance of including lists of regular and irregular verbs to support their understanding of sentence structure and verb usage in various tenses.

Finally, the researcher asked the students about their preferred size for the handbook. The students' responses are as follows:



**Chart 4.13 Students' Preferences Regarding the Size of the Handbook**

The chart illustrates the preferences of 31 respondents regarding handbook sizes. Most participants (54.8%) selected A5 size (14.8 x 21 cm) as their preferred option, indicating a strong inclination towards medium-sized handbooks that balance portability and readability. Following closely, 45.2% of the respondents favored the A6 size (10.5 x 14.8 cm), suggesting a preference for more compact and easily portable formats. Meanwhile, only 12.9% chose the F4 size (21.5 x 33 cm), showing that larger handbook formats are less desirable among the participants. These results suggest that handbooks should ideally be produced in

A5 or A6 size to align with user preferences, with A5 being the most recommended based on the data.

The results of the students' questionnaire reveal that seventh-grade students at MTs Batusitanduk have specific preferences and needs in vocabulary learning. They prefer visually engaging materials such as cartoon images with cool color tones and favor vocabulary handbooks that include translations, pronunciation guides, and illustrations. Their interest is predominantly in vocabulary related to their daily environments, particularly school, home, and religious settings. Furthermore, students acknowledge the importance of learning parts of speech and accurate pronunciation. These insights strongly indicate the necessity of designing contextual, interactive vocabulary materials that support autonomous learning. Such findings are instrumental in shaping the content and structure of the vocabulary handbook to ensure it aligns with students' interests and facilitates meaningful vocabulary acquisition.

#### **b. Teacher Interview Result**

Based on the interview with the English teacher, it was found that the vocabulary level of students at MTs Batusitanduk, particularly in Grade 7, remains relatively low. This issue is attributed to the elementary school's lack of foundational vocabulary knowledge. The teacher stated:

"Speaking of the students' vocabulary level at MTs Batusitanduk, it is still relatively low, especially in Grade 7. It is because they do not have a solid foundation from elementary school.<sup>26</sup>"

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<sup>26</sup> Arwan M, S.Pd, *Interview*, MTs Batusitanduk, 24 March 2025.

This finding indicates a gap in initial competency that could hinder the learning of English. In addition, the teacher highlighted a major obstacle in vocabulary instruction: the limited availability of learning resources in the classroom. Only the standard textbook is available, without the support of a dictionary or other learning media:

"The student's difficulty is the lack of dictionaries or other learning resources in the classroom, apart from the standard textbook.<sup>27</sup>"

This condition reflects the minimal access to supplementary teaching materials, resulting in less varied learning and making it difficult for students to expand their vocabulary independently.

Regarding teaching materials and techniques, the teacher explained that the entire learning process is based on the standard textbook aligned with the curriculum:

"The material follows the curriculum or is based on the standard textbook.<sup>28</sup>"

When asked about the use of other instructional media, the teacher responded that no alternative media were used beyond the textbook:

"In English learning, we only use the standard textbook.<sup>29</sup>"

It suggests that media use that supports contextual visualization and vocabulary practice has not yet been optimized.

Concerning the emphasis on vocabulary in the learning materials, the teacher stated:

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<sup>27</sup> Arwan M, S.Pd, *Interview*, MTs Batusitanduk, 24 March 2025.

<sup>28</sup> Arwan M, S.Pd, *Interview*, MTs Batusitanduk, 24 March 2025.

<sup>29</sup> Arwan M, S.Pd, *Interview*, MTs Batusitanduk, 24 March 2025.

"The teaching materials are not specifically focused on vocabulary instruction but depend on the taught topics.<sup>30</sup>"

It indicates that vocabulary acquisition occurs indirectly, rather than through systematic and explicit vocabulary instruction strategies. Nevertheless, the teacher expressed a positive attitude towards developing a vocabulary handbook. He believes such a handbook could be very helpful, provided it aligns with students' needs and the curriculum:

"I believe a vocabulary handbook could support more effective learning and enhance students' vocabulary comprehension, as long as it is aligned with the intended competencies or learning materials.<sup>31</sup>"

When asked about expectations for the content of the handbook, the teacher emphasized the importance of its relevance to students' needs and the textbook:

"The vocabulary handbook should consider the students' needs and be aligned with the competencies to be achieved. In other words, it should be based on the materials in the students' textbook.<sup>32</sup>"

In the introduction phase of instruction, the teacher reported making efforts to motivate students using simple yet effective techniques:

"At the beginning of the lesson, I usually try to boost students' motivation by giving an attention grabber and practicing it together. I also ask questions about the material to be studied to explore students' prior knowledge.<sup>33</sup>"

This technique reflects the teacher's effort to build motivation and encourage active student engagement, although innovative media or strategies do not yet support it.

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<sup>30</sup> Arwan M, S.Pd, *Interview*, MTs Batusitanduk, 24 March 2025.

<sup>31</sup> Arwan M, S.Pd, *Interview*, MTs Batusitanduk, 24 March 2025.

<sup>32</sup> Arwan M, S.Pd, *Interview*, MTs Batusitanduk, 24 March 2025.

<sup>33</sup> Arwan M, S.Pd, *Interview*, MTs Batusitanduk, 24 March 2025.

Overall, the interview results highlight the need to develop supplementary teaching materials focused on vocabulary. A well-designed vocabulary handbook that aligns with the curriculum content and students' needs, and is equipped with simple exercises and activities, could effectively enhance vocabulary skills among students at MTs Batusitanduk.

## **2. Design**

The *design* stage is the second phase in the ADDIE development model, which plans and constructs the product based on the results of the previous needs analysis. In this stage, the researcher begins formulating the product's concept, content, and layout as a *Vocabulary Handbook* for seventh-grade students at MTs Batusitanduk. This design process is carried out systematically to ensure that the product aligns with the needs and characteristics of the target students.

### **a. Purpose of the Design**

The primary objective of this design phase is to develop the initial draft of the *Vocabulary Handbook* that can assist students in enhancing their basic English vocabulary mastery. The design is intended to facilitate students in understanding, memorizing, and using vocabulary through a contextual and communicative approach. This product is expected to be a practical, engaging, and level-appropriate learning resource for seventh-grade learners.

### **b. Content and Product Structure Design**

Based on the needs analysis results from students and teachers, the researcher developed a handbook consisting of several thematic chapters. Each

chapter is designed based on topics relevant to students' daily lives and aligned with the junior high school English syllabus. The designed structure includes:

**Table 4.1 Designed Structure**

<b>Chapter</b>	<b>Topic</b>	<b>Components</b>
Chapter 1	Self Introduction	1. Vocabulary List (name, age, hobby, from, introduce, etc.) 2. Material Self introduction 3. Example Sentences
Chapter 2	Greeting Words	1. Vocabulary List (hello, good morning, nice to meet you, goodbye, etc.) 2. Material greeting 3. Example greeting
Chapter 3	Adverb of Time	1. Vocabulary List (yesterday, always, often, now, last week, etc.) 2. Material Adverb of Time 3. Example Sentences
Chapter 4	Part of Speech	1. Vocabulary List (noun, verb, adjective, adverb, etc.) 2. Material Part of Speech 3. Example Sentences
Chapter 5	Describing People	1. Vocabulary List (tall, friendly, kind, short hair, etc.) 2. Material Describing People 3. Example Sentences
Chapter 6	Procedure Text	1. Vocabulary List (first, then, mix, boil, cut, etc.) 2. Material Procedure Text 3. Example Procedure Text
Chapter 7	Regular and Irregular Verbs	1. Vocabulary List (Ask, brush, close, correct, arise, bend, etc). 2. Material Regular and Irregular 3. Example Sentences
Chapter 8	My School and My Home	1. Vocabulary List About School (classroom, board, desk, principal, etc.) 2. Vocabulary List About Home (kitchen, bedroom, chair, family, etc.)
Chapter 9	Religious Moderation	1. Vocabulary List (tolerance, respect, diversity, harmony, etc.)
Chapter 10	Recreational, Garden, Café	1. Vocabulary List (park, zoo, garden, café, swing, etc.)
Chapter 11	Tenses Vocabulary	1. Vocabulary List (always, every day, usually, yesterday, last night, tomorrow, next week, etc.)

Chapter	Topic	Components
		2. Material About Tenses
		3. Example Sentences

The structure outlined in Table 4.1 reflects the comprehensive design of the Vocabulary Handbook, which consists of eleven chapters. Each chapter is developed thematically and pedagogically to meet the vocabulary needs of seventh-grade students. The selected components were based on curriculum standards and tailored to students' real-life contexts and learning preferences.

Every chapter begins with a vocabulary list relevant to the topic, followed by contextual examples such as sentences or dialogues. This design supports both receptive and productive language skills. In addition, each chapter includes varied types of exercises, ranging from matching, filling in the blanks, and arranging steps to writing short paragraphs or descriptions. These tasks are intended to reinforce vocabulary retention and application in communicative contexts.

Visual aids and consistent formatting are also applied throughout the handbook to make the material more accessible and engaging. Furthermore, QR codes for pronunciation are integrated in key vocabulary sections to support independent learning. Overall, the design of each chapter is guided by principles of scaffolding and learner engagement, ensuring a balanced combination of content, form, and function.

### **c. Media and Supporting Applications**

The researcher used Canva and WPS Office applications to develop and design the product to produce a visually engaging and student-friendly layout. Canva was used to design page visuals, including illustrations, font selection, and

layout, while WPS Office was used to arrange the text and compile the product draft.

#### **d. Instructional Design Principles and Strategies**

In developing the *Vocabulary Handbook*, the researcher adopted the *Communicative Language Teaching (CLT)* approach and the principles of *dual coding theory* (combining visual and verbal information) to enhance vocabulary retention. The material is also organized based on the principle of *scaffolding*, starting from basic content to more complex topics in a gradual sequence.

#### **e. Product Usage Instructions**

This handbook is designed for use both in classroom instruction and self-research. Teachers can use it as a guide to present vocabulary, assign practice exercises, or facilitate dialogue-based activities. Students can also use the book independently at home, as it provides sample sentences, audio features, and pronunciation guidance.

#### **f. Validation Plan**

After the draft product is completed, the next step is to conduct content and media validation by subject matter experts and media specialists. This validation aims to assess the relevance of the content to learning needs and the feasibility of the visual and technical design. Feedback from experts will be used to refine the product before proceeding to the trial phase with target students.

### **3. Develop**

The development stage is the third step in the ADDIE model and focuses on transforming the conceptual design into a tangible and functional product. In



this phase, the researcher developed the Vocabulary Handbook based on the results of the analysis and design stages. The product consisted of ten thematic chapters that cover topics relevant to the daily lives of seventh-grade students, including Self-Introduction, Greeting Words, Adverbs of Time, Parts of Speech, Describing People, Procedure Text, Regular and Irregular Verbs, School and Home Vocabulary, Places (Recreation, Garden, Café), and Tenses.

Each chapter includes a list of vocabulary words, example sentences, translations into Bahasa Indonesia, colorful illustrations, and structured practice activities. To support pronunciation, the researcher also integrated QR codes that link to audio recordings of selected words, allowing students to listen and repeat independently.

The vocabulary content was designed to support individual learning and classroom instruction, following a scaffolded structure, from simple to more complex usage. The researcher used Canva to create the visual layout of each page and WPS Office to compile the full product into a ready-to-use handbook.

To ensure quality, the initial draft was validated by three experts: a content expert, a language expert, and a design/layout expert. Each expert used a questionnaire of 17 indicators to assess the material regarding content relevance, clarity, linguistic accuracy, layout consistency, and instructional value. The feedback from these validations was used to improve the final product before it was tested with students in the classroom.

To evaluate the handbook, each expert was given a validation instrument in the form of a questionnaire. The instrument comprised 17 indicators covering

content, language, layout, and overall instructional design. The evaluation used a Likert scale with the following categories:

**Table 4.2 Likert Scale**

<b>Score</b>	<b>Description</b>
4	Very Good
3	Good
2	Fair
1	Poor

Each expert had a maximum possible score of 68 points (17 indicators  $\times$  4 points). The results of the expert validation are presented in the tables below.

The following table presents the score given by the material expert, Mr. Arwan, M., S.Pd, based on the content's relevance, depth, and instructional quality.

**Table 4.3 Material Expert Score**

<b>No</b>	<b>Indicator Area</b>	<b>Score</b>
1	Content Relevance	4
2	Content Depth	4
3	Originality	4
4	Topicality	4
5	Language Use	4
6	Grammar Accuracy	4
7	Sentence Clarity	4
8	Readability	3
9	Visual Clarity	4
10	Design Appeal	4
11	Font Appropriateness	4
12	Line Spacing	4
13	Punctuation Accuracy	3
14	Layout Consistency	4
15	Systematic Order	4
16	Student Suitability	4
17	Evaluation Clarity	3
<b>Total Score</b>		<b>65</b>

The total score obtained from the material expert was 65 out of 68, which corresponds to a score percentage of 95.6%. Based on the scoring interpretation, the handbook is categorized as Very Good regarding content quality. The expert also recommended ensuring that examples provided in the material reflect real-life student experiences.

The language expert, Mrs. Husnaini, S.Pd.I, M.Pd, evaluated the product with a focus on grammatical accuracy, clarity, and language suitability.

**Table 4.4 Language Expert Score**

No	Indicator Area	Score
1–4	Content Components	4 each
5–8	Language Suitability	3–4
9–14	Layout Elements	3–4
15–17	Overall Evaluation	4
<b>Total Score</b>		<b>63</b>

The total score from the language expert was 63 out of 68, or 92.6%. The result falls into the Very Good category. The validator suggested reducing the use of Bahasa Indonesia in instructional explanations and increasing the use of English to reinforce student exposure to the target language.

Mrs. St. Hartina, M.Pd, conducted the design and layout evaluation. She assessed the visual aspects such as layout clarity, font size, visual balance, and overall aesthetic appeal.

**Table 4.5 Design and Layout Expert Score**

No	Indicator Area	Score
1–4	Content Components	4 each
5–8	Language Accuracy	3–4
9–14	Layout & Aesthetics	3–4
15–17	Evaluation Criteria	3–4
<b>Total Score</b>		<b>62</b>

The total score obtained was 62 out of 68, equivalent to 91.2%, which also falls into the Very Good category. The expert advised enhancing the visual design of the cover and reviewing the layout consistency on several pages.

The average score from all three experts was:

$$\text{Average Score} = \frac{65+63+62}{3} = 63.3$$

$$\text{Percentage} = \frac{63.3}{68} \times 100 = 93.1\%$$

Based on this result, the *Vocabulary Handbook* is rated as Very Good and Feasible for Classroom Implementation. Before the implementation stage, all expert suggestions were addressed in the final product revision.

To ensure that the Vocabulary Handbook meets pedagogical standards and visual appeal, a revision was conducted on the product's front cover based on expert suggestions and contextual appropriateness. The changes were made to enhance clarity, relevance, and learner engagement. The following comparison presents the cover before and after the revision, outlining key improvements in the material's design, layout, and presentation aspects.

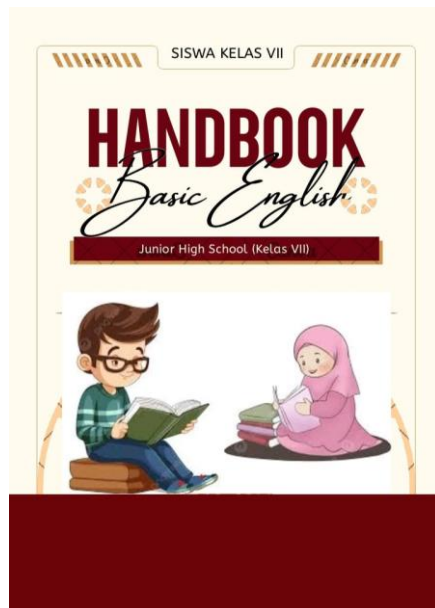


Figure 4.1 Cover Before Revision



Figure 4.2 Cover After Revision

TABLE OF Contents	
Alphabet	
Chapter 1: Self Introduction	
Chapter 2: Greeting Word	
Chapter 3: Days, month, dates	
Chapter 4: Part of Speech	
Chapter 5: Family	
Chapter 6: Profession	
Chapter 7: Tenses	
Chapter 8: Fountain in the class	
Chapter 9: Clothes	
Chapter 10: Numerals	

Figure 4.3 Table of Contents Before Revision

TABLE OF Contents	
Alphabet	
Chapter 1: Self Introduction	
Chapter 2: Greeting Word	
Chapter 3: Adverb of Time	
Chapter 4: Part of Speech	
Chapter 5: Describing People	
Chapter 6: Procedure Text	
Chapter 7: Regular & Irregular Verb	
Chapter 8: My School, My Home	
Chapter 9: Religious Moderation	
Chapter 10: Recreational, Garden, Cafe	
Chapter 11: Tenses	

Figure 4.4 Table of Contents After Revision

Table 4.6 Product Before and After Revision

No.	Component	Before Revision	After Revision	Explanation
1	Title	<i>Handbook Basic English</i>	<i>Basic Vocabulary</i>	The title was more specific to

No.	Component	Before Revision	After Revision	Explanation
				reflect the content focus (vocabulary).
2	Illustration	Cartoon of children reading	Real photo of students in a library	Enhances realism and student relatability.
3	Color	Maroon and cream	Tosca green and cream	Creates a fresher, friendlier atmosphere for students.
4	Design Style	Classic and simple	Modern and realistic	Improves visual engagement and appropriateness.
5	Text Elements	“Siswa Kelas VII” at top Main title: <i>HANDBOOK Basic English Subtitle: Junior High School (Kelas VII)</i>	Title: <i>Basic Vocabulary</i> Subtitle: <i>For Junior High School</i> Author: Dhini Flags: Indonesia & UK	It clarifies the purpose and includes national symbols and the author's name.
6	Author Identity	Not available	Author name “Dhini” added	Provides clear authorship and a professional touch.
7	National Symbols	None	Flags of Indonesia and the UK	Highlights bilingual context and cultural identity.
8	Number of Chapters	Consisted of 10 chapters	Consists of 11 chapters	The revised version includes an additional chapter, offering broader and more structured vocabulary coverage.
9	Chapter Arrangement and Titles	(Alphabet, Chapter 1: Self Introduction, Chapter 2: Greeting Words,	(Alphabet, Chapter 1: Self Introduction, Chapter 2: Greeting Words, Chapter 3: Adverbs of Time,	The revised chapters align more with language use, daily context,

No.	Component	Before Revision	After Revision	Explanation
		Chapter 3: Days, Months, Dates, Chapter 4: Part of Speech, Chapter 5: Family, Chapter 6: Profession, Chapter 7: Tenses, Chapter 8: Fountain in the Class, Chapter 9: Clothes, Chapter 10: Numerals)	Chapter 4: Part of Speech, Chapter 5: Describing People, Chapter 6: Procedure Text, Chapter 7: Regular and Irregular Verbs, Chapter 8: My School, My Home, Chapter 9: Religious Moderation, Chapter 10: Recreation, Garden, Cafe, Chapter 11: Tenses)	and curriculum demands, enhancing thematic coherence.
10	Differences in Material Content	Included “Family,” “Profession,” “Fountain in the Class,” and “Clothes” topics	Includes “Describing People,” “Procedure Text,” “Regular & Irregular Verbs,” “My School, My Home,” “Religious Moderation,” and “Recreation, Garden, Cafe”	Several outdated or less relevant topics were replaced with more engaging, functional, and applicable themes in students' real-life contexts.
11	Chapter Sequence	Less structured and not based on text types	More structured, organized by text types and usage (e.g., self-introduction, procedures, tenses)	The new sequence follows a logical and pedagogical flow that builds on students' cognitive progression and real-life communicative needs.

#### 4. Implement

The implementation stage is the fourth phase in the ADDIE model and applies the developed product in a real classroom setting. The objective is to determine how well the *Vocabulary Handbook* functions and how students

respond to its use. The trial implementation was conducted in a limited group involving 31 seventh-grade students of MTs Batusitanduk.

The *Vocabulary Handbook* was introduced to students during two classroom sessions. Under the guidance of the English teacher, students used the handbook to explore vocabulary topics, practice pronunciation using QR codes, and complete structured exercises. Observations during the lessons indicated that students were actively engaged with the material and enjoyed the interactive components of the handbook.

A validation questionnaire was distributed at the end of the trial to assess student responses toward the Vocabulary Handbook. The instrument contained 15 statements rated on a four-point Likert scale, ranging from Strongly Disagree (1) to Strongly Agree (4). The indicators evaluated the product's clarity, usefulness, attractiveness, and motivation. The table below presents the average score of student responses across selected key indicators:

**Table 4.7 Mean Scores of Student Responses on Vocabulary Handbook Validation Questionnaire**

<b>No</b>	<b>Indicator Summary</b>	<b>Mean Score</b>
1	Vocabulary clarity	3.7
2	Illustration support	3.6
3	Motivation to learn	3.8
4	QR code usefulness	3.5
5	Clarity of instructions	3.6
6	Vocabulary improvement	3.8
7	Relevance of topics	3.7
8	Ease of independent use	3.6
9	Practice usefulness	3.7
10	Visual layout and design	3.8
<b>Total Mean Score</b>		<b>3.68</b>



Based on the table above, the average mean score of student responses is 3.68 out of a maximum score of 4. It translates to a percentage score of:

$$\frac{3.68}{4} \times 100 = 92\%$$

This percentage falls under the "Very Good" category, indicating that the students well-received the handbook. Specifically, students appreciated the clarity of vocabulary, the relevance of topics, the engaging design, and the usefulness of QR codes for pronunciation practice. These results confirm that the handbook is effective as a teaching tool and motivating and enjoyable for the learners.

Qualitative feedback also supported the quantitative data, with students stating that the book helped them remember vocabulary more easily and made learning more fun. As such, the implementation stage successfully demonstrated that the handbook was feasible, engaging, and beneficial for vocabulary instruction.

## **5. Evaluate**

The evaluation stage is the fifth and final phase of the ADDIE model. This stage focuses on assessing the developed product's overall quality, feasibility, and effectiveness after its implementation. The evaluation draws upon expert reviews and student feedback to determine whether the Vocabulary Handbook meets the intended instructional goals and learning needs of seventh-grade students at MTs Batusitanduk. Evaluation in this research was conducted in two forms: formative evaluation and summative evaluation.

Formative evaluation was carried out throughout the development process, especially during the expert validation stage. Three experts were involved in reviewing the handbook's content, language, and design. As presented in the previous section, each expert evaluated 17 indicators on a four-point Likert scale. Their average percentage scores were:

**Table 4.8 Expert Validation Results Summary**

<b>Validator Type</b>	<b>Total Score</b>	<b>Max Score</b>	<b>Percentage</b>	<b>Category</b>
Material Expert	65	68	95.6%	Very Good
Language Expert	63	68	92.6%	Very Good
Design/Layout Expert	62	68	91.2%	Very Good
<b>Average</b>	<b>63.3</b>	<b>68</b>	<b>93.1%</b>	<b>Very Good</b>

Based on the results, the product was rated "Very Good" by all three experts. Although minor revisions were suggested (e.g., improving layout, reducing use of Bahasa Indonesia, refining examples), the handbook was deemed feasible for classroom implementation.

A summative evaluation was conducted after the product had been implemented in the classroom. It involved collecting data from students through a structured questionnaire. The average score from 31 students was 3.68 out of 4, equivalent to 92%, which also falls into the "Very Good" category.

**Table 4.9 Final Evaluation Summary**

<b>Evaluation Type</b>	<b>Percentage Score</b>	<b>Interpretation</b>
Expert Validation Avg.	93.1%	Very Good
Student Validation	92.0%	Very Good

The students responded positively to the Vocabulary Handbook. Most of them stated that the illustrations and QR codes were very helpful in understanding

vocabulary and pronunciation. They also appreciated the simple instructions and layout of the book. According to the students' written comments, the handbook was fun and helped them remember words better than the textbook.

The English teacher also expressed satisfaction with the product. He mentioned that the handbook made the learning process more interactive and enjoyable. According to him, students were more active during lessons and showed improvement in recalling and using new vocabulary. The teacher suggested that the handbook be used regularly and expanded to cover other topics in future versions.

Based on formative and summative evaluations, the *Vocabulary Handbook* developed in this research is classified as Very Good regarding content quality, instructional design, usability, and student engagement. The final product meets the needs of seventh-grade learners and provides a practical and enjoyable medium for vocabulary development in English language learning.

## **B. Discussion**

Vocabulary is one of the most essential aspects of learning English. Without sufficient vocabulary knowledge, students struggle to understand reading texts, construct meaningful sentences, or communicate ideas effectively. At MTs Batusitanduk, preliminary observations and interviews with the English teacher revealed that many seventh-grade students had low vocabulary mastery, significantly hindering their comprehension of learning materials and classroom interaction. The lack of supplementary materials such as illustrated vocabulary

lists, pronunciation tools, and engaging activities contributed to low motivation and limited exposure to new words.

To address this issue, the researcher proposed the development of a *Vocabulary Handbook* specifically designed for seventh-grade students. The handbook aimed to provide a structured, contextual, and visually appealing medium to support vocabulary acquisition. It aimed to enhance students' motivation and provide practical tools such as pronunciation support and thematic word organization aligned with students' needs and curriculum demands.

The product was developed using the ADDIE model, which includes five stages: Analysis, Design, Development, Implementation, and Evaluation. During the analysis stage, the researcher distributed questionnaires and conducted interviews to identify students' preferences and learning challenges. Based on this data, the design stage focused on creating a handbook with ten thematic chapters: *Self-Introduction*, *Classroom Objects*, and *Religious Vocabulary*. Each chapter included illustrations, QR codes for pronunciation, vocabulary lists with translations, and exercises. The development process involved producing the first draft of the product using Canva and WPS Office. The handbook was then validated by three experts (in content, language, and media design), revised based on their feedback, and tested in a classroom implementation involving 31 students.

The findings indicated that most seventh-grade students experienced significant challenges in learning English vocabulary. According to the English teacher, this issue stemmed from a lack of basic vocabulary mastery from

elementary school. This fundamental gap hindered students' understanding of new material, especially when faced with unfamiliar words unsupported by visuals or translations.<sup>34,35</sup>

Another critical issue identified was the lack of supporting learning materials. The classroom relied solely on a standard textbook provided by the government, with no access to dictionaries, audio resources, or visual aids. The teacher confirmed that no additional materials or instructional media were utilized, making the learning process monotonous and less engaging. As a result, students struggled with understanding vocabulary and using it in meaningful contexts.

From the student side, the questionnaire responses revealed that students strongly preferred learning vocabulary through images, especially those in cool tones (blue, green, purple). These colors were seen as calming and easier to associate with word meanings. Furthermore, students indicated they were more attracted to cartoon-style illustrations than abstract or realistic images. It suggests a clear need for visually engaging materials that match students' cognitive and aesthetic preferences.<sup>36</sup>

The survey also highlighted the types of content students wanted. The majority expressed interest in school-related vocabulary, particularly in the

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<sup>34</sup> Chrissandra Intan Lube and Siti Nuraeni, "Improving English Vocabulary Mastery Through Word Game," *PROJECT (Professional Journal of English Education)* 3, no. 1 (2020): 109, <https://doi.org/10.22460/project.v3i1.p109-113>.

<sup>35</sup> Dewi Furwana et al., "Unlocking the Potential: Exploring the Impact of Online Assessment in English Language Teaching," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 12, no. 1 (2024): 653–62, <https://doi.org/10.24256/ideas>.

<sup>36</sup> Kei Tomita, "Visual Design as a Holistic Experience: How Students' Emotional Responses to the Visual Design of Instructional Materials Are Formed," *Educational Technology Research and Development* 70, no. 2 (2022): 469–502, <https://doi.org/10.1007/s11423-022-10088-x>.

classroom and library, which are central to their daily experience. Students also showed interest in home-related and religious vocabulary, reflecting their desire for contextually relevant and spiritually meaningful materials. It indicates that vocabulary learning is more effective when students can relate new words to their everyday environment and culture.<sup>3738</sup>

In addition, pronunciation guidance was identified as a major student need. Over 90% of the students stated that pronunciation symbols or guides would help them learn better, confirming that vocabulary learning should be linked to written meaning and spoken fluency. Students also requested that the handbook include information about parts of speech to understand better how to use words in sentences.

The format and design of the learning material were also a concern. Most students preferred a handbook that combines pictures with translations rather than plain word lists or complex tables. A5 was the preferred size, as it balances readability with portability. Moreover, students favored pair or small group activities when learning vocabulary, suggesting that collaborative learning strategies can further support engagement.<sup>3940</sup>

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<sup>37</sup> Lei Gao et al., “Investigating the Effectiveness of Virtual Reality for Culture Learning,” *International Journal of Human–Computer Interaction* 37, no. 18 (November 8, 2021): 1771–81, <https://doi.org/10.1080/10447318.2021.1913858>.

<sup>38</sup> Dewi Sri Tompo, Sahraini, and Magfirah Thayyib, “Enhancing Junior High School Literacy: Incorporating Luwu Cultural Heritage into Reading Materials,” *VOLES: Voices of English Language Education Society* 7, no. 3 (2023): 497–509, <https://doi.org/10.29408/veles.v7i3.23935>.

<sup>39</sup> Anita Rachman, Sahraini Sahraini, and Kartini Kartini, “Development of Learning Modules for the Tarbiyah Islamiyah Program at the Integrated Islamic Senior High School Wahdah Islamiyah Palopo,” *Jurnal Studi Guru Dan Pembelajaran* 6, no. 3 (2023): 314–25, <https://doi.org/10.30605/jsgp.6.3.2023.2326>.

<sup>40</sup> Muhammad Ramzan, Zartashia Kynat Javid, and Abida Ajid Ali, “Perception of Students about Collaborative Strategies Employed by Teachers for Enhancing English Vocabulary

These findings justify the structure and content of the Vocabulary Handbook, which includes thematic chapters such as Self-Introduction, Greeting Words, and Parts of Speech, presented with cartoon illustrations, QR codes for pronunciation, and colorful visual layouts. Including religious vocabulary and classroom-related terms reflects direct input from the students.<sup>41</sup>

The development of this handbook was not a generic solution but a targeted response to the actual needs of seventh-grade students at MTs Batusitanduk. By aligning the handbook's content, layout, and functionality with students' preferences, the product is positioned to make a meaningful impact on vocabulary learning. The strong expert and student validation results confirm that the handbook is a relevant, acceptable, and effective vocabulary learning tool.

The effectiveness of the Vocabulary Handbook is further reinforced by the validation results provided by three experts: one in content, one in language, and one in design/layout. These experts assessed the product using a structured validation instrument comprising 17 indicators covering material accuracy, instructional suitability, language clarity, and visual presentation. The consistently high scores received from each validator demonstrate that the handbook fulfills academic, pedagogical, and design-related standards for junior secondary education.

The content expert rated the handbook with a score of 65 out of 68, equivalent to 95.6%, categorizing it as very good. According to the expert, the

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and Learning Motivation,” *Pakistan Journal of Law* 2, no. 2 (2023): 146, <http://www.pjlaw.com.pk>.

<sup>41</sup> Andi Tenrisanna Syam and Dewi Furwana, “The 4-D Model on the Development of English Learning Materials for Islamic Education Learners,” *Dinamika Ilmu* 22, no. 1 (2022): 17–39, <https://doi.org/10.21093/di.v22i1.4235>.

handbook successfully covered relevant themes suitable for seventh-grade students and aligned with their learning needs and environment. The vocabulary selected was appropriate regarding both level and contextual usage, and the inclusion of exercises and example sentences further supported the goal of meaningful vocabulary acquisition. The expert also commended the variety of topics, such as classroom vocabulary, religious terms, and self-introduction, which were seen as practical and culturally relevant for students in a rural Islamic school setting.

The language expert scored 63, corresponding to 92.6%, and was also in the very good category. The expert emphasized that the handbook's language use suited the target learners' cognitive and linguistic levels. However, a key recommendation was to increase the use of English in instructions and minimize reliance on *Bahasa Indonesia*, especially in practice activities and directions. This insight aligns with best practices in English language teaching, which encourage maximal exposure to the target language to promote immersion and language habit formation.<sup>42</sup>

The design and layout expert gave a score of 62 (91.2%), affirming that the visual elements of the handbook were effective in supporting learning. The expert noted that the use of illustrations, QR codes, and color choices contributed positively to the aesthetic appeal and usability of the book. Minor suggestions included adjusting the cover design and improving alignment on certain pages to ensure consistency. Nonetheless, the handbook was engaging and accessible,

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<sup>42</sup> Jim Cummins, "How Can Emerging Technologies Advance the Creation of Language-Friendly and Literacy-Friendly Schools?," *Language, Culture and Curriculum* 37, no. 1 (January 2, 2024): 106–19, <https://doi.org/10.1080/07908318.2024.2306286>.



especially for visual learners who rely on images and layout structure to support comprehension.

Overall, the average score across all experts was 93.1%, strongly indicating that the product was developed with careful attention to the principles of effective instructional design. Good materials should expose learners to language in authentic contexts, stimulate interaction, and be visually appealing—all of which are features reflected in this handbook.<sup>43</sup> Furthermore, the evaluation process reflects the “Evaluation” component in the ADDIE model, emphasizing that learner outcomes and expert review must measure product quality.

Importantly, the feedback provided by the experts was not only positive but also constructive, allowing the researcher to implement targeted revisions. For example, improvements were made to the clarity of instructions, refinement of layout spacing, and enhancement of some example sentences. These adjustments demonstrate a commitment to iterative development and a recognition that quality educational products must be responsive to pedagogical criteria and user experience.<sup>44</sup>

The expert validation process confirmed that the Vocabulary Handbook meets the standards of educational content design and is appropriate for use in junior high school contexts. The high scores and qualitative feedback indicate that the handbook is feasible, pedagogically sound, linguistically appropriate, and

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<sup>43</sup> Amalia Yahya, Husnaini Husnaini, and Nur Inayah Wulandari Putri, “Developing Common Expressions Book in Indonesian Traditional Market in Three Languages (English-Indonesian-Mandarin),” *Language Circle: Journal of Language and Literature* 18, no. 2 (2024): 288–95, <https://doi.org/10.15294/lc.v18i2.50285>.

<sup>44</sup> Meina Zhu and Ke Zhang, “Promote Collaborations in Online Problem-Based Learning in a User Experience Design Course: Educational Design Research,” *Education and Information Technologies* 28, no. 6 (2023): 7631–49, <https://doi.org/10.1007/s10639-022-11495-6>.

visually effective in supporting vocabulary instruction. This evaluation phase adds credibility to the product and provides a foundation for further implementation and scaling in similar learning environments.

One of the most notable outcomes of the implementation stage was the increase in student motivation and engagement during vocabulary learning. Before developing the Vocabulary Handbook, students at MTs Batusitanduk relied solely on government-issued textbooks, which were perceived as monotonous and lacked visual appeal. According to the needs analysis results, students found vocabulary lessons uninteresting, especially when materials were presented without color, context, or supporting media. The handbook's introduction into the classroom represented a significant shift in how vocabulary was taught and learned.

The student validation results revealed a mean score of 3.68 out of 4 (92%), indicating a positive reception. Students responded favorably to several handbook elements, particularly using illustrations, color-coded sections, and interactive QR code features for pronunciation practice. These components contributed to a learning environment that felt more dynamic and enjoyable. Previous research supports this finding, noting that multimedia elements such as images and audio can stimulate learners' cognitive processing and lead to better retention, especially for beginners.<sup>45</sup>

The handbook's format also played a key role in increasing motivation. Students appreciated the structured but flexible layout, which allowed them to

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<sup>45</sup> Firman and Mirnawati, "How to Develop Scientific Writing Techniques Teaching Materials with the Development of the Borg & Gall Model."

navigate between topics independently. Integrating real-life and familiar themes, such as school vocabulary and religious expressions, made the content more relatable. Learning becomes more motivating when students feel the materials are meaningful, relevant to their lives, and provide a sense of autonomy.<sup>46</sup> The Vocabulary Handbook achieved these aspects by contextualizing vocabulary and allowing students to explore independently.

Another motivational factor was the inclusion of audio-based learning via QR codes. Students who previously struggled with pronunciation can now hear and imitate native-like pronunciation directly through their phones. It addressed one of the most common learner anxieties—fear of mispronouncing words in class—and built their confidence in speaking. The positive response to this feature aligns with previous research's view that pronunciation support is crucial to effective vocabulary instruction.<sup>47</sup>

Furthermore, the visual design of the handbook was tailored to student preferences identified in the needs analysis. Cool colors and cartoon-style illustrations created a calming and friendly tone that made the content more approachable. Students indicated that such design choices helped them feel less overwhelmed by unfamiliar words. It supports the principle of affective design in

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<sup>46</sup> Muhammad Iksan, Husnaini Husnaini, and Masruddin Masruddin, "Implementation of Weekly English Program with Fun Learning Method for Pesantren Students," *Ethical Lingual* 9, no. 2 (2022): 872–79, <https://doi.org/10.30605/25409190.479>.

<sup>47</sup> Sitaresmi Imaniyati Wisnuwardhani, "Influence of Instrumental Motivation and Integrative Motivation on English Learning Outcomes," *International Journal of Ethno-Sciences and Education Research* 2, no. 1 (2022): 19–24, <https://doi.org/10.46336/ijeer.v2i1.235>.

instructional materials, which posits that emotionally positive visual environments can lower learning resistance and enhance focus.<sup>48</sup>

The implementation phase showed increased participation and willingness to complete tasks regarding classroom behavior. Students who were previously passive became more active in vocabulary activities, especially during paired pronunciation practice and group-based vocabulary games. The handbook encouraged individual engagement and collaborative interaction, essential to communicative language learning. According to sociocultural theory, learning occurs most effectively through social interaction within a supportive learning environment.<sup>49</sup>

It is also important to note that students expressed enthusiasm for continuing to use the handbook beyond the classroom. Several students mentioned using it at home to review vocabulary or scan QR codes for repeated listening. It shows that the product supported self-regulated learning, a desirable outcome in language education where exposure outside classroom hours is limited.

The Vocabulary Handbook clearly and positively impacted students' motivation and engagement. The handbook transformed the vocabulary learning experience from a passive, textbook-based routine into an interactive, student-centered process by addressing their emotional, cognitive, and social learning

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<sup>48</sup> Rustam Shadieff and Mengke Yang, "Review of Studies on Technology-Enhanced Language Learning and Teaching," *Sustainability (Switzerland)* 12, no. 2 (2020): 1–22, <https://doi.org/10.3390/su12020524>.

<sup>49</sup> David Tzuriel, "The Socio-Cultural Theory of Vygotsky," in *Mediated Learning and Cognitive Modifiability*, ed. David Tzuriel (Cham: Springer International Publishing, 2021), 53–66, [https://doi.org/10.1007/978-3-030-75692-5\\_3](https://doi.org/10.1007/978-3-030-75692-5_3).

needs. These results confirm that well-designed materials can serve as a source of knowledge and a catalyst for active and enjoyable learning.

Several relevant language learning theories further support these findings. Nation emphasizes that vocabulary acquisition is most effective when learners are exposed to words repeatedly in meaningful contexts.<sup>50</sup> The Vocabulary Handbook, which presents words through real-life themes related to school, home, and daily activities, reflects this principle by making vocabulary learning more relevant and contextual for students.

In addition, using visual elements such as illustrations and QR codes for pronunciation aligns with Dual Coding Theory proposed by Paivio. This theory suggests combining verbal and visual information enhances memory retention and comprehension.<sup>51</sup> The handbook activates both learning channels by integrating images and sounds alongside written vocabulary, helping students remember and apply new words more effectively.

The material's structure also follows Vygotsky's scaffolding concept, in which learners are supported progressively through tasks that move from simple to more complex.<sup>52</sup> Each chapter in the handbook builds upon the previous one, guiding students from basic introductions to more complex grammar and sentence structures. This gradual development ensures that learners can understand and use

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<sup>50</sup> Paul Nation, "The Different Aspects of Vocabulary Knowledge," in *The Routledge Handbook of Vocabulary Studies* (London: Routledge, 2019), 15, <https://doi.org/10.4324/9780429291586>.

<sup>51</sup> Allan Paivio, *Mind and Its Evolution: A Dual Coding Theoretical Approach* (New York: Psychology Press, 2014), <https://doi.org/10.4324/9781315785233>.

<sup>52</sup> Arkady A. Margolis, "Zone of Proximal Development, Scaffolding and Teaching Practice," *Cultural-Historical Psychology* 16, no. 3 (2020): 15–26, <https://doi.org/10.17759/chp.2020160303>.

vocabulary step by step within their zone of proximal development. The structure and theme selection in this Vocabulary Handbook are also influenced by examples of junior high school materials, such as *English for Teenager* by Jufriadi et al., which offers practical vocabulary use and topic organization based on learners' daily lives and school experiences.<sup>53</sup>

Moreover, the design and purpose of the handbook are consistent with the Communicative Language Teaching (CLT) approach, which emphasizes real-life communication as the basis for language learning.<sup>54</sup> The handbook enables students to use vocabulary meaningfully, not just memorize it in isolation, by including sample dialogues, functional expressions, and opportunities for interaction.

Finally, Graves highlights the importance of meaningful and learner-centered vocabulary instruction. Graves suggests vocabulary teaching should involve contextualized examples, student engagement, and repeated practice.<sup>55</sup> The Vocabulary Handbook reflects these characteristics by offering structured activities, relevant topics, and features promoting guided and independent learning.

Developing and implementing the Vocabulary Handbook in this research aligns with and extends the findings of several previous studies on vocabulary material development. While the basic goal of improving students' vocabulary

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<sup>53</sup> Jufriadi et al., *English for Teenager* (Cipta Media Nusantara, 2024).

<sup>54</sup> Sandra J Savignon, "Communicative Language Teaching," *Theory Into Practice* 26, no. 4 (September 1, 1987): 235–42, <https://doi.org/10.1080/00405848709543281>.

<sup>55</sup> Michael F Graves, *The Vocabulary Book: Learning and Instruction* (Teachers College Press, 2016).

acquisition remains consistent across studies, this research introduced specific innovations and contextual adjustments that distinguish it from earlier works.

One of the most relevant comparisons is with the research conducted by Zainuddin, who developed a vocabulary book for Islamic elementary students. His research emphasized the importance of contextual vocabulary related to students' daily lives, such as school, family, and religion, similar to the content themes found in this handbook.<sup>56</sup> However, while Zainuddin's material focused on early learners, this research targeted junior high school students, adapting the level of vocabulary and presentation style to suit their cognitive and linguistic development. This refinement underscores the importance of age-appropriate vocabulary depth and format, a principle supported by previous research, which argues that vocabulary instruction must evolve in complexity as students progress through educational levels.<sup>57</sup>

Another relevant comparison is Nurul Hanna Hamsan et al., who developed a pictorial vocabulary book for rural students. Like this research, Nurul Hanna Hamsan et al. emphasized the power of visuals in supporting vocabulary retention.<sup>58</sup> However, this current research goes further by integrating audio components via QR codes—an innovation not explored in Salamah's research. This addition supports multimedia learning theory, suggesting combining visual

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<sup>56</sup> Zainuddin Zainuddin, "Development of an Islamic-Based English Textbook for Third Grade Elementary Students," *ELEMENTARY: Journal of Primary Education* 2, no. 1 (2024): 1–7, <https://doi.org/10.55210/elementary.v2i1.345>.

<sup>57</sup> E Michael Nussbaum, "Critical Integrative Argumentation: Toward Complexity in Students' Thinking," *Educational Psychologist* 56, no. 1 (January 2, 2021): 1–17, <https://doi.org/10.1080/00461520.2020.1845173>.

<sup>58</sup> Nurul Hanna Hamsan, Mohd Haniff Mohd Tahir, and Benjamin Loh Hsien Ing, "Pictorial-Based Learning Model for Remote Vocabulary Learning: A Systematic Review," *Arab World English Journal* July, no. 9 (2023): 49–66, <https://doi.org/10.24093/awej/call9.4>.

and auditory input improves comprehension and retention.<sup>59</sup> The inclusion of audio also aligns with the growing trend toward blended and technology-supported learning, even in resource-limited settings.<sup>60</sup>

The findings of this research also affirm the conclusions of Andini, who found that vocabulary materials designed based on student needs significantly increased student motivation.<sup>61</sup> However, while Andini's product was text-heavy and teacher-centred, the Vocabulary Handbook developed in this research embraced a student-centred design, as reflected in visually guided exercises, independent QR access, and thematic chapters supporting teacher-led and self-directed learning. It aligns with current curriculum directions under the *Kurikulum Merdeka* in Indonesia, encouraging active and independent student learning.

In contrast to several earlier works that primarily focused on content delivery, this research strongly emphasized engagement and personalization. The needs analysis informed the vocabulary selection and guided decisions about colour schemes, image styles, page layout, and interaction modes. This level of personalization reflects the movement toward learner-driven material design,

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<sup>59</sup> Richard E Mayer, "The Past, Present, and Future of the Cognitive Theory of Multimedia Learning," *Educational Psychology Review* 36, no. 1 (2024): 8, <https://doi.org/10.1007/s10648-023-09842-1>.

<sup>60</sup> Toshiyuki Hasumi and Mei-Shiu Chiu, "Technology-Enhanced Language Learning in English Language Education: Performance Analysis, Core Publications, and Emerging Trends," *Cogent Education* 11, no. 1 (December 31, 2024): 1–22, <https://doi.org/10.1080/2331186X.2024.2346044>.

<sup>61</sup> Andini, "Developing Students' Basic English Handbook for Freshmen English Language Education Study Program of IAIN Palopo."



where students' preferences, abilities, and learning habits inform every stage of development.<sup>62</sup>

Another point of differentiation is the validation approach. While many previous studies relied solely on expert judgment, this research incorporated dual validation from experts and students. The student validation score of 92%, combined with an expert validation average of 93.1%, provided balanced and empirical evidence of the handbook's feasibility and effectiveness. It reinforces the argument made by previous research that actual users should evaluate materials to ensure usability and learning impact.<sup>63</sup>

In evaluating the final product, several strengths and weaknesses were identified that reflect the practical value and areas for improvement of the Vocabulary Handbook. One of the major strengths is its clear and systematic structure, with content divided into thematic chapters such as self-introduction, greeting words, parts of speech, procedure text, and tenses. This organization allows students to build vocabulary progressively and logically. Each chapter provides a list of vocabulary items complete with Indonesian translations, which supports comprehension and contextual learning. Additionally, example sentences and short dialogues are included to demonstrate the usage of words in honest communication.

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<sup>62</sup> Amany Esmat Mohammed, "The Impact of Task-Based Learning through Learning Management Systems on Enhancing EFL Speaking and Reading Skills of Preparatory School Students," *BSU Journal of Pedagogy and Curriculum* 4, no. 7 (2025): 117–32.

<sup>63</sup> Salsabila Anggraeni, Andi Tenrisanna Syam, and Magfirah Thayyib, "Developing Vocabulary Handbook for the Eighth Grade Students of Junior High School Salsabila," *IDEAS: Journal of Language Teaching and Learning, Linguistics and Literature* 12, no. 1 (2024): 296–312, <https://doi.org/10.24256/ideas>.

The handbook also features pronunciation support through an alphabet guide and QR codes linked to digital media, enabling students to access pronunciation models and relevant video content. The use of color and layout is visually appealing and contributes to increased motivation and engagement. Notably, including religious moderation vocabulary introduces students to essential values in English, which aligns with character education in the Indonesian context.

However, the product also has several limitations. First, it provides only a limited number of practice activities or evaluation tasks, which may reduce opportunities for reinforcement and assessment. Second, the handbook lacks a teacher's guide or instructional notes, which could make implementation less effective in different classroom settings. Third, while some chapters include images, the overall visual support is minimal, which may affect students who benefit from image-based learning. Lastly, some text sections can appear dense and overwhelming for lower-level learners. Addressing these limitations in future revisions could enhance the usability and pedagogical impact of the product, particularly by incorporating more interactive exercises, teacher guidance, and visual elements.

The research contributes to a growing body of research that recognizes the role of visual aesthetics and media integration in vocabulary instruction. Compared to earlier handbooks that often relied on basic layouts and static images, the handbook in this research was designed to be visually attractive,

functionally interactive, and emotionally engaging—a combination proven effective in maintaining student attention and promoting vocabulary retention.

This research confirms findings from previous studies while contributing key innovations in format, validation, and learner engagement. It demonstrates how vocabulary materials can be tailored to specific learner contexts using modern tools and a needs-based approach. The results strongly support integrating technology, aesthetics, and student feedback in future educational material development.

The Vocabulary Handbook developed in this research contributes meaningfully to English language learning, particularly in the context of junior high school students in rural Indonesian settings. Its contribution is not limited to providing additional learning material but extends to offering a practical, contextually relevant, and learner-friendly solution to vocabulary instruction, which is often overlooked or underdeveloped in conventional language classrooms.

One of the most important contributions of this handbook is its ability to bridge the gap between curriculum expectations and actual student capabilities. While the English curriculum for seventh graders demands a foundational vocabulary bank across various themes, many students struggle due to limited prior exposure to English. This handbook helps students catch up by presenting vocabulary in a structured, gradual, and meaningful way, enabling them to engage better with regular classroom instruction.

In addition, the handbook supports the shift toward student-centered learning, a core principle in modern educational approaches, including the Indonesian *Kurikulum Merdeka*. By designing materials based on student preferences and allowing for both teacher-led and independent use, the handbook empowers learners to take responsibility for their learning. Students can explore vocabulary thematically, practice pronunciation independently, and revisit content as needed, encouraging autonomy and ownership.

Another significant contribution is integrating multisensory learning tools, such as illustrations and QR codes for audio access. These tools cater to various learning styles—visual, auditory, and kinesthetic—thus enhancing vocabulary acquisition and long-term retention. Previous research notes that learners are more likely to remember words when presented in multimodal formats that appeal to their senses and cognitive processes.<sup>64</sup> The handbook applies this principle effectively, especially for students who do not have access to formal listening materials.

Furthermore, the product aligns with global calls for contextualized and localized materials in English language teaching (ELT).<sup>65</sup> Unlike commercially produced materials, this handbook was developed with the specific sociocultural and religious background of MTs Batusitanduk in mind. Including vocabulary related to Islamic culture, school environments, and everyday student life ensures

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<sup>64</sup> Wenwen Li et al., “Dual Coding or Cognitive Load? Exploring the Effect of Multimodal Input on English as a Foreign Language Learners’ Vocabulary Learning,” *Frontiers in Psychology* 13, no. March (2022): 1–11, <https://doi.org/10.3389/fpsyg.2022.834706>.

<sup>65</sup> Marwa Marwa et al., “Intercultural Topics in the Indonesian English Language Teaching Classroom: Contextualizing Local and Neutral Cultures to Target and Global Cultures,” *Journal of Intercultural Communication* 21, no. 1 (2021): 34–45, <https://doi.org/10.36923/jicc.v21i1.4>.

learners can relate personally to the content, making vocabulary acquisition more relevant and meaningful.

The development process contributes to best practices in materials design, following the ADDIE model from needs analysis to evaluation. It showcases how research-based design, iterative revision, and user validation can produce high-quality educational products. Other educators and curriculum developers can replicate this process to design similar handbooks tailored to their students' needs, thus making the findings from this research applicable beyond a single classroom.

Regarding teaching practice, the handbook provides a valuable supplementary resource that teachers can easily integrate into their lesson plans. It does not require internet connectivity or advanced technology, making it accessible for under-resourced schools. At the same time, its inclusion of QR codes and visual elements introduces students to digital literacy in a manageable and supportive way—an increasingly important skill in 21st-century education.

Finally, this research contributes to the broader discourse on material development in ELT by demonstrating the importance of listening to students' voices. Rather than imposing top-down solutions, this research modeled a participatory approach in which learners actively influenced the format, content, and features of the material they would use. It improved the product's relevance and effectiveness and modeled democratic and inclusive principles in education.

This research offers several novel contributions to English language learning, especially in rural educational settings. First, it presents a product that combines illustrations and QR code-based pronunciation support, which is rarely

found in vocabulary handbooks for junior high schools in Indonesia. Second, it is entirely based on students' needs, preferences, and cultural context, ensuring relevance and engagement. Third, it adopts a dual-validation process involving experts and students, adding rigor and practicality to the product evaluation. Lastly, the product is designed for teacher-led and self-directed learning, providing flexibility and supporting independent research, an essential aspect of the current *Merdeka Belajar* curriculum.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **A. Conclusion**

An appropriate vocabulary handbook design is based on a learner-centered approach, incorporating students' needs, interests, and learning challenges. The process begins with a needs analysis through questionnaires and interviews, which revealed that students prefer vocabulary materials that include illustrations, translations, pronunciation guides (QR codes), parts of speech, and contextual examples. The handbook also considers thematic relevance, such as vocabulary related to school, home, and religious topics, making it more meaningful and relatable to students' daily lives. The handbook is designed with thematic chapters containing a vocabulary list, sample sentences, illustrations, QR codes for pronunciation, and interactive tasks. Visually, the layout uses simple formatting, cool color schemes, cartoon images, and clear typography to increase engagement and readability. The content and structure align with curriculum demands and are designed to gradually build vocabulary mastery, starting from basic topics (e.g., greetings, self-introduction) to more complex concepts (e.g., parts of speech, tenses, regular and irregular verbs). As for the product conclusion, the vocabulary handbook consists of eleven chapters, each focusing on specific daily-life themes such as Self-Introduction, Greeting Words, Adverbs of Time, Procedure Text, Religious Moderation, and so on. The final product integrates visual elements, pronunciation tools (via QR codes), and practice activities tailored to seventh-grade students. The validation results from three experts yielded an average score

of 93.1% (Very Good), and the student validation showed a 92% (Very Good). These results indicate that the handbook is valid, feasible, engaging, and effective supplementary learning tool.

## **B. Implications**

The findings of this research have several important implications for English language teaching and learning, particularly in junior high schools located in rural or resource-limited settings such as MTs Batusitanduk.

### **1. Pedagogical Implication for Teachers**

The vocabulary handbook developed in this study provides a practical model of how vocabulary materials can be designed to be more student-centered, contextual, and interactive. English teachers can adopt similar principles—such as thematic vocabulary, visuals, pronunciation guides, and exercises—to enrich classroom instruction. This handbook can also be supplemental to the main textbook, supporting a more engaging and varied learning process.

### **2. Implication for Curriculum Development**

Integrating topics relevant to students' daily lives (e.g., school, home, religious moderation) demonstrates how vocabulary learning can be aligned with character education and local culture. It suggests that curriculum designers and material developers should consider embedding contextually meaningful content in vocabulary instruction to enhance relevance and learner engagement.

### **3. Implication for Learners**



The handbook empowers students to engage in more autonomous vocabulary learning. With accessible language, visual aids, QR code pronunciation tools, and structured practice, students can review and internalize vocabulary both in and outside the classroom. It supports long-term vocabulary retention and improves learners' confidence in using English.

#### **4. Implication for Further Research and Development**

This study provides a foundation for developing other language handbooks for different grade levels or language skills (e.g., grammar, reading comprehension). Future research may explore the long-term effects of using handbooks on vocabulary retention or combine the handbook with digital learning platforms for broader accessibility.

#### **C. Suggestions**

Based on the findings and experiences during the research, the following suggestions are proposed for future application and development:

##### **1. For Teachers**

English teachers are encouraged to use the *Vocabulary Handbook* as supplementary material to enrich classroom instruction, especially in vocabulary-focused lessons. The integration of QR codes for pronunciation can be used to foster listening and speaking practice beyond textbook use.

##### **2. For Students**

Students can utilize the handbook for self-study as well as group activities. They are advised to use the QR code features and the illustrated examples to retain new vocabulary and improve pronunciation.

### **3. For Schools**

Schools, especially those in rural or resource-limited areas, should consider supporting the implementation of similar context-based materials. Encouraging localized material development can increase students' engagement and improve learning outcomes.

### **4. For Future Researchers**

This research can serve as a model for further research in instructional material development. Future researchers should expand the product to cover other language skills, such as grammar, speaking, or reading. In addition, classroom-based action research can be conducted to measure learning outcomes more quantitatively using pre-test and post-test designs.

### **5. Product Limitation and Suggestions for Further Research**

Despite its strengths, this Vocabulary Handbook has certain limitations. One major limitation is that it focuses exclusively on vocabulary and does not deeply integrate grammar, reading, or speaking skills. Moreover, the product was tested in a limited classroom setting, which may not fully represent diverse student populations or learning environments. Another challenge is the dependence on QR codes, which may not be fully accessible in areas with limited internet access or for students without smartphones. Therefore, future researchers are advised to develop more comprehensive handbooks that integrate multiple

language skills for holistic learning. They may also consider developing offline versions or printed pronunciation guides to ensure accessibility. Expanding the research to include a broader range of schools and student backgrounds will also strengthen the product's generalizability and effectiveness.

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