

DEVELOPMENT OF A SIMPLE ENGLISH BOOK TO IMPROVE VOCABULARY MASTERY FOR X-1 GRADE STUDENTS AT SMAS RAUDLATUL ULUM GONDANGLEGI

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SUBMISSION TRACK	A B S T R A C T
Submitted : 15 June 2023 Accepted : 23 July 2023 Published : 25 July 2023	<p>Vocabulary is an important component in English and the main supporting aspect for mastering a language. English is an international language that is often used in conversations between countries. English skills in the modern era are needed, especially in the world of work and education. After observing X-1 grade students at SMAS Raudlatul Ulum Gondanglegi, researchers found a problem with students' lack of vocabulary skills. Therefore, researchers created learning media that can improve students' vocabulary skills, namely The Simple English Book learning media. Researchers used development research methods with the ADDIE research model; Analysis, Design, Development, Implementation, and Evaluation. The Simple English Book learning media obtained validation results from media experts of 82.5%, meaning that the media was included in the very valid category and 60% of learning experts, which meant that the media was quite valid, and the average results of the questionnaire for all student responses to the media received 2,002.5 and from the teacher response questionnaire for the English superior program, it was obtained 77.5%, in conclusion, learning media is learning media that is interesting, easy to use and easy to understand.</p>
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Introduction

Vocabulary is a set of words that are owned by a person or other entity and are part of a language. A person's vocabulary is defined as the set of all words understood by that person or the collection of words used by someone to construct sentences (Suci, 2023). Vocabulary is additionally a vital ability for acquiring to read, talk, compose and hear (Susanto Herri, 2021). Vocabulary mastery is also very important related to one's ability to communicate verbally. The reason is, with a lot of vocabulary one can use language that is more varied and interesting (Saputro, 2021). The factors that influence vocabulary mastery first, internal factors, including age level, Child ability, and motivation. Age Can affect the mastery of vocabulary. because children's understanding of vocabulary at each age is different, and the motivation of children at each age can also influence them. For example, there is a grade 6 elementary school student who wants to master English, then his motivation for wanting to be able to speak English is very big. Then the child continues to learn and always memorizes. After some time, his English ability improved. Those are internal factors or factors that originate within a child which can affect the level of vocabulary mastery. Second external factors, including the family, and School environment. External factors are factors that come from outside a child, for example, an environment, in the environment, there are people who influence vocabulary mastery, for example, if in an environment, that environment always uses a language that is the target of mastery of the child, then the child will automatically always listen to people using the target language that will be mastered and unconsciously the child

gradually begins to speak in the target language, then it is certain that the child can master the target language.

Vocabulary teaching techniques can be done in various ways, for example by watching movies, listening to songs, picture media, and other game media. Or can also use vocabulary books dictionaries, and so on. The teacher's way of teaching can also affect English learning, Fun and not monotonous teacher teaching techniques can attract students' interest and attention.

To make this research valid, the researcher takes five previous research to support the researcher's study. The first is, Vocabulary Mastery with the Card Short Learning Model on English Recount Text writing skills(Ramadan, 2023). In previous research, the method uses English learning media using Card Short. Card Short is a short card given to students. The student's task is, before being given the Short Card the student must study the reading text related to the material. then after students get the cards, then students gather in groups that have the same category and students stick the cards on paper one by one the group comes to the front of the class and continues to present it, then the teacher and other students conclude learning and make a summary of learning. Card Short learning media aims to improve vocabulary mastery in writing Recount Text. The similarities with the current research are the same in terms of increasing vocabulary mastery, but what is different is the ability to pronounce English while in the previous research was the mastery of vocabulary skills for writing Recount Text. The Second is, Student Strategies in Learning English Vocabulary(Holidazia & Rodliyah, 2020). The research is about vocabulary learning strategies. This strategy is the Determination Strategy. The determination strategy is learning vocabulary by how students find new vocabulary without the help of experts, for example, such as students guessing the meaning of the text and looking for meaning in the dictionary, then memory or memorizing strategies, then social strategies which mean learning vocabulary with friends, then Cognitive strategies, namely students talk to themselves, for example to cats and when doing anything independently, and the last one is the Metacognitive Strategy, a strategy that suppresses learning English vocabulary through existing facilities, be it from schools or parents who facilitate through the media, e.g. application, etc.

The similarities with the current research are the same in terms of increasing vocabulary, but the difference is that previous research used a strategy that made students learn to increase vocabulary through their own efforts without the help of the teacher by carrying out various kinds of learning methods independently using any learning media, but in research currently only focuses on one learning medium, namely book. The Third is, Training on Making Vocabulary Learning Media through Creative Media for Teachers of SMAN 1 Gunungsari(Nafisah et al., 2022). This previous research was research aimed at teachers to train their strategies in teaching using more innovative learning media to attract students' interest in learning. The training aims to increase students' vocabulary because the media created is devoted to increasing vocabulary. The media created are creative learning media. The similarities between previous research and current research are the same in increasing vocabulary, but the difference is that previous research used creative media while the current research only used one medium, namely a book. The Fourth is, Application of the Repeat After Me Method in Practicing English Vocabulary Pronunciation at Muhammadiyah 2 Palangka Raya High School(Indriani et al., 2023). The previous research was research to improve speaking skills in English using the word repetition method. The word repetition method can improve vocabulary mastery which can expedite pronunciation. What is given is not just practice but also the theory and then

practice. The similarities with the current research are the same in increasing vocabulary mastery to make pronunciation easier, but the difference is in the form of media. The current research uses book media. The Five is, Improving Students' Vocabulary Mastery Through Picture Media English Subject Class X.2 SMA Negeri 1 Magniti Academic Year 2018/2019(Djuang, 2019). This research is classroom action research that uses media images to increase students' interest in learning vocabulary, the researcher uses media images because they conclude that images can attract students' attention. The similarities with those studied by researchers are the same in terms of increasing vocabulary mastery, while the difference is that previous research only used pictures, and current research uses books.

From the five previous studies, it can be concluded that learning vocabulary can be improved in various ways, and increasing vocabulary is something that is important to support students so that they can be fluent in English. The relationship with the research that the researcher is currently researching is that what is being studied is an increase in vocabulary mastery, but the researcher is currently using development research that uses products developed by the researchers themselves in class X-1. From previous research, the current research can learn that increasing vocabulary does not have to be memorized. The background why this research needs to be done is because researchers feel that mastery of the English language, from time to time, needs to be improved, moreover for a student who will later become the nation's successor. Based on observations made by researchers. X-1 Grade at Raudlatul Ulum High School. Feel a lack of interest in English, due to various factors themselves, first the feeling of laziness, every student has the ability, just because it is based on laziness and a lack of interest, they become less interested in learning more English and practicing it independently in their daily lives both in the classroom when communicating with their peers. Moreover, they find it difficult to learn it. The school already has facilities that support learning, namely the superior English program, where the program was only implemented about one year ago and almost two years. Not only at school but in the boarding house they stay in there is also an English language program. Based on the information available, the leaders of Islamic boarding schools and Leaders of Raudlatul Ulum Senior High School Gondanglegi wanted to create an English-based school, the English program at the school was a superior program that was put forward and was a mandatory program that all students had to follow. Therefore, this study aims to develop the media that is simple English book to improve students' vocabulary mastery.

Research Method

In this research, the researchers used R&D (Research and Development method). The development model used by researchers in this study is the ADDIE model. The ADDIE learning model is student centered, innovative, authentic and inspiring. In addition, the ADDIE learning model is an elaboration of the system-oriented learning model which is the root of behavioristic learning theory. This learning theory explains the role of external factors and their impact on changes in one's behavior(Riadi, 2022). At each stage, the ADDIE model will provide an opportunity to evaluate each product development activity, to minimize the level of deficiencies or errors in the product being developed. So, researchers chose this type of research to develop a Simple English Book in X-1 Grade SMAS Raudlatul Ulum Gondanglegi.

In the research on the development of learning media for The Simple English book, five stages are using the ADDIE development research model, namely analysis, design, development, implementation, and evaluation. The steps to be taken are:

1. Analysis Phase (Analyze)

In this first stage, namely the analysis stage of searching for data in X-1 Grade Students at SMAS Raudlatul Ulum Gondanglegi:

- a. Analyzing the results by further examining the results of observations regarding the curriculum used by students
- b. Analyzing students' needs in making the book from the curriculum used by students.
- c. Analyzing to determine suitable material in making the book for students adapted to the curriculum from student learning sourcebooks.

2. Planning Phase (Design)

This second stage is the initial planning stage of the book to be made, through the results of the analysis phase. At this stage, the researcher will start looking for the contents of the book material to help students. The expected ability with the use of this companion book is that students can be assisted in memorizing vocabulary. Students' interest in learning English is still lacking, therefore the researcher thinks of creating additional teaching materials that can help students memorize vocabulary. Mastery of students' vocabulary can be seen at the time of observation which shows that students still have not fully mastered communication in English, and will later know mastery of the material after using the book. At this stage, the researcher clarifies the description of the book to be developed, namely:

- a. Determine the design of the book to be made
- b. Started making book
- c. Conduct consultations with lecturers after the product soft file is finished in production before printing
- d. Book printing in Hard file form

At this stage, researchers begin to carry out the steps for making a book

3. Development Stage (Develop)

At this stage, the researcher begins to carry out the steps for making a book as described in the planning stage.

4. Implementation Phase (Implementation)

This implementation phase is carried out by implementing a product in the form of a book that has been developed for X-1 Grade students of SMAS Raudlatul Ulum Gondanglegi to find out its convenience and feasibility, with the hope that the product developed can help students in their English proficiency. The methods used during the field trials were:

1. Students are given an explanation explaining the book and the purpose of the book being developed.
2. Students are welcome to use the book to be applied to students.
3. X-1 Garde students are welcome to use books independently according to directions from the researcher.
4. Then, Students are invited to fill out a user response questionnaire provided by the researcher to see the attractiveness and usefulness of the book being developed.
5. Stage of Evaluation (Evaluation)

The evaluation and improvement stage, it has started when there were suggestions for making improvements given by experts that validate the book. The purpose of the evaluation stage is to improve the product and determine the level of product feasibility.

In this study, data and data sources were collected to determine the quality of the product being developed, namely data to determine the analysis of the needs and learning abilities of X-1 Grade Students at SMAS Raudlatul Ulum Gondanglegi which came from 27 students along with student response data after using the Simple English Book learning media, then material validation data, namely the English Subject Teacher at SMAS Raudlatul Ulum Gondanglegi Mrs. Marsiti. M.pd. and media validation from an English Lecturer at Nahdlatul Ulama University Blitar and an English Subject Teacher at SMK An-Nur Bululawang namely Mr. Rochmat Ulum M.Pd. data validation from media experts and learning experts is used to measure the level of validity of the product being developed. Then the teacher's response data to the product from one of the superior English program teachers, namely Mrs. Wulida. S.pd. To measure how interesting the developed learning media is, this also applies to the student response questionnaire which aims to find out how interesting and useful the developed learning media is to help students master English vocabulary.

The data collection technique used in the first study was observation. Observation is the first step taken by researchers in this study. This is done to look for problems that might occur in the environment. Researchers conducted unstructured observations. It's unplanned and informal. In addition to observation as a preliminary study, researchers also made observations during the research to obtain supporting data. Second, researchers conducted unstructured interviews with several students to analyze learning needs. The researchers also conducted unstructured interviews with English teachers and English Language Leading Program Teacher for X-1 Grade Students at SMAS Raudlatul Ulum Gondanglegi to support field notes taken as research support. And finally, a list of questions, this study uses data collection techniques using a point of view that aims to determine the validity and feasibility of books developed by researchers. The questionnaire used in data collection was a validation questionnaire and a student-teacher response questionnaire to determine the success and attractiveness of the book being developed.

Then for research instruments, researchers used field notes and questionnaire sheets. The data analysis technique used to process this data used descriptive qualitative data analysis and quantitative data analysis. A qualitative descriptive data analysis technique was used to analyze the data in the form of observations, interviews, suggestions, and criticisms given by experts in validating the Simple English Book that was developed by researchers. The results of this analysis will be used by researchers as material for revising or perfecting the book. Quantitative data analysis was carried out by collecting data from questionnaire assessments, both questionnaires for validates, namely material experts and media experts, as well as response questionnaires given to teachers and students. Validation was carried out by experts by providing answers through a questionnaire, aiming to test the feasibility of the Simple English Book by the curriculum used. Answers were given by the validate through a questionnaire using a Likert Scale. The assessment of the Likert Scale criteria used consisted of four categories which were then analyzed by the researcher.

Result and Discussion

At the analysis stage, researchers conducted unstructured interviews and observations. Researchers conclude that students need to master English vocabulary skills, because their vocabulary skills are still low, and they need media that is quite helpful to improve vocabulary skills. From the results of observations in the class, researchers saw that students were less interested in English, this could be analyzed during observation. The researchers tried to provide some vocabulary to be memorized but students felt lazy so it took a long time to memorize. From the results of indirect interviews with the English teacher at the school studied by researchers, students in X-1 Grade are less interested in English, and students do have difficulties in vocabulary, students also have a feeling of laziness when learning English subjects, because the learning media is less interesting by only learning to use existing textbook media without any other learning book media.

From the problems above, researchers concluded that researchers must create products that are suitable for X-1 Grade SMA students because they need products that can overcome the learning problems they face. with products that are adapted to their environment in Islamic boarding schools because boarding schools have limitations not being allowed to carry a communication tool, namely a smartphone, therefore researchers created a product called Simple English Book.

After the observation, researchers began to design the product that was developed by adjusting it to the curriculum used, namely the Independent curriculum, meaning that it had to be adapted to the material in the class being studied, namely class X. Researchers only took some material, description material, recount text, procedure text, and Narrative text. For example, in the description material. in the description material, there are person, place, thing, adjectives, and adverbs. And from that, researchers take the vocabulary that will be developed. The researchers used the R&D research method, with the ADDIE research model. The finished product must be validated first by learning experts and media experts, whether the product is appropriate or not. And whether the product can be used by students without revision or not.

From the validation results of media experts that as Mr. Rocmat Ulum M. Pd English Lecturer at Nahdlatul Ulama University Blitar and an English Subject Teacher at SMK An-Nur Bululawang, it can be said that this learning media has a very decent level of validity. This is evidenced by the results of the assessment of the media validator obtaining a percentage of 82,5%. When viewed from the percentage of the achievement criteria 82.5% is included in the very valid criteria, meaning it can be used without revision. However, media validation provides some suggestions and suggestions according to researchers, it is very, very necessary to be implemented in products that will be applied to students, in conclusion, improvements are still being made according to the suggestions given by the media validator, even though the results of the percentages show that it can be used without revision The aspects used in the media validator to validate the product include the appearance of the book, such as size, cover, then aspects of the book such as the number of vocabulary, pictures, pages, preface, table of contents. From the results of the validation of learning experts Mrs. Marsiti M.pd English Subject Teacher at SMAS Raudlatul Ulum Gondangelgi, it can be said learning media has a fairly valid level of validity. This can be seen from the Presentation of the achievement criteria with a result of 60% which means it can be used but needs to be revised quite a lot. Researchers revise the product according to suggestions from learning experts so that it can be used optimally, Aspects used in the learning validator to validate products include

the use of vocabulary, strategies for memorizing vocabulary, number of vocabularies, additional material.

Media experts provide suggestions for products to be used by students. These suggestions include:

1. Cover according to the topic.
2. Given a motivational word in each chapter
3. Chapter page should be fixed

Learning experts provide one suggestion for a product to be used by students. the suggestion is:

1. the displayed image does not need much to be added so that it is balanced with the writing.

After the revision product, trials of learning media products were carried out in class X-1 SMAS Raudlatul Ulum Gondanglegi in the Even Semester 2022/2023 Learning Year. Trial activities were carried out by researchers directly to students by teaching them to how to learn to use the Simple English Book media. Students are given books in groups; one group consists of two people. Each group is given one book. Then all 27 students were given directions on how to use the simple English Book. After that students were asked to open the first page, then they read the book accompanied by how to read the vocabulary in the book with researchers. After that, they were asked to memorize five vocabulary words. After memorizing they were asked to close the book, then researchers tried to randomly appoint students several times and asked them to read the five memorized vocabulary without opening the book. This was followed by the whole group doing the assignments in the simple English book in the first chapter from numbers 1 to 10 with the guidance of researchers, and the results of working on the assignments together, all groups succeeded in doing it. All students enthusiastically participated in the whole learning process; they looked interested in using the simple English book learning media. The average from students' responses is 2, 002. 5 The teacher response questionnaire was filled out by one of the English Language Excellence Program teachers at SMAS Raudlatul Ulum Putukrejo Gondanglegi, namely Mrs. Wulida, S.Pd. with a result of 77.5%, and the result included in the good criteria category , meaning it is interesting, useful and easy to understand.

The Simple English Book is a book designed by researchers to help improve students' vocabulary skills, the book contains a set of vocabulary that students can memorize, the book does not only contain vocabulary, but also contains an understanding of each topic, and several tasks can further improve vocabulary skills in students. The Simple English book also adds insight with motivational words in each chapter to increase students' desire to learn more. The book contains columns that can be markers for students' vocabulary memorization. The students' low vocabulary skills and students laziness in learning English are the reasons behind the creation of the Simple English Book. Therefore, researchers took the initiative to create interesting learning media. From the results of observations in a class by researchers, and from the validation results that the student response questionnaire and teacher responses showed satisfactory results for the Simple English book, which means that the Simple English Book learning media can sufficiently assist students in mastering English vocabulary.

In this study, the researcher compared research with previous research by Holidazia & Rodliyah 2020 with the title Student Strategies in Learning English Vocabulary. The research is about vocabulary learning strategies. This strategy is the Determination Strategy. The determination strategy is learning vocabulary by how students find new

vocabulary without the help of experts, for example, such as students guessing the meaning of the text and looking for meaning in the dictionary, then memory or memorizing strategies, then social strategies which mean learning vocabulary with friends, then Cognitive strategies, namely students talk to themselves, for example to cats and when doing anything independently, and the last one is the Metacognitive Strategy, a strategy that suppresses learning English vocabulary through existing facilities, be it from schools or parents who facilitate through the media, e.g. application, etc. The similarities with the current research are the same in terms of increasing vocabulary, but the difference is that previous research used a strategy that made students learn to increase vocabulary through their own efforts without the help of the teacher by carrying out various kinds of learning methods independently using any learning media, but in research currently only focuses on one learning medium, namely book.

Conclusion

X-1 Grade students at SMAS Raudlatul Ulum Gondanglegi are the object of research by researchers. X-1 Grade students are students consisting of 27 children. After making observations, researchers become aware of the characteristics of students in learning English. The researchers become aware in terms of learning English that students' abilities need to be improved. After doing step by step from each process of research development of the Simple English Book for X-1 Grade Students at SMAS Raudlatul Ulum Gondanglegi it can be seen the results showed that the learning media Simple English Book from media experts, namely 82.5%, was included in the very valid category. This means it can be used without revision. then the learning expert gets a validation result of 60% which is included in the valid enough category to use but needs to be revised quite a lot. Then the average result of the student response questionnaire is 2.002, 5 and the teacher's response questionnaire is 77.5% which is included in the good category, interesting, useful, and easy to understand.

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