

DEVELOPMENT OF ENGLISH BIG BOOK TO TEACH VOCABULARY FOR EIGHTH-GRADE STUDENTS

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SUBMISSION TRACK	A B S T R A C T
Submitted : 27 June 2023 Accepted : 22 July 2023 Published : 25 July 2023	The purpose of this study is to develop learning media in the form of recount text big books and to determine the feasibility of the media. This research was conducted on class VIII students of SMP Islam Mamba'ul Jadidi. The research method used is Research and Development (RandD) which uses the ADDIE model. The steps are (1) needs analysis, (2) product development, (3) product design, (4) product implementation, and (4) product evaluation. Validation by experts is used to determine the eligibility of the media. Researchers then do product testing. based on research (1) the media expert validator gets a score of 94% (2) the material expert validator gets a score of 98%. (3) The language validator got a score of 95%. Student vocabulary assessment got a score of 88%. Evaluation of student assessment responses to the media score of 89%. Thus the media is accepted by students. Research and development work produces a ledger that is suitable for use.
KEYWORDS	
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Introduction

By paying attention to the importance of vocabulary, teachers must know how students learn vocabulary and monitor the progress of their vocabulary learning. So in the learning process, the teacher is in charge of educating, teaching, guiding, directing, assessing, and ending with an assessment of students. The learning process can run well by paying attention to two things, namely learning methods and learning media (Sudrajat et al., 2020). That professional education usually estimates the acquisition of hundreds of vocabulary words, It is about a thousand words per year. The actual experiment described gains of about 5,000 base terms plus derivatives each year from first to twelfth grade (Seashore, n.d. 2018). When learning takes place, the teacher must really make students active in learning so that students can achieve learning goals. In addition, paying attention to the use of learning media is an important stage in learning so that it can attract students' interest in learning (Sari, 2019). By using the big book media, the benefits achieved are that the learning objectives are carried out well and for students it can provide a pleasant reading experience. All students can also read it because of the large size and shape of the book, so students can read it together properly and correctly (Mufidah, 2017).

Research on how to teach vocabulary and learning media to teach vocabulary still becomes an interesting topic. The growth of children's English vocabulary in RA as a result of the use of large format book media (Hayati, 2018). Study, students' vocabulary expands noticeably after being exposed to "big book" media. In the following paper, titled "Increasing students' English vocabulary mastery through picture story books or big books in group B at Suci Castellia Kindergarten" (Abdullah, 2020). The author reported that an increase in students' English vocabulary using the medium big book was effective with a score of 80%. This is followed by "Development of big book learning media in increasing interest in learning Islamic religion for autistic students in class VI SLB Jambi city" (Ariana, 2016). Which has had such positive results that its medium is being used for further education. Students' vocabulary scores improved after using big book media,

as reported in "The effect of big book media on the development of English vocabulary for children aged 5-6 years at Raudhatul Athfal Arrusydah I Kedaton Bandar Lampung" (Sugawara & Nikaido, 2014). According to the research presented in "The use of big book media to improve learning outcomes in reading English for class III SDN Kalirejo 03 Lawang" (Ryan et al., 2013). The big book medium is an effective way to teach students new words and improve their English reading comprehension.

The average value of kids' vocabulary knowledge reportedly rose after they were exposed to the large book media, and this trend held true regardless of the researchers' starting point (most were working with primary school pupils). In light of these findings, the investigator is keen to create a large-format book to use as a vocabulary teaching tool. Students in the eighth grade at Junior High School Mamba'ul Jadid will be the focus of this investigation, making them younger than the participants in the last study. Since the last research was completed, both the media content and the grade level of the kids included have shifted, and the study was done during a different school year. In light of these challenges, this research aimed to develop a Big book-based learning media for eighth graders at Islamic Junior High School Mamba'ul Jadid, with the intention of attracting their attention and facilitating their memorization of English vocabulary through the use of media that is accessible and interesting to them. The eighth graders at Islamic Junior High School Mamba'ul Jadid might benefit from the development of visually-based Big book learning material for English vocabulary memory.

Research Method

Research and Development (R&D) is an English term for the research process that will be employed in the manufacture and evaluation of a variety of goods (Sugiyono, 2014). Research for product improvement or new product development follows a series of measurable processes (Lestari, 2019). The research and development process is well-known to consist of the following stages: product introduction based on the findings of the planning phase, modifications based on the opinions of material and media specialists, product testing, and enhancements based on the results of the trials. Researchers in this study employed the ADDIE framework for their work. The ADDIE approach is popular because it is straightforward, methodical, and easy to grasp. Analyze, plan, do, inspect, and adapt; these are the five steps of the ADDIE paradigm, initially described visually by Robert Maribe Branch (Rafles et al., 2023).

The analytical phase allowed the researcher to pinpoint the vocabulary-education resources that were lacking in the classrooms. Beginning with instructors and a few pupils at Islamic Junior High School Mamba'ul Jadid, the researcher asked them open-ended questions. The analysis's end goal is to support educators in their roles as educators, allowing them to better assist their pupils in overcoming the challenges they face in the classroom.

Data on the efficacy of learning media is generated by the outcomes of product trials employing large book learning media in the field. The following is an explanation of the outcomes of the trial, which involved giving students practice questions that corresponded to the course topic:

In ongoing research, researchers repeatedly evaluate after completing product development activities, which have the aim of reducing the level of deficiencies and errors in the product materials being developed. The current research is focused on developing learning media products, namely Media Big Book which is implemented in English

recount text material to increase students' vocabulary in eighth grade Students at Islamic Junior High School Mamba'ul Jadid.

Result and Discussion

The researcher conducted an investigation to determine which vocabulary-teaching resources instructors and students might benefit from. The initial step of this research was the researcher conducting unstructured interviews with many instructors and pupils at Mamba'ul Jadidi Islamic Junior High. With the media that will be generated as a result of this investigation, we want to aid educators in the classroom and assist students overcome the challenges they face.

Interviews were conducted with the teacher and several students Islamic Junior High School Mamba'ul Jadidi. During the interview process, the researcher conducted interviews with the teacher in the teacher's room and with students in the schoolyard after the lesson was over. Before researchers design instructional media, first identify the results of the interview as follows.

First, the existing learning media is less effective in increasing student vocabulary as we know junior high school students should have achieved the target of memorizing as much vocabulary as possible. This was also explained during the interview, the teacher explained that the media for increasing student vocabulary was only in the form of books from the government (LKS). Their learning and vocabulary do not develop.

Second, understanding of learning media is lacking, because teachers use the same media when learning, namely from the government. This was also explained during the interview, the teacher explained that he did not know about the big book media, because the teacher who taught him was at an advanced age so his understanding of learning media was lacking.

Third, learning strategies are less attractive to students, because the teacher does not know the learning media that is interesting for students, and as a result, the student scores are low due to the lack of student activity in the teaching and learning process. Therefore, the teacher hopes that the media to be developed can attract students' learning interest. This was also explained in the interviews, the teacher explained that the media for Islamic Junior High School Mamba'ul Jadid students was simple, clear, and interesting, so that students would not get bored, and easily understand the material.

Based on the explanation above, it can be seen that teachers do not know about big book media and teachers teach using books from the government, (LKS) based on identification it is also known that students need interesting media to be active in learning, and can increase students' vocabulary. From the results of the analysis, students need learning media to increase vocabulary, students also need new media to make it easier to understand learning material, and also students want interesting learning using big book media.

Planning Design Stage

The researcher creates the instructional large book when the analytical steps have been completed. Aside from fluency in reading and comprehension, students are also required to be able to draw parallels between different societal roles, textual structures, and linguistic features. Students also grasp the text's structural and linguistic features, as well as the text's conceptual significance in relation to a social purpose. In addition, students can write and deliver brief, straightforward oral and written recounts of prior events. The use of this medium is intended to expand students' lexical competence in

English. In order to keep their attention and make the subject easy to comprehend, pupils require huge book learning medium. The first thing a researcher does is decide which level of classification will be the focus of their study. Research indicators and materials should be chosen once the research object has been established. Next, with the use of the recount text, establish learning indicators in accordance with BC 3.11 and CC 4.11.

Development Process

Big book learning media that has been revised by media and material specialists and vetted by supervisors is the end goal of this phase of development. Experts in both media and language were consulted in order to compile samples of recount text and a vocabulary list for use in expanding students' vocabularies, while content specialists confirmed that no changes were necessary to make the media appropriate for educational purposes. Aspects gleaned from the results of student interviews reveal that students are interested in using the media in learning, which bodes well for the product's continuation into the testing phase. The ADDIE model, developed by Robert M. Branch and now used widely, divides the development process into stages based on the order in which their respective actions must be taken.

Product results

The results of the development of big book learning media products can be seen below:



Picture 4. 1 Big Book cover



Picture 4. 2 Definition of Recount Text



Picture 4. 3 Purpose of Recount Text



Picture 4. 4 Struktur of Recount Text



Picture 4. 5 Book Cover of Recount Text

Consideration expert

Before the questionnaire was given to the expert, the questionnaire was validated first by the instrument validator. In the validation activity there were several experts, namely: Rohmatul Ulum M.pd (media and language validator), and Sulistiwati Spd (validator material). validation of English learning media products and the validation results are described as follows:

Validation of the results media experts:

$$P = \frac{\sum X}{\sum x_i} \times 100\%$$

where:

P = Percentage wanted

$\sum X$ = Total value of respondents' answers

$\sum x_i$ = The ideal number of

If counted:

$$p = \frac{4+3+4+4+4+4+4+4+4+4+3+3}{4 \times 13} \times 100\%$$

$$= \frac{49}{52} \times 100\%$$

$$= 94\%$$

From the results of the media expert validation, it was found that the media learning has a valid validity level and has revisions according to the suggestions of the validator. This is also evidenced by the results obtained from the media validator, the percentage is 94%.

Material expert results validation:

$$P = \frac{\sum X}{\sum x_i} \times 100\%$$

where:

P = Percentage wanted

$\sum X$ = Total value of respondents' answers

$\sum x_i$ = The ideal number of

If counted:

$$P = \frac{4+4+4+4+3+4+4+4+4+4}{4 \times 10} \times 100\%$$

$$= \frac{39}{40} \times 100\%$$

$$= 98\%$$

From the results of the material expert validation, it was found that media learning has a very decent level of validity. This is also evidenced by the results obtained from the material validator, the percentage is 98%.

Linguist validation results:

$$P = \frac{\sum X}{\sum x_i} \times 100\%$$

where:

P = Percentage wanted

$\sum X$ = Total value of respondents' answers

$\sum x_i$ = The ideal number of

If counted:

$$\begin{aligned} P &= \frac{4+4+4+4+3+4+4+3+4+4}{4 \times 10} \times 100\% \\ &= \frac{38}{40} \times 100\% \\ &= 95\% \end{aligned}$$

From the validation results of linguists, it was found that the learning media has a valid level of validity and has revisions according to the suggestions of the validator. This is also evidenced by the results obtained from the language validator, the percentage is 95%.

Revision

Revisions were made on the advice of media and language experts. These suggestions will be explained in the following table:

No	Suggestion	Revision
1	Added an example of recount text	Example recount text added
2	Add vocabulary	Vocabulary added
3	Provide practice questions	Practice questions added

Table 4. Suggestions from Media and language experts

Revisions were made from the advice of media and language experts who had validated the product. Media and language experts suggest that the media is added with examples of recount text and focuses more on developing students' vocabulary and is also given practice questions according to recount text material then the book is valid and tested.

Suggestions and Revisions



Picture 4. 6 Example of Recount Text



Picture 4. 7 vocabulary List



Picture 4. 8 Questions

Implementation Stage

Small Group

In this group trial, students were divided into several groups, then students used big book media, and recount text material, together according to their respective groups.

Field trials

The results of product trials in the field using big book learning media produce data on the effectiveness of learning media. By providing practice questions to students according to the learning material, the results of the trial are explained as follows:

No	Student's name	Score	Finish	Info Not yet
1.	Subject 1	80	√	
2.	Subject 2	80	√	
3.	Subject 3	90	√	
4.	Subject 4	90	√	
5.	Subject 5	80	√	
6.	Subject 6	80	√	
7.	Subject 7	80	√	
8.	Subject 8	80	√	
9.	Subject 9	90	√	
10.	Subject 10	90	√	
11.	Subject 11	90	√	
12.	Subject 12	90	√	
13.	Subject 13	90	√	
14.	Subject 14	90	√	
15.	Subject 15	90	√	
16.	Subject 16	90	√	

17.	Subject 17	80	√
18.	Subject 18	90	√
19.	Subject 19	80	√
20.	Subject 20	90	√
21.	Subject 21	90	√
22.	Subject 22	80	√
23.	Subject 23	90	√
24.	Subject 24	80	√
25.	Subject 25	90	√
26.	Subject 26	90	√
27.	Subject 27	90	√
28.	Subject 28	90	√
29.	Subject 29	80	√
30.	Subject 30	80	√
Total		2580	30
Range		85	100%

Table 5. List of student practice questions

It is known that the value of the trial with a total of 30 students succeeded 100%. Because the value obtained by students is under what has been determined. From the data above, it can be seen that the feasibility of learning media that has been used in learning is under the expected value.

Oral ability test scores to add to students' vocabulary

$$P = \frac{\sum X}{\sum Xi} \times 100\%$$

where:

P = Percentage wanted

$\sum X$ = Total value of respondents' answers

$\sum Xi$ = The ideal number of

If counted:

$$\begin{aligned}
 P &= \frac{1058}{30 \times 4 \times 10} \times 100\% \\
 &= \frac{1058}{1200} \times 100\% \\
 &= 88\%
 \end{aligned}$$

From the formulation of the explanation described above, it was obtained that the score of 30 students was 88% and was in the "very valid" category, thus Mamba'ul Jadid Islamic Middle School students who received a numerical score could be said to have an increased vocabulary, and enthusiasm in memorizing, as well as learning media Big book is very suitable for eighth-grade students at Islamic Junior High School Mamba'ul Jadid.

Evaluation Stage

The evaluation stage is carried out on

After completing the learning activities students were given a questionnaire to find out the student's response to the media that had been used.

$$P = \frac{\sum x}{\sum x_i} \times 100\%$$

where:

P = Percentage wanted

$\sum x$ = Total value of respondents' answers

$\sum x_i$ = The ideal number of

If counted:

$$\begin{aligned} P &= \frac{1065}{30 \times 4 \times 10} \times 100\% \\ &= \frac{1065}{1200} \times 100\% \\ &= 89\% \end{aligned}$$

From the formula described above, it is obtained that the percentage of 30 students is 89% and is in the "very valid" category, thus Mamba'ul Jadid Islamic Middle School students who fill out the questionnaire can be said to be interested, and understand the content of the material, and the big book learning media is very suitable for eighth-grade students at Islamic Junior High School Mamba'ul Jadid.

Discussion

The purpose of this study was to investigate the effectiveness of using big book media to teach English vocabulary to eighth graders at Islamic Junior High School Mamba'ul Jadid. Learning capacities, student characteristics, available time, necessary expenditures, and the technical quality of the medium all factor into the consideration and selection of instructional media. The foregoing suggests that huge book medium is applicable. Because of its potential to inspire Mamba'ul Jadid's eighth graders to study hard and succeed, this trait is listed among the school's defining features. Researchers employ large book media to pique kids' interest in school and teach them new words in English; nevertheless, this content primarily consists of recounts. And choose according on the requirements of pupils and their middle schools. One method of acquiring English is through the usage of the "big book," a book with both large print and huge graphics to facilitate comprehension. A big book is one that is much bigger than the norm. (Alpusari et al., 2021). The big book can be used as a landscape or portrait. The number of pages is around 8-15, dominated by images for supporting text, and also the material in the big book media can be adjusted according to the material to be used.

The process for developing this big book media uses the ADDIE research and development model. These steps are:

Needs analysis, researchers analyzed students' problems in increasing English vocabulary, and the media used by teachers to teach English. To obtain data at this stage of analysis the researcher did: Unstructured interview researchers conducted unstructured interviews with teachers and students. Material analysis researchers determine media that are interesting and under the needs of students

Product design, at this stage, the researcher designs products that are under the K13 curriculum, and student needs and can attract interest in learning to increase student's English vocabulary.

Product development in the product development stage, researchers must adjust

the product to be developed with the analysis of student needs.

Product Implementation in the implementation stage, the researcher conducted trials on student products divided into several groups and each student was given practice questions.

Product evaluation at this stage, the researcher compared the validation results with previous research conducted by (Sila Hayati) with the title (Efforts to Improve Children's English Vocabulary Mastery Through Big Book Media at Ra Nurul Hadina Patumbak)

Material expert assessment, in the previous research, product validation was not carried out by material experts, but the big book media was directly tested on students by the English teacher at the school. In English vocabulary learning activities using big book media, it achieved a score learning using media of 87.88% with very good criteria, whereas in this study the media was validated by material experts and had very decent validity, and was immediately tested by obtaining a validity percentage of 98%. Media expert assessment, in the previous study, media experts also did not validate, but the big book media was directly tested on students with an achievement score of 87.88% with very good criteria, while in this study the validation results from media experts had a proper validation level and had revision according to this suggestion is proven by the results of the media expert validator percentage of 94%.

Another difference that is owned is in the research subjects that have been taken. In the previous study, the subjects taken were students of RA Nurul Hadina Patumbak, while in this study the researchers took students as subjects of Islamic Junior High School Mamba'ul Jadid.

Conclusion

Research and debate indicate that large book media is utilized to help eighth-graders at Islamic Junior High School Mamba'ul Jadid expand their command of the English language. Big book media are being created to help Islamic Junior High School Mamba'ul Jadid's eighth graders expand their English vocabulary:

Needs analysis

Researchers analyzed students' problems in increasing English vocabulary, and the media used by teachers to teach English. To obtain data at this stage of analysis the researcher did: Unstructured interview, researchers conducted unstructured interviews with teachers and students. Material analysis, researchers determine media that are interesting and under the needs of students.

Product Design

At this stage, the researcher designs products that are under the K13 curriculum and the needs of students, as well as the validity of the experts.

Product Development

In the product development stage, researchers must adjust the product to be developed with the analysis needed by students.

Product Implementation

In the implementation stage, the researcher conducted a trial of student products divided into several groups, and each student was given practice questions and oral tests to find out the increase in student vocabulary.

Product Evaluation

Expert validation from the fields of media (94 percent), content (98 percent), and language (95 percent) support the study's findings that using huge books in the classroom

can help eighth graders at Islamic Junior High School Mamba'ul Jadid expand their command of English. Vocabulary growth (88%) and media satisfaction (89%), as measured by students' reports of their own learning and enjoyment of the large book media and related exercises and questions concerning the recount text content, were calculated.

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