



Developing Vocabulary Handbook for the Eighth Grade Students of Junior High School

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Abstract

This study aimed to develop a vocabulary handbook for eighth-grade students at SMP Negeri 8 Palopo. The researcher used Research and Development by adapting the ADDIE model—the participants of this study were eighth-grade students of SMP Negeri 8 Palopo and three expert validators. Data were collected through observation, interviews, students' questionnaires, and expert validation. The vocabulary handbook was developed by referring to the needs analysis and adapting a task-based language approach. The appropriate vocabulary handbook as a research product consists of: 1. three units of vocabulary handbook material, namely: What are you doing? My uncle is a zookeeper, and Bigger is sometimes better. 2. Variety of activities adapted from task-based 3. Attractive layout and media 4. Other skills like listening, reading, and writing are completed with exciting grammar and vocabulary. The suitability of the student vocabulary guidebook is evidenced by the results of student and teacher perceptions that were categorized into "Very Good" classification, which indicated that the vocabulary handbook is ready to use with little revisions.

Keywords: *ADDIE Model; English Vocabulary; Research and Development*

Introduction

Most of the students in the school are still not confident enough to speak English, with the anxiety of those who do not have adequate vocabulary, which is the cause of "don't want to talk" problems, mispronunciations, and the lack of

books or practical media to help them in learning English. Another problem is related to teaching materials.

Several factors cause students to feel afraid of using English, namely, students need clarification when choosing words to communicate in English. The second factor is that students rarely apply it in everyday life. The third factor is that students feel insecure about using English because they need a large vocabulary collection. The fourth factor is that students feel afraid when they make mistakes in using English sentences. In other words, students are often taught new words as a basis for language learning. Some adults find vocabulary building to be an interesting and instructive activity so that they develop the English vocabulary handbook to improve thinking patterns and add information focused on specific subjects.

A handbook is a comprehensive guide that provides information, guidelines, and instructions on a particular subject or topic. It serves as a reference manual and is typically organized in a systematic and easy-to-understand format. Handbooks are used in various fields such as education, business, and government to help users understand and navigate through complex concepts or procedures.

In the context of education, a handbook serves as a valuable resource for both students and teachers. An introduction to handbooks in education provides an overview of its purpose and structure. It outlines the content that can be found within the handbook, such as rules and regulations, academic policies, curriculum guidelines, and other important information related to the educational institution.

The purpose of a handbook is to provide users with a clear understanding of a specific subject or topic. It aims to present information in a concise and organized manner, making it accessible to a wide range of users. Handbooks are commonly used in educational settings, workplaces, and organizations to provide guidance and support to students, employees, or members. They can cover a wide range of topics, including academic subjects, employee policies, safety procedures, and more.

Handbooks are important because they serve as a valuable resource for individuals seeking information or guidance. They provide a centralized source of information that is easily accessible and can be referred to whenever needed. Handbooks also ensure consistency and standardization in the information provided, which is particularly important in educational and professional settings. Additionally, handbooks can help to streamline processes and procedures, ensuring that individuals have a clear understanding of what is expected of them and how to navigate various situations.

According to Kisyani et al. (2019), the vocabulary used in the book changes as

science and technology advance. The scientific approach is the one employed in the 2013 Curriculum. With this method, the vocabulary that is automatically employed in books also makes reference to vocabulary growth as a supporter of science. Students are therefore required to fully understand and be able to use the vocabulary present in the book. This has to do with the vocabulary that was required by the existing Curriculum for 2013. The fundamental knowledge is to grasp what a term means. The base for students to master a subject. Just that initial instruction in the introduction or socialization of word seems to be given less consideration.

Several scholars have developed vocabulary handbook. Khairunisa (2015) developed vocabulary learning materials based on Nation's four strands for grade eight students of Junior High School. Sari & Qomar (2017) developed vocabulary book based on crossword puzzle which is very good and can help students in learning vocabulary and the students got a new knowledge. Puspita et al. (2017) developed a supplementary material on vocabulary development for seven-year students of Junior High School.

Based on the explanation above, the researcher formulated a research question as follows: "How to develop a valid vocabulary handbook for the eighth-grade students of SMP Negeri 8 Palopo."

Method

The researcher applied Research and Development by adapting the ADDIE Model. ADDIE model stands for Analysis, Design, Development, Implementation, and Evaluation. The participants of this study were 29 students who filled out the need analysis questionnaire, three experts' validators, and 15 students joined trial product. The research instruments used include questionnaire and interview. The questionnaires were given into the experts and students. The researcher interviewed the teacher and her students to determine their perceptions towards the products. The instruments were analyzed quantitatively qualitatively.

Results

The Result of Need Analysis

The results of the need analysis questionnaire are shown below.

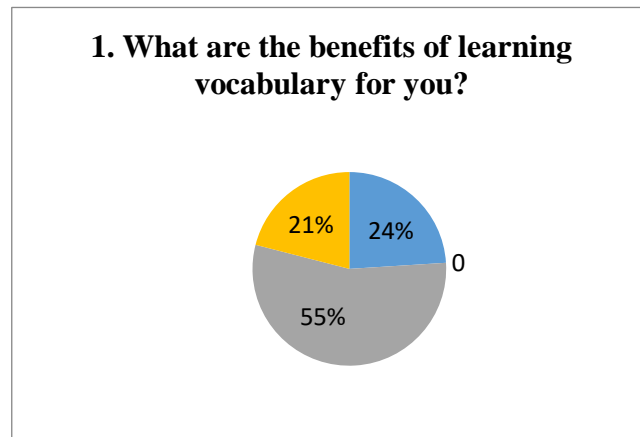


Chart 1. The result of students' percentage of benefits in the English language

The chart above shows that the students benefit from the vocabulary. Most students choose C, which helps them improve their new Vocabulary. It offers 16 students, or 55%, the opportunity to help improve their new vocabulary

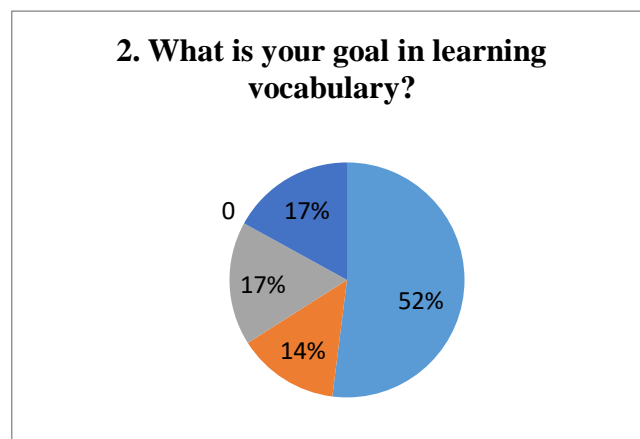


Chart 2. The result of students' percentage on learning goals

Students gave various answers to the percentage of questionnaire questions related to learning English. Students stated that the benefits of students choosing A=15 students or 52% decided to improve their English speaking.

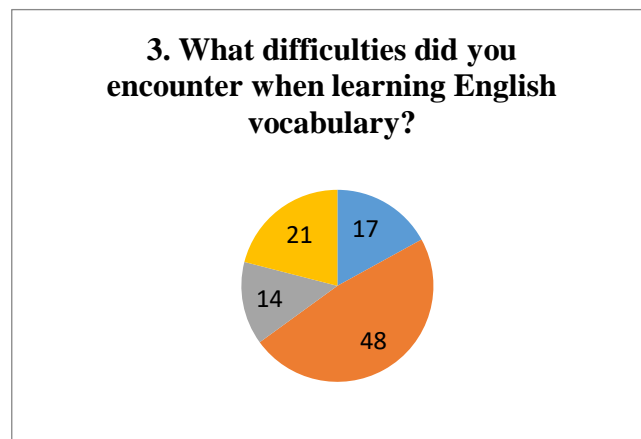


Chart 3. The result of students' percentage of difficulties in learning English

The chart explained the percentage of students' difficulties learning English from handbook vocabulary. The highest percentage showed difficulty in pronounced Vocabulary, with B=14 students, or 48%, scoring difficulty in pronounced Vocabulary. Based on the result, the researcher developed a pronounced vocabulary.

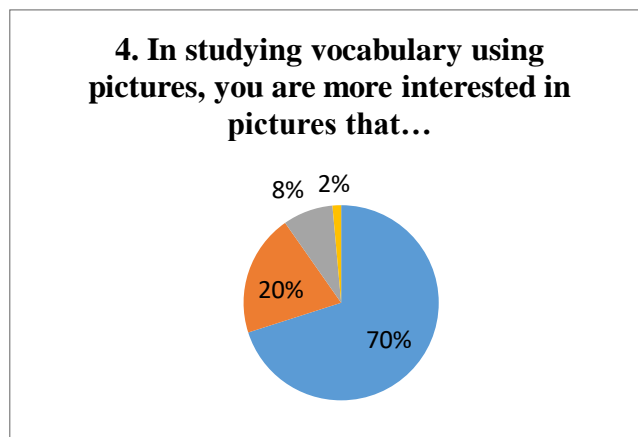


Chart 4. Displays the Percentages Color of Vocabulary Handbook

This questionnaire also collected data about the colors of the picture that students wanted in the Handbook. Most students chose a full color, 70%. The researcher developed a vocabulary handbook based on the highest percentage.

Design Stage

The design was based on observational data, interviews, and a needs analysis questionnaire, including the curriculum program. The design stage steps the following:

Table 1. The Blueprint of the Product

Theory	Design	Element of the Handbook	Objective	Materials
Handbook	Based on Curriculum 2013	Handbook	This phase is designed to find out Vocabulary.	Unit 7 What are you doing?
		Pronunciation and Phonetic Symbol	This phase Provides convenience for non-natives in understanding English pronunciation and explains the differences.	Unit 8 My Uncle is a zookeeper.
		Part of Speech	This phase makes it easy for foreigners to understand the parts of speech and explains the differences.	Unit 9 Bigger is sometimes better.

Table 2. The result of the Product Validation by the Design and Layout Expert

1.	The material display is clear.	3	Good	It can be utilized with a little bit of revision
2.	Interesting display of material.	3	Good	It can be utilized with a little bit of revision
3.	Correct font size.	3	Good	It can be utilized with a little bit of

				revision
4.	The spacing size is appropriate.	3	Good	It can be utilized with a little bit of revision
5.	Spacing is appropriate	3	Good	It can be utilized with a little bit of revision
6.	Use proper punctuation.	3	Good	It can be utilized with a little bit of revision
7	The systematic presentation is coherent	3	Good	It can be utilized with a little bit of revision
8	The entire material is suitable with students' abilities	3	Good	It can be utilized with a little bit of revision

The mean score of the design and layout expert validation was calculated below:

$$M = \frac{B}{N} = \frac{27}{9} = 3$$

The percentages of the design and layout expert validation were calculated below:

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

$$X = \frac{3}{4} 100\% = 75\%$$

The design and layout expert validation result got a mean score of 3 with 75%

of percentages, qualifying as "Good." The design and layout expert validation result indicates that the Handbook can be utilized with a little revision.

Table 3. The result of the Language Used validation by the Design and layout expert

1.	The language used in the Vocabulary Handbook teaching materials is according to students' abilities.	4	Excellent	It can be utilized without revision
2.	The language presented in the Vocabulary Handbook is by the student's cognitive development level.	4	Excellent	It can be utilized without revision
3.	The expressions used in the Vocabulary Handbook comply with the correct grammar.	3	Good	It can be utilized with a little bit of revision
4.	The language presented in the Vocabulary Handbook is easy to understand.	3	Good	It can be utilized with a little bit of revision
5.	The systematic presentation is coherent.	3	Good	It can be utilized with a little bit of revision
6.	The entire material is by the student's language abilities.	4	Excellent	It can be utilized without revision
7.	Assessment according to the input given.	3	Good	It can be utilized with a little bit of revision

The mean score of the language expert validation was shown below:

$$M = \frac{B}{N} = \frac{24}{7} = 3,42$$

The percentages of the language expert validation were shown below:

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

The result of the language expert validation got a mean score of 3,42 with 85,5% of percentages qualified as "Good." The language expert validation results indicate the Handbook can be utilized with a little revision.

Table 4. The result of the Content Validation by the Design and Layout Expert

No.	Criteria	Score	Description	Follow Up
1.	The scope of the material in the Vocabulary Handbook teaching materials is to the needs of the students of SMPN 8 Palopo.	4	Excellent	It can be utilized without revision
2.	The depth of the material in the vocabulary handbook teaching materials is adequate.	4	Excellent	It can be utilized without revision
3.	The authenticity of the material in the vocabulary handbook teaching materials is sufficient.	4	Excellent	It can be utilized without revision
4.	The latest issues in interesting vocabulary handbook teaching materials	4	Excellent	It can be utilized without revision
5.	The activities in each task involve many students.	4	Excellent	It can be utilized without revision
6.	Activities in tasks vary.	4	Excellent	It can be utilized without revision
7.	Activities in assignments according to the topic	4	Excellent	It can be utilized without revision
8.	The activities in the tasks are interesting for students	4	Excellent	It can be utilized without revision
9.	Activities in tasks can motivate students to learn	4	Excellent	It can be utilized without revision

	English			
10.	Activities in tasks help students understand the material.	4	Excellent	It can be utilized without revision
11.	Activities involve students working individually, in pairs, or in groups.	4	Excellent	It can be utilized without revision
12.	Activities in tasks are arranged from easy to difficult levels	4	Excellent	It can be utilized without revision
13.	Activities in tasks are useful in students' real lives.	4	Excellent	It can be utilized without revision
14.	The instructions for each task are easy to understand.	3	Good	It can be utilized with a little bit of revision
15.	Input material in the form of relevant text and images.	4	Excellent	It can be utilized without revision
16.	Input material in the form of text and images according to students' abilities.	4	Excellent	It can be utilized without revision
17.	Input material in the form of interesting text and images.	4	Excellent	It can be utilized without revision
18.	Material input includes the correct language structure.	4	Excellent	It can be utilized without revision
19.	Material input can add insight to students.	4	Excellent	It can be utilized without revision
20.	Material input can add to students' Vocabulary.	4	Excellent	It can be utilized without revision
21.	Material input helps students with language.	4	Excellent	It can be utilized without revision
22.	It has balanced inputs and tasks.	4	Excellent	It can be utilized without revision
23.	The choice of topic is according to the characteristics of students.	4	Excellent	It can be utilized without revision
24.	The systematic presentation is coherent.	4	Excellent	It can be utilized without revision
25.	The entire material is by the	4	Excellent	It can be utilized

26.	student's language abilities. Assessment according to the input given.	4	Excellent	without revision It can be utilized without revision
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The mean score of the material validation was shown below:

$$M = \frac{B}{N} = \frac{103}{26} = 3,96$$

The percentages of the material validation were shown below:

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

$$X = \frac{3,96}{4} 100\% = 99\%$$

The result of the material expert validation got a mean score of 3,96 with 99% of the percentages qualified as "Excellent." The material expert validation results indicate the Handbook can be utilized without revision.

Implementation Stage

At this stage, the revised product is implemented for a limited number of students, and trials are carried out in just one day and held on May 03, 2023. In this limited trial, the researcher tried to apply some of the vocabularies from the vocabulary handbook provided; then, the researcher only applied some representative and effective tasks to work on for 30 minutes. The details of the tasks carried out are shown below:

In addition to implementing vocabulary development, due to time and opportunity limitations, the researcher explained briefly how to use Vocabulary. The research began to explain the pronunciation guide, part of speech, instructions for use, how to scan the barcode, and vocabulary list. This aims to clarify how to use the product so that students are clear about using the Vocabulary Handbook. Tryout at this stage aims to determine the effectiveness and attractiveness of the vocabulary handbook. The results of the tryout will be displayed at the evaluation stage

Evaluation Stage

The table below shows the results of students' perception in field try out. There were 15 students follow field try out.

Table 5. Students' Perception

No	Criteria	Mean Score	Description	Follow-up
1.	The design of the vocabulary handbook provided is attractive	3,41	Good	It can be utilized with a little bit of revision
2.	The size of the vocabulary handbook is just right	3,30	Good	It can be utilized with a little bit of revision
3.	The typeface used is correct	3,25	Good	It can be utilized with a little bit of revision
4.	The font size used is correct	3,25	Good	It can be utilized with a little bit of revision
5.	The language used in the vocabulary handbook is good and correct	3,11	Good	It can be utilized with a little bit of revision
6.	The language used in the vocabulary handbook is easy to understand	2,88	Good	It can be utilized with a little bit of revision
7.	The language used in the Vocabulary Handbook is at your current language level	3,04	Good	It can be utilized with a little bit of revision
8.	The content contained in the vocabulary handbook is easy to understand	3	Good	It can be utilized with a little bit of revision
9.	The content in the vocabulary handbook is interesting	3,59	Excellent	Can be utilized without Revision
10.	The material in the Vocabulary Handbook is according to your needs	3,04	Good	It can be utilized with a little bit of revision
11.	The material content as a whole varies/varies	3	Good	It can be utilized with a little bit of revision
12.	The vocabulary handbook can help you learn at school and outside of school	3,37	Good	It can be utilized with a little bit of revision
13.	Using the vocabulary handbook helps improve speaking and adding	3,44	Good	It can be utilized with a little bit of revision

14.	Vocabulary more easily Mastery of Vocabulary using the vocabulary handbook is easier	3,33	Good	It can be utilized with a little bit of revision
15.	The Vocabulary Handbook helps you to be more enthusiastic about learning Vocabulary in learning English.	3,44	Good	It can be utilized with a little bit of revision
Total Score		48.45		

The mean score of the students' perception results was shown below:

$$M = \frac{B}{N} = \frac{48,45}{15} = 3,23$$

The students' perception percentages were shown below:

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

$$X = \frac{3,23}{4} 100\% = 81\%$$

The researchers also shared the questionnaire to the teacher so that they can find out the teacher's perception towards the handbook. The results are shown below.

Table 6. The Results of Teacher's Perception Questionnaire

No	Criteria	Mean Score	Description	Follow-up
1.	The design of the vocabulary handbook provided is attractive	4	Excellent	Can be utilized without Revision
2.	The size of the vocabulary handbook is just right	4	Excellent	Can be utilized without Revision
3.	The typeface used is correct	4	Excellent	Can be utilized without Revision
4.	The font size used is correct	4	Excellent	Can be utilized without Revision

5.	The language used in the vocabulary handbook is good and correct	4	Excellent	Can be utilized without Revision
6.	The language used in the vocabulary handbook is easy to understand	4	Excellent	Can be utilized without Revision
7.	The language used in the Vocabulary Handbook is at your current language level	4	Excellent	Can be utilized without Revision
8.	The content contained in the vocabulary handbook is easy to understand	4	Excellent	Can be utilized without Revision
9.	The content in the vocabulary handbook is interesting	4	Excellent	Can be utilized without Revision
10.	The material in the Vocabulary Handbook is according to your needs	4	Excellent	Can be utilized without Revision
11.	The material content as a whole varies/varies	4	Excellent	Can be utilized without Revision
12.	The vocabulary handbook can help you learn at school and outside of school	3	Good	It can be utilized with a little bit of revision
13.	Using the vocabulary handbook helps improve speaking and adding Vocabulary more easily	3	Good	It can be utilized with a little bit of revision
14.	Mastery of Vocabulary using the vocabulary handbook is easier	3	Good	It can be utilized with a little bit of revision
15.	The Vocabulary Handbook helps you to be more enthusiastic about learning Vocabulary in learning English.	3	Good	It can be utilized with a little bit of revision

Discussion

The importance of vocabulary mastery made this grade VIII student of SMP Negeri 8 Palopo want to learn English vocabulary. Some students need help

studying, such as a lack of Vocabulary and pronunciation, confidence, and a fear of being wrong. Last, they need vocabulary learning materials or books that suit their needs. Therefore, the solution to this problem is that the researchers developed an appropriate vocabulary handbook for Grade VIII students of SMPN 8 Palopo so that the students are more enthusiastic and active in doing vocabulary exercises with interesting and fun activities.

As a product of this study, the vocabulary handbook was developed using the ADDIE Model. It consists of five steps (analysis, Design, development, implementation, and evaluation). The Model developed was also utilized by Sulhana (2021) in her research, "*Development K13 Text Book-Based Dictionary for the Eight Grade Students at Junior High School 2 Masamba*". In addition, product design also used the TBLT (Task-Based Language Teaching) approach in developing vocabulary handbook. Therefore, the researchers have taken the first step by conducting a needs analysis. In carrying out the needs analysis, the research adopted the theory from Hutchinson and Waters. Needs analysis is presented as a questionnaire containing target needs and learning needs. In addition, the researchers conducted interviews to collect more information regarding students' interests and difficulties. Therefore, the research only uses the needs analysis results in developing a vocabulary handbook. The needs analysis results are used to design learning objectives and vocabulary handbook materials. Then, the researchers' team developed the first draft of the handbook based on the analysis results. After that, the first draft of the draft vocabulary handbook was validated by experts to improve the feasibility and quality of the Handbook. The trial was continued after the validator received the product. Finally, performance was evaluated based on students' perceptions and teachers' suggestions about the Vocabulary Handbook.

After compiling and revising the vocabulary handbook, the next testing stage was carried out after the validator received the vocabulary handbook. The Handbook has three validators: Design and layout experts, language experts, and material experts. The validation results of the handbook from Design and Layout experts obtained an average value of 3 with a percentage of 75%, which fulfilled the "Good" requirement. Furthermore, the results of pocket book validation from language received an average score of 3.42, with a percentage of 85.5% having the "Good" qualification. Meanwhile, the results of handbook validation from material experts got an average score of 3.96, with a percentage of 99% qualifying as "Excellent." Furthermore, the handbook was evaluated according to students' and teachers' perceptions of the eighth-grade students' vocabulary handbook.

The results of the suitability assessment of the student perception vocabulary handbook got an average score of 3.23 with a percentage of 81%, which fulfilled

the requirements of "Good," and teacher perceptions got an average score of 3.73 with a percentage of 93%, which qualifies as "Very Good." This shows that the vocabulary handbook can be used without revision. Finally, the researcher implemented a vocabulary handbook for school English teachers at SMPN 8 Palopo.

Conclusion

Based on research conducted at SMPN 8 Palopo, developing a vocabulary handbook was carried out through several stages to analyze target needs. The research collects information by conducting a needs analysis. After collecting the data, the researchers made a vocabulary handbook according to the student's needs. After that, it is validated by experts.

The suitability of the student vocabulary handbook is evidenced by the results of student and teacher perceptions that fall into the "Very Good" classification, which indicates that the vocabulary handbook is ready to use with little revisions.

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