



DEVELOPING OF ENGLISH VOCABULARY POCKET BOOK MULTIMEDIA GRADE TENTH AT STATE 3 VOCATIONAL HIGH SCHOOL METRO

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Abstract: This research develops multimedia vocabulary media pocket books in English which aims to determine the validity of multimedia vocabulary media pocket books in English, determine the practicality of multimedia vocabulary media pocket books in English, and determine the effectiveness of multimedia vocabulary media pocket books in English. The purpose of this study was to improve multimedia vocabulary mastery in English and increase students' interest in reading by using pocket books for tenth grade students at State Vocational High School 3 Metro. Researchers used RND research. Data collection was carried out through observation, interviews, questionnaires and documentation. This development uses the Borg & Gall model where there are 10 steps, but only 6 steps are used due to time, effort and cost limitations. The validity results obtained were 98.3% (media experts) and 98.47% (material experts), (2) the practicality of the media was stated to be very practical with a percentage of 97% (student questionnaire), and the effectiveness of the media was stated to be very effective with the results of the learning percentage of 90% (evaluation).

Keywords: Developing English Vocabulary, Pocket Book Multimedia, English Vocabulary Book

Introduction

Education is a place for a person to develop himself such as talent, mentality and provisions to compete in the world of work, an educated person will also bring more benefits to social life (Shaturaev 2021) education aims to determine a person's direction to develop their potential along with the development of an era that continues to progress, it is important to learn English as an international language to compete in the modern era (nurul Aisyah 2021). In 1967, English officially became a foreign language taught in Indonesia, the hope is that the nation's children will become the next generation of Indonesians who are not left behind by the times (Andini Cesare Ardaya, 2022)

Differences in characteristics can affect student learning outcomes, to achieve learning success it is necessary to have strong motivation and have the initiative to arouse enthusiasm for learning. During English lessons students are sometimes confronted with a series of words that are semantically related. Then take the time to enrich your vocabulary gradually. (james s. kim, 2021)

The researcher conducted a pre-survey in the form of interviews with one of the 10th grade multimedia students at SMKN 3 Metro regarding their interest in learning English and knowledge of multimedia vocabulary. According to him, he does not like English lessons because it is difficult to understand, and knowledge of multimedia vocabulary in English is still minimal. (octa 2022) the researcher also conducted a pre-survey with the multimedia English teacher of class 10 at SMKN 3 Metro, namely Mr. Arief Maulana, SS. MM. Most of the 10 MM grade students do not like English lessons and cannot be said to be able to speak English properly and correctly, as well as the lack of books to support English lessons. (Arief Maulana, 2022) There are some materials that are not available in printed books according to the curriculum or atp. For example, in phase F based on the Merdeka Curriculum, learning material points D1 is descriptive text, capturing meaning contextually related to social functions, text structure, and linguistic elements of oral and written descriptive texts, very short and simple, related to people or objects. When the researcher conducted ppl Mr. Arief as an English subject teacher in class 10 multimedia said that students were instructed to describe majors and write vocabulary related to multimedia, but the student support books were not available. The printed book used is also less attractive and monotonous because of its thick and boring shape. This reduces interest in reading and learning English vocabulary.

Literature Review

Research and development or in English Research and Development is a research method used to produce certain products, and test the effectiveness of these products . (Sugiyono, 2013) research and development related to the design, manufacture and testing of structures. (Emilio A. Nanni et al, 2022) Research and development, especially in the field of education, can make work easier and more enjoyable. Developing learning as a model, curriculum and components can facilitate learning. (M. Haviz, 2016) Development research in education uses research results to design new products and processes, which are then actually tested, evaluated, and processed systematically to meet certain criteria, such as effectiveness and quality, Research and development is a research method used to make certain products and test the effectiveness of these products. (Zahroh, U., & Mubarok, MU 2018) development research is a product design process for the manufacture of new products, and product effectiveness must later be tested systematically in the field to ensure that the product is of high quality. In oxford dictionary, vocabulary is a list or collection of words and phrases usually alphabetically arranged and explained or defined lexicon and a sum or stock of words exploited by a language group individually or word in a field of knowledge. Vocabulary is knowledge that learns about words, parts of words that give clues to the meaning of whole words. (Khanna Soliha, S. K, 2020) Vocabulary is a core component of language skills and provides many of the foundations for how well learners speak, listen, read, and write. (Utami, R. P, 2018) Vocabulary is considered important in learning language skills. Without us having sufficient vocabulary it is impossible for someone to speak or communicate using English.

The Big Indonesian Dictionary, a pocket book, is a small book that can be stored in a pocket and easy to carry everywhere. According to the Encharta dictionary pocket book is a small easy to carry book. (Herawati, I ,2020) A pocket book is a small-sized paperback that can be kept in a pocket. The usage of pocket books has been confirmed to be beneficial as an additional medium in learning. (Faiz Ushbah Mubarok and Atiqah Nurul Asri, 2021) pocketbook is interesting due to the inclusion of pictures adapted to the level of student development and also observed to add memory to lessons and foster interest and motivation to learn. (Jihan Alhanin Choir and Agus Zaenul Fitri, 2021) The vocabulary pocket book is a vocabulary that is packaged in a small book, in a practical form so that students can more easily understand English vocabulary properly and correctly. Multimedia is a combination of several elements of text, graphics, video sound and animation that produce stunning presentations. Multimedia also has high interactive communication. Multimedia is a combination of text, art, images, animation, video that is delivered via a computer or manipulated digitally and can be delivered interactively. (M Rizki soleh, 2019) multimedia is the display of the video, in its presentation there are several graphic elements including writing, pictures, lines as communication to convey messages and explain what will be conveyed from the video. (Ajeng Maulina, 2014). The development of multimedia vocabulary in English which is applied to the pocket book media aims to increase students' interest in reading, expand their knowledge of multimedia vocabulary and make it easier for students to study anywhere because of its minimalist shape.

METHODS

The method used by researchers in research is research and development (R&D). Research and development methods are research methods used to produce certain products, and test the effectiveness of these products. The development research model is a method that is usually used to produce and test the effectiveness of certain products and the procedures applied in this study are in line with the Borg and Gall model. This study only focuses on six of the ten steps proposed by this model as adapted by Sugiyono . This includes 1) potentials and problems, 2) gathering information to use as planning material, 3) product design, 4) design validation to assess whether a rational design is better and more effective than others, 5) revised design improvements and known weaknesses, 6) product trials for potential users in a limited field . (sugiyono, 2017). From the explanation above, the researcher intends to make a medium for developing vocabulary pocket books in vocational high school multimedia which will help students in learning activities, especially in grade 10 subjects.

Procedures

Research and development procedure refer to the development of the borg and gall research and development model. This study only focuses on six of the ten steps proposed by this model due to limited manpower, time and costs as adopted by Sugiyono, the following are the steps taken in this study which can be seen in the following features: Potential and Problems, Data collection, Product design, Design validation, Improved design, Product trials.

Product trial design

Design in the context of development research can be interpreted as the process of designing and creating certain objects that can be used to produce products easily and inexpensively. In the context of learning, the intended design is

creating and producing products that can support the appeal of learning objectives effectively and efficiently. (Amir hamzah, 2021) This research is a development activity carried out in individual stages. The activities to be carried out are started by doing field observations, making teaching materials Developing a multimedia pocket book vocabulary and testing the feasibility of the product by means of validation by several experts. Teaching material products that have been validated and revised, will then be tested in the field. The sample to be tested is the teaching material for the tested vocabulary pocket book for tenth grade students of state vocational high school 3 Metro.

Data collection techniques

Interviews during the pre-survey with English subject teachers for class 10 at SMK Negeri 3 Metro to find out students'interest in English lessons and learning support books. The subjects taken in this study were 10th grade students at SMK Negeri 3 Metro, Lampung province, which consisted of 36 students, and during the pre-survey the researcher conducted an interview with one of the students. The research and information obtained were used as input for developing a multimedia vocabulary pocket book. This observation was carried out by observing the object of research using the observation sheet as a tool and recording it directly. In this study the researchers validated the research tools with two experts, namely material and media experts, for material experts Mr Arief Maulana, SS, MM while for media experts Dr. Choirudin, M.Pd.. Documents are records of past events. Documents can be in the form of writing, pictures, or monumental works of a person. Documents used later can be in the form of writing such as books or scientific works in the form of journals. Research results from observations or interviews will be more credible/trustworthy if they are supported by a personal history of life in childhood, at school, at work, in society, and autobiography. Questionnaire in the form of a questionnaire is a statement or a written statement given to the respondent to answer .

Instruments

Research instruments are made for certain research purposes that cannot be used in other studies, so researchers must design their own instruments to use. The arrangement of the instruments for each study is not always the same as for other studies because the goals and mechanisms of action of individual research methods are also different. The questions were consulted with the supervisor before being distributed to grade 10 students at State Vocational High School 3 Metro. Questionnaires were also distributed to the tenth grade students of State Vocational High School 3 Metro. The use of a questionnaire for students to strengthen the validity of the pocket book that the pocket book is appropriate for tenth grade students. The questionnaire consists of 12 questions.

Data Analysis Techniques

The type of data used in this research is qualitative data. According to Sugiyono "Qualitative data is data in the form of sentences, words or pictures". This data is expressed in the form of categories or data that cannot be measured with certainty. The data obtained will be in the form of model quality value categories based on the assessment of the learning model by 2 experts, namely material experts and learning experts. The categories of the quality of learning media by experts are Very Less (1), Less (2), Enaught (3), Good (4), very good (5) categories. Qualitative data was also obtained from the responses of students and teachers when using learning media. In addition, qualitative data was also obtained from input and suggestions provided by validators or assessors and input from users of instructional media, namely students and educators. The validity of learning media techniques is measured by material experts and media experts. The data obtained to analyze the level of validity is obtained from the validation data sheet filled in by experts. (Herawati , 2016) The following formula is used to determine the validity level of learning media with the formula:

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

Information :

P = Final grade

F = Acquisition Score

N = Maximum Score

Then assessed using a Likert scale and analyzed using the following criteria.

Table 1
Validity Level Analysis

Criteria	Value
$\% < P \leq 100\%$	Very valid
$\% < P \leq 80\%$	Valid
$\% < P \leq 60\%$	Quite valid
$\% < P \leq 40\%$	Less Valid
$< P \leq 20\%$	Not valid

Practicality level analysis

Analysis of the practicality level of English multimedia vocabulary pocket book learning media with the aim of finding out how easy and practical English multimedia vocabulary pocket book learning media can be used and the responses of students who have participated in demonstrations of English multimedia vocabulary pocket book learning media in trials field. The learning media for the English multimedia vocabulary pocket book can be said to be practical if the teacher or practitioner states that the English multimedia vocabulary pocket book learning media meets the practitioner's criteria. Here's how to find the value of practicality by using the formula:

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

Information :

P = Final grade

F = Acquisition Score

N = Maximum Score

Table 2
Practicality Criteria Learning media for vocabulary pocket book

Criteria	Value
$80\% < P \leq 100\%$	Very valid
$60\% < P \leq 80\%$	Valid
$40\% < P \leq 60\%$	Quite valid
$20\% < P \leq 40\%$	Less Valid
$0\% < P \leq 20\%$	Not valid

Table 3
Student Response Criteria Vocabulary Pocket Book Learning Media in learning

Criteria	Value
$80\% < P \leq 100\%$	Very Valid
$60\% < P \leq 80\%$	Valid
$40\% < P \leq 60\%$	Quite Valid
$20\% < P \leq 40\%$	Less Valid
$0\% < P \leq 20\%$	Not valid

The effectiveness test is used by measuring the level of student learning completeness after using the developed learning media. The minimum evaluation completeness score used by SMK Negeri 3 Metro is 65. Then the number of students who have passed is converted into a percentage for analysis using the following formula:

$$P = (\text{total score of each selected criterion total ideal score}) \times 100 \%$$

he learning media for vocabulary pocket books, multimedia English vocabulary that was developed can be said to be effective, greater than or equal to 70% of all test subjects achieving a very positive score. From the results of the analysis, both expert validation analysis and practicality analysis based on ideal assessments, it can be underlined that the use of English multimedia vocabulary pocket book learning media can provide new creativity to students and improve learning outcomes.

RESULTS AND DISCUSSION

The development of multimedia vocabulary pocket book media is obtained from the aspect of validity and effectiveness. The results of the development of the multimedia pocket book media are as follows:

Steps for making pocket book media

The first step taken by the researcher to make pocket book media was to make the design as attractive as possible which was not childish, the color was not flashy, namely blue combined with white. Furthermore, the researcher determined the size of the cover and contents of the pocket book with a length of 15 cm and a width of 10 cm. The 3rd step carried out by the researcher is to choose vocabulary material related to multimedia which will be arranged into a pocket book. And finally the researcher printed books according to the number of students in pairs.

Table 4 Steps For Making Pocket Book Media

1.	Make the design as attractive as possible, with blue combined with white
2.	The size of the cover and contents of the book is P 15 cm x L 10 cm
3.	Choose material
4.	printed books adjusted the number of students in pairs

Pocket Book Manual

There are also instructions for using the pocket book as follows:

During English lessons, pocket books are given to students, each table is given 1 pocket book. In the next step, 2 students are appointed to come forward, stand face to face and read several vocabulary words and their meanings in turn. For students who dare to come forward will be given praise.

Table 5 Instructions For Using The Pocket Book

1.	Pocket books are given to students, each table gets 1 pocket book
2.	Students are pointed forward to read several vocabulary words in turn
3.	Students who dare to come forward are given praise

Final Product Results Before Revision And After Revision

Front Cover

Before the revision, the cover was printed on charter paper and after the revision, the front cover was printed using photo paper to make it look more glossy.

Fill Pocket Books

Before it was revised, the writing of the contents of the pocket book font was too small so it was illegible, there were pictures along with motivational words. after revision the font was enlarged, the images accompanied by motivational words were removed, given a purple color at each change of letter as an alphabet separator.

Last page content

Before the revision, there were not many vocabulary words so that the arrangement was not neat and did not reach the bottom. For this reason, the researcher increased the number of vocabulary words so that they could be arranged neatly.

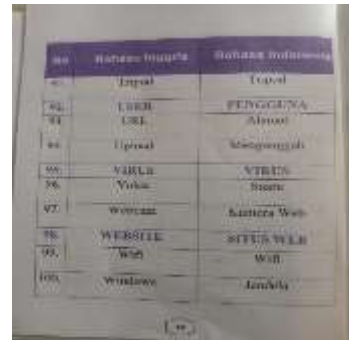
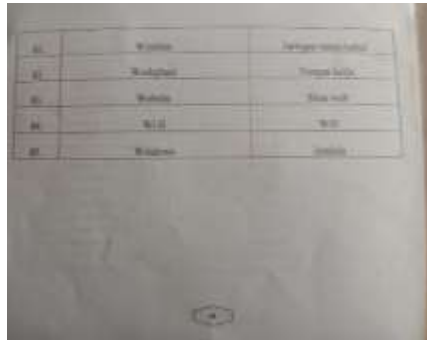
Back Cover

The back cover of the pocket book was printed on charter paper before being revised and after the revision, the back cover was printed using photo paper to make it look more glossy.

Table 6 final product results

Before revision	After revision
	

Fill pocket book 1



First, the validity aspect of the multimedia vocabulary pocket book media, the validation was carried out by media experts and material experts, the results of the validation were obtained from the validation sheets of media experts and material experts. Table of media validation results, as follows:

Table 7. Media expert validation results

No	Statement	score Obtain	Maximum score
A Media			
1	The pictures presented in the Pocket book are in accordance with Material	5	5
2	The pictures presented in the Pocket book help students' interest in reading.	5	5
3	Vocabularies on pocket book can increase students' vocabularies and help the students understand the material	5	5
4	Pictures that are provided on pocket books are clear and interesting	4	5
B Format			
5	Pocket book does not use excessive fonts	5	5
6	Fonts sizes selection in material presentation is appropriate or not too large/too small	5	5
7	the appearance/layout on the inside and outside is interesting	5	5
8	Colour selection does not interfere the material	5	5
C Language			
9	the language used to give the instructions is clearly and easy to understand	5	5
10	the language used contains the correct spelling	5	5
11	Pocket book use simple sentences	5	5
12	Sentence arrangements on the pocket books does not cause confusion	5	5
Total score		59	60
Percentages		98.3 %	100%
Criteria		very high	

From the validation table above the value shows a total of 59 with a percentage of:

$$P(\%) = \frac{59}{60} \times 100\%$$

$$P(\%) = 98.3\%$$

The calculation of the validation results of media experts obtained a percentage of 98.3%, the validation criteria for the multimedia vocabulary pocket book were said to be very valid with a percentage of 81% -100%.

Furthermore, material experts, as for the table of pocket book material validation results:

Table 8. Material Expert Validation Results

No	Statement	score Obtained	Maximum score
A Appropriateness			
1	The material in the pocket book corresponds to the major	5	5
2	The material is made according to the needs of students	5	5
3	Material in accordance with the abilities of students in Vocational School	5	5
4	The material is made in accordance with the objectives to be achieved	5	5
5	The compiled material is equipped with a color border at each change of letters.	5	5
B Feasibility			
6	Pocket books that are made can help teachers in teaching and learning activities	5	5
7	Pocket book can assist teachers in evaluating learning outcomes	5	5
8	Pocket books made can help students achieve learning goals	5	5
9	Pocket book can help students study independently	4	5
C Effectiveness			
10	The pocket book is practical and easy to use	5	5
11	Pocket book is easy to use at any time	5	5
12	Pocket book arranged clear and systematic	5	5
13	Pocket book can increase the students' interest in Learnin	5	5
Total score		64	65
Percentages		98.46%	100%
Criteria		very high	

From the calculation results of the material expert validation, a percentage of 98.46% was obtained by showing that the pocket book validation criteria were said to be very valid with a percentage of 81% - 100%. It can be concluded that the media pocket book is valid according to material experts and media experts. Although there are improvements from the background paper, fonts, and contents. Second, the practicality aspect of pocket book media obtained from the results of the student questionnaire percentage during the trial at the 3 Metro state vocational high school with 10 students as subjects. The student questionnaire table from the trial is as follows:

Table 9. The results of the student questionnaire in the tryout

No	Statement	Score
1	The pocket book is practical and easy to use	49
2	The material presented in the Pocket Book relates to the multimedia major's vocabulary	50
3	The material presented in the Pocket book is interesting to learn	48
4	The vocabulary presented makes it easier to understand the material	50
5	The material is arranged according to the abilities of the students	47
6	The material presented in the Pocket Book can increase students' knowledge	49
7	The language used is simple and easy to understand	47
8	The pictures contained in the Pocket book are clear and attractive	47
9	The pictures in the Pocket book helped younger siblings understand the material more easily	49
10	The compiled material is equipped with a color border at each change of letters	50
11	The typeface (font) used in the Pocket book is not Excessive	50
12	The arrangement of sentences in the pocket book does not cause confusion	50
Total score		586
Percentages		97 %
Criteria		very high

From the results of the student questionnaire table, researchers have found respondents' answers from trials with a total of 10 students with calculations showing a value of 586 with a percentage of:

$$P (\%) = \frac{586}{60} \times 100\%$$

$$P (\%) = 97\%$$

Calculations from the results of the student questionnaire in the trial obtained a percentage of 97% and were very valid with a percentage of 81% -100%. It can be concluded that the multimedia pocket book media is practical and gets very good responses in its use during learning.

Furthermore, the results of the effectiveness of multimedia pocket book media were obtained by taking student scores in pairs using guesses of the multimedia vocabulary in the pocket book alternately as an evaluation of student learning. By using the classical formula, the results of student learning completeness are as follows:

$$P = \frac{\sum \text{students who get grades} \geq 75}{\sum \text{students entirely}} \times 100\%$$

$$P = \frac{9}{10} \times 100\%$$

$$P = 90\%$$

$$P = 90\%$$

From the results of calculating the percentage of classical learning completeness obtained as a learning evaluation is 90% which shows success of 81% - 100% with very good criteria.

It can be concluded that learning using multimedia pocket book media can make students understand the material and increase interest in reading, so that it will have a major effect on increasing learning outcomes.

DISCUSSION

The development of multimedia pocket book media in grade 10 multimedia for Metro 3 State Vocational High School students aims to increase students' interest in learning, especially interest in reading. The pocket book vocabulary is adjusted to the class major that is the subject of the research, namely multimedia. The pocket book consists of a multimedia vocabulary specially made into English, in the preparation of the pocket book a letter border is given with a color given at each change of a new letter.

Pocket book media is applied during English lessons. Pocket books are given to students, each table is given 1 pocket book. In the next step, 2 students are appointed to come forward, stand face to face and read several vocabulary words and their meanings in turn. For students who dare to come forward will be given praise.

The development of pocket book media uses the Borg & Gall development model design which consists of 10 stages, but researchers only use 6 stages, due to time and financial constraints. Among others: 1) potentials and problems, 2) gathering information to use as planning material, 3) product design, 4) design validation to assess whether a rational design is better and more effective than others, 5) revised design improvements and known weaknesses, 6) product trials for potential users in a limited field . (Sugiyono, 2017). Pocket book media must go through a trial phase which shows that the media has been tested for validity, practicality, and effectiveness in its use for class 10 vocational high school material. The results of the discussion are as follows:

First, the validity of the pocket book media that was developed can be said to be feasible by having to go through validation by 2 experts, namely media experts and material experts. Based on the validation data, the pocket book media obtained a percentage of 98.3%, the multimedia vocabulary pocket book validation criteria were said to be very valid with a percentage of 81% -100%, so the pocket book media was declared valid to be used in the learning process. This is based on Sugiyono's theory (2016) regarding the media validation percentage criteria.

After that, a material expert validation test was carried out on pocket book media. From the calculation results of the material expert validation, a percentage of 98.46% was obtained by showing that the pocket book validation criteria were said to be very valid with a percentage of 81% - 100%. So that the material in the pocket book media is declared valid to be used in the learning process. This is based on Sugiyono's theory (2016) regarding the percentage validation criteria for material. So, based on the validation of the media and material obtained by the researcher, it can be concluded that the pocket book media containing multimedia vocabulary in grade 10 vocational high schools is declared valid and suitable for use in teaching and learning activities.

Second, the practicality of pocket book media. The pocket book media developed is said to be feasible not only in terms of validity but also from the practicality of the multimedia vocabulary media pocket book for students. It is known from the student response questionnaire given to students in testing the multimedia vocabulary pocket book media. Pocket book media is practical because in conducting trials students are very interested and enthusiastic in receiving pocket book learning media. This is in accordance with Sundayana's statement (2016: 8) that the function of learning media is to attract students' attention in learning, as evidenced by questionnaire data on student responses in trials. It can be concluded that pocket book media is practical to use because the use of pocket book media gets a good response from students because students feel happy, interested, and enthusiastic in doing learning. This is in accordance with the statement (Masturi, et al, 2014) picture cards get a good response in arousing enthusiasm for learning.

The effectiveness of the pocket book media is known from the learning evaluation, where the evaluation is in the form of progressing reading the vocabulary alternately 1 pair consisting of 2 students, then guessing the vocabulary alternately in learning. This trial was carried out on April 14, 2023 at the 3 Metro public vocational high school with a total of 10 students. Furthermore, after the trial is given it aims to determine the level of students' interest in reading after using the media pocket book multimedia vocabulary in learning activities. Based on the results obtained from the percentage of classical learning completeness obtained as a learning evaluation is 90% which indicates a success of 81% - 100% with very good criteria. It can be concluded that learning using multimedia pocket book media can make students understand the material and increase interest in reading, so that it will have a major effect on increasing learning outcomes.

CONCLUSION

From the results of research and discussion on the development of multimedia vocabulary media pocket books in grade 10 vocational high schools, it can be concluded: (1) the feasibility of multimedia vocabulary media pocket books from validation was declared valid with a percentage of 98.3% (media experts) and 98.47 % (material experts), (2) the practicality of the media was stated to be very practical with a percentage of 97% (student questionnaire), and the effectiveness of the media was stated to be very effective with a learning percentage of 90% (evaluation).

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