
Unlock New Words! The Pocket Book of English Vocabulary for Junior High School

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Abstract: This study focuses on developing a vocabulary pocketbook to support English learning for junior high school students in Indonesia. Education is recognized as a conscious effort to create a learning environment that nurtures students' intellectual, spiritual, character, and skill development. English as a foreign language is essential globally and in Indonesia, where serious learning starting from junior high school is vital for preparing students for future challenges. Mastery of the four language skills—listening, speaking, reading, and writing—is necessary, with vocabulary acquisition playing a crucial role in improving speaking and comprehension. However, students often face difficulties due to passive learning, motivation issues, and ineffective supplementary materials like traditional worksheets (LKS), which tend to limit critical thinking and engagement. Using a Research and Development approach adapted from Borg and Gall, the study designed and validated a visually attractive, user-friendly vocabulary pocketbook aligned with the curriculum and learning needs. Validation by material and media experts yielded high feasibility scores (above 90%), confirming the pocketbook's quality and effectiveness as a supplementary learning medium. The pocketbook's portability and engaging design foster independent learning and improve vocabulary retention. This research highlights the importance of innovative, well-designed educational media to overcome vocabulary learning challenges and enhance junior high students' English proficiency in Indonesia.

Keywords: *Pocket book; new words; English vocabulary.*

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INTRODUCTION

Education is a conscious effort planned to create an atmosphere of learning so that students actively develop their potential and have the religious spiritual power, intelligence, noble character, and skills that they need (Siddiqui, 2012). English as foreign language or second language that is widely studied and taught in the world, including Indonesia. So, starting from junior high school we must be serious to learn about English. Starting serious English learning from junior high school onward is important to prepare youths for future challenges (Mauliska & D'Angelo, 2024).

In junior high school, the goals of learning English are developing grammatical competence and communicative competence. So, the students can perform English functions transactional and interactional reflected in 3 competencies, namely attitude, knowledge, and skills (Peraturan Mendikbud, 2013). For junior high school students to master English well, they need to master the four skills Listening, Speaking, Reading, and Writing.

Vocabulary is a collection of words understood and used when speaking and writing in everyday life. The importance of vocabulary acquisition when learning a second language (L2) has not received much attention in language education, but interest in the importance of vocabulary acquisition has increased significantly. Experts now emphasize the importance of systematic and principled strategies for vocabulary and emphasize the joint responsibility of educators and learners. Vocabulary is a bunch of words in English that mean something when we use them. Vocabulary is just a collection of words in English itself (Kelvianto & Mustamu, 2018). It's not just about understanding the meaning. Students also need to learn how to write and pronounce words in English in a way that corresponds to real English pronunciation. This complexity sometimes makes it a little difficult for students and children to understand English learning. In addition, Students' learning difficulties are due to various factors within themselves, including (1) physical condition, (2) intellectual ability, (3) lack of interest in learning, (4) lack of motivation, and (5) study habits and attitudes.

This is due to the side. Vocabulary is one of the most important skills to improve students' speaking skills. Because vocabulary makes it easier for students to understand what other people say and vocabulary makes it easier for students to express ideas. So, the more vocabulary you have, the smoother you will be in expressing ideas. The pocketbook is prepared with a display that will attract students since it is prepared with images and colors. Race pictures and colors will be balanced to the needs of the writing. Another advantage of Pocket Books is in the use of teachers do not require special abilities or other media such as power and so on so each teacher can use the media this Pocket Book wherever and whenever they need it (Rizdani, et.al, 2018). While the disadvantages of LKS are that it is used by teachers who are less creative not to teach, the teacher looks a bit lazy in asking questions, sometimes the contents of the LKS are not as expected, causing boring lessons, student worksheets only train students to answer questions. Research on student worksheets (LKS) in the Indonesian education context confirms that conventional worksheets often limit active or project-based learning and do not sufficiently encourage critical thinking or student-centered approaches (Irdalisa, et al., 2024; Wijaya, et al., 2023; Kholida, et al., 2025)

One of the problems that exist in the world of education today is the low motivation of students to learn because they do not support the supplementary book used by

students. Students tend to get bored easily and are not motivated by learning media the answer is the same without change. Teachers sometimes do pay attention to what students' need for them to be able to easily accept the learning material that is given and capable problem problems given by the teacher. There are various kinds of learning supplementary at this time are expected to be able to help teachers in delivering learning materials to students and students also able to understand and live the learning given and able to provide feedback to teachers about learning that happened. The use of supplementary is not only seen in terms of sophistication, but the most important thing is its function and role in helping the learning process, order messages or subject matter delivered by the teacher can be accepted and easily understood by students.

According to the results of an interview conducted by researchers in the field study, several factors make it difficult for students to acquire English vocabulary—differences in reading and writing. Because students learn passively (by reading or listening without active practice), they have difficulty internalizing and memorizing words. As a result, most of her 60% of students had difficulty remembering vocabulary, and when teachers explained vocabulary using subject areas, students were unable to recall the words. Students were confused and even forgot the vocabulary they used during memorization. And most of her 40% of students have no desire to learn English vocabulary. Also, the vocabulary lesson explanations are not engaging and difficult to understand. Based on student surveys, 90% of her English lessons use interactive or innovative media to facilitate students' vocabulary comprehension. Nowadays, media is rarely used to teach English with a focus on vocabulary.

Based on the results of the interviews, the researcher believed that teachers needed media to teach and developed a pocketbook to make it easier for teachers to understand. The material taken is based on LKS and interviews. Namely for grade VII: Days and Months, Family, Profession, and Animals. For grade VIII: Things at School, Things at Home, Food and Beverage. For grade IX: Transportation, Daily Activity, and Numbers.

METHOD

This study employed a Research and Development (R&D) approach, following an adapted version of the Borg and Gall (1989) model. The Borg and Gall R&D model is a procedural framework designed to produce and test a product systematically, ensuring its feasibility and effectiveness. While the original model consists of 10 steps, this research adapted only six key steps to align with the specific objective of developing a Vocabulary Pocket Book for junior high school students.

Research Procedure

The research procedure followed an adapted version of the Borg and Gall model, with six key stages. It began with a Needs Analysis, where information was gathered through observations and an interview in one of Islamic Junior High School in Malang, in order to identify problems in English learning. A literature review was also conducted to inform the development process. This was followed by the Planning stage, where the vocabulary pocketbook was designed based on student needs and curriculum requirements. During the Development stage, the pocketbook was created using content from the students' textbook, *Buku Interaktif Bahasa Inggris*. The fourth stage, Expert

Validation, was crucial for assessing the product's quality. This involved two separate experts: a material expert who evaluated the content and a media expert who assessed the design. Following their feedback, the product entered the Revised Product stage, where it was improved based on the experts' suggestions. Finally, after the revisions were complete, the Final Product was deemed feasible and ready for use in the classroom.

Data Analysis

The data collected in this study included both qualitative and quantitative information. Qualitative data, such as criticisms and suggestions from the expert validation sheets, were used to revise and refine the product. Quantitative data, obtained from the scores on the validation sheets, were analyzed using a descriptive quantitative approach.

FINDINGS AND DISCUSSION

Result of Need Analysis

Data were obtained through interview with one of the English teachers in the class. Furthermore, the researcher also conducted a literature study on learning, interactive book, and the scope of learning English. Based on the observation and analysis, the researcher believes that a supplementary book is needed to help the teacher and students learn English vocabulary skills. In this case, the researcher builds a product of a mini pocketbook as a supplementary book that can be operated by individuals or groups.

Planning activities are carried out by the cover maker on the website and the Canva application needed to create pocketbook media. A website or application is used to design the cover of the pocketbook. The application can be accessed through the internet/online and offline by downloading the application. The following software display is presented below.

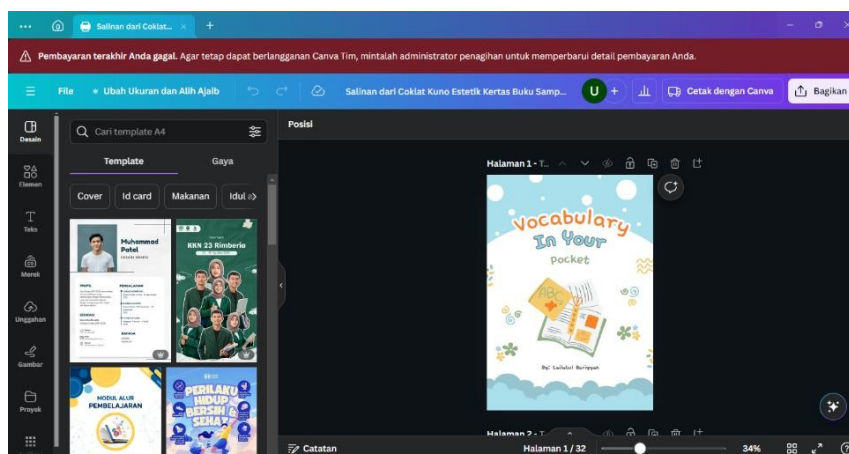


Figure 1. Designing Process

The steps for developing pocketbook media are carried out in the following stages. The pocketbook media uses the display aspect. Display aspects consist of layout design, text, and images of the background. The layout design in pocket book media developed by researchers is made by paying attention to the principles of balance, contrast, harmony, unity of form, repetition, and emphasis. The color chosen varies with white with different page borders and designs the material presentation to make it look simple but attractive. Types of font chosen in this media is Times New Roman. The use of images of background in this media aims to support the material or content and attract students' attention. The first step in determining an image is to choose an image that matches the content. Images are made on the website *canva.com*. The material presentation component includes two aspects, namely the content aspect which consists of curriculum and usage, and the learning aspect which consists of material and examples. The material in the media is taken from module Bahasa Inggris revised 2013 material sources that are adapted to learning for junior high school. The material and several examples in the pocketbook can increase the understanding of the student's *Vocabulary*.

Expert validation in this study involved two experts. This process is a validation stage carried out by material expert and media expert in their fields using validation sheets. The results of the validation result in assessments, suggestions, and improvements for the products developed so that they are suitable for use. The purpose of validating experts is to determine the quality of learning media to be suitable for use. Material experts' validation aims to determine the feasibility of learning media products based on the material presented.

Table 1. Material Expert Validation Sheet

Aspects	Elements of assessment	Score
Content/ curriculum	Pocketbook developed according to Learning objectives	5
	The authenticity of the content of the material in the pocketbook teaching Materials is adequate	5
User	Suitability of the material with the Supplementary book	4
	Suitability of supplementary book with Student development	4
	Thepresentation of material/vocabulary in the developed pocketbook encourages the increase in student's knowledge of new Vocabulary.	5
	Student activity demands Language usage	4 5
Learning material	Clarity of writing material	4
	The material is easy to understand Learning materials	5 4
	Suitability of the material with Example	5

	Completeness of material with Learning competencies	5
Language	Suitability of the material with the Characteristics of senior high school	4
	Accuracy of word choice and Vocabulary	5
	Clear instruction	5
	Politeness of language used	4
	Total	73 (91%)

From the table above, the researcher concludes that the material of the pocketbook is by the applicable curriculum, namely the independent curriculum that is being developed by the government. It is a very good category based on the expert score. Based on the expert stated that it needed to be revised. After that, the researcher carried out the product revision process.

Table 2. Media Expert Validation Sheet

Aspects	Elements of assessment	Score
Media display	Media display attracts students' attention	5
	Color composition	5
	Safe media to use	4
	Image composition	4
Media content	The concept of the material is correct And appropriate	4
	The language of the material is correct	5
Present ation	Suitability of the media with the Material	4
	Suitability with the user	5
	Can be used individually or in groups	5
	Innovative and attractive	5
Benefit	Increase enthusiasm for learning	4
	Increase writing skill	5
	Media can be used in the long term	4
total		55 (90%)

From the explanation above, experts suggest being more careful in making examples with complete sentences. After collecting, the product is revised.

The final product is a learning pocket book for Junior High School with of hetis expected to facilitate the process of learning English which can be used both at school and independent study at home. There are 10 chapters in the vocabulary pocketbook for junior

high school. Here are some displays of the product. The purpose of the cover is to give an exciting impression of the pocketbook so that users are interested in learning. The cover is blue for basic and some elements of book and paper cartoon with white background. There is an icon of the open book to make the users more curious to read. The purpose of a table of contents is to make the user easier to look for the title of the material that they want to read. This pocketbook provides systematic material where the users can understand it easily. The purpose of examples of sentences is to make the users not confused about the example of each vocabulary. So they can practice or make a sentence by themselves correctly.

The results obtained from this research and data collection found problems that required the development of a vocabulary pocketbook. This pocketbook is in the form of print media.

At the planning stage, it is designed based on student needs. There are several steps, namely the preparation of the competency map, the formulation of material, the selection book format, and the writing of the content of pocket book material. The development stage is the stage of making and developing a product from all components that have been prepared.

The results of the suitability of the developing English vocabulary pocket book is suitable to be used as a teaching median. The suitability is proven by the evaluation results by the material expert and media expert and the overall average score from the evaluation results by the material expert and media expert. Based on the analysis of the research data, the results of the assessment can be described.

The feasibility of the material in developing students' vocabulary pocketbook has been assessment aspects, namely content and learning aspects. The percentage of eligibility is calculated using the formula for the percentage of eligibility for Chapter III as a result of the material expert's assessment, the feasibility of the book reaches "91%". This means that the material expert states that the developing Vocabulary Pocket Book is in the "Excellent" category.

The feasibility of the media in the developing Vocabulary Pocket Book has an assessment aspect, namely the display and benefit aspect. The percentage of eligibility is calculated using the percentage of eligibility formula in chapter III as a result of the media expert's assessment, the feasibility of the book reaches "90%". This means that the media expert states that the developing Vocabulary Pocket Book is in the "Excellent" category.

Discussion

The development of the vocabulary pocketbook for junior high school students effectively addresses the key challenges identified in the needs analysis, particularly students' difficulty in acquiring and retaining English vocabulary. The pocketbook's design, incorporating colorful visuals, balanced layout, and user-friendly language, successfully captures students' attention and enhances their motivation to learn. The design of educational pocketbooks that incorporate colorful visuals, balanced layouts, and user-friendly language has been shown to significantly enhance students' attention and motivation to learn (Indra, et.al, 2024). Research demonstrates that attractive visual elements such as color and shape not only improve students' interest but also lead to higher academic performance. Similarly, multimedia learning studies reveal that cheerful and emotionally appealing designs foster positive emotions, increase comprehension, and

enhance learners' overall motivation (Hijazi & Baharin, 2023). Eye-tracking experiments further confirm that balanced and aesthetically pleasing layouts guide students' focus toward relevant information, improve cognitive investment, and support better learning outcomes. Moreover, the strategic use of color cues has been found to improve retention, reduce cognitive load, and promote more effective information processing. Collectively, these findings affirm that well-designed pocketbooks, through the integration of engaging visuals and accessible language, can effectively capture learners' attention and sustain their motivation, thereby improving educational experiences and outcomes.

These elements are crucial in overcoming common challenges in vocabulary learning such as lack of interest and passive learning habits. Expert validations from both material and media specialists reinforce the pocketbook's appropriateness and quality. The high scores from the material expert validate that the vocabulary content aligns well with curriculum standards and is comprehensible for junior high school students. A recent study on the design and validation of an e-module for vocabulary learning in junior high schools demonstrated strong expert and user approval of the material (Syahrianita & Kalsum, 2025). The evaluation results showed that material experts awarded the module a very high validity score of 92.5%, confirming that the vocabulary content is well aligned with curriculum standards and comprehensible for the targeted grade level. Complementing this, media experts provided a validity score of 81%, while teachers and students rated the module at 85.55% and 82.29%, respectively. These findings collectively highlight not only the academic soundness of the content but also its practicality, visual appeal, and effectiveness as a supplementary learning resource for junior high school students. Similarly, the media expert's positive evaluation of the design aspects confirms that the pocketbook is visually engaging and suitable for its intended audience. This combination of sound academic content and appealing presentation ensures the pocketbook is both educational and user-friendly.

The pocketbook's format as a portable, easy-to-use supplementary tool allows it to be used flexibly in various learning settings, both inside and outside the classroom. Although focused on physics, this printed pocketbook relevantly demonstrates the value of pocketbooks as portable, student-centered learning media—underscoring its effectiveness in encouraging independent learning (Suprpto, et. al, 2021). This accessibility is beneficial for fostering independent learning, supporting students to practice vocabulary beyond formal lessons. Moreover, clear examples and structured material presentation facilitate better understanding and application of new words, addressing previous issues where students struggled with memorization and contextual use. This study demonstrates that an interactive and well-designed supplementary vocabulary resource can significantly enhance students' vocabulary acquisition. The pocketbook's development process, grounded in student needs, expert feedback, and relevant educational principles, contributes to its feasibility and effectiveness as a learning medium. Future research could explore the long-term impact of this tool on students' vocabulary proficiency and gather feedback from a broader range of users to further refine the product.

CONCLUSION

Based on the results of research and discussion, it can be concluded that the product developed is a vocabulary pocketbook for junior high school that is used as a teaching medium for learning English, especially vocabulary. The pocket book was developed for several reasons, such as no supplementary book learning to increase students' vocabulary skills easily and the material book from school is difficult to understand. The developed product has been validated by material expert validators and media expert validators so that the feasibility of the product has been proved.

The assessment component based on the component material expert validator scores 91% in the "Excellent" category. Meanwhile, the assessment component based on the media expert validator scores 90% in the "Excellent" category. The product is feasible to use because it has been through the revision process.

From the explanation above, it can be concluded that the vocabulary pocketbook as a supplementary book at junior high school has been tested for feasibility and can be used in learning English for junior high school.

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