The Development of AWL (Academic Word List) Pocket Book to Facilitate Vocabulary

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A R T I C L E I N F O	ABSTRACT
	Students who took foreign language courses such as English Education department in addition to being required to have a myriad of vocabulary in English, in practice they must have great word diction used at the college level. In addition, students prioritized assignments rather than improving their vocabulary skills. The same problem to students in the fourth semester of the English Education Department of Social Science and Humanities Faculty of Ibrahimy University. In reality, most of the students had some difficulties when understanding and classifying the kinds of academic word lists and differentiating between AWL and the daily life vocabulary they used to speak. Thus, students are given exercises in increasing vocabulary to improve their abilities. Researchers use development (R&D) methods in their applications. The Validation data is used by experts, lecturers, and student appraisals to know the eligibility level of the pocketbook. From the result of the questionnaires given. AWL pocketbook got a very competent level by detail such as 81.33% from content expert validator, 70.66% from media expert validator, 89.33% from lecturer response, and 90.35% from students testing. Those results showed that AWL pocketbook showed a significant increase so that it can be used in the learning process

1. Introduction

In the field of education, a lot of specific science would be taken to be learned by students. One of the most important sciences to be learned is English. Skill in English is divided by four aspects; like as; Writing, Speaking, Listening, Reading.Its skill will be ridden over by mastering a vocabulary. Without recognizing vocabulary well, a person will have difficulty in defining the meaning of a language. An adequate increased in the vocabulary of words can make it easier to master the language(Baldo, 2014, p. 19).

The highest education institution is the college which from time to time is responsible for organizing quality education, in order to owning pre-eminent masterwho can be highly competitive and able to answer the challenges of the times. Education quality is an inevitability

as the times progress and science and technology. The ideal college has a quality and competitive education. Where the system can run according to its function(Rusdi, 2013, p. 224).

Student of university becomes the supporting components of the education system in university. Making friends with science and providing significant changes for the better with intelligence is the basic function of a student. In accordance with siswoyo's wordsAs students who have high intelligence identify as students who quickly do things and act logically(Damar Adi Hartaji, 2012, p. 5).

As a student, a handful of majors offered by the college in accordance with the interests. Whatever major is chosen will be aware of the use of vocabulary that used by students, will need academic type vocabulary (Academic Vocabulary) in supporting the quantity and quality of their vocabulary dictions as the main capital to pursue education. Students who took foreign language courses such as English Education department in addition to being required to have a myriad of vocabulary in English, in practice must have the great word diction used in the college level such as when making paper assignments, articles, proposals and other written tasks. The richer the vocabulary of students will be more illustrated intelligence. In addition, students prioritized assignments rather than improved their vocabulary skills(Malmström et al., 2018).

The findings of EniCsomay and Prades in their research on the research on the relationship between cool vocabulary and essay scores show good significance in ESL students' papers in the form of a variety of texts.(Csomay& Prades, 2018).Hans Malmstrom's findings in his research on the difference between Receptive Academic vocabulary and student productivity did not show good significance, so that students' ability in vocabulary was only used at any time in written or spoken forms(Malmström et al., 2018). Even, the findings examined by (Schuth et al., 2017, p. 49)the influence of academic vocabulary knowledge on school performance show good significance. To conclude the research mentioned was the necessary of academic vocabulary use.

The same problem with Student in the fourth semester of English Education Department of Social Science and Humanities Faculty of Ibrahimy University. In reality, most of students have some difficulties when understanding and to classify the kinds of academic word list and differentiating between AWL and the daily life word they used to speak. It showed in their written task, it was true they wrote down some academic vocabularies but when asked what academic vocabulary which used, they did not know whether academic vocabulary or not.

This showed that the facilities for new faculty was processing. The material needed in vocabulary subject especially academic word list was not available. Then, in order to fulfil the needed material, the researcher interested to develop pocket book becoming one of alternatives for students to be used in learning and applying the required academic word dictions. Pocket book is also very practical and can be taken anywhere.

Learning media is everything used to share a message of consignor to receiver which able to stimulate a mind, feeling, enthusiasm and attention of student so that learning process happened(Sadiman, 2020, p. 7).Domiciling media in study is very importance. Because media can be support an efficacy study. Even if studied farther, media does not only as dealer of message which must be controlled fully by source in the form of people, but also replace teacher's duty in presentation of materials(Nurdyansyah, 2019, p. 54).

AWL has several sub list divisions in. Sequentially from subsists one to ten. Sub list one is the most frequency used vocabulary and ten is a sub list that has less of its frequently used vocabulary. Almost all the field people use AWL for their needs via website. Academic vocabulary will continue to be needed for the foreseeable future. Starting from school, college, even while working somewhere.Some components important English Language Learning is Vocabularies

(Robihim, 2008) vocabulary is words that could be understood by every people in the meaning or the use of. The more words students know, the easier learning students get or give the information. From the statement, vocabulary is a tool to communicate each other. So that, they could understood the meaning of the words that the others said. It is same as told that the aim to learn the foreign language is to communicate using that language, in spoken or written well(Sumardi, 1974, p. 56).The quality of someone's language depends on the quality of vocabulary possessed. The greater the likelihood of language skills.(Hadiyanto& Ellisafny, 2017, p. 98).

2. Methods

Researchers have used Research and Development (R&D) methods to test the effectiveness of a product to be produced(Sugiyono, 2015).From statement, the product is expected to be effective, interesting, simple, and useful to facilitate the materials.Researchers needed an analysis of the effectiveness of product testing to produce an output product that can be utilized in the world of academia in the future(Sugiyono, 2013, p. 412). Pocket book incudes to be specific educational purpose as educational learning media for learning.

There are many expert models to do the research steps. Researches used four steps in this model, such as Define, Design, Develop, and Disseminate (4-D)(Trianto, 2009, p. 189).The researcher took the fourth semester. the involved students was 28 students in a class. They joined the step by step of research needs such as interview, observation, and testing the AWL pocket book.Quantitative data is gotten by expert validation questionnaire, lecturer response questionnaire and student testing questionnaire. While qualitative data is gotten by suggestion, critic, comment from expert. Besides, the important one is lecture and student interview.

Researchers provide several questions and answers to choose from as alternative answers(Sugiyono, 2015, p. 199). The goal is for researchers to know the experts validation, lecturer response, also students' responses to the subject and the displays in the pocket book learning media. Questionnaire is created to rule the pocket book quality. The form of questionnaire is checklist response. Checklist is some lists that response signs a checklist at appropriate column.

    a.   Questionnaire of Experts Validation

Expert validation, content and media expert is gotten from lecturer who is expert in learning media of Ibrahimy University SukorejoSitubondo. The data used for revising the pocket book as learning media. After revising, validation will be done again to get the appraisal in competent or very competent.

The instrument of pocket book as learning media eligibility appraisal by content expert as following:

Table 1. Instrument of Appraisal of Media Eligibility By Content Expert

No	Aspect	Indicator	Questionnaire item
		Completed material	1,2
..	Compatibility	Deepness material	3
		Execution	4,5
2.	Accuracy	Accuracy of material	6,7,8,9
3.	Organization of	Clearly material presenting	10

		Systematically material presenting	11
		Student understanding	12,13
‹.	Reading aspect	Structure	14
		Spelling	15

The instrument of pocket book as learning media eligibility appraisal by media expert as following:

Table 2. Instrument of Appraisal of Media Eligibility By Media Expert

No	Aspect	Indicator	Questionnaire item
	Appearance	Layout deals with content	1, 2
		Size	3,4,5
		Interesting design	6
		Arrangement	7
		Material quality	8
	Innovation and effectiveness	In supporting understanding and independence	9
		Creativity	10
		Improving reading interest	11
	Usage and presenting	Clearly language use	12
		Flexibility use	13,14
		Easy media use	15

b. Questionnaire of Lecturer Appraisal

Appraisal of this part is taken by the lecturer of the third semester of English Education Department of Ibrahimy University.

Table 3. Instrument of Appraisal of Media Eligibility By Lecturer

No	Aspect	Indicator	Questionnaire item
	Compatibility	Complete material	1,2
	Reading aspect	Reading study aspect	3,4,5
	Organization of material	Clearly material presenting	6
		Systematically	7
	Usage	Clearly language use	8,9
		Easily media use	10
	Appearance	Size of pocket book	11
		Paper quality	12
		Interesting design	13,14,15

c. Questionnaire of Student Testing

This questionnaire is for student when doing test that will give a score for eligibility at the use of pocket book as development learning media product.

Table 3. Instrument of Appraisal of Media Eligibility By Students

No	Aspect	Indicator	Questionnaire item
	Media	Interesting appearance	1,2,3

	Accuration of media	4
	Correct colour election	5
	Good content element	6,7,8
	Communicative language	9
The media	Improving the reading zeal	10
usage for	Adding student knowledge	11,12
study	Presenting clear topic	13,14
	Relevant with item studied	15

The first was expert appraisal. some questionnaires had been filled by expert as validation of AWL pocket book. The result of expert became a data to evaluate and revise the product. The data divided by two parts such as quantitative and quantitative. Quantitative data is validation by questionnaire which the result would be scores 1,2,3,4,5. Using Likert scale measurement for giving a score. Afterwards, the total score would be counted manually until the score showed. The explanation of the number was "1" for very bad criterion, "2" for bad criterion, "3" for sufficient criterion, "4" for good criterion, "5" for very good criterion. Those would show the eligibility of pocket book whether it was very competent, competent, competent enough, less competent, or very less competent.

3. Result

result of definedthe teaching learning necessary by analysing aims and limit of the subject. The defining phase has three steps, those are student analysis, material analysis, and teaching learning analysis.

3.1 The Result of Define

The function of defining is specifying the teaching learning necessary by analysing aims and limit of the subject. The defining phase has four steps; The preliminary analysis, student analysis, material analysis, and teaching learning analysis.

a. Preliminary Analysis

In this step, the researcher conducted an observation in the fourth semester of English Education Department of Social Science and Humanities Faculty of Ibrahimy University. The aim was to know base problems of vocabulary subject in academic word list material.

b. Student Analysis

In this step, the researcher observed the in the fourth semester of English Education Department of Social Science and Humanities Faculty of Ibrahimy University to know the necessary media which deals with research subject. The result of the students' activities and characters observation were:

1) Background of Student Knowledge Analysis

The material of vocabulary subject was in the third semester, they had learnt in previous time. Therefore, they known what the necessary item in this subject. The facilities of course book or textbook as references did not complete enough in the library. So, they need a dictionary book to help compiling AWL material especially.

2) Cognitive Students Development Analysis

The research subject was students of the fourth semester of English Education Department of Social Science and Humanities Faculty of Ibrahimy University. The students' age are 19-20 years old in rate. The effective learning criteria is if the learning can give feedback of students need. Special need is connected with unique

or difference among students. It can conclude that the way to learning of student is different because of different performance level, learning speed, the way of learning.

c. Work Analysis

This analysis was to know about development interest in learning andanalysis of students' abilities in learning media to be developed. In the peripheral of study. Including syllabus, Performance Study of Grad Performance Study of Subject, Part of Performance Study of Subject analysis of students' abilities in learning media to be developed which had been used, the researcher was focus to the understanding interest by developing pocket book as learning media.

d. Concept Analysis

The content of AWL pocket book was covering the meaning of each academic vocabulary in each sub list, part of speech to know the domiciling of word in the sentence, and also oxford meaning.

a. Specification of Study Target

As concept analysis above, the researcher concluded some study targets. The specification of study targets were student understood about AWL meaning, student understood about AWL use in written or spoken, student understood about AWL sub lists (1-10), student distinguished among AWL sub lists (1-10).

1.4.   The Result of Design

This step was to design a learning product or media. In made processing, the researcher discusses with media expert. The aim of discussion was to develop the learning media which deal with permanently aim development. Expert gave some suggestions to the design made. The making of media though some steps:
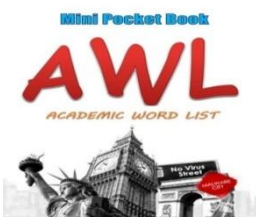
a. Materials Compiling

Materials used to make this learning media was according to the vocabulary subject of the fourth semester student of English Education Department of Social Science and Humanities Faculty of Ibrahimy University.

b. Learning Media Design

After getting the materials needed in the learning media. The design was made perfectly. Since the prominently design until the revision design. In design process, the researcher discussed with experts. The discussion resultsbecome a base to make AWL pocket book design.
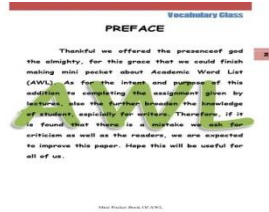
Table 4. First AWL pocket book Design

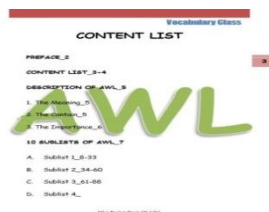| No	Design	Figure	Notes
1.	Cover		Cover design put a sign of English stage such as Liberty, big bang, the tittle in the cover is Mini Pocket Book AWL Academic Word List.
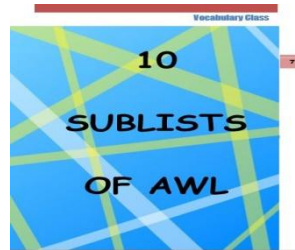
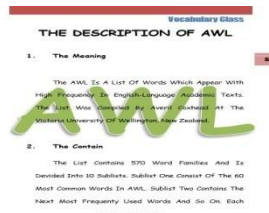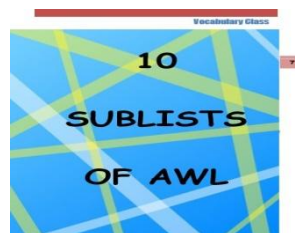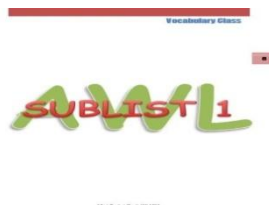| 2. | Cover in | | In the right corner on paper, there are written vocabulary class to show the subject. The first line show the group who made the pocket book. And the next is the main tittle about Academic Word List or AWL. |
2.	Preface		In the next page, the researcher put some opening, giving thanks, and sorry for making mistakes to the readers.
3.	Content list		This content list is made not too formal form. Especially in the written of page number in order to make it easier, different and interesting.
4.	The description of AWL		In the next page, the same format as the previous page, this tittle is about the description of AWL, such as the meaning, the content, and the importance.
5.	Constrictor		This page is constrictor for the ten sub lists of AWL. The background is same with cover in the second page to make it connected.
6.	Constrictor of each sublist		In this page shows that the content of the next page is the first sub list. As the other considers of each sub list has a same design as this page. From one till ten.

7.   The

       vocabulary

The form in this page that contains the vocabulary is vocabulary text with highlight colour. Each sub list has a different colour. Under the vocabulary, there are meaning, part of speech, and oxford meaning for more explanation.

2.4. The Result of Develop

Development was the last step doing in this research. The steps were expert appraisal such as media validation by validator and continued by revision, content validation by validator and continued by revision, and developmental testing such as lecturer response and test of AWL pocket book by students.
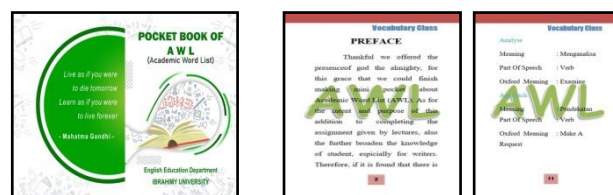
a. Expert Appraisal

1) Media Expert Appraisal

. The appraisal was done twice. It was conducted on July 18th 2022 and September 27th 2022. The expert was chosen because the researcher thought that the expert is very competent in design and layout. He is Mr.UlulAzmi. One of his occupations was he was the teacher of graphical design and animation at SMK IT Fathul Wahid in year 2018. He is skilled in MS Word, MS Excel, moreover Photoshop.

The validation which had done by media expert was given some suggestions, criticisms, appraisals, argumentations, and inputs to the AWL pocket book as learning media. Then, media will be revised until the media is able to have eligibility to be used.

The data compiling was done on by closed questionnaire contained 15 (fifteen) questionnaires that described about AWL by 11 (eleven) indicators appraisal.

The first validation, He gave sufficient to the design layout, the size, and the cover of AWL pocket book. He thought the font, the chosen colour was good. It was effective at supporting understanding, creative and innovative learning media. Clearly presenting and correctly English using. But he said bad in the design because it could not increase the reading spirit also the arrangement. Validation doing by expert was once by score 53. So, the result of media expert was 70.66% .In the second validation, he gave score 73 by percentage 97.33% and there was no comment or suggestion for the media learning. If it checked off the eligibility criteria table, the score included to very competent criteria. The validator gave some suggestions for the book. He ordered to make the simple layout but AWL material element was still exist. For the font and size, he suggested to accommodate the size of pocket book with the mini pocket book (A5), and the choosing font has been suitable. But a formal font was better. And the choosing Sub list colour was better used font colour setting in MS Word, it did not use high colour. And choose the interesting one. For arrangement of sub list in under of page, it was better to be moved in the next page, in the top position. After the suggestion from media expert, the examples repairmen as following:

Figure 4. Repairement Design

2) Developmental Testing

After revised by expert appraisal such as content and media experts, then continued by developmental testing to get responses and suggestions. The test is also said by operational field testing. The data that was gotten by lecturer response and students. Afterwards, the data was analysed for the continue to know about response, reaction, comment of lecturer and student as the target to the development product of learning media.

The data compiling was done by closed questionnaire on July, 20th 2022. it contained 15 (fifteen) that described about AWL by 9 (nine) indicators appraisal. The completing material, he gave good score. He thought AWL pocket book was very good in increasing students' material understanding and easy to understand the material using pocket book. Also able to present material clearly. He gave very good at clearly language used and the using of pocket book. For the presenting, he said very good in the size. He said good the paper quality and design interesting.The result of lecturer response was 89.33%,itgotten from total scores 67. If it was checked off the eligibility criteria table, the score include to very competent criteria.Qualitative data that had been gotten by Mr. Muhammad Sirrul Bari, M. Pd.As the lecturer of vocabulary subject since 4 years ago. The suggestion repairmen was adding example sentences.

The AWL pocket book was tested in the class of the fourth semester of English Education Department of Social Science and Humanities Faculty of Ibrahimy University. The test was doing the class while learning process as used to do. It was started by praying together and the researcher took the control being a teacher. The researcher explained the material and target of the study.

In this step, students started to know about the function of AWL pocket book. Students was given the pocket book change by change and helped by LCD TV to present the soft file in order to be seen clearly because the product was still limited. The appraisal was done in the last meeting. The researcher gave the questionnaire of eligibility learning media of AWL pocket book based on indicators.

The result of appraisal of developmental testing showed that 21 students (75%) thought the materials was similar with the aim of study as lecturer gave. 11 students (39.28%) thought materials was presented interesting. 16 students (57.14%) said materials presented clearly. 20 students (71.42%) easy to understand the material. 8 students (28.57%) thought material was complete. 16 students (57.14%) said pocket book had been had an order materials. 25 students (89.28%) said that AWL pocket book gave more the knowledge about academic vocabulary. 22 students (78.57%) could classification the division of AWL by the pocket book. 15 students (53.57%) thought learn the pocket book by themselves. 19 students (67.85%) thought pocket book was more interesting than textbook. 12 students (42.85%) felt the reading activity being impetus. 21 students (75%) said that the language used was easy to understand. 21 students (75%) thought the chosen colour was interesting. 19 students (67.85%) could read the font clearly. 7 students (25%) said the cover was interesting.

4. Discussion

This research and development learning media of academic word list pocket book was for facilitating the vocabulary subject. To know about the eligibility of product was done by some research procedures using 4D model such as Define, Design, Development, and Disseminate.

a. **Define,** in this step doing by preliminary analysis, student analysis, work analysis, concept analysis, Formulation of study target. In preliminary analysis was found lack of source to find the materials of vocabulary needs especially academic word list. Besides, there was no complete material which was compiled by presenter in the class to make the students understand and could apply it for translation or made some tasks. Students thought that was not easy to distinguish or classify. Those were academic vocabulary and daily life vocabulary. They were also confuse when using the AWL in the written context. From the lecturer point of view, he agreed with AWL pocket book development to help the learning process and it was necessary. He hoped the students would be more understand about translation.

In the work analysis, the researcher was focus to the understanding interest by developing pocket book as learning media after studying the peripheral of study. Concept analysis was the next step. For the next was the specification of study targets were student understood about AWL meaning, AWL use in written or spoken, AWL sub lists (1-10), could distinguish among AWL sub lists (1-10).

b. **Design,** the physical form, material, language, parts, and function which included to create the design of AWL pocket book was explained in this step. Physical form of pocket book was 9 cm x 13 cm size. Each pages were colour printed in order to make the reader interested when doing the reading activity. Material was about various vocabulary of academic word list. Presented orderly sub list by sub list. Language used was English except the translation of each vocabulary used Indonesia. The content contained preface, table of content, description of AWL (the meaning, the content, the importance), ten sub lists, reference, writer profile. Each vocabulary had three explanations such as the translation in Indonesia, part of speech, and oxford meaning, it meant the translation in English. Pocket book was made by using computer application Microsoft Office Word 2010, for the editing of materials and Adobe Photoshop CS4 for the cover. Those applications used in order to make the interesting layout for the reader. So that, the reader had spirit to learn. The next was changing into PDF form. After the design was thought compatible, pocket book printed as a number of needs.

c. **Develop** The result of content expert in quantitative data showed 81.33% from total scores 61. It was taken from 15 (fifteen) questionnaires that described about AWL by 9 (nine) indicator appraisal, it could be concluded that each indicator that assessed were in the level of very competent interpretation and the AWL pocket book has eligibility enough to be used in field. While, the repairmen suggestions as qualitative data were AWL pocket book had to have a standard content, but some things must be put if want to be applied in lecture process.

Besides, the media expert validation in quantitative data gave 53 total score in the first validation. After counting by formula mean calculation, the result of media expert was 70.66%. in the second validation, he gave 73 score by percentage 97.33%. by 15 (fifteen) questionnaires that described about AWL by 11 (eleven) indicators appraisal. if it is checked off the eligibility criteria table, the score included to very competent criteria. Then, the qualitative data was the expert ordered to make the simple layout but AWL material element was still exist. For the font and size, he suggested to accommodate the size of pocket book with the mini pocket book (A5), and the choosing font has been suitable. But a formal font was better. And the choosing Sublist colour was better used font colour setting in MS Word, it did not use high colour. And choose the

interesting one. For arrangement of sub list in under of page, it was better to be moved in the next page, in the top position.

The students who did the test was 28 students in a class. The conclusion of developmental testing by student showed 90.35%.According to eligibility media criteria, the pocket book showed very competent to be a learning media in the class. The conclusion from all of the eligibility appraisals of learning media was valid or competent. The chart of appraisals by validators, lecturer, and students could be seen as following:
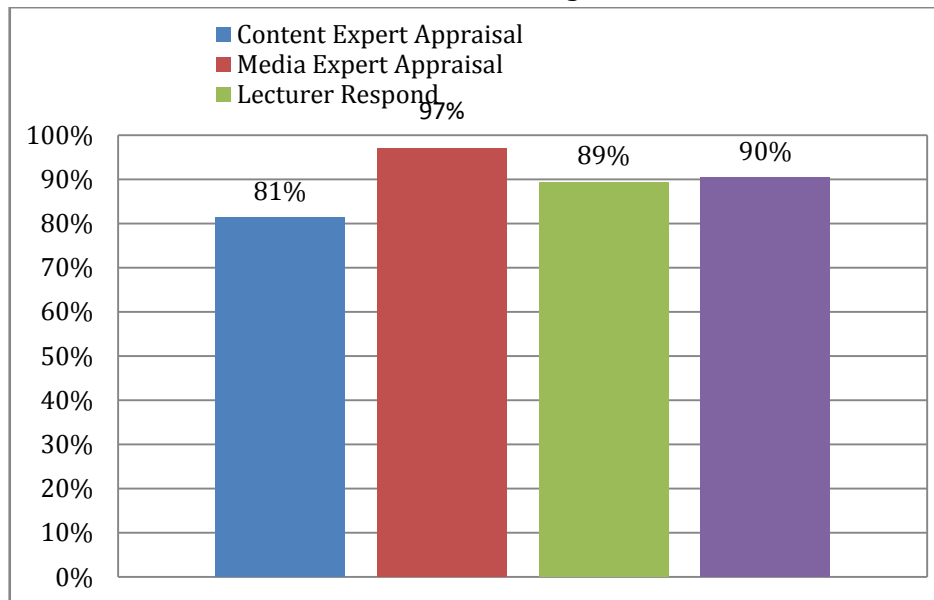
Figure1. Conclusion of Eligibility Appraisal

3.4. Disseminate

In this step was distributing to large. There were three phases such as validation testing, packaging, diffusion, and adoption. The dissemination was done by distribution to the lecturer and library of English Education Department in limited, the distribution target is to get feedback and response to development learning media. If the feedback and response when using and practicing the media to students' task is increase their ability of understanding about AWL or material was facilitating enough to translation activities, the AWL pocket book might be produced in large.

5. Conclusion

This research and development was yielding learning media product of Academic Word List pocket book. The development of this media was using 4D model.The materials consist of the pocket book was academic word list in vocabulary subject. This material was about the division of AWL or it was said by sublist. There are ten sublist in AWL. Those consist the high frequent academic words until the low frequent academic words.

The development of this learning media was valued by experts and lecturer in vocabulary subject at research place. This study shown that the use of the AWL Pocket as a medium in development can be used in the learning processing the third semester of English Education Department of Social Science and Humanities Faculty at Ibrahimy University Sukorejo Situbondo.

The result of analysing data by expert appraisal of content was 81.33%. It meant the development product was valid or competent using in learning process. Expert appraisal of media gave 97.33%. It meant the development product was valid or competent using in learning process. Lecturer gave 89.33%, it meant the development product was valid or competent using

in learning process. The testing by students got 90.35% to the media. it meant the development product was valid or competent using in learning process.

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