

THE DEVELOPMENT OF ENGLISH FOR BEGINNER THROUGH POCKETBOOK MEDIA TO IMPROVE STUDENT LEARNING PRIMARY RESULTS

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ABSTRACT

Students' difficulty in understanding English language as a subject usually leads to poor learning outcomes. The problem is, however, observed to be getting worse due to the unavailability of suitable learning media for educators and students. This research was, therefore, conducted to develop an English for Beginner pocketbook media to improve student learning outcomes. Meanwhile, pocketbook media is an alternative packaging of information through the use of user efficiency elements. This research was developed based on the Borg & Gall model with the data collected using questionnaires, tests, and documentation and analyzed through Independent Sample T-test. The results showed the sig. (2-tailed) < sig. level (0,000 < 0.05), therefore, H_a was accepted while H_0 was rejected. It was discovered that average students learning outcomes increased to 83,4 and learning completeness by 83.33% after receiving the treatment in the form of the English for Beginner pocketbook media. This shows this material is feasible to be implemented as a learning medium due to its effectiveness in improving the learning outcomes of fifth-grade students of MI Masaran 1 Trenggalek.

Keywords: development; pocketbook media; english for beginner

INTRODUCTION

There is a need for humans to continuously think ahead in developing Indonesia, especially through the improvement of English language skills for everyone including children with special needs.¹ This is important because English is a foreign language considered necessary in science, technology, cultural arts, and also to develop relations between nations. Moreover, language is generally a communication tool used in sharing thoughts and also in conveying questions, ideas, and solutions to problems.² It is also important to know that the learning and understanding of English as a global language is not a threat to the existence of native languages.

¹ Andi Muhammad Syahwalil Akbar, "Desain Braille Pocket Dictionary Sebagai Media Pembelajaran Bagi Penderita Disleksianetra Untuk Meningkatkan Kemampuan Bahasa Inggris Pada Siswa Sekolah Lanjutan Tingkat Pertama Luar Biasa (SltpIb)," *Pena: Jurnal Kreativitas Ilmiah Mahasiswa Unismuh* 1, no. 2 (2014): 129–38.

² Septinaningrum Septinaningrum et al., "Multiliteracy in The Rite of Grebeg Pancasila as A Medium for Character Education in Digital Era," 2019, <https://doi.org/10.4108/eai.29-8-2019.2289006>.



Recent trends in education policy have focused on efforts to challenge globalization and internationalization and this is evident in the active expansion of the English language as an essential part of the school curriculum by the government. Meanwhile, the curriculum is generally a system created by the government to make education better and this means it is a dynamic document which can be developed, revised, and replaced.³ The actions and changes usually implemented by the government are not normally based on experimental materials but rather through a process to address challenges based on time. This is in line with the opinion of Hasibuhan that a successful institution is an institution with the ability to balance education with time.⁴

Teaching English for Young Learners (TEYL)⁵ is required as early as possible due to the ability of early introduction to enhance acquisition.⁶ Elementary level students are at an age where the speech tools are flexible and motivation to learn is very high and this is the reason the second language acquisition of children under the age of ten years is much better than those at puberty.⁷ This is in line with the findings of Oktaviani that elementary-level students had superior abilities in acquiring language units. Moreover, learning from an early age also provides children with basic English skills useful at further education levels.⁸ This means TEYL is important to the future of children by providing a competitive edge in education, economy, and technological developments.

Teachers' beliefs in children's English development have been discovered to be generally compatible with children's second language learning and development literature. Moreover, physical activities such as playing games, rhythmic songs, doing exercises in English, traveling around, having fun, and interacting with other people in

³ Suhaimi Tegamuni and Kristin Natalia Ugu, "The Teacher's Problem in Implementing Curriculum 2013 at State Senior High School 3 of West Halmahera," *Langua-Journal of Linguistics, Literature, and Language Education*, 2019, <https://doi.org/10.5281/zenodo.2588114>.

⁴ Ahmad Tarmizi Hasibuan and Rahmawati Rahmawati, "Sekolah Ramah Anak Era Revolusi Industri 4.0 Di SD Muhammadiyah Pajangan 2 Berbah Yogyakarta," *Al-Bidayah: Jurnal Pendidikan Dasar Islam*, 2019, <https://doi.org/10.14421/al-bidayah.v1i1i01.180>.

⁵ Nuriye Degirmenci Uysal and Fatih Yavuz, "Teaching English to Very Young Learners," *Procedia - Social and Behavioral Sciences*, 7th World Conference on Educational Sciences, 197 (July 25, 2015): 19–22, <https://doi.org/10.1016/j.sbspro.2015.07.042>.

⁶ Ni Made Ratminingsih and I Gede Budasi, "Local Culture-Based Picture Storybooks for Teaching English for Young Learners," *SHS Web of Conferences*, 2018, <https://doi.org/10.1051/shsconf/20184200016>.

⁷ Didi Sudrajat, "Studi Tentang Pelaksanaan Pengajaran Bahasa Inggris Di Sd Kota Tenggara," *Cendekia: Journal of Education and Teaching*, 2015, <https://doi.org/10.30957/cendekia.v9i1.49>.

⁸ Ayu Oktaviani and Asahi Fauzan, "Teachers Perceptions about the Importance of English for Young Learners," *Linguistic, English Education and Art (LEEA) Journal*, 2017, <https://doi.org/10.31539/leea.v1i1.25>.

the class also have the ability⁹ to provide a perfect context for children to learn English.¹⁰ Elementary school students with high curiosity, short-term concentration, limited cognitive development, love to imitate, interested in new and real things, and prone to boredom have also been discovered to have the ability to learn the language more effectively. Meanwhile, children at the age of 8-11 years have moved up to the concrete operational stage and this means they need more illustrations, models, drawings, motor activities, and other active activities.¹¹

This shows the importance of learning media to facilitate learning activities¹² in order to achieve the objectives with excellent and maximum results.¹³ The availability of media is beneficial to educators in explaining the material and creating exciting learning activities¹⁴ to stimulate curiosity and increase student motivation in learning.¹⁵ The application of innovative media is very important in learning English due to the inability of the students to think abstractly and their focus on concrete objects.¹⁶ Meanwhile, students are introduced to vocabulary related to their surroundings at the elementary level. According to Woolfolk, there is a need to package information in an interesting way in order to make it easier for students to remember, for example, by connecting the

⁹ Gina N. Cervetti, Jonna M. Kulikowich, and Marco A. Bravo, "The Effects of Educative Curriculum Materials on Teachers' Use of Instructional Strategies for English Language Learners in Science and on Student Learning," *Contemporary Educational Psychology*, Examining Innovations—Navigating the Dynamic Complexities of School-Based Intervention Research, 40 (January 1, 2015): 86–98, <https://doi.org/10.1016/j.cedpsych.2014.10.005>.

¹⁰ Panagiotis Kosmas, Andri Ioannou, and Panayiotis Zaphiris, "Implementing Embodied Learning in the Classroom: Effects on Children's Memory and Language Skills," *Educational Media International* 56, no. 1 (January 2, 2019): 59–74, <https://doi.org/10.1080/09523987.2018.1547948>.

¹¹ Fardini Sabilaha et al., "Cultural Meaningfulness On Intercultural Perspective Of English Learning Materials For Elementary School," *Aksara*, 2018, <https://doi.org/10.29255/aksara.v30i1.209.149-164>.

¹² Risnawati, Zubaidah Amir, and Novita Sari, "The Development of Learning Media Based on Visual, Auditory, and Kinesthetic (VAK) Approach to Facilitate Students' Mathematical Understanding Ability," *Journal of Physics: Conference Series* 1028 (June 2018): 012129, <https://doi.org/10.1088/1742-6596/1028/1/012129>.

¹³ Fatah Yasin Al Irsyadi, Rifai Annas, and Yogie Indra Kurniawan, "Game Edukasi Pembelajaran Bahasa Inggris Untuk Pengenalan Benda-Benda Di Rumah Bagi Siswa Kelas 4 Sekolah Dasar," *Jurnal Teknologi Dan Informasi* 9, no. 2 (2019): 78–92, <https://doi.org/10.34010/jati.v9i2.1844>.

¹⁴ Y. Kuo, "Interaction, Internet Self-Efficacy, and Self-Regulated Learning as Predictors of Student Satisfaction in Online Education Courses," *Internet and Higher Education* 20, no. Query date: 2021-03-06 13:35:52 (2014): 35–50, <https://doi.org/10.1016/j.iheduc.2013.10.001>.

¹⁵ Eliza Nola Dwi Putri and Desyandri Desyandri, "Penggunaan Media Lagu Dalam Pembelajaran Tematik Di Sekolah Dasar," *Edukatif: Jurnal Ilmu Pendidikan*, 2019, <https://doi.org/10.31004/edukatif.v1i3.52>.

¹⁶ Ni Made Dita Sintadewi, Ni Putu Juni Artini, and Irwan Febryan, "Analysis of English Learning Difficulty of Students in Elementary School," *International Journal of Elementary Education* 4, no. 3 (2020): 431, <https://doi.org/10.23887/ijee.v4i3.28524>.

information with words or pictures.¹⁷ Meanwhile, the application of a wrong learning media which does not match the characteristics and needs of students can trigger the failure of the English learning process at the elementary level.

The observations made by researchers at MI 1 Masaran Trenggalek showed the difficulties faced during the English learning process include language understanding and complexity of the material.¹⁸ The student's understanding of the material being taught was found to be poor with only a small percentage observed to be paying attention to the teacher's explanation correctly during the learning process. This made the educators repeat the content several times to ensure the students understand the material. Another problem is the lack of vocabulary which makes it difficult for the students to fully absorb the learning material. For example, students require more time to translate and understand just one paragraph when reading English text. Therefore, there is a need to simplify the learning media to ensure a proper and effective understanding of the subject matter.

RESEARCH METHODS

A development research model is a method usually used to produce and test the effectiveness of specific products¹⁹ and the procedure adopted in this research is in line with the Borg and Gall model. This study, however, focused on only seven out of the ten steps proposed by this model as adapted by Sugiyono and these include 1) potentials and problems, 2) gather information to be used as material for planning, 3) product design, 4) design validation to assess whether the design is rationally better and more effective than others, 5) improvements to the revised design and known weaknesses, 6) trial application of the product for potential users in a limited field, and 7) revision of the product based on field trials.

The product developed in this study is the English for Beginner pocketbook media for fifth-grade elementary schools and the research subjects include the instructional media experts, English learning material experts, English teachers, and fifth-grade

¹⁷ Anita Woolfolk, "Educational Psychology Fourteenth Edition," 2009, 1–29.

¹⁸ Researchers conducted preliminary research on 30 May 2020 at MI Masaran 1 Trenggalek. Researchers found that not all students can absorb the English material presented. Students have difficulty understanding vocabulary in the language. The school also does not have a fixed guidebook for learning English. This finding is the first step for researchers to develop a product to help students and teachers in various activities in the classroom.

¹⁹ Sugiyono, *Metode Penelitian Pendidikan, (Pendekatan Kuantitatif, Kualitatif, Dan R&D)* (Bandung: Alfabeta, 2015).

students. The research design used was the Nonequivalent Control Group Design and this means neither the experimental group nor the control group was selected randomly. Moreover, a non-probability sampling technique in the form of purposive sampling was applied in this study. The data were collected using 1) questionnaire which is an instrument to obtain feasibility test data for the developed media, 2) test to measure a person's achievement after learning using the product developed, and 3) documentation which involves data not obtained from the aforementioned methods.

The data were analyzed quantitatively using questionnaire scores and tests based on the Likert scale table. Meanwhile, the t-test was used to compare the improvement in learning outcomes between the control and experimental classes. The rating scale used for the questionnaire sheet was based on a score of 1 to 4 as indicated in Table 1.²⁰

Table 1
Questionnaire Data Analysis Projecting Criteria

Criteria	Score	Qualification		Follow-up
	Percentage	Appropriate	Effective	
4	85% - 100%	Very Appropriate	Very Effective	Implementation
3	75% - 84%	Appropriate	Effective	Implementation
2	55% - 74%	Quite Appropriate	Quite Effective	Need to revision
1	< 55%	Disproportionate	Ineffective	Revision

RESULTS AND DISCUSSION

Expected Product Specifications

The common point of view for both teachers and parents is that English lessons are needed in primary schools to provide foreign language knowledge to students. They also both argue that speaking English is essential for students in the advancing world of education and this means they need to understand the basic part of the language as children.²¹ Moreover, learning media is a tool in the teaching and learning process used in conveying learning material from teachers to students to ensure an effective and efficient understanding of the information.²² Physical or technical teaching media assists

²⁰ Sugiyono, *Metode Penelitian Pendidikan, (Pendekatan Kuantitatif, Kualitatif, Dan R&D)* (Bandung: Alfabeta, 2015).

²¹ Ahmad Kosasih and Dewi Listia Apriliyanti, "Should English Lesson Be Abolished At The Elementary School Level? English Teachers' And Parents' Dilemma Of The 2013 Curriculum," *PROJECT (Professional Journal of English Education)*, 2020, <https://doi.org/10.22460/project.v3i5.p602-606>.

²² Cahya Alim Wijaya, Jeffry Handhika, and Sulistyning Kartikawati, "Pengembangan Media Pembelajaran Pengendali Kecepatan Dan Soft Starting Motor Listrik Berbasis Arduino Pada Mata Kuliah

educators to pass the content of the learning material to students easily to aid easy understanding and also to achieve predetermined learning objectives.²³

The product projected in this research as an alternative solution to learning English is an English for Beginner Pocketbook for grade five elementary schools. This media is an alternative method of packaging information with attention placed on the element of user efficiency.²⁴ The 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. This is majorly due to the fact that the combination of text and images on printed media has the ability to increase attractiveness and facilitate understanding of the information presented in two formats, verbal and visual. Moreover, printed media in the form of pocketbooks can be produced economically and distributed easily.

The English for Beginner pocketbook is a medium with independent, intact, systematic, purposeful, and communicative characteristics which is printed in a small size A6 (10.5x14.8 cm), written in a simple font which is easy to read by the user (Arial font, size 11), and has no more than 35 alternating pages. It contains text, dialogue, pictures, and vocabulary based on the learning material and is also observed to have the same content structure almost the same as a book but has a much shorter presentation strategy. Images are used to stimulate students to obtain maximum learning outcomes and this is expected to assist students better with tasks such as remembering, recognizing, and recalling.

The pocketbook is designed to fit only in the pocket and this makes it easier for students to take it anywhere and read whenever needed instead of carrying large and heavy textbooks. It is designed to have three parts which are the introduction, contents, and closure. The introductory section comprises a foreword, a table of contents, and other elements of the introduction to the book. The content section includes English material

Penggunaan Dan Pengaturan Motor,” *JUPITER (Jurnal Pendidikan Teknik Elektro)*, 2017, <https://doi.org/10.25273/jupiter.v2i2.1794>.

²³ Steffi Adam, “Pemanfaatan Media Pembelajaran Berbasis Teknologi Informasi Bagi Siswa Kelas X Sma Ananda Batam,” *Computer Based Information System Journal* 3, no. 2 (March 7, 2015), <http://ejournal.upbatam.ac.id/index.php/cbis/article/view/400>.

²⁴ M. S. Sumantri and Firmansyah Firmansyah, “Pengembangan Buku Saku The Challenge Book Tentang Pendidikan Karakter Untuk Siswa Kelas V Sekolah Dasar,” *Jurnal Ilmiah PGSD* 10, no. 2 (October 31, 2016): 68–76, <http://journal.unj.ac.id/unj/index.php/pgsd/article/view/8044>.

for beginners, vocabulary, reading text, dialogue, language focus, and exercises. The closing section contains a bibliography and author profile.



Figure 1
Pocketbook Cover



Figure 2
Foreword and List of Contents



Figure 4
English for Beginner Pocket Book Material Presentation



Figure 5
References and Author Profile

Pocketbooks have the ability to stimulate students' enthusiasm for learning and to show interest during the learning process. They become more active and pay attention to the teacher's explanation to ensure they have the ability to work on post-test questions at the end of the class. Meanwhile, the acceptance and effective understanding of the

material depends on the ability of each student to build the mind to process the knowledge received in all stages of learning.²⁵

Product Eligibility

The product was validated through two tests and these include the media expert and the material expert. The media expert validation test was conducted with two lecturers in Islamic Basic Education Learning Design courses and English subjects while the experts for the material validation tests were home-based English lecturers and certified BELFAST English tutors. The data obtained at the trial stage were verbal and non-verbal with the verbal presented in the form of responses and suggestions written by experts on the media and in the column provided in the questionnaire while the non-verbal information was from the responses to the questions in the questionnaire in the form of an assessment score for certain aspects.

Table 2

The Results of the Media Experts Validation

Indicator	Average Score (%)	Follow-up
Feasibility of graphics	82,76%	Implementation
Assessment of the feasibility of a comprehensive appearance	80%	Implementation
The influence of learning media usage	97,16%	Implementation
Rata-rata	86,64%	Implementation

The experts tested the pocketbook media product developed to determine its feasibility using the feasibility of graphics, comprehensive appearance, and influence of learning media usage, and the overall average result was found to be 86.64% which means the product can be implemented as a learning medium.

The pocketbook media product developed was not only tested in terms of media feasibility but also for material feasibility and the aspects include were content feasibility, presentation feasibility, linguistic feasibility, and the influence of using learning media. The results presented in the following table showed the average score was 90.60% and this means the product was recommended for implementation.

²⁵ Nurul Laili Rahmawati, Sudarmin Sudarmin, and Krispinus Kedati Pukan, "Pengembangan Buku Saku IPA Terpadu Bilingual Dengan Tema Bahan Kimia Dalam Kehidupan Sebagai Bahan Ajar DI MTs," *Unnes Science Education Journal* 2, no. 1 (July 25, 2013), <https://doi.org/10.15294/usej.v2i1.1769>.

Table 3
The Results of The Material Experts Validation

Indicator	Average Score (%)	Follow-up
Content feasibility	89,15%	Implementation
Presentation feasibility	93,30%	Implementation
Linguistic feasibility	88,32%	Implementation
The influence of learning media usage	91,66%	Implementation
Average	90,60%	Implementation

Product trials were conducted by simulating the use of the learning media after the feasibility test of the media and learning materials by the experts. The trial was conducted with English teachers and fifth-grade students of MI Masaran 1 Trenggalek which are considered the potential users. The results from the field trials conducted for the teachers are presented in the following table.

Table 4
The Results of The Field Trials with English Teacher

Indicator	Average Score (%)	Follow-up
Feasibility of graphics	76,66%	Implementation
Assessment of the feasibility of a comprehensive appearance	75%	Implementation
Content feasibility	80%	Implementation
Presentation feasibility	85%	Implementation
Linguistic feasibility	75%	Implementation
The influence of learning media usage	91,66%	Implementation
Average	80,55%	Implementation

The field trials were conducted for 30 fifth-grade students using three aspects which include the appearance, material presentation, and benefits with 15 items, and the results are presented in the following table.

Table 5
The Results of The Field Trials with 30 Respondents

Indicator	Average Score (%)	Follow-up
Aspects of appearance	90%	Implementation
Aspects of material presentation	95%	Implementation
Aspects of benefits	88,83%	Implementation
Average	91,27%	Implementation

Tables 4 and 5 shows the field trials for the teachers obtained an average score of 80.55% while the students had 91.27% and this means the product is very feasible to be

implemented. Some of the responses from the students are that the product developed be 1) mini size, very practical, easy to carry everywhere, and its contents are easy to remember, 2) very good, easy to understand and learn, 3) useful and makes it easier to learn English, 4) interesting and better if the image and text size are slightly enlarged, and 5) more vocabularies are included.

The pocketbook media developed was classified as feasible to be implemented by the validators with certain improvements suggested as follows:

1. Media experts recommended paying attention to the characteristics of elementary school students. This means a picture or illustration of a child should be added to the cover to make the appearance more colorful with an image element to attract students as potential users. The illustration images selected also need to match the contrast of the cover color and they need to be placed without interfering with the layout of other supporting elements.²⁶
2. The font size in the pocketbook was too small and needs to be increased. This led to the use of Arial font size 13 after the revision. Moreover, the expert also suggested the illustrated image presented should be enlarged because it was not clear for the size of a mini pocketbook.²⁷
3. Experts suggested the inclusion of Indonesian children's photographs as illustrations in addition to the animation or cartoons and adapted them to the text in order to ensure the illustrations are based on the context around the students. This is expected to make it easier for them to understand and find the meaning of the vocabulary presented.²⁸
4. Linguistic and writing convention errors were also corrected based on the note of the experts.²⁹

²⁶ Revisions were made based on the results of validation test data by media experts at the trial stage which were both verbal and non-verbal. The verbal data was in the form of responses and suggestions written by experts in the questionnaire column while non-verbal data was based on the assessment score in the questionnaire. The non-verbal data on the feasibility aspect of graphics produced a score of 82.76% and this means the product is feasible to be implemented. However, several revisions are needed as recommended by the media experts.

²⁷ Revisions were made based on non-verbal data from the validation results of media experts on the feasibility aspect of the overall appearance, which means that it is feasible to be implemented. However, several revisions needed to be made based on media experts' suggestions.

²⁸ *Ibid.*

²⁹ Revisions to the aspects of content and linguistic feasibilities were conducted following the suggestions from the material experts. In the material Days, "Monday Night" means "Tuesday Night". The essence indeed is the same, it is just that the consistency in the meaning of the word is the problem. "Monday Night" is better defined as "Monday Night" as well as "Saturday Night" means "Saturday Night" although

The product was revised based on the results of trials conducted and in line with the recommendations and comments made by media experts, material experts, and users including the teachers and students after using the instructional media. The pocketbook was, therefore, revised continuously based on existing weaknesses up to the period it was finally ready to be used as a learning medium.

Analysis of Learning Outcome Data

The students' pretest and post-test data were analyzed to determine the effectiveness of the English for Beginner pocketbook media in improving the learning outcomes of fifth-grade students at MI Masaran 1 Trenggalek. The post-test was conducted to evaluate the level at which the students mastered the material after using the English for Beginner pocketbook media.

The t-test is included in the parametric statistical class which is normally used to test the significance of the difference between two means from two distributions. It is usually performed on the subject being tested before and after the process on a paired or similar subject. Moreover, the prerequisite test was first conducted before the t-test formula was applied to analyze the data and the purpose was to determine whether the data satisfied the requirements for analysis. Meanwhile, the basis for the t-test decision is as follows: (1) If the Sig. (2-tailed) value > 0.05 , then H_0 is accepted and H_a is rejected and (2) if the Sig. (2-tailed) value < 0.05 , then H_0 is rejected and H_a is accepted.

they can also mean Tuesday night or Sunday night in Indonesian culture. Moreover, the grammatical mistakes in the sentence "How many days is in a week?" and "How many days is in a year?" were identified. The addition of 's' to "days" is not correct due to the need to use "is" (singular) for "days" (plural). Therefore, the same meaning was fixed with a different structure to be "How many days are in a week?" and "How many days are in a year?". The presentation in the sample questions also contains several errors such as "He wash" which should be "He washes" because "He" is a single word which requires a verb that has an additional "s/es", "They feels happy" and "We feels tired" pronouns "They" and "We" are plural pronouns which means the verb "Feels" is inappropriate. The right sentences are "They feel happy" and "We feel tired" without the "s". Furthermore, the written errors in the presentation of "Times" as observed in the rule of mentioning hours if the number is below 10 using "o" or "oh" instead of "zero". "It is seven five" (07.05) can be more precisely replaced by "It is seven o five" or "It is seven oh five".

Table 6
The Independent Sample T-test

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
Hasil_	Equal variances assumed	14.869	.000	-6.358	56	.000	-22.35714	3.51639	-29.40131	-15.31297	
Belaja	Equal variances not assumed			-6.184	32.857	.000	-22.35714	3.61538	-29.71391	-15.00037	

The Independent Sample T-test in the Equal Variances Assumed section was found to have a sig. (2-tailed) value of $0.000 < 0.05$ and this means the H_0 is rejected and H_a is accepted. This, therefore, indicate a significant difference between the learning outcomes for grade V-B students that used English for Beginner pocketbook media and grade V-A students that did not.

Table 7
Comparison of the Pretest and Post-test Results

Criteria	Pretest	Posttest
Total Students	30	30
Total Score	1953	2502
Average	65,1	83,4
The Lowest Score	43	70
The Highest Score	90	100
Percentage of Completeness	46,66%	83,33%
Percentage of Incompleteness	53,33%	16,66%

The learning activities in the English for Beginner Pocketbook Media were observed to have a positive contribution towards improving students learning outcomes. This was indicated by the 65.1 recorded for the pretest and increment to 83,4 at the post-test after the treatment has been provided. Moreover, the completeness and incompleteness percentage before the use of the media was also recorded to be 46.66% and 53.33%. Meanwhile, the percentage of students' completeness increased to 83.33% while the incompleteness reduced to 16.66% after receiving the treatment.

CONCLUSION

This research and development process led to the production of an English for Beginner pocketbook media which was considered feasible to be implemented as a learning medium. The analysis also showed a significant difference with the use of English for Beginner pocketbook media in improving student learning outcomes as evident in the sig (2-tailed) value of 0.000 at a sig level of 0.05 which indicates the Sig. (2-tailed) < sig level (0.000 < 0.05). The average students learning outcomes and percentage of learning completeness were also observed to have increased to 83.4 and 83.33% respectively after using the English for Beginner pocketbook.

The English for Beginner pocketbook media developed for learning English can be disseminated or utilized in the concerned school and several others with the focus on the characteristics of students. Moreover, it is possible to have further product development in all classes by adjusting the Core and Basic Competencies in each class. This means the first parts of the pocketbook can be applied to all classes after which the remaining part can be modified according to the Core and Basic Competencies of each class.

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