

**THE DEVELOPMENT OF POCKET BOOK MEDIA IN LEARNING
ENGLISH OF GRADE 2 IN JUNIOR HIGH SCHOOL**

THESIS

Submitted by

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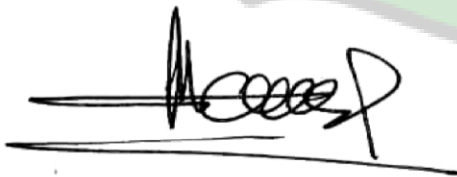
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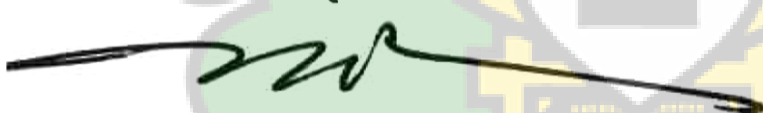
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adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan,



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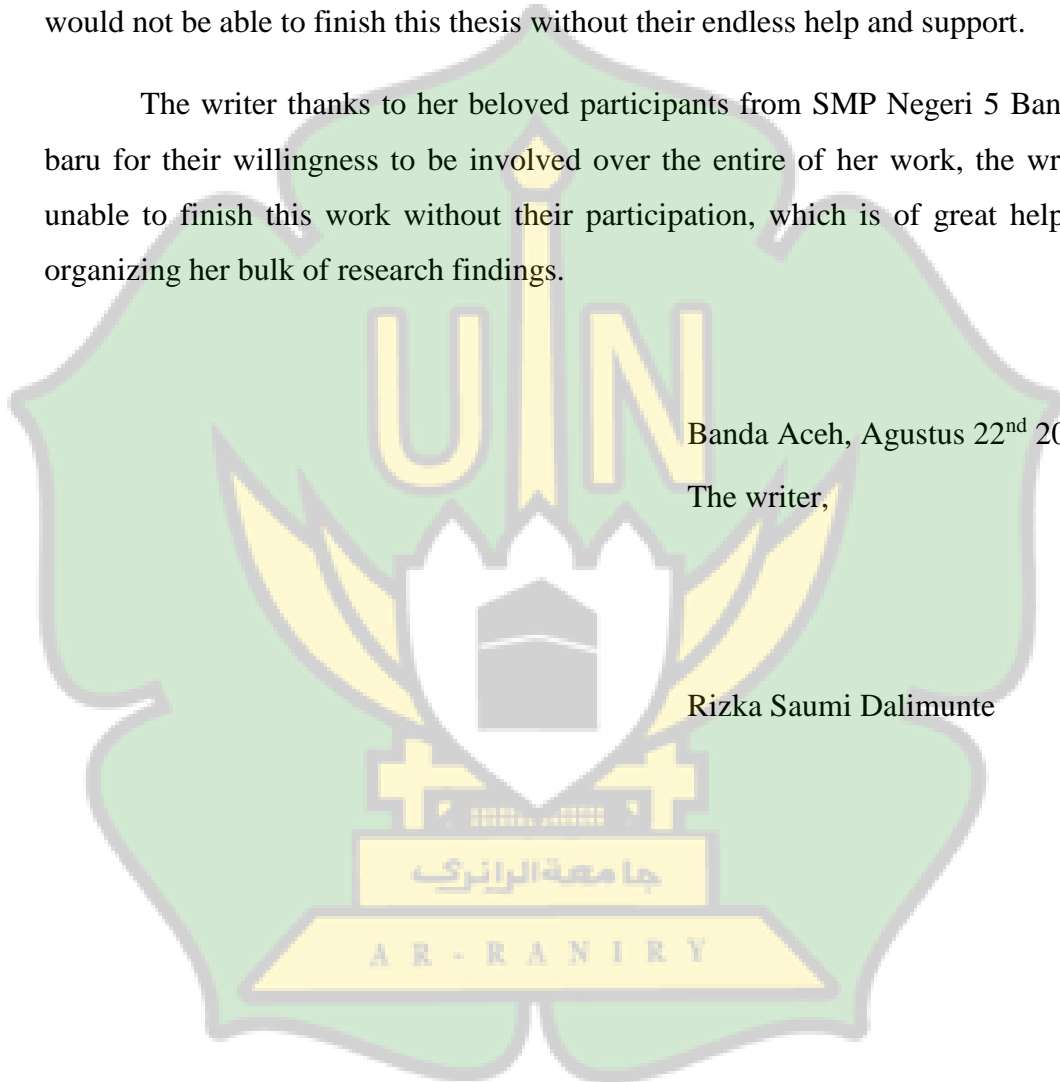
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ABSTRACT

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Keywords : Media; Pocket Book; English learning.

This research focuses on the development of pocket book media in Learning English motivated by the lack of English textbook in school. The use of media to support the learning and teaching process. Beside then it aim develop is learning media and test feasibility in this strategy using the implementation on English materials, Research and Development (R&D) method to produce the pocket book guided by the 4-D (four D) model which consists of the four stages; they are defining, designing, developing and disseminating. To get the data, quantitative research design was used in this study. The research subjects consisted of 20 students of second year students in one class, 2 media and materials experts, and an English teacher as media and materials expert. In collecting data, the writer used media validation sheet, material validation sheet and students' perception sheet. Data collection techniques also use media validation document, material validation document and students' perceptions document. However, the data analysis technique uses statistics. The results showed that the development of pocket book learning media in English material included in the 'very good' criteria

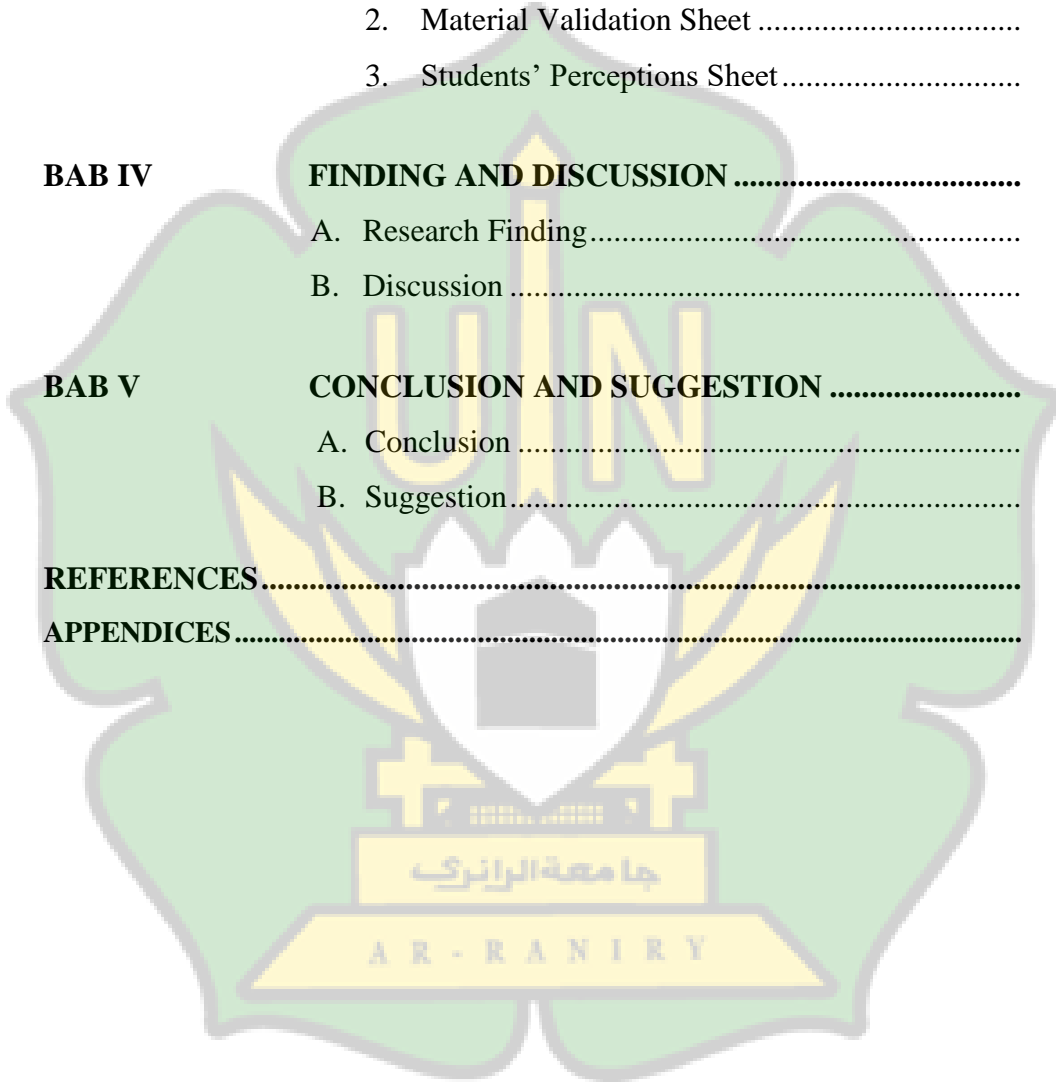
based on the quality of the media with a percentage of 97.6% feasibility results and based on the material, the results obtained 97.5% with 'very good' criteria and from the students' perceptions sheet, they got 86.4% with 'very good' criteria. The conclusion showed that the pocket book learning media on English material at SMPN 5 Bandar Baru is very appropriate to be used as a supporting media in the learning process.



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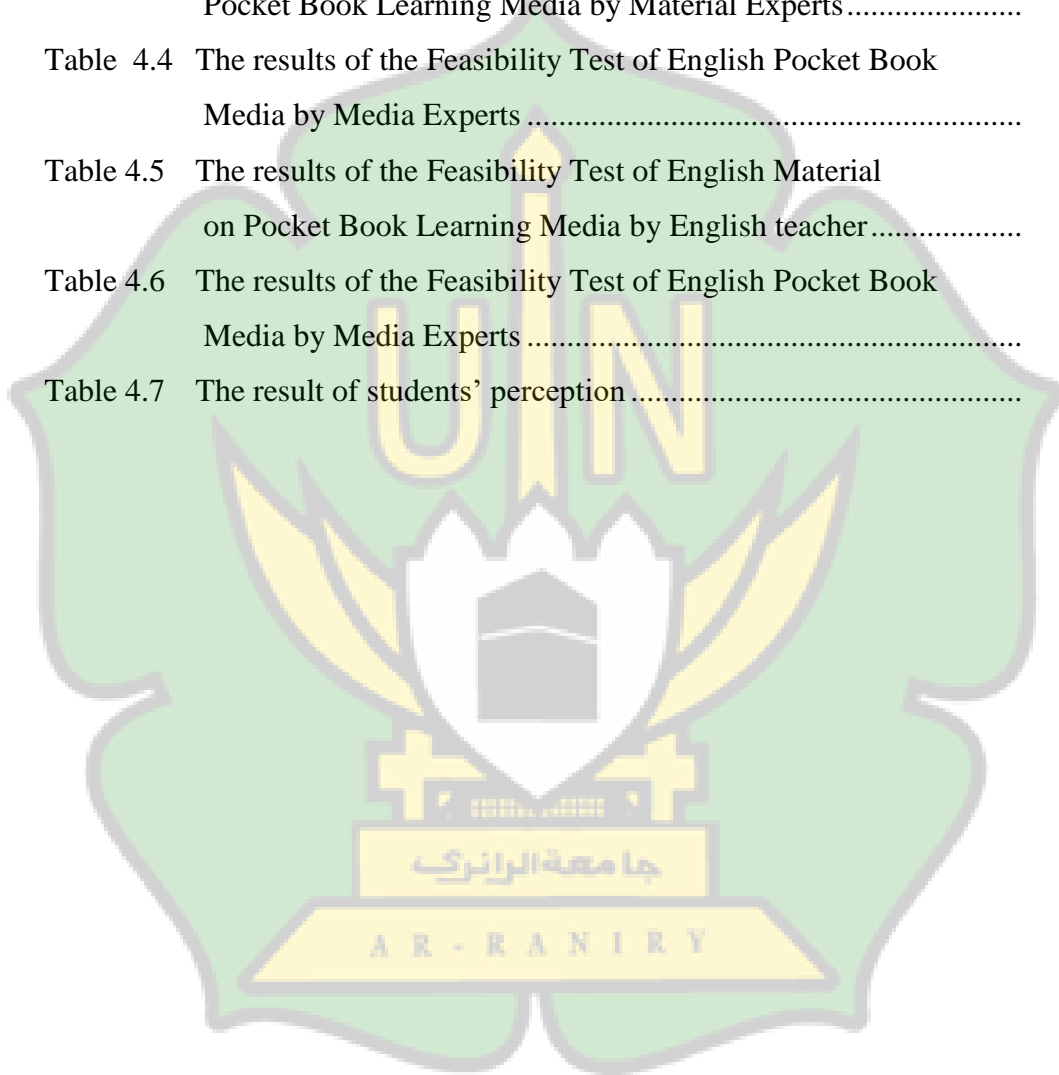
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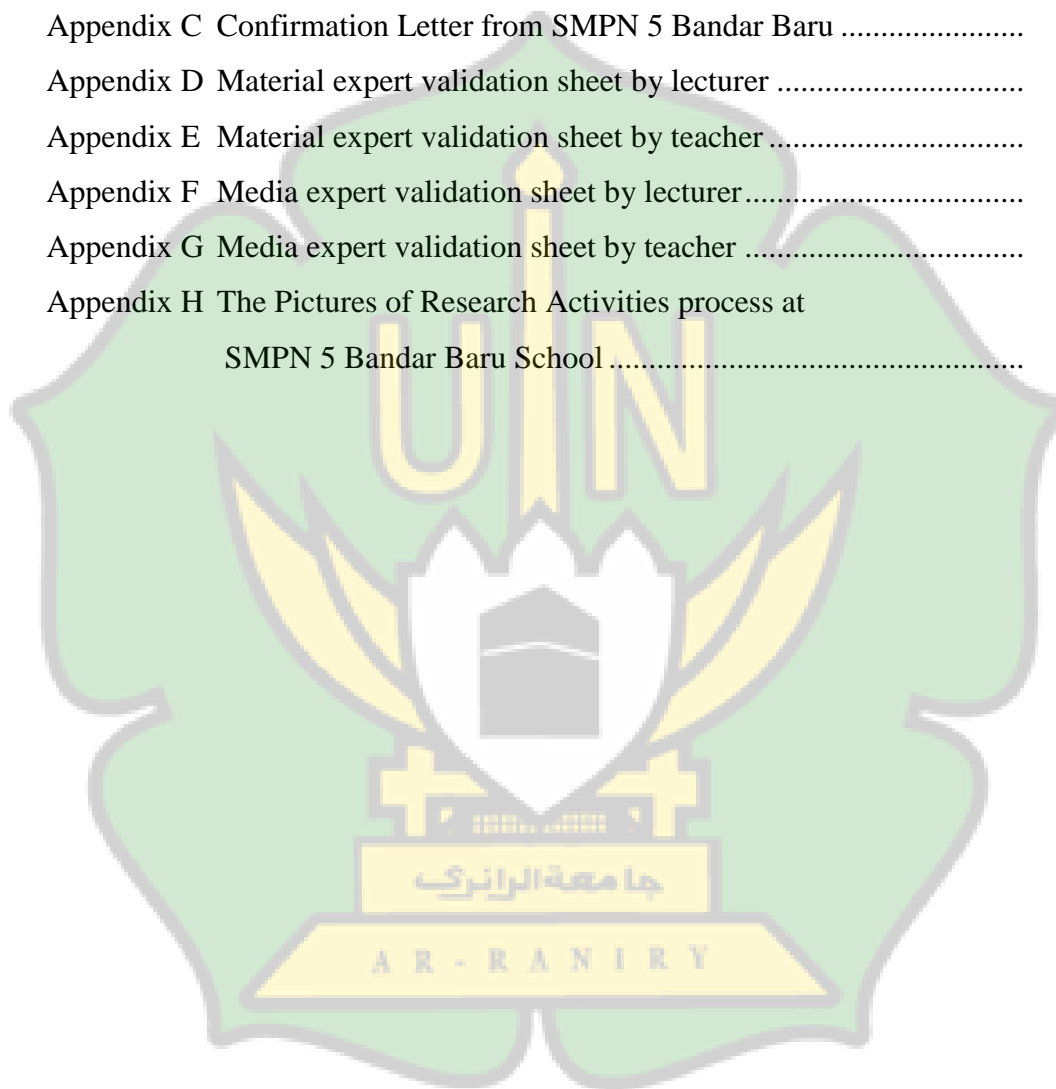


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CHAPTER 1

INTRODUCTION

In this chapter the writer describes about the background of the study, research questions, research aims, significance of the study, and definitions of key term.

A. The Background of the Study

Teaching and learning activities occur between teachers and students. As a student, the teacher is a source of information that serves as a messenger. Teachers in conveying messages should be able to process information clearly so that the students can receive it well. Nurul (2019) claimed that learning methods and media are important components that influence the teaching-learning process activities. For example, in the selection of methods and the process of delivering learning materials, it will affect what learning media we will use to deliver material to students according to the needs and characteristics of the students. The message or material transmitted through the media is the content of the material contained in the curriculum and textbooks.

Sanjaya (2012) revealed that media is a physical tool that presents messages and can stimulate educators to learn. There are some examples of media such as books, videos, films, tapes, images and all kinds of media such as printed, audio, visual, and audio-visual media. Good learning media will affect student learning activities, therefore teachers must strive for learning by

using creative and interesting media. So, it can make students enthusiastic about learning that it affects student learning interest and achieve learning goals. Educational media used in the learning process must also be creative and diverse. The use of media properly is also important in the learning process, besides the choice of media also needs to be considered. The use of media must be in accordance with the conditions or material to be delivered so that it can achieve the expected learning objectives. According to Munzaki, Suadah, & Risdaneva (2016), the holistic teaching goals can be achieved through well-coordinated efforts, among all elements involved in the teaching and learning process including teachers, students, facilities, materials, etc.

The pocket book is an example of learning media that well known today. The textbooks used in schools, pocket book also a visual medium that contains a brief and clear summary of material (Hidayati, Jamzuri, & Rahardjo, 2013). Students also use pocket book as a medium for independent learning as well as a handle for learning resources other than textbook. Yuliani & Herlina (2015) claimed that the main advantage of pocket book has small size and can be put in a pocket. In addition, it can be held and carried everywhere, to make it easier for students to study anywhere and anytime (Hidayati et al., 2013). Book and writing sheets use various colors and complemented by pictures to make students interested. There are pictures and photos that added in pocket book, it more interesting to read (Yuliani & Herlina, 2015) (cited in Aini & Sukirno, 2013). The material description presented briefly and clearly.

Contains material summaries that make it easier for students to learn, remember and understand the content of the material.

The textbook is one the example of media that is often used in the learning process (Saputra et al., 2018). The textbook is one of the media that plays an important role in the learning process and very commonly used from the past until now. However, in general, the textbook is still not perfect which is able to attract students' interest in the learning process (Saputra et al., 2018). Based on the information that the writer got from one of the students, the textbook still has shortcomings in terms of attracting student learning interest. Moreover, there are not enough textbooks as many as the number of students, so students have to share textbooks during the learning process. Students also stated that the textbook used only had a few pictures with the usual coloring. The contents of the book contain mostly writings that explain the material. From the explanation, it can be ignored that generally students are more interested in reading books with pictures and colors.

Based on the results of an interview with one of the teachers, she said that getting students' attention during the learning process was not easy. The textbooks available for students are insufficient. The media presented by the teacher were not too diverse, the teacher often experience problems in delivering material due to textbooks and difficulties in selecting media. The teacher believes that textbook as important media as any other learning media. From those problems, it is necessary to have a media that can be an alternative

for teachers and students in the learning process according to the expected goals.

From those previous studies, the writer tried to conduct research with the similar theme. The first previous study (Ratih Hardiyanti, 2020, Faculty State Islamic Institute of Palopo), conducted a research entitled "Developing pocketbook for vocabulary to seventh-grade students of Mts Darul Huda Wonodadi Blitar." In her study, she developed the appropriate English Vocabulary pocketbook and found out the students' perception in using English Vocabulary pocketbook to improve vocabulary for the seventh grade SATAP Students at SMPN 02 Baebunta. The method use in her research was the R&D method. Researcher developed product used Addie model. The assessment was given by the expert judgment with a value of 4.6. In the interval, the category got "Very Good". From students' perception also got a score of 4.46. In the interval, that category got "Very Good".

For the second previous study (Iyas Sutini, 2020, University of Sultan Maulana Hasanuddin), she conducted a research entitled "The Development of Pocket Book as a Learning Media to Increase Students' Understanding about Personal Pronoun (ADDIE Model at SMPN 26 Kota Serang (R&D)." The objective of her research was to find how to develop English learning media in the form of a pocket book on Personal Pronoun material and found whether student understanding can increase after learning English using this pocket book. She used Research and Development (R&D) using ADDIE model and N-gain for knowing the category of increase of students' understanding. Data

obtained from the questionnaires and test were analyzed by descriptive qualitative and quantitative. The validity of learning media was validated by material expert which score was 4.2 (valid), media expert was 4.7 (valid) and English teacher was 3.79 (enough valid). Based on the analysis of N-gain values obtained 0.4, it is concluded that the pocket book can increase students' understanding about Personal Pronoun material in medium category.

Apart from this study, the writer tried to examine and only focus on the development of pocket book media in Learning English motivated by the lack of English textbook in the school and to find out the solution of the problem. The writer decided to use Research and Development (R&D) method and 4-D development model (four-D model) to develop the product because it was easier and in accordance with the objectives of this study, namely "The Development of Pocket Book Media in Learning English of Grade 2 in Junior High School".

B. Research questions

Based on the above explanation, the questions in this study are formulated as follows:

1. What are the percentages of the feasibility of learning English on pocket book-based media for 2nd grade student at SMP Negeri 5 Bandar Baru?
2. Is the learning English on pocket book-based media for 2nd grade student at SMP Negeri 5 Bandar Baru appropriate to be used a supporting media in the learning process?

C. Research Aims

Based on the above problems, the objectives of this study:

1. To figure out the percentages of the feasibility of learning English on pocket book-based media for 2nd grade student at SMP Negeri 5 Bandar Baru
2. To examine the learning English on pocket book-based media for 2nd grade student at SMP Negeri 5 Bandar Baru is appropriate to be used a supporting media in the learning process

D. Significance of the study

Based on the formulation of the problem above, the writer hopes that this research is useful for:

1. For Teachers

The writer hopes this study will provide alternative learning media for teachers to improve the quality of learning and build effective learning communication between educators and students.

2. For Students

Through this study, students can receive direct experience and to make it easier for students to find alternative media in learning and understanding the material.

3. For Schools

The writer hopes the results of this study will become input in school and make a positive contribution to all parties involved in the world of education, especially for teacher and student.

4. For Researchers

Researcher hopes this study can provide benefit as study material for further research to other researchers. In addition, this research can also be used as a basis for developing English language learning and providing theory on a new understanding of pocket book.

E. Terminology

To clarify the key terms used in this study, the writer will provide several definitions:

1. Media

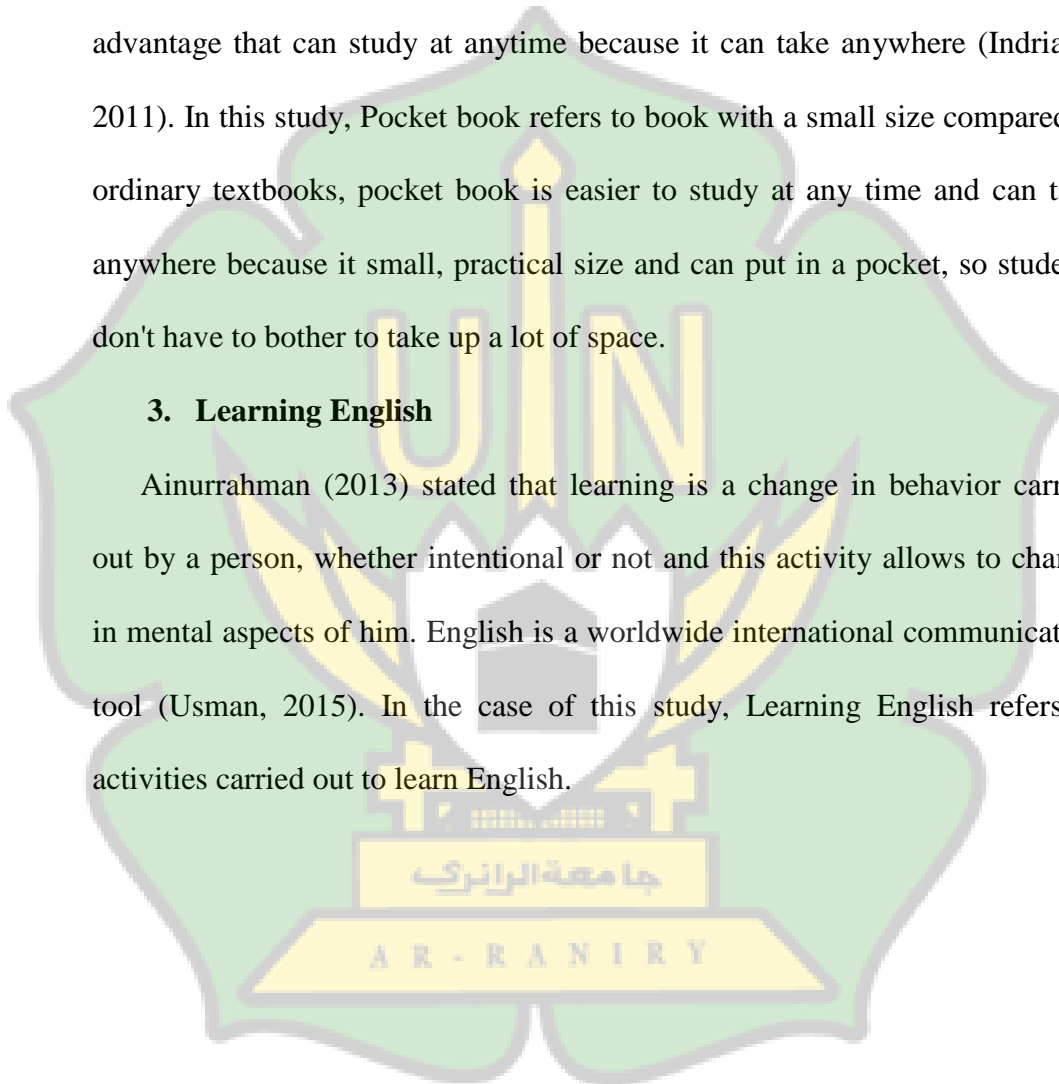
Indriana (2011) emphasized that the word of media comes from Latin and the plural form of the word "medium", that word literally means an "intermediary" or "an introductory" message from the sender to the recipient of the message. Miftach (2013) suggested that the meaning of media is an intermediary or messenger from the sender to the recipient of the message. Sukiman (2012) gave an example of media such as film, television, diagrams, printed materials, computers, and instructors. In this study, learning media refers to tools that help convey messages from teachers to students through printed materials.

2. Pocket book

Muliawati (2019) explained that Pocket book is one of the print-based learning media as alternative learning media that brought and used independently inside and outside the classroom. Pocket book has the advantage that can study at anytime because it can take anywhere (Indriana, 2011). In this study, Pocket book refers to book with a small size compared to ordinary textbooks, pocket book is easier to study at any time and can take anywhere because it small, practical size and can put in a pocket, so students don't have to bother to take up a lot of space.

3. Learning English

Ainurrahman (2013) stated that learning is a change in behavior carried out by a person, whether intentional or not and this activity allows to change in mental aspects of him. English is a worldwide international communication tool (Usman, 2015). In the case of this study, Learning English refers to activities carried out to learn English.



CHAPTER II

LITERATURE REVIEW

This chapter discusses about Literature review, including the definition of media, Selection and Procurement of Learning Media, Types of Media, Pocket Book Media, The advantages and disadvantages of pocket book, Development Model, ADDIE model, 4-D model.

A. Learning media

Smaldino (2018), defined the word of 'media' comes from Latin and is the plural form of the word 'medium' which literally means 'intermediary' or 'introduction'. The media acts as an introduction to messages from the sender to the recipient of the message. Sukiman (2012) said that media are form of communication both printed and audiovisual and their equipment. According to Nurseto (2011) as cited in National Education Association (NEA), media should be able to manipulate, see, hear and read. Good media is that able to stimulate students' thoughts, feelings, concerns and interests in learning so that the learning process can run effectively.

There are many limitations that people have placed on the media. Arsyad (2013) (as cited in Gagne 1970) revealed that media are various types of components in a student's environment that can stimulate them to learn. Meanwhile, Arsyad (2013) (as cited in Briggs 1970) argued that media are all physical tools that can present messages and stimulate students to learn. Sukiman (2012), gave the examples of some media are books, films, tapes,

radio, photos or pictures, and so on. A feasible media is able to present material with effective implementation and can convey messages well and achieve the expected goals of using the media.

One of the main functions of the media in learning is as a teaching aid (Nurseto, 2011). The use of media in learning in the early development phase will help the learning process and the effectiveness of the delivery and content of subjects at that time, as well as foster motivation or student interest (Arsyad, 2013). According to Nurseto (2011) (cited in Dale's book 1969), there are 6 functions of learning media: (1) Clarify the presentation of the message so that it is not too verbal (in the form of more written or spoken words), (2) generate motivation to learn, (3) repeat what has been learned, (4) provide a learning stimulus, (5) activate student responses, and provide feedback immediately.

1. Selection and Procurement of Learning Media

Djamarah (2002) emphasized that several factors and criteria need to consider in choosing learning media and their using therefor, the chosen media is appropriate, for examples;

- a. Objectivity, teachers should not choose media for personal pleasure. Objectively, based on the results of research or experiments a learning media shows high effectiveness and efficiency. To avoid this, in choosing instructional media, the teacher should ask for views and suggestions from other teachers or involve students.
- b. Teaching programs, teaching programs to be delivered to students must be in accordance with the applicable curriculum.

- c. Situations and conditions, this also need to consider in determining the learning media which is seen from the aspects of the availability of these media in schools, cost, convenience, and compatibility with existing facilities in the classroom.
- d. The effectiveness and efficiency of using media, it must pay attention to the effectiveness of the use of media in conveying information, whether the teaching information can absorb to students optimally.

2. Types of Media

Sudjana and Rivai (2011) explained that media consists of various types and forms, therefore many media divide them into several groups. Based on technological developments, learning media divided into four groups, namely (1) print media, (2) audio-visual media, (3) computer-based technology results, (4) combined print and computer technology.

1. Print Technology (Print Media)

Print technology is a way of producing or conveying material, such as books and static visual materials primarily through a mechanical or photographic printing process. The group of media that result from printing technology, including; text, graphics, photographs or photographic representations and reproductions (Yulmi, 2018).

According to Arsyad (2013), two main components of this technology are verbal text material and visual material which were developed based on theories related to visual perception, reading, information processing and learning

theory. Arsyad (2013) stated that print technology has the following characteristics:

- a. Text is read linearly, while visually is observed based on space.
- b. Both text and visuals present one-way and receptive communication.
- c. Text and visuals are displayed static (silent).
- d. Its development is highly dependent on linguistic principles and visual perception.

2. Audio-Visual Media Technology

Learning through audiovisual clearly characterized to the use of hardware during the learning process, such as film projector machines, tape recorders, and wide visual projectors. Yulmi (2018) claimed that Audiovisual media is a media that has sound and image elements. Arsyad (2013) revealed that the main characteristics of audiovisual media technology are as follows:

- a) Generally linear.
- b) Dynamic visual presentation.
- c) Its use follows the method predetermine to the designer or maker.
- d) In the form of a physical representation of real ideas or abstract ideas.
- e) Development based on the principles of behaviorism and cognitive psychology.
- f) Generally teacher-oriented with a low level of student interactive involvement.

3. Computer Based Technology

Computer-based technology is a way of producing or delivering material using micro-processor-based sources. The difference between computer-based technology that produces media and other technologies is that information or materials are stored in digital form, neither in printed nor visual form. Basically, computer-based technology uses a glass screen to present information to students (Arsyad, 2013).

4. Combined Technologies

Combined technology is a way to produce and deliver material that combines the use of several forms of media controlled by a computer.

Anggraeni (2016) explained that learning media classified into several types, namely:

- a. Audio: radio broadcasts, CD, telephone, MP3.
- b. Print: textbooks, modules, pictures, photos.
- c. Audio-printed: audio cassette with written material.
- d. Silent visual projection: slide, Over Head Transparent (OHT).
- e. Silent audio visual projection: sound slide.
- f. Motion visuals: silent film.
- g. Motion audiovisual: video, VCD, television.
- h. Physical objects: real objects, models.
- i. Humans and the environment: teachers, laboratory assistants, librarians.
- j. Computer.

The types of media in simple categories are audio media, visual and audiovisual media (Jamil, 2016).

B. Pocket Book Media

Pocket book is a medium that is printed and published in small size, which is about 17 cm x 11 cm (Fitrianti, Afrahamiryano, & Nurliati, 2019). Hidayati, Jamzuri, and Rahardjo (2013) emphasized that pocket book is a book which small in size, light in weight, and can save in the pocket and practically carried everywhere to read it. Pocket book is printed in small sizes, more efficient, practical, and easy to use (Zuhra et al., 2017). Pocket book is used as tools or media that convey information about the subject matter and unidirectional, so that it can develop the potential of student to become independent learner (Hidayati, Jamzuri, & Rahardjo, 2013).

The pocket book contains a description of the material and designed by adding a variety of relevant images so that it can attract students' interest in learning. The pocket book is also equipped with coloring sheets and writing (Muhammad, Taiyeb, & Azis, 2015). The presentation of the pocket book is equipped with many pictures and various colors to make it look more attractive with the appearance which is more creative than ordinary textbooks. Salminda et al. (2015) claimed that students tend to be interesting readings with a few descriptions and lots of pictures and colors. Color is a form of nonverbal communication so that the message is conveyed in a more interesting and meaningful way (Ami, Susantini, & Raharjo, 2012).

Sankarto (2008) revealed that pocketbook has several characteristics, including;

- a. Preparation of book writing based on popular scientific principles
- b. There is no limit on the number of pages, at least a pocket book has 24 pages or more
- c. Presentation of information in accordance with learning objectives
- d. Reference libraries are not listed in the text, but at the end of the article
- e. Include the name of the author.

Pocket book has the characteristics of being lightweight with an attractive appearance, containing learning information, and easy to carry and read (Fitrianti, Afrahmiryano, & Nurliati, 2019)

1. The advantages and disadvantages of pocket book

Yulianti (2015) revealed that the advantages of pocket book are:

- a. Practical and simple.
- b. Easy to carry because of its small size.
- c. Display a creative and attractive design.
- d. Equipped with various pictures and colors to attract students' interest in reading and learning.
- e. Can be an independent learning resource to easily repeat material.

Another advantage of pocket book is a teacher can easily use it whenever and wherever according to the conditions needed, because the pocket

book media in using it does not require special abilities or other media such as electricity and so on (Anggraeni, 2016).

Yulianti (2015) stated that the weaknesses of the pocket book are as follows:

- a. Requires the ability and speed of reading in its use.
- b. Can only display still images, difficult to display motion in the book.
- c. Quickly damaged or lost if less in maintenance.

Indriana (2011) revealed that in the process of making print media such as books, pocket books, and other print media as learning aids, it has weaknesses such as consuming a lot of time. The manufacturing process to the printing process must go through a very long time

C. Development Model

R&D (Research and Development) is a process of developing educational devices through a series of research using various models in a cycle and passing through several stages (Ali & Asrori, 2014). Here are some research and development models.

1. ADDIE Model

The ADDIE model was developed by Dick and Carry (1996) to design a learning system. Irmayanti (2016) (cited in Dick and Carry, 1996) stated that the ADDIE development model consists of five stages which include;

a. Analysis Stage

The analysis stage consists of the stages of curriculum analysis, needs analysis, analysis of subjects, and formulation of objectives. The purpose of developing of media is expected to meet student needs and increase student motivation in participating in learning activities.

b. Design stage

The design stage or product design includes the following stages:

1) Arrange material, questions and answers

At this stage, the selection of the material to be used is carried out. Materials are collected from various reference sources. Questions and answers are made according to the sub-topics in each material.

2) Formulate a storyboard

Creating a storyboard aims to make a clear picture of the media to be developed. Formulate media page covers and media components. Next, compile a grid of media feasibility assessment instruments. Product assessment instruments can be in the form of a checklist questionnaire for material experts, media experts, and learning practitioners.

c. Development stage

This stage is the process of producing a product, namely learning media. After that, the product enters the assessment process by validating material experts, media experts, and learning of practitioners to determine the feasibility of the developed product as a basis for making improvements to the learning media. Then make revisions or

improvements. The improvement process continues until the writer gets research products and instruments that deemed feasible to the material experts, media experts, and learning practitioners.

d. Implementation stage

This stage the design and method that developed to implement in real situation, namely in the classroom. During implementation, the design model/method that developed applying to actual conditions. The material is delivered according to the media developed. This implementation stage is useful as a final product refinement stage and to determine student responses to the media. This implementation phase was immediately tested in the field tryout class.

e. Evaluation stage

This stage will measure the achievement of product development goals. The writer measures what students have achieved. According to Shabinna (2016), after the field trial phase, the writer will measure the students' motivation improvement by distributing a learning motivation questionnaire.

2. 4-D Model

The 4-D model stands for defining, designing, developing, and disseminating developed by Thiagarajan (1974). According to Mulyatiningsih (2016), 4-D model includes four stages of research and development, the following four stages in this research and development are:

a. Defining

This stage is carried out to define the terms of development. Thiagarajan (1974) stated that there are five activities carried out at this stage: the first, Front and analysis, where the teacher makes an initial diagnosis to increase the efficiency and effectiveness of learning. The second, Learner analysis is to learn student characteristics, such as abilities, motivation and background. The third task analysis, the teacher analyzes the main task and students must master it to achieve competence. The fourth, concept analysis is analyzing the concepts to be taught. And the last, specifying instructional objectives is namely writing learning objectives.

b. Designing

Thiagarajan (1974) divided that the design stage into four activities, namely compiling criteria test, as the first action to determine the initial abilities of students, and evaluation tools. To Choose of learning media that fits the material and characteristics of students.

The selection of the presentation form of learning is adjusted to the learning media used. Simulate the presentation of the material with the media and the learning steps that designed (Mulyatiningsih, 2011).

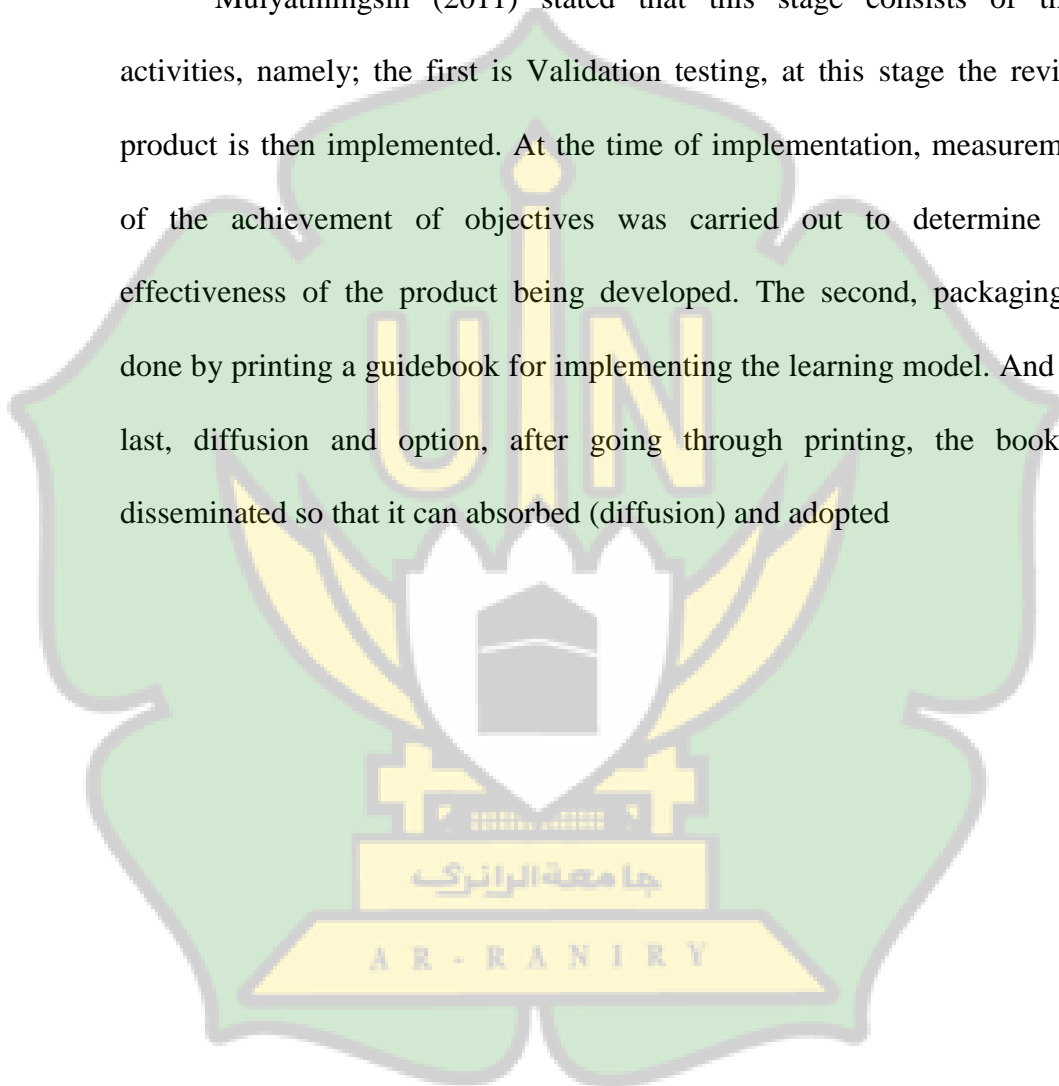
c. Developing

In this stage there are two activities, namely: expert appraisal and developmental testing. Expert appraisal is a technique for validating or assessing the feasibility of a product. Feasibility is an analytical study used and assess the level of feasibility of a project Eldridge, Lancaster, Campbell

& Thabane, 2016). Meanwhile, developmental testing is a product testing activity on the real target subject (Mulyatiningsih, 2011).

d. Disseminating

Mulyatiningsih (2011) stated that this stage consists of three activities, namely; the first is Validation testing, at this stage the revised product is then implemented. At the time of implementation, measurement of the achievement of objectives was carried out to determine the effectiveness of the product being developed. The second, packaging is done by printing a guidebook for implementing the learning model. And the last, diffusion and option, after going through printing, the book is disseminated so that it can absorbed (diffusion) and adopted



CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about research methodology. The methodology of this study divided into several parts, they are research design, research participant, research location, research procedure, data collection techniques, data analysis techniques, and data collection instrument.

A. Research Design

In this study, the writer used quantitative research method. According to Sugiyono (2018) quantitative data is a research method based on positivistics (concrete data), research data in the form of numbers to be measured by using statistics as a test calculation tool, related to the problems carried out to produce a conclusion. To collect data in this study, the writer used questionnaire (validation sheets and Students' perceptions sheets), prepared by providing choice answer about product assessment, in the questionnaire given to respondents using the Likert scale measurement method.

Apriani (2019) (cited in Sugiyono 2014) claimed that this research contains stages or the process of developing teaching materials that produce a product in the form of pocket book-based learning media. This writer uses the R&D (Research and Development) research method or often referred to as the R&D method which is usually used to produce a product and test the feasibility of the product. The development model used as a reference in this study is the 4D research model. The 4D research model or also known as the four-D model

was first introduced in 1974 by Thiagarajan, which consists of the stages of defining, designing, developing and disseminating. This model was chosen with the consideration of easy and fitting in developing pocket book learning media.

B. Research Participants

According to Sugiyono (2012), the population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by the writer to study and then draw a conclusion. The population of this study are 2nd grade students of SMP Negeri 5 Bandar Baru who were the product targets.

Subjects in this study referred to expert examiners (expert review), namely media experts and material experts. The media and material assessments were carried out by two UIN Ar-Raniry lecturers, who were experts in their fields, and English teacher who was an expert on media and materials.

Sanjaya (2012) revealed that one of the conditions in sampling is that the sample must be representative, meaning that it must represent the population. Determination of the number of representative samples to determine student responses to pocket book media using the probability sampling technique of the proportionate stratified random sampling type (proportional stratified random sample). Proportionate stratified random sampling is a sampling technique used when the population has elements that are not homogeneous and proportionally stratified (Sugiyono, 2012).

In this study, there are 60 students in grade 2 junior high school in SMPN 5 Bandar Baru, divided into 3 classes, each class consists of 20 students, and the target product was only one class with a total of 20 students.

C. Research location

This research was started in early of April 2020 at odd semester. The research site is located at the SMP Negeri 5 Bandar Baru, Kab. Pidie Jaya.

D. Research Procedure

This study uses the 4D development model (four-D model) which includes the stages of defining, designing, developing and disseminating. The 4D development model stages described as follows:

a. Defining

The defining stage consists of the initial analysis stage, curriculum analysis, material analysis, media analysis, and student analysis. The purpose of this stage is to determine and define the form of teaching materials to use, namely a summary of the material and images that will be loaded in the pocket book media as teaching materials by limiting the learning objective analysis in the 2nd grade of Junior High School material.

b. Designing

This stage is the stage of media design by compiling and creating a text of the material that analyzed and presented in a pocket book-based media. The selection of media and material formats that are in accordance with the learning objectives is also included in the design stage.

c. Developing

The developing stage aims to produce learning media that selected and go through the design stage. The designed media will give to the expert assessment stage, which includes validation of media experts, validation of material experts, revision I and revision II.

d. Disseminating

The disseminating stage aims to introduce the results of the development there for, users can accept it. At this stage, the pocket book media is shown to all grade 2 students of SMP Negeri 5 Bandar Baru if possible for distribution.

E. Data Collection Techniques

To obtain the data in this study, it was used the following data collection techniques:

1. Media Validation Document

Media validation document is carried out to check whether the pocket book teaching materials are valid or not, by submitting the media validation document to the validator (media expert) along with the pocket book media.

2. Material Validation Document

Material validation Document is carried out to check whether the materials contained in the pocket book are valid or not, by submitting a material validation sheet to the validator (material expert) along with the

learning English material grade 2 of junior high school in the media pocket book

3. Students' Perceptions Document

Students perceptions document is carried out to check whether the pocket book media can meet students' perceptions in learning English and it valid or not, by submitting student perceptions sheets to students of grade 2 in SMP Negeri 5 Bandar Baru.

F. Data Analysis Techniques

In quantitative research, data analysis techniques was usually used statistics. The statistics used in this study are descriptive statistics. According to Sugiyono (2015), quantitative descriptive analysis technique is data analysis by describing the data that collected as it is without intending to make conclusions that apply to the public.

The data generated from the assessment through the validation sheet from media experts, material experts and student questionnaires is a description of the opinion or assessment of the use of teaching materials. Data analysis for the assessment results from media experts and material experts used a Likert scale using 5 categories consisting of a scale of 1 to 5, with the lowest score of 1 and the highest score of 5. The following is a table of Likert scale assessment guidelines with 5 categories.

Table 3.1
Likert Scale Rating Guidelines

Qualitative Data	Assessment
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

Quantitative data used in this study collected by questionnaire (validation sheets and Students' perceptions sheets), prepared by providing choice answer about product assessment, in the questionnaire given to respondents using the Likert scale measurement method.

The data generated from the validation sheet is quantitative data. The data can be converted in the form of intervals using the following formula:

$$P = \frac{\sum x}{\sum x_i} \times 100$$

Information:

P = Percentage of validity

$\sum x$ = Total number of answer in all items

$\sum x_i$ = Total number of ideal scores in all items

100 = Constanta

(Source: Sudijono, 2012)

The results of the above calculations are then used to determine the feasibility of pocket book-based teaching materials. The following is the division of the range of categories for the feasibility of pocket book-based teaching materials.

Table 3.2

The guideline for assessment criteria of pocket book media

Range	The feasibility of pocket book
81% - 100%	Very good
61% - 80%	Good
41% - 60%	Sufficient
21% - 40%	Poor
$\leq 20\%$	Very bad

(Adapted from journal: Saputra et al., 2018)

G. Data Collection Instruments

The research instrument is a tool used during data collection activities. The instrument used in this study is a validation sheet that has approved to the supervisor. The validation sheets used in this study include:

1. Media Validation Sheet

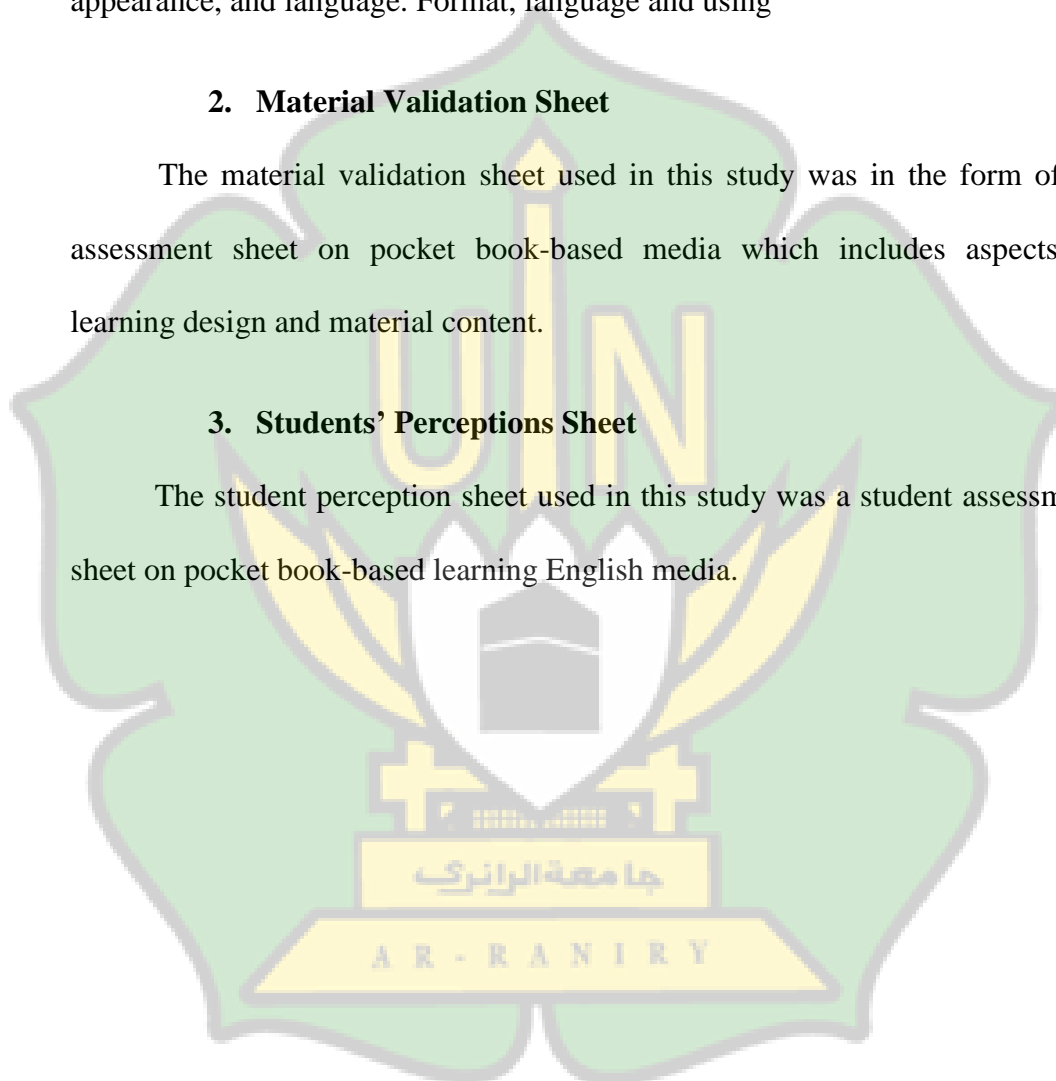
The media validation sheet used in this study is an assessment sheet on pocket book-based media which includes aspects of usability, text quality, appearance, and language. Format, language and using

2. Material Validation Sheet

The material validation sheet used in this study was in the form of an assessment sheet on pocket book-based media which includes aspects of learning design and material content.

3. Students' Perceptions Sheet

The student perception sheet used in this study was a student assessment sheet on pocket book-based learning English media.



BAB IV

FINDING AND DISCUSSION

This chapter elaborates the findings of research based on the data collection. The finding means to answer the research question in chapter one: 1. How is the development of pocket book as learning English media for SMP Negeri 5 Bandar Baru? 2. How is the feasibility of learning English on pocket book-based media for 2nd grade student at SMP Negeri 5 Bandar Baru?

A. Research Finding

Research on the development of pocket book media on English material was carried out since June to July 2022. The research conducted by using the 4D (Four-D) development model introduced by Thiagarajan in 1974 consisted of 4 stages; namely defining, designing, developing, and disseminating. The pocket book media made through stages or validation processes by media and material experts twice (two time) the induced.

1. The Development of Pocket Book Learning Media

The development of pocket book learning media is a process activities done to produce a learning media in the form of a pocket book. This development process aims to help students understand more deeply about English material because the media and textbooks are limitations at school, so this media becomes an alternative without having bound by space and time as well as being a source of independent learning for students to understand English material.

The development of pocket book media adapts the 4D development model in four stages, namely defining, designing, developing and disseminating. This

model chosen with consideration of the ease and suitability of developing pocket book media. The following are the details of each stage of the development of pocket book learning media.

a. Defining

The purpose of the definition stage is to determine and define the type of media to be used. Then determine the form of media and images to be loaded in the pocket book as a medium with an analysis of the objectives that are limited to English material. The defining stage includes initial analysis, material analysis, and media analysis. The analysis phase adjusts the curriculum used at SMPN 5 Bandar Baru schools which is still valid, namely the 2013 curriculum and becomes a guide for collecting materials that will be included in the pocket book media.

Material analysis disseminated by separating the material according to the basic competence used by English teacher that reference to English book and 2013 curriculum textbook as well as other relevant additional references. Furthermore, media analysis carried out by examining what is going to appear, such as the advantages and benefits of the media to be developed so as to produce a learning media product, namely pocket book media. This learning media produced to be a student learning media that can either in the classroom or outside the classroom.

b. Designing

This stage is designing the media by loading the material that analyzed from the indicators outlines into several sub-materials presented in the pocket book media. Then choose the pictures that published in the media in accordance with the English material. Media designed using application that selected to make the media display attractive and creative. Here are some views of the contents of the pocket book learning media on English material after going through the designing process.

1) The pocket book cover display




Figure 4.1: The main of pocket book Page display



Figure 4.2: The back of pocket book Page display

The initial process of making pocket book learning media, using a notebook/laptop and relying on the Canva application through web. Both the cover and the entire pocket book designed using the Canva app. The main page designed with pictures and appropriate color choice, then the pocket book media looks attractive, clear, and liked by teacher and student.

2) The English Material (basic competence) page of pocket book media display



KOMPETENSI INTI 3 (PENGETAHUAN)	KOMPETENSI INTI 4 (KETERAMPILAN)
3. memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingih tahunya tentang ilmu, pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	4. mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, menangkai, memodifikasi), dan membuat ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
KOMPETENSI DASAR (K3)	KOMPETENSI DASAR (K4)
3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapiinya, sesuai dengan konteks penggunaannya.	4.1 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapiinya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
3.2 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan can, will)	4.2 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Figure 4.3: Basic competence for English material page display

The display of this basic competency page made with various considerations, in terms of image, color, design and content of the basic competencies according to the 2013 curriculum as the curriculum used in SMPN 5 Bandar Baru schools.

3) The first page of English material of pocket book media display

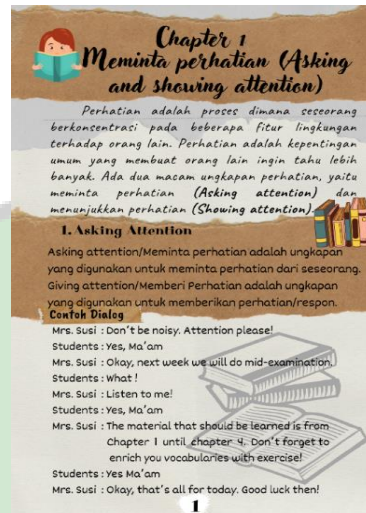


Figure 4.4: The first page on the English material in the pocket book media display

This is the chapter 1 display of the designed pocket book by the writer. In this page the writer adds several pictures and colors as needed, so that the students interested.

4) The opening page of the first and the second semester of the English pocket book media display

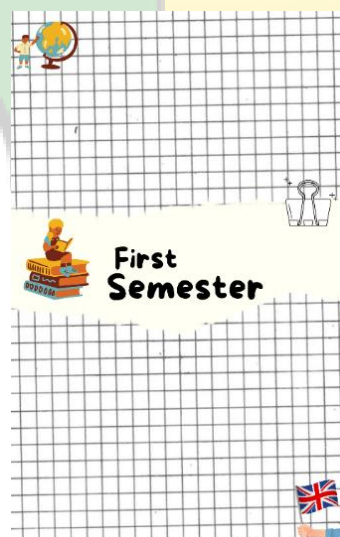


Figure 4.5: The first semester of opening page display



Figure 4.6: The second semester of opening page

The writer added the opening pages for semester one and two, so that the students can easily distinguish between the end of semester and the beginning of the semester.

- 5) One of the vocabulary pages on English material of pocket book media Display



Figure 4.7: Vocabulary page display

The display above is one of the vocabulary page displays from a pocket book. The writer adds this vocabulary page, so that students can learn and remember some new vocabulary from this pocket book.

c. Developing

The developing stage is a process where the media that has gone through the design stage what will be consulted with media and material experts to be designed according to student needs. In this stage, the media will go through an assessment process by experts or validators. The purpose of the developing stage is to produce media that has been revised by experts. This stage includes the validation process by two media expert lecturers and two material expert lecturers

and one English teacher media and material expert. The validation process consists of two stages, namely initial validation and final validation after making revisions in accordance with directions or suggestions from experts (validators). The following is the content of the pocket book learning media in the second grade English of junior high school of material after going through the validation process.

1) Cover



Figure 4.8: Cover before revision



Figure 4.9: Cover after revision

There are several revisions that the writer must make after receiving recommendations from media experts after conducting initial and final validation, one of them is on the cover, the color before revision was too dark and dull so students were not interested in pocket books. Therefore, the validator suggests that to change the color to be brighter and more attractive.

2) First page display

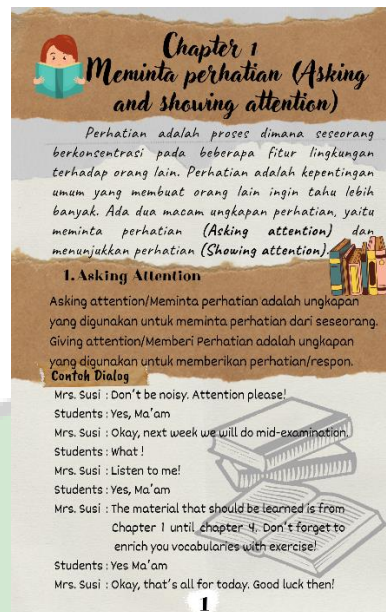


Figure 4.10: First page display before revision

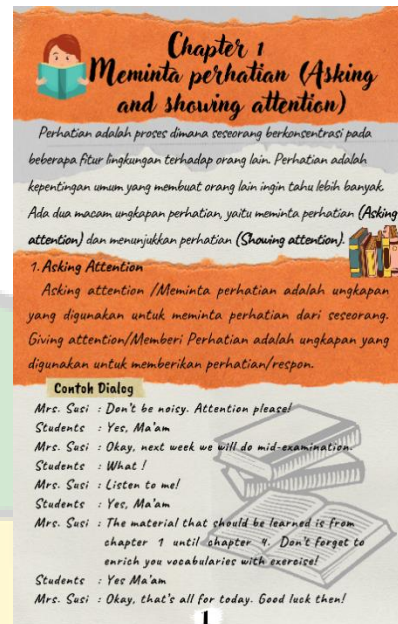


Figure 4.11: First page display after revision

In chapter one of pocket book there is a revision of the color section. The validator suggested that the page color made brighter and more attractive than the previous color, so that the students will interest.

3) The second page one of the vocabulary display



Figure 4.12: vocabulary display before revision



Figure 4.13: vocabulary display after revision

In chapter two of pocket book there is a revision of the color section. The validator suggested that the page color made brighter and more attractive than the previous color, so that the students will interest.

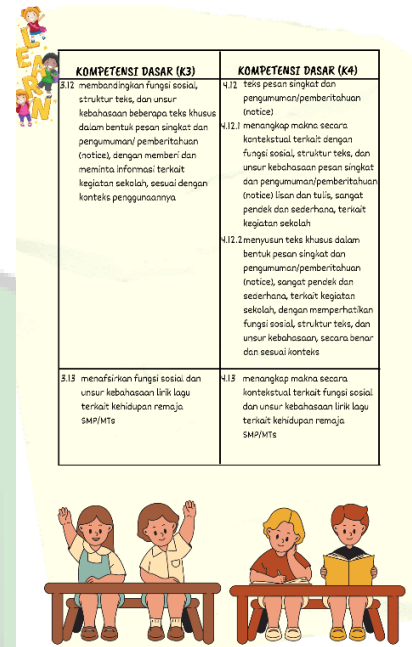
4) One of basic competence page display



The image shows a page with a white background and a faint watermark of a school building. At the top left, there is a small cartoon illustration of children. The page contains two tables side-by-side, each with two columns: 'KOMPETENSI DASAR (K3)' and 'KOMPETENSI DASAR (K4)'. Below the tables, there are large, colorful letters 'A', 'B', and 'C' with cartoon children sitting on them. The text in the tables is as follows:

KOMPETENSI DASAR (K3)	KOMPETENSI DASAR (K4)
3.12 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan (notice), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya	4.12 teks pesan singkat dan pengumuman/pemberitahuan (notice) 4.12.1 menanggapi makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/pemberitahuan (notice) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah 4.12.2 menyusun teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (notice), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
3.13 menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	4.13 menanggapi makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs

Figure 4.14: Basic competence page display before revision



The image shows a revised version of the page with a bright yellow background. At the top left, there is a small cartoon illustration of children. The page contains two tables side-by-side, each with two columns: 'KOMPETENSI DASAR (K3)' and 'KOMPETENSI DASAR (K4)'. Below the tables, there is a cartoon illustration of four children sitting at a table, reading books. The text in the tables is as follows:

KOMPETENSI DASAR (K3)	KOMPETENSI DASAR (K4)
3.12 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan (notice), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya	4.12 teks pesan singkat dan pengumuman/pemberitahuan (notice) 4.12.1 menanggapi makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/pemberitahuan (notice) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah 4.12.2 menyusun teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (notice), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
3.13 menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	4.13 menanggapi makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs

Figure 4.15: Basic competence page display after revision

The page above shows that basic competence display, there are revisions made to make it look more attractive. The validator suggested that the color of the page made brighter and added a more attractive image, an image that invites students to learn English pocket books.

5) Adding the glossary page



Figure 4.16: Glossary page display

On the last page of learning English from this pocket book, the validator suggests that to make a glossary. The benefit of adding this glossary is so that students can easily learn English vocabulary through this pocket book, the vocabulary that summarized from each chapter of this pocket book.

d. Disseminating جامعة الراندي

The deployment/disseminating stage aims to promote the development results to be accepted by users. At this stage, the media pocket book is shown to all students of SMPN 5 Bandar Baru if possible for distribution. The pocket book learning media for second grade student of junior high school of English material which has been validated by two media validation and material validation experts as well as an English teacher with media and material experts received comments and suggestions.

2. The feasibility of learning English on pocket book-based media for 2nd grade student at SMP Negeri 5 Bandar Baru

a. The feasibility of English material on pocket book-based learning media by material expert

The feasibility of the English material contained in the pocket book learning media at the validation stage with the initial validation gained of 91.65% increased to 97,5% at the final validation. Aspects assessed are curriculum, presentation, language, and contextual. In the Language aspect, there was an increase from 90 to 100. The feasibility data can be seen in the following table.

Table 4.3: The results of the Feasibility Test of English Material on Pocket Book Learning Media by Material Experts.

No.	Assessment Aspect	Initial Validation (%)	Criteria	Final Validation (%)	Criteria
1	Curriculum	86,6	Very Good	100	Very Good
2	Presentation	90	Very Good	90	Very Good
3	Language	90	Very Good	100	Very Good
4	Contextual	100	Very Good	100	Very Good
	Average	91,65	Very Good	97,5	Very Good

The percentage of the feasibility of English material on the pocket book learning media by material expert at the initial and final stages is presented in graphic form as follows.

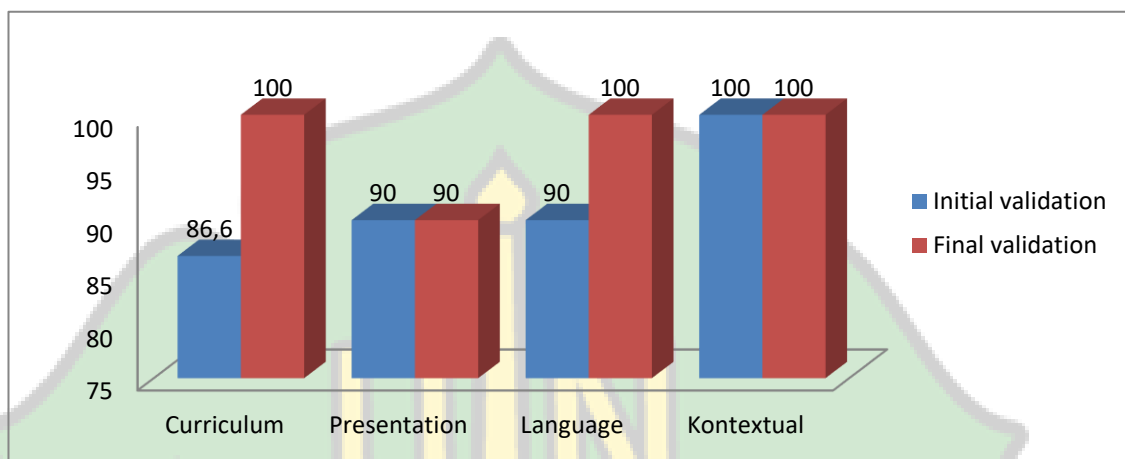


Figure 4.16: The Result of Percentage of Material Feasibility Test by Material Experts

b. The feasibility of English pocket book media by media expert

The feasibility of the English pocket book media contained in the pocket book learning media at the validation stage with the initial validation gained of 85.6% increased to 97,6% at the final validation. Aspects assessed are format, language, and using. In the assessed are format and display, language, and using aspect, there were an increase from 85 to 100, 86% to 93% and 86 to 100%. The feasibility data can be seen in the following table.

Table 4.4: The results of the Feasibility Test of English Pocket Book Media by Media Experts.

No.	Assessment Aspect	Initial Validation (%)	Criteria	Final Validation (%)	Criteria
1	Format and display	85	Very Good	100	Very Good
2	Language	86	Very Good	93	Very Good
3	Using	86	Very Good	100	Very Good
	Average	85,6	Very Good	97,6	Very Good

The percentage of the feasibility of English pocket book media by media expert at the initial and final stages is presented in graphic form as follows.

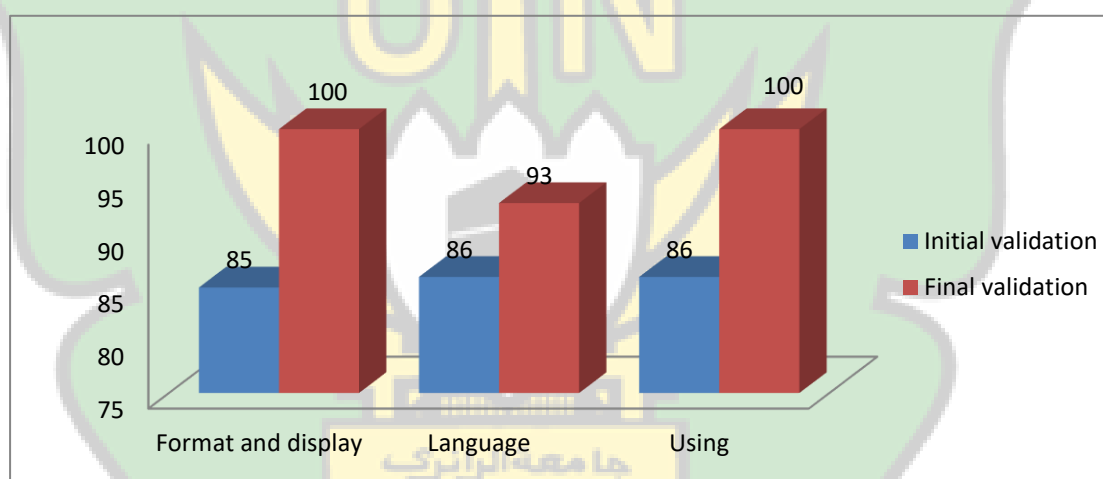


Figure 4.17: The Result of Percentage of Media Feasibility Test by Media Experts

c. The feasibility of English material on pocket book-based learning media by English teacher

The feasibility of the English material contained in the pocket book learning media at the validation stage with the initial validation gained of 93.75% increased to 95% at the final validation. Aspects assessed are curriculum,

presentation, language, and contextual. In the presentation aspect, there was an increase from 85 to 90. The feasibility data can be seen in the following table.

Table 4.5: The results of the Feasibility Test of English Material on Pocket Book Learning Media by English teacher.

No.	Assessment Aspect	Initial Validation	Criteria	Final Validation	Criteria
1	Curriculum	100	Very Good	100	Very Good
2	Presentation	85	Very Good	90	Very Good
3	Language	100	Very Good	100	Very Good
4	Contextual	90	Very Good	90	Very Good
	Average	93.75	Very Good	95	Very Good

The percentage of the feasibility of English material on the pocket book learning media by English teacher at the initial and final stages is presented in graphic form as follows.

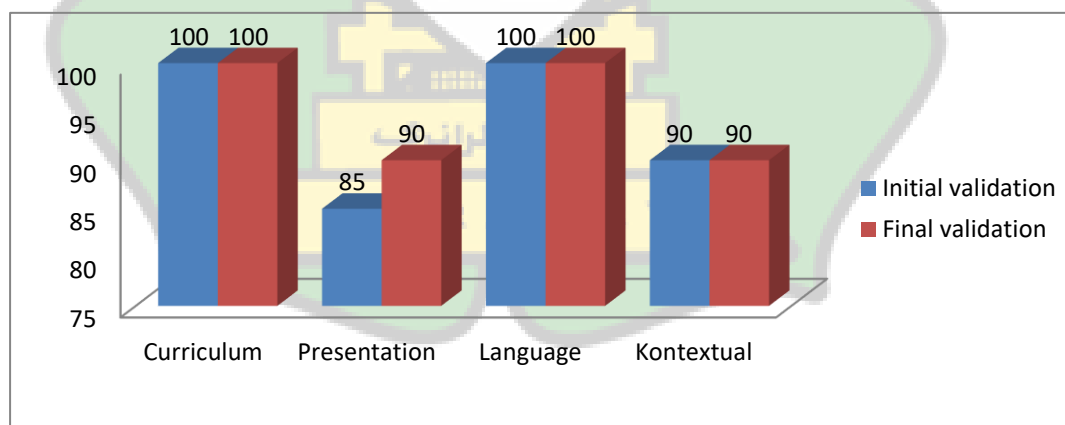


Figure 4.18: The Result of Percentage of Material Feasibility Test by English teacher

d. The feasibility of English pocket book media by English teacher

The feasibility of the English pocket book media contained in the pocket book learning media at the validation stage with the initial validation gained of 96.6% increased to 98.3% at the final validation. Aspects assessed are format and display, language and using. In the format aspect, there was an increase from 90 to 95. The feasibility data can be seen in table 1.6 below.

Table 4.6: The results of the Feasibility Test of English Pocket Book Media by Media Experts.

No.	Assessment Aspect	Initial Validation (%)	Criteria	Final Validation (%)	Criteria
1	Format and display	90	Very Good	95	Very Good
2	Language	100	Very Good	100	Very Good
3	Using	100	Very Good	100	Very Good
	Average	96,6	Very Good	98,3	Very Good

The percentage of the feasibility of English pocket book media by English teacher at the initial and final stages is presented in graphic form as follows.

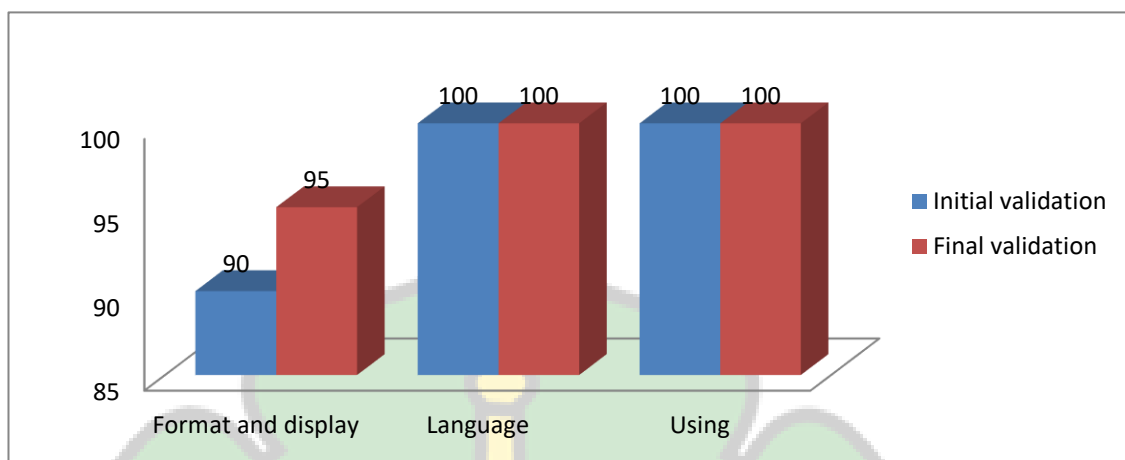


Figure 4.19: The Result of Percentage of Media Feasibility Test by English teacher

e. The Feasibility of Pocket book Learning Media on Students' Perception

Table 4.7: The result of students' perception

No.	Name	The result of validation (%)	Criteria
1.	R	78	Good
2.	Z	78	Good
3.	F	90	Very Good
4.	S	84	Very Good
5.	N	94	Very Good
6.	M	84	Very Good
7.	I	88	Very Good
8.	A	82	Very Good
9.	I	94	Very Good
10.	F	94	Very Good
11.	K	96	Very Good
12.	A	94	Very Good
13.	N	84	Very Good
14.	F	96	Very Good

15.	A	84	Very Good
16.	M	88	Very Good
17.	N	82	Very Good
18.	E	74	Good
19.	I	82	Very Good
20.	S	82	Very Good
	Average	86,4	Very Good

The data above shows that pocket book-based learning English media designed by writer and it is ready to be used. This can be proven from the feasibility test score on students' perceptions with the average result being 86.4% in the very good category.

B. Discussion

1. The Development of Pocket Book-Based English Learning Media

Pocket book media is a simple and effective printed media. It is simple in terms of the type and form of the media and it relatively easy to use, by utilizing paper materials that are easily found in everyday life. Effective because pocket books can be used as learning media that are planned or directly presented in the learning process. The development of pocket book media is a series of activity processes carried out to produce a product in the form of pocket book media for English material that is easy to carry anywhere and can be used anytime both inside and outside the classroom by teachers and students. This development process adapts the 4D (Four-D) development model which has four stages, defining, designing, developing and disseminating.

a. Defining stage of pocket book learning media

The first stage of developing pocket book-based media begins with the planning stage, at this stage the developer realizes the goals and directions of developing a product.

b. Designing stage of pocket book learning media

In this stage the developer designs media to obtain initial result is the goal at the design stage. The media that will be developed is the pocket book learning English media which aims as another alternative reference for 2nd grade students of Junior High School at Bandar Baru and can be used anywhere and anytime, both inside and outside the classroom, in order to increase knowledge and insight about the English learning material. The four steps in this design stage are as follows.

1) Preparation of the questionnaire

This stage begins with the preparation of the questionnaire grid that given to the validator. The results of this stage, there is a validation sheet that given to media expert and material expert to determine the feasibility of the developed media.

2) Media selection

The selected media is the media that will be developed in accordance with the research objectives, namely pocket book media on English material. Yulmi (2018) suggested that the media pocket book was chosen to provide convenience for students. Media pocket book also adapted to the concept/material analysis, and then validated at the development stage. At this media selection

stage begins with first designing the page and selecting the pictures to be included in the pocket book using the application that will be used to design the media.

3) Format selection

Format selection is a step in selecting and adjusting the form of the composition or format of the media content, to match with core competence and basic competence. In choosing this format, the writer collected materials and pictures related to English material from various reference sources, namely books, internet, articles, to be included in the pocket book media. The writer also determine the application that will be used to design the media and in this study the writer used the Canva application.

4) Initial design

The initial process of designing a pocket book media by using a laptop/notebook. To design the pocket book media, the writer used the Canva application through the website. The resulting design is an image. Then arranged into pages to be printed into a book.

c. Pocket book development stage on English learning media

After the product design is completed, the media pocket book will go through an assessment stage by experts with a media feasibility test through the validation stage of media expert and material expert. According to Yulmi (2018) that the assessment of experts is important in order to achieve the goals that the writer want to achieve in this development research. The media validation stage was carried out twice by three validators, and the material validation stage was

also carried out twice by three validators. Comments and suggestions from experts then become a reference in revising the pocket book media.

d. Pocket Book Media at Disseminating Stage

The writer carried out this stage by disseminating of limited due to the limitations of the writer. Pocket book-based media is printed in the form of a book with A6 size and if possible for distribution.

2. The Feasibility of English Material on Pocket Book Learning Media

a. The Feasibility of English Material Pocket Book Learning Media

The feasibility of the English material contained in the pocket book learning media was obtained from the results of validation by a material expert by filling out the instrument in the form of a material expert validation sheet. The material expert validation sheet consists of four aspects of the assessment, namely curriculum, presentation, language and contextual (see Appendix D). This validation stage was carried out twice, namely initial validation, and after going through revisions the final validation was carried out by 3 material experts, they are Cut Januarina, S.Pd., Nidawati, S.Ag, M.Ag and Siti Khasinah, S.Ag., M.Pd.

The feasibility test of pocket book learning materials on English material by material experts aims to determine whether the material on the media that has been made is feasible to use. The English material contained in the pocket book learning media has been tested for feasibility by material experts, to obtain an average percentage result of **91,65%** in the initial validation, increasing to **97,5%** in the final validation and it included in the **‘very good’** category. After going

through the improvement stage based on the advice of the expert validator, the color of text type at the cover and the pictures are in accordance with the material look better than before.

b. The Feasibility of English Pocket Book Media

The feasibility of English pocket book media was obtained from the validation results by media experts by filling out the instrument in the form of media expert validation sheets. The media expert validation sheet consists of three assessment aspects, namely format and display, language and usability (see Appendix E). This validation stage carried out twice, namely initial validation, revision, then final validation by three media experts, they are Cut Januarina, S.Pd., Nidawati, S.Ag, M.Ag and Siti Khasinah, S.Ag., M.Pd.

The feasibility test of English pocket book media by media experts aim to determine whether the media that has been made is feasible to use.

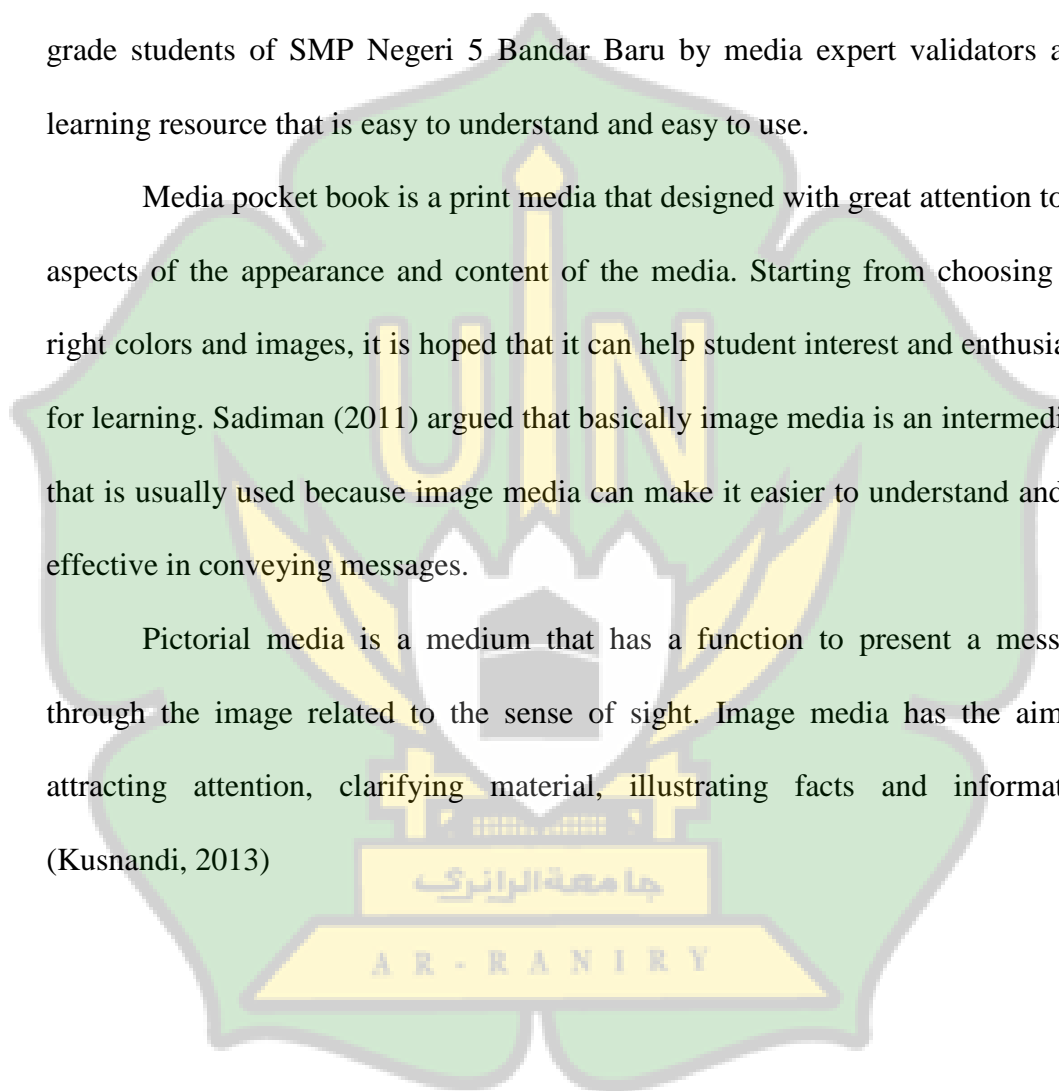
The pocket book learning media that has been tested for feasibility by media experts obtained an average percentage result of **85.6%** in the initial validation, increasing to **97.6%** at the final validation stage and it included in the **'very good'** category. There has been increase because the quality of the text on the pocket book display is neat and bigger than before, adding the glossary that look the pocket book more attractive and the cover more colorful than before. The validation results show that pocket book-based media is very feasible to use. Yulmi (2018) revealed that the feasibility of pocket book media research is known that the pocket book media material developed has a final average percentage of

90.8% which means that pocket book learning media is very feasible to be developed.

Based on the validation results above, it is stated that the pocket book-based English learning media on English material is declared feasible use for 2nd grade students of SMP Negeri 5 Bandar Baru by media expert validators as a learning resource that is easy to understand and easy to use.

Media pocket book is a print media that designed with great attention to all aspects of the appearance and content of the media. Starting from choosing the right colors and images, it is hoped that it can help student interest and enthusiasm for learning. Sadiman (2011) argued that basically image media is an intermediary that is usually used because image media can make it easier to understand and be effective in conveying messages.

Pictorial media is a medium that has a function to present a message through the image related to the sense of sight. Image media has the aim of attracting attention, clarifying material, illustrating facts and information (Kusnandi, 2013)



BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

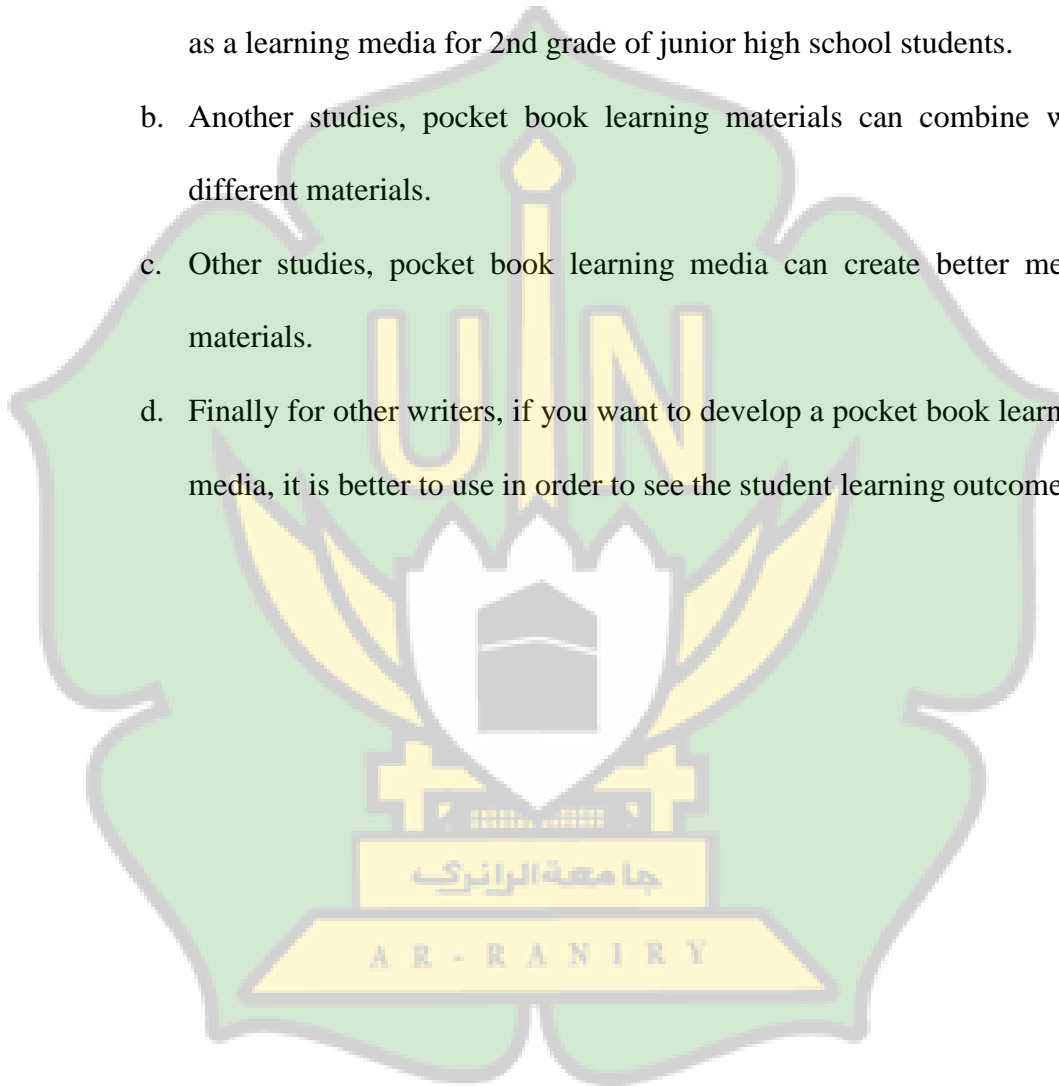
Based on the explanation above, the writer can conclude as follow:

1. This development research has produced the pocket book learning media in grade 2 of junior high school through 4D development model (four-D model) which consists of four stages, namely; defining, designing, developing and disseminating, and the final product of the pocket book learning media obtained.
2. Based on the feasibility test carried out on the pocket book, the results of the percentage of eligibility is **97,5%** included in the '**very good**' category used as a learning media to assist the learning process for second grade student at SMP Negeri 5 Bandar Baru.
3. The feasibility test carried out on the pocket book learning media got the results of the percentage of eligibility is **97.6%** included in the very appropriate category used as a learning media to help the teaching and learning process for second grade student at SMP Negeri 5 Bandar Baru.
4. The students' perception stage conducted by students through the pocket book Learning English media, the percentage results is **86.4%** included in the '**very good**' category and ready to use as a learning media to help the teaching-learning process for second grade student at SMP Negeri 5 Bandar Baru.

B. Suggestion

Based on this research, the writer provides the following suggestions:

- a. For other writers, it is possible to develop pocket book learning media as a learning media for 2nd grade of junior high school students.
- b. Another studies, pocket book learning materials can combine with different materials.
- c. Other studies, pocket book learning media can create better media materials.
- d. Finally for other writers, if you want to develop a pocket book learning media, it is better to use in order to see the student learning outcomes.



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Appendix A:

SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
 Nomor : B- 9587/Un.08/FTK/KP.07.6/08/2022

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-18626/Un.08/FTK/KP.07.6/12/2021** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal **30 November 2021**
- MEMUTUSKAN**
- Menetapkan :
 PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-18626/Un.08/FTK/KP.07.6/12/2021** tanggal **29 Desember 2021**
- KEDUA : Menunjuk Saudara:
 1. Dr. Muhammad AR, M.Ed. sebagai Pembimbing Pertama
 2. Dr. Muhammad Nasir, M.Hum sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
 Nama : **Rizka Saumi Dalimunte**
 NIM : **170203099**
 Program Studi : **Pendidikan Bahasa Inggris**
 Judul Skripsi : **The Development of Pocket Book Media in Learning English of Grade 2 in Junior High School**
- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
- KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023
- KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 05 Agustus 2022
 Dekan,


 Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan.

Appendix B:

6/8/22, 2:39 PM

Document



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-6589/Un.08/FTK.1/TL.00/06/2022
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Kepala Sekolah SMPN 5 Bandar Baru

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **RIZKA SAUMI DALIMUNTE / 170203099**
Semester/Jurusan : **X / Pendidikan Bahasa Inggris**
Alamat sekarang : **Gampoeng Rukoh, Kec. Syiah Kuala Banda Aceh.**

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***The Development of Pocket Book Media in Learning English of Grade 2 in Junior High School***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 08 Juni 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 12 Juli 2022

Dr. M. Chalis, M.Ag.

Appendix C:



**PEMERINTAH KABUPATEN PIDIE JAYA
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMPN 5 BANDAR BARU**

Jln. Lueng Putu – Pulo Pueh Km. 2 Tjpn.....Kode Pos. 24184

SURAT KETERANGAN PENELITIAN

No : 420/072 / SMP / 2022

Kepala Sekolah Menengah Pertama (SMP) Negeri 5 Bandar Baru, Kabupaten Pidie Jaya dengan ini menerangkan bahwa :

Nama Siswa	: Riska Saumi Dalimunte
Nim	: 170203099
Semester	: X (Sepuluh)
Fakultas	: Tarbiyah
Program Studi	: Pendidikan Bahasa Inggris
Alamat	: Gampong Rukoh

Benar yang namanya tersebut diatas telah melakukan Penelitian pada SMP Negeri 5 Bandar Baru, Kabupaten Pidie Jaya , dari tanggal 08 s/d 13 Juni 2022 dalam rangka pengambilan data untuk penyelesaian Skripsi dengan Judul :

“ The Development of Pocket Book Media in Learning English of Grade 2 in Junior High School “

Demikianlah surat ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Pulo Pueh, 13 Juni 2022
Kepala SMP Negeri 5 Bandar Baru


Muhammad Jafar, S. Pd
NIP: 196805082002121004

Appendix D:

MATERIAL EXPERT VALIDATION SHEET

Judul Penelitian : The Development of Pocket Book Media in Learning English of Grade 2 in Junior High School

Peneliti : Rizka Saumi Dalimunte

Validator : ACIdawati, M. Ag

Job/position : English lecturer of PBI

A. The instructions for filling out the questionnaire

1. Give an answer on the validation sheet with a check list mark (✓) in the assessment score column that provided.
2. The answers given in the assessment score column use a Likert scale with the highest score of 5 and the lowest score of 1, as follows:

5 = Strongly Agree	2 = Disagree
4 = Agree	1 = Strongly Disagree
3 = Neutral	
3. Comments and suggestions can be written in the space provided.

No.	Assessment aspect	Indicator	Description of agreement				
			1	2	3	4	5
1	Kurikulum	Keluasan materi yang dimuat sesuai dengan kompetensi dasar.				✓	
		Kedalaman materi yang dimuat sesuai dengan tujuan pembelajaran materi Bahasa Inggris kelas 2 SMP				✓	

		Kejelasan istilah yang digunakan dalam media pembelajaran				✓	
2	Penyajian	Sistematika materi yang disajikan konsisten.				✓	
		Pengetikan dan pemilihan gambar tepat.				✓	
		Materi yang disajikan sesuai dengan teori dan fakta yang ada.					✓
		Gambar yang disajikan sesuai dengan materi.					✓
		Bahasa yang digunakan mudah untuk dipahami.					✓
3	Kebahasaan	Tata bahasa yang digunakan sesuai dengan EYD.				✓	
		Materi yang dimuat dapat menumbuhkan pemahaman peserta didik tentang materi yang diajarkan.					✓
4	Kontekstual	Materi yang dimuat dapat meningkatkan kompetensi Bahasa Inggris siswa.					✓

(Adapted from: Mardiatun Husna, 2021)

A. Comments and suggestions

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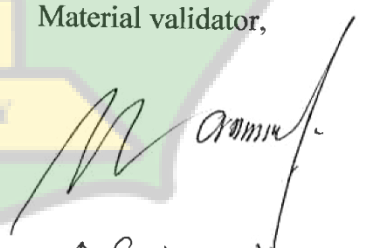
.....

The conclusion.

Pocket book media for English material of grade 2 in junior high school at SMP Negeri 5 Bandar Baru, it is stated:

- () $\leq 20\%$ = Very bad
 () 21% - 40% = Poor
 () 41% - 60% = Sufficient
 () 61% - 80% = Good
 () 81% - 100% = Very good

Banda Aceh, 24 - 6 - 2022
 Material validator,


N. S. dowa, M. Ag

Appendix E:

MATERIAL EXPERT VALIDATION SHEET

Judul Penelitian : The Development of Pocket Book Media in Learning English
of Grade 2 in Junior High School

Peneliti : Rizka Saumi Dalimunte

Validator : Cut Januarina, S.Pd

Job/position : English Teacher of SMPN 5 Bandar Baru

A. The instructions for filling out the questionnaire

1. Give an answer on the validation sheet with a check list mark (✓) in the assessment score column that provided.
2. The answers given in the assessment score column use a Likert scale with the highest score of 5 and the lowest score of 1, as follows:

5 = Strongly Agree	2 = Disagree
4 = Agree	1 = Strongly Disagree
3 = Neutral	
3. Comments and suggestions can be written in the space provided.

No.	Assessment aspect	Indicator	Description of agreement				
			1	2	3	4	5
1	Kurikulum	Keluasan materi yang dimuat sesuai dengan kompetensi dasar.					✓
		Kedalaman materi yang dimuat sesuai dengan tujuan pembelajaran materi Bahasa Inggris kelas 2 SMP					✓

		Kejelasan istilah yang digunakan dalam media pembelajaran					✓
2	Penyajian	Sistematika materi yang disajikan konsisten.					✓
		Pengetikan dan pemilihan gambar tepat.				✓	
		Materi yang disajikan sesuai dengan teori dan fakta yang ada.					✓
		Gambar yang disajikan sesuai dengan materi.				✓	
		Bahasa yang digunakan mudah untuk dipahami.					✓
3	Kebahasaan	Tata bahasa yang digunakan sesuai dengan EYD.					✓
		Materi yang dimuat dapat menumbuhkan pemahaman peserta didik tentang materi yang diajarkan.					✓
4	Kontekstual	Materi yang dimuat dapat meningkatkan kompetensi Bahasa Inggris siswa.				✓	

(Adapted from: Mardiatun Husna, 2021)

A. Comments and suggestions

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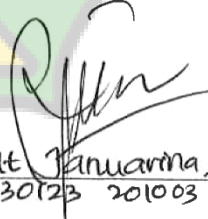
.....

The conclusion.

Pocket book media for English material of grade 2 in junior high school at SMP Negeri 5 Bandar Baru, it is stated:

- () \leq 20% = Very bad
- () 21% - 40% = Poor
- () 41% - 60% = Sufficient
- () 61% - 80% = Good
- (95%) 81% - 100% = Very good ✓

Banda Aceh, 2022
Material validator,


Dlt. Januarina, S-Pd
19830123 201003 2001

Appendix F:

MEDIA EXPERT VALIDATION SHEET

Judul Penelitian : The Development of Pocket Book Media in Learning English of Grade 2 in Junior High School

Peneliti : Rizka Saumi Dalimunte

Validator : Siti Khasinah, S.Ag., M.pd.

Job/position : English Lecturer

A. The instructions for filling out the questionnaire

1. Give an answer on the validation sheet with a check list mark (\checkmark) in the assessment score column that provided.
2. The answers given in the assessment score column use a Likert scale with the highest score of 5 and the lowest score of 1, as follows:

5 = Strongly Agree	2 = Disagree
4 = Agree	1 = Strongly Disagree
3 = Neutral	
3. Comments and suggestions can be written in the space provided.

No.	Assessment aspect	Indicator	Description of agreement				
			1	2	3	4	5
1.	Format dan Tampilan	Tampilan <i>pocket book</i> menarik.				\checkmark	
		Desain gambar memberikan kesan positif sehingga mampu menarik minat belajar.					\checkmark
		Kesesuaian gambar pada tampilan media.				\checkmark	
		Kesesuaian pemilihan jenis huruf teks				\checkmark	

		dan warna teks.						
		Keserasian warna, tulisan dan gambar media.					✓	
		Kesesuaian urutan penyajian materi dengan media.					✓	
		Kejelasan konsep yang disampaikan melalui media.					✓	
		Kesesuaian KD dengan media.						✓
2.	Bahasa	Penggunaan bahasa yang digunakan sesuai dengan PUEBI.						✓
		Keefektifan kalimat yang digunakan.						✓
		Kesesuaian bahasa dengan tingkat pengetahuan dan tingkat pengembangan pemahaman berfikir siswa.						✓
3	Kegunaan	Kemudahan menggunakan media.						✓
		Media <i>pocket book</i> dapat menjadi media alternative dalam proses pembelajaran.						✓
		Bersifat membantu dan dapat digunakan dalam kondisi belajar apapun.						

(Adapted from : Mardiatun Husna, 2021)

A. Comments and suggestions

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The conclusion.

Pocket book media for English material of grade 2 in junior high school at SMP Negeri 5 Bandar Baru, it is stated:

- () \leq 20% = Very bad
- () 21% - 40% = Poor
- () 41% - 60% = Sufficient
- () 61% - 80% = Good
- () 81% - 100% = Very good

Banda Aceh, 2021

Media validator,



Siti Khasinah, SAg. M. Pd

Appendix G:

STUDENTS' PERCEPTIONS

Nama : Safira

Kelas : VIII 2

✓ Petunjuk

1. Isilah angket berikut ini sesuai dengan 'persepsi' anda, dengan memberikan tanda *check list* (✓) pada kolom skor penilaian yang telah disediakan.
2. Jawaban yang diberikan pada kolom skor penilaian menggunakan skala Likert dengan skor tertinggi 5 dan skor terendah 1 sebagai berikut :
 5 = Sangat Setuju 2 = Tidak Setuju
 4 = Setuju 1 = Sangat Tidak Setuju
 3 = Netral
3. Angket ini tidak ada hubungannya dengan nilai anda
4. Angket ini ditujukan untuk menilai pengembangan media *Pocket book* (buku saku) untuk SMP kelas 2 terhadap keperluan penelitian.

No.	Aspek Penilaian	Penilaian				
		1	2	3	4	5
1.	Tampilan <i>Pocket book</i> (buku saku) menarik					✓
2.	<i>Pocket book</i> (buku saku) mudah dipelajari					✓
3.	Bahasa yang digunakan mudah untuk dipahami				✓	
4.	Dengan adanya <i>Pocket book</i> (buku saku), membantu siswa saat belajar di sekolah maupun di rumah secara mandiri					✓
5.	Penggunaan <i>Pocket book</i> (buku saku) membantu menyelesaikan tugas lebih cepat				✓	
6.	Kosakata yang digunakan dalam <i>Pocket book</i> (buku saku) sesuai dengan materi di buku pedoman sekolah					✓

7.	Penggunaan <i>Pocket book</i> (buku saku) semakin meningkatkan motivasi belajar siswa					✓
8.	Belajar bahasa Inggris menggunakan <i>Pocket book</i> (buku saku) membuat anda lebih mengerti				✓	
9.	<i>Pocket book</i> (buku saku) dapat membantu siswa aktif di kelas					✓
10.	<i>Pocket book</i> (buku saku) membuat penguasaan kemampuan bahasa Inggris siswa meningkat					✓

(Adapted from: Ratih Hardianti, 2020)

A. Komentar dan Saran

pocket book (buku saku) ini sangat menarik. Dengan adanya buku saku ini saya dapat menyelesaikan masalah dengan cepat. Dengan bahasa yang mudah dipahami dapat membantu saya meningkatkan jiwa belajar saya meningkat dan saya semakin tertarik dengan buku saku ini.

جامعة الرانري

AR - RAN RI

Bandar Baru,
Siswa/i kelas 2 SMP,

2022

Appendix H:

The Pictures of Research Activities process at SMPN 5 Bandar Baru School



The process of filling out material and media validation sheet with teacher



The process of filling out students' perception sheet with students

AUTOBIOGRAPHY

1. **Name** : Rizka Saumi Dalimunte
2. **Place/Date of Birth**: Beureunuen/ 22 Desember 1998
3. **Sex** : Female
4. **Religion** : Islam
5. **National/Ethnic** : Indonesia/Acehnese
6. **Marital Status** : Single
7. **Address** : Jln. Kuala Tari, Tp. Raya, Desa Ude Gampong, Kec.
Glumpang Tiga, Kab. Pidie
8. **Parents**
 - a. **Father's Name** : Zulkahfi Dalimunte
 - b. **Mother's Name** : Maryati
9. **Education Background**
 - a. **SD** : SD Negeri Teupin Jangat
 - b. **SMP** : MTSs Jeumala Amal
 - c. **SMA** : MAS Jeumala Amal
 - d. **University** : English Language Education Department, Fakultas
Tarbiyah dan Keguruan UIN Ar-Raniry

Banda Aceh, 23 Desember 2022

The writer,

Rizka Saumi Dalimunte.