

# DEVELOPING POCKET BOOK AS LEARNING MEDIA TO TEACH PRONUNCIATION ON SPEAKING SKILLS FOR SEVENTH GRADE STUDENTS IN SMPQ AL-KHUSNA PONGGOK

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## Abstract

This research was carried out based on process and the results of observation at SMPQ Al-Khusna Ponggok. This research was aimed to develop of pocket book to improve speaking skill students. The researcher founded problems in the learning process of the student about the student was difficult of mastering English especially pronunciation. Besides, the student has used conventional book from government and the students was unfamiliar with pronunciation. The subject of the research was carried out by eighteen students of SMPQ Al-Khusna Ponggok. The research method used is R&D method where researcher conducted seven steps. The steps include: need analysis, planning, product development, validation, revision, product trial, and evaluation . The researcher was used seven instruments: (1) need analysis, (2) planning, (3) product development, (4) validation, (5) revision, (6) product trial (7) evaluation. Based on the result was carried out, the results obtained by material was 75%, the media were 93.1% and the student response was 86,6%. The results of the validation of media experts, material experts and student responses can be said that The development media of pocket book to improve speaking skill students of 7th grade SMPQ Al-Khusna Ponggok has feasible level of validity.

**Keywords:** Pocket Book; Speaking Skill; R&D Method

## INTRODUCTION

English is the only language recognized as an international language. English has a status of a alternate language in nearly all the countries where it isn't the first language (Ahmad, 2016). The Indonesian government also recognized the importance of English being a required subject at each level of education and even one of the subjects for the national exam. This proves that English holds a prominent position in our educational world. The world of technical education is required to shape and produce human beings capable of competing both one national and international scale. One way to compete internationally is to master foreign languages, especially English. The English language need to be learned not only as lesson but also as means to apply it contextually that have always evolved over time. The inferior student English skills pose an obstacle to them for communicating and will certainly be an obstacle for them to actively participate in any increasingly competitive opportunity. A frequent obstacle to communication skills lies in the English pronunciation. Pronunciation is one's ability to understand the sound system and affect one's speech that will directly affect meaning in the English contextt (Baker, 2007). In English, different sounds would have a different sense, especially if different writings would significantly influence verbal communication. Recent conditions in the educational world many students find it difficult to pronounce an English

vocabulary that is almost as pronounced as any other. If not taught early how to correct the vocabulary is taught how to correct it is feared will result in both meaning and meaning. To minimize the authenticity of the meaning in almost identical pronunciation of the English vocabulary, researchers would create a study media that will thoroughly discuss the pronunciation of English vocabulary so that students would have handbooks to deal with the problem of pronunciation of English vocabulary. On this basis, researcher feel the need to do research related to the pronunciation of communicating English especially in pronunciation to students at SMPQ Al-Khusna Ponggok. It caused of there were still many students who had not mastered English pronunciation. So, researcher created a learning media in pocket book form that can help the students to master English pronunciation. A pocket book can be defined as a book that is small in size, light in weight, easy to carry everywhere, and can be read anytime (Setyono, 2013). Researcher found many problem from school. The researcher made observation in class before formulating the problems. Researcher get some problems in class based on questionnaires given to students and teacher. Researcher also conducted unstructured interview with English teacher. From the steps of data collection carried out by researcher, several problems were found. First, lack of students in English. Second, the students' pronunciation ability is still low. Third, the lack and limited learning media in the classroom . So, that students are less than optimal in learning English. Based on the results of the needs analysis, researcher will make a book that contains procedure and guideline for pronouncing words in English correctly and well. This Pocket book help students to improve their speaking skill that focus on the pronunciation. Based on students practice in the class, their pronunciation skill were below average. They made many mistakes when the researcher order them to read the words. The teacher also has trouble when taeching english because there is no media available that provide the whole material about how to pronunciation in the right way. This pocket book is one of solution that suitable with this condition. Pocket book media is felt to be very necessary to support learning English in class. This has been proven by previous research. The researcher also includes some previous research which is relevant and related to this study, as follows. First, Developing Vocabulary Pocket Book for The Seventh Grade of SATAP Students at SMPN 02 Baebunta. This study was conducted by (Hardianti, 2020). The purpose of this study was to develop an appropriate English vocabulary pocketbook and to determine students' perceptions of using English vocabulary books to increase vocabulary for class VII SATAP students at SMPN 02 Baebunta. The method used in this research is the R&D method. The result of this study is vocabulary pocketbook is useful for SATAP students of SMPN 02 Baebunta. This can be seen from the assessment given by expert judgment with a value of 4.6 and from the results of student perceptions also got a score of 4.46. In the interval, this category gets "Very Good". The difference in this study is found in the purpose of the researcher. This study aims to determine students' perceptions of the use of pocketbook media. While the research that the researcher did aims to help students in the process of learning English, especially in pronunciation. Second, Developing Pocket Book for Seventh Grade Students of MTs Darul Huda. This study was conducted by (Rohmah, 2013). The purpose of this study was to improve the seventh-grade students vocabulary mastery so they can learn English easily. The method used in this research is the R&D method and using Addie's model development. The result of this study is considered useful to the seventh-grade students of MTs Darul Huda to improve their vocabulary mastery. The difference in this research is in the abilities that will be developed by researcher. The research conducted by the researcher focused on the pronunciation ability, while the research above developed the students' English general ability. On this basis, researcher feel the need to do research related to the pronunciation of communicating English to junior high school students. It caused of there were still many students who had not mastered English pronunciation. So, researcher created a learning media in pocket book form that can help the students to master English pronunciation. A pocket book

can be defined as a book that is small in size, light in weight, easy to carry everywhere, and can be read anytime (Setyono, 2013). Researcher found many problem from school. First, lack of students ability to pronounce English vocabulary. This is a very basic problem for students, especially for students who do not have the enthusiasm to learn English. Because many students think that English is a difficult and boring subject. They think that they will not need English skills in the future. Second, the students ability to pronounce English vocabulary is still low because students think that writing and pronouncing words are the same. But in English the writing and pronunciation are different. Students are still confused and do not understand the vocabulary they pronounce so the vocabulary they pronounce is often wrong and changes the meaning of the word. Third, student learning media in the classroom is still lacking and very limited. This makes the student learning process in the classroom not optimal. Students do not get learning resources from learning media other than books from school so students lack of ability to pronounce English vocabulary. For that reason, finally the researcher initiatively conducts research entitled “**Developing Pocket Book as Learning Media to Teach Pronunciation on Speaking Skills for Seventh Grade Students in SMPQ Al-Khusna Ponggok**”. This media is expected can solve the problem found above and increase the student’s ability in pronunciation.

## METHOD

This exploration used R&D methodology. Research and development are a exploration system used to produce specific products, and testing the effectiveness of these products (Borg, 2003). In this exploration the experimenter develops pocket book as learning media about pronunciation using R&D model. The purpose of this exploration system is to make it easier for scholars in English pronunciation. The pocket book made by the experimenter contains procedure and guideline for pronouncing words in English rightly and well. This pocket book is equipped with spelling words and exemplifications of using these words in the name of days, months and times. The experimenter also demonstrated directly in front of the scholars. In this exploration, the experimenter carried out several procedures that explained in detail the specialized achievement of the exploration from the original stage to the final stage, the stages of the exploration are as follows ( 1) Need Analysis, in this step, the experimenter anatomized the pupil problem in wring with arrange the need analysis and also the experimenter does the unshaped interview fashion and questionnaire fashion to collect the data. (2) Planning, at this stage, several stages in product development were arranged (3) Product Development. The experimenter began to develop the product that's a pocket book as learning media in pronunciation, especially about the name of “ Days, months, and times ” (4) Validation. The product was validated by material and media expert (5) Revision. The product was validated by material and media expert (6) Product Trial, after going through the first stage of modification, the product was trialed on scholars in the literacy process (7) Evaluation. Evaluation is carried out to better the result of the product. The conclusion from the data attained is the need for learning media in the form of pocket book to upgrade speaking skill of scholars especially in pronunciation. In this exploration, the experimenter conducted a trial in the 7th grade of SMPQ Al- Khusna Ponggok which comported of 18 students. Product confirmation is carried out to assess whether the literacy media in the form of a pocket book that developed is by following the requirements of students. After that, to find out whether there's a distinction in the product made. The product validity test was carried out by material experts and media experts. The material expert test aims to test the absoluteness of the material, the verity of the material, the systematics of the material, and colorful matters relating to the material. After all the conditioning carried out were complete, also the coming process was anatomizing data. Data analysis is each over data repliers or other data sources were collected. Conditioning in data

analysis were grouping data grounded on variables and types of repliers, presenting data each variable studied, performs computations to answer the problem expression. Thenon-test instrument in the form of a questionnaire used Likert Scale. Likert Scale was used to measure comprehensions a person about a social miracle. The experimenter used a scale of 1 to 5.

**Table 1.** Evaluation Score to Response Options (Sugiyono, 2015)

Category	Score
Very agree	5
Agree	4
Almost Agree	3
Disagree	2
Strongly Disagree	1

The questionnaire was given to validates, scholars and educator. The validates divided to two experts similar as material expert and media expert. The formula for determining the score interpretation criteria for validates, school teacher, and scholars is by using the formula below:

$$P = \frac{\sum x}{n} \times 100\%$$

P = Percentage

Σx = Total score obtained

n = Maximum score

Moreover, the percentage of qualification obtained then interpreted into the qualification category based on the following table

**Table 2.** Qualification Criteria for Percentage Analysis for Need analysis, Expert Validation, Teacher and Students Response (Sugiyono, 2017)

Category	Average score in percentage
Very Good	81% - 100%
Good	61% - 80%
Enough	41% - 60%
Poor	21% - 40%
Very Poor	0% - 20%

## RESULTS AND DISCUSSION

### Results

#### Results of the Product

The media development of pocket book process rested on the results of need analysis. The original stage is to anatomize the class that's being used in SMPQ AI- Khusna Ponggok, it's the 2013 curriculum. also the experimenter chose the grade standing that had been the target of the exploration object. After determining the object of exploration, the experimenter analyzes the syllabus to determine pointer and material. Experimenter determine learning pointers grounded

on core competencies 3.3 and basic competence 4.3 about the name of days, months and times material. The literacy media in this study was in the form of a pocket book containing how to read English vocabulary easy and properly.

**The Result of Validity**

The results of the material expert validation obtained data such as the following table:

**Table 1.** Result of the material expert validation

No	Aspects	Assessment Criteria	Material Expert	Amount for each Aspect	Percent
1	Product feasibility aspect	1	5	46	92%
		2	5		
		3	4		
		4	5		
		5	4		
		6	5		
		7	4		
		8	5		
		9	4		
		10	5		
2	Language eligibility aspects	11	5	33	94,3%
		12			
		13			
		14			
		15			
		16			
		17			
		4			
Total		17	79	79	93,1%

Validation is carried out by material expert by assessing two aspects, namely content feasibility and language feasibility. The first aspect gets the value 92% and the second aspect get the value 94, 3%. Then the total value is 93.1% that means the media can be said is very good or can be used.

Media expert validation The results of the media expert validation obtained data such as the following table:

**Table 2.** Result of the material expert validation

No	Aspects	Assessment Criteria	Material Expert	Amount for each Aspect	Percent
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		1			
		2	4		
		3	4		
		4	5		
		5	5		
1	Design	6	5	39	86,6%
		7	5		
		8	4		
		9	4		
			5		
2	Use	10	5	5	100%
	Total	10	44	44	93,3%

Just like material validation, in media validation there are two aspects that are assessed, to wit design and usability. Predicated on the table of validation results by expert speakers, the following data were acquired regarding the educational pocket book design acquired a score of 86, 6. The last one is the aspect of media use with a score of 100. The average score carried from media experts was 93.3 with classification very good.

### Tryout

The trial conducted by researcher was directly. Before conducting the trial, the researcher also involved a teacher who taught English class 7<sup>th</sup> grade in SMQ AI- Khusna Ponggok, namely Mrs. Silmi Azizah, S.Pd. to assess the products developed from the aspects of material, practicality and appearance.

**Table 3.** Results of English Teacher Response

No	Aspects	Assessment Criteria	Material Expert	Amount for each Aspect	Percent
		1	5		
		2	5		
		3	5		
1	Material	4	4	23	92%
		5	4		

		6	4		
		7	5		
2	Learning	8	4	22	88%
		9	4		
		10	5		
<hr/>					
		11			
		12	4		
3	Practicality	13	5		
		14	4	16	80%
			3		
<hr/>					
		15			
		16	4		
4	Display	17	5		
		18	5	25	83,3%
		19	3		
		20	4		
			4		
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	Total	20	86	86	86%

Predicated on the table above the assessment by the schoolteacher at SMPQ Al Khusna Ponggok, it can be seen that in the material aspect, the probability of eligibility is 92 in the improvised aspect of literacy to get an eligibility chance of 88 in the third aspect of practicality, getting a chance of 80 in the fourth aspect of the display gets an eligibility chance of 83.3. The total score attained got a chance of 86 with classification very usable.

**Table 4.** Results of English Students Response

No	Criteria	Total for each Criteria	Percent
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1	The use of pocket book as a learning medium helps me when studying	59	78,6%
2	Through pocket book, students more easily understand the learning material	60	80%
3	Through pocket book, students can understand more clearly than hand book from teacher	65	86,6%
4	The cover of this pocket book is interesting	62	82,6%
5	Through pocket book, make students more	55	73,3%



	enthusiastic in learning English		
6	The content of pocket book can increase vocabulary in English	65	86,6%
7	The content of this pocket book are according to the need of students	75	100%
8	The material presented is coherent and easy to understand by students	72	96%
9	This pocket book encourages students to be more active to practice English	68	90,6%
10	The vocabulary used is simple and easy to understand	69	92%

	by students		
Total		650	86,6%

Based on the table above, the pocket book reached Very Good category. This can be seen in the total score obtained in the table above which reaches 86,6% which is included in the Very Good.

## Discussion

Before determining research results, researcher understand the steps to determine research results from previous studies. The same is true of the research entitled *The Development of English for Beginner Through Pocket Book Media to Improves Student Learning Primary Results. This study was conducted* by (Choir& Fitri, 2021). The purpose of this study was to develop an English for Beginner pocket book media to improve student learning outcomes. This research was developed based on the (Borg, 2003) model with the data collected using questionnaires, tests, and documentation and analyzed through Independent Sample T-test. The result of this study 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. The results of this study pocket book can be used to support the learning process and are suitable for use in class. Therefore, researcher develop the results of research as follows.

The first development process is Analysis, the researcher have to be able to find out the shortcoming, goals and need of students. To discover the problems, the researcher conducted classroom observation at 7<sup>th</sup> grade and unstructural interview with English teacher. It purpose to discover about problem. to find problems that occur to students when learning English, especially in pronunciation.

The second step is planning. Researchers plan to create a learning media that can support student learning in learning English. The media is in the form of a pocket book that contains how to read English vocabulary properly and correctly. The third step is product development. At this step the researcher began to develop a product in the form of a pocket book as a medium for learning pronunciation, especially about the names "day, month and time". The fourth step is validation. The researcher validated the product to material experts, media experts, and the result was that the product was declared fit for use by seventh grade students. The fifth step is revision. In this step the product developed by the researcher gets some input and suggestions from material experts and media experts. As well as improvements have been made by researchers and approved by experts. The sixth step is product testing. In this step the researcher conducted a product trial to students in seventh grade at SMPQ Al-Khusna Ponggok. As a result, students receive and can understand the book well. Likewise, English teachers can also accept the book well. The final step is evaluation. In this last step, the researcher evaluates the pocket book development process and makes improvements at each stage in order to create harmony between learning media, students, and teacher.

After the assessment of each stakeholder; media experts and material experts got a score of 93.3%, the teacher response got a score of 86%, and from students responses got a score of 93.3%. From the results of the assessment, the media that will be used to support learning is said to be suitable for use in supporting learning.

## CONCLUSION

Word wall was developed according to the R&D model procedure. Starting from the process of (1) Need Analysis: In this step, the researcher analyzed the student problem in writing with arrange the need analysis and then the researcher does the unstructured interview technique and questionnaire technique to collect the data. (2) Planning: At this stage, several stages in product development were arranged (3) Product Development: The researcher began to develop the product that is a pocket book as learning media in pronunciation, especially about the name of “Days, months, and times” (4) Validation: The product was validated by material and media expert (5) Revision: The product was validated by material and media expert (6) Product Trial: After going through the first stage of revision, the product was trialed on students in the learning process (7) Evaluation: Evaluation is carried out to improve the result of the product.

The conclusion that can be seen from this development research is opinion of the validates regarding learning media in the form of pocket book based on the results of the validation material experts and media experts obtained a percentage of 93.1% for material validation with very good categories and 93.3% for validating media with very good categories too. While the teacher's interpretation of the response 86% in the category of very usable. Moreover, the response of students to this learning media is "agree" with the average percentage is 86,6%. If an average score is taken from the four data above, a score of 89,75% will be obtained and it can be said that the product made is very valid. So, the pocket book are suitable for use and needed by students.

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