

Designing Vocabulary Digital Pocket Book for Tourism Vocational Student

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ARTICLE INFO	ABSTRACT
Article history	The students at STP Mataram find it challenging to develop their language skills, which are necessary for clear and effective communication. It is required for qualified tourism students to acquire a comprehensive vocabulary that is directly relevant to tourism terms and vocabulary. The objective of this study is to address the issue by proposing the development of an educational tool known as the Digital Vocabulary Pocket Book, which will be utilized for vocabulary instruction and use Dictionary App Builder 11.0.1 for designing. This study employed the Research and Development which encompasses five distinct stages of research namely Analysis, Design, Development, Implementation, and Evaluation. The findings of this study indicate that the feasibility values obtained from expert validation for the language aspect, media aspects, and material aspects are above 90%. Furthermore, it is worth noting that the Digital Vocabulary Pocket Book received a 95% well-response from the students. In summary, the utilization of the Pocket Book dictionary has the potential to assist pupils in the acquisition of vocabulary skills for tourism students.
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1. Introduction

Vocabulary is essential for communication. Having a good vocabulary is essential for clear and effective communication. Without a wide range of words to express ourselves, we may struggle to convey our thoughts and ideas. We may also have difficulty understanding what others are saying. The investigation of teaching English for vocational high school presents an intriguing topic of study. According to the studies, it has been found that the government's focus on vocational high schools is noteworthy due to its potential to create proficient graduates who possess specialized skills in their chosen fields, enabling them to swiftly enter the workforce upon completing their studies. Moreover, the objective of instructing English in vocational high schools is to cultivate students' proficiency in both oral and writing communication in order to enhance their competency in accordance with

the specific study program. In this particular scenario, vocabulary has a prominent role (Hadi, 2021, Lestari, 2020, and Makrifah and Widiarini, 2019).

The acquisition of vocabulary is commonly seen as a crucial for those learning a second language, since a restricted lexicon in the target language hinders effective communication. Several studies have emphasized the significance of vocabulary acquisition, highlighting that the acquisition of lexical information plays a crucial role in both communicative competence and the learning of a second language (Tarigan, 2011, Effendy, 2012 and Djiwandono, 2011). The acquisition of an extensive vocabulary is positively correlated with linguistic proficiency. The acquisition of a comprehensive vocabulary is a fundamental aspect of language acquisition, encompassing the study of English as well.

Nevertheless, several studies have identified challenges faced by students in vocabulary acquisition. These challenges encompass various aspects, such as pronunciation difficulties encountered by a majority of students, struggles with writing and spelling, and the complexities associated with understanding the grammatical variations of words, commonly referred to as inflections (Susanto, 2021, Urai, 2021). Furthermore, the students encountered challenges in selecting the suitable interpretation of the terms, and they also remained perplexed regarding the right usage of the word in accordance with the given context. Finally, the pupils remained perplexed upon encountering idiomatic phrases or idioms. In summary, the acquisition of vocabulary is a crucial aspect for foreign language learners, particularly in the field of English language acquisition, in order to effectively engage in interpersonal communication.

A preliminary investigation was undertaken on the students and identified several factors contributing to the insufficient mastery of English vocabulary among vocational students. One of the main factors identified was the general nature of the English language instruction, which did not match specifically to the needs of the students and work field. Consequently, students lacked the necessary English language proficiency required for their field of study. Students need learning resources that may effectively support their learning towards acquiring fundamental skills in tourism. Based on the findings of this study, it can be inferred that vocational high school students require instructional methods that can facilitate the acquisition of English vocabulary, particularly in relation to vocabulary relevant to tourism in STP Mataram. An instructional approach known as English for Vocational Purposes, influenced by the English for Specific Purposes learning model is recommended. This

approach aims to facilitate the learning process by aligning it with the specific needs and demands of the students' chosen vocational fields, thereby enhancing their proficiency in English language usage within their respective domains of knowledge. Furthermore, it has been determined that the desired outcome for students in this field is to possess the ability to effectively utilize English vocabulary and terminology within the context of tourism. It is anticipated that students possess the capability to comprehend the significance of certain technical terms and employ them appropriately within the appropriate context, in order to fulfill the requirements of the curriculum and industry.

The initial step taken to address these challenges involves conducting a special needs analysis of the learning objectives for vocational students studying English. This analysis aims to identify specific needs that can assist in the learning of English, which differs from general English learning. This approach aligns with the teaching theory known as English for Specific Purposes (ESP), which has been in development since the 1960s. ESP is a subset of English that serves as a second or foreign language, focusing on teaching specific vocabulary or skills (Hermi Zaswita, 2020). In the field of English for Specific Purposes (ESP), the utilization of need analysis is commonly employed as a means of acquiring pertinent information pertaining to the requirements and preferences of students. Kenny (2016) stated that it is crucial to comprehend the significance of teaching English, specifically for vocational reasons, also known as English for Vocational reasons, in order to attain the desired outcomes by the conclusion of the course.

In order to address the challenges faced by students in acquiring the language, the researchers are motivated to create an educational tool. Learning media as one of valuable instrument in facilitating the teaching-learning process. It serves to illuminate the intended message, hence enhancing the attainment of learning objectives in a more comprehensive and effective manner. The rapid advancements in technology in the contemporary period, it is imperative for educational materials to incorporate technological tools and resources. The utilization of technology will facilitate the advancement of Society 5.0 in the future. At present, cellphones are extensively utilized technology. Hence, the educational tool that has been created is an English Vocabulary Digital Pocket Book, designed with the objective of enhancing proficiency in English vocabulary. This strategies of learning vocabulary help student to memorize the word or term they learn. Schmitt (2000) noted that memory strategies usually consist of mental processing which enhance long-term vocabulary

retention. Therefore, the utilization of digital pocket books is anticipated to enhance long-term vocabulary learning.

The researchers attempt to develop an educational tool in the form of a digital pocket book, aimed at facilitating English language acquisition for vocational students of STP Mataram. The utilization of smartphones has become an essential need for students within the context of vocational education. The utilization of digital pocket books is anticipated to enhance the dynamic, engaging, and effective nature of English language learning within the classroom setting. Both of these studies share a common characteristic in that they both focus on the development of pocket book medium. Furthermore, this study employs the Research and Development (R&D) methodology. In this instance, the researchers have created a digital pocket book medium with a specific emphasis on enhancing English vocabulary. Furthermore, this research is driven by the evolving nature of education and the continuous updates in learning models. The researchers have developed educational materials that effectively facilitate the acquisition of English language skills among vocational high school students, with a particular focus on the tourism field of study.

2. Research Method

The present study employs a Research and Development (R&D) approach, utilizing a model devised by Dick and Carry (1996). Research and development (R&D) is a research methodology employed to generate and evaluate a specific product, aiming to create a novel product by building upon prior research endeavors (Sugiyono, 2015). Research and development (R&D) is a research methodology employed to generate and evaluate a specific product, aiming to create a novel product by building upon prior research. In this study, the researchers have designed educational materials in the form of a digital pocket book based on an analysis of students' needs.

The data collection involved sampling students and administering a questionnaire as the research instrument. Additionally, the efficacy of this digital pocket book learning media product was evaluated in the context of vocabulary acquisition within the Tourism Field of Study. This study employs a Research and Development (R&D) approach, utilizing a model established by Dick and Carry (1996).

In this study, the researchers engaged in research and development activities to create educational materials in the form of a digital pocket book. The creation process was informed

by an analysis of student requirements, which was conducted by administering a questionnaire to a sample of students. Additionally, the efficacy of this digital pocket book learning media product was evaluated in the context of vocabulary acquisition within the English topic of Tourism in STP Mataram. The research and development in this study employed the ADDIE model research technique. This model consists of five stages which are as follows:

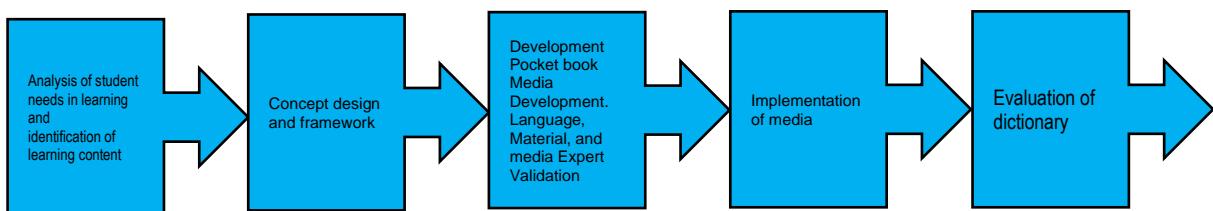


Figure 1. Digital Dictionary Development Procedure

The researchers employed the whole population under consideration as the sample. Specifically, the sample consisted of 50 students in Tourism and Hospitality field of study. The process of data collecting involved the utilization of learner observation and informant interviews as means to get relevant information. In this study, the primary data collection tool employed is a questionnaire. The research employed many tools, including an observation sheet, an interview sheet, and questionnaires. To ensure the collection of reliable data, a questionnaire was employed as an instrument, and its validity was assessed to ascertain the correctness of the tool. In addition, the validation of the research questionnaire was conducted by specialists in research instruments to assess the degree to which the questionnaire accurately reflects the features intended to be assessed. In this study, the researchers employed the Likert scale to gather opinions pertaining to learning products, specifically the Vocabulary Digital Pocket Book. The Likert scale was utilized as an alternative to the media feasibility questionnaire, incorporating five response options for each item.

In addition, the researchers performed the data analysis using a computation method. The data collection methods employed in this study were interviews, observations, and questionnaires. The interview was employed to get information from a related source within the topic of inquiry. The present study involved conducting interviews with English instructor that specialize in teaching specific subjects within their respective classes and departments. These interviews were conducted in order to gather the necessary information required for the development of educational materials. Furthermore, the researchers conducted an

observation throughout the English learning process. The purpose of this observation was to gather research data pertaining to the development of dictionary.

The questionnaire was employed to gather data relating to students' difficulties in acquiring proficiency in the English language, as well as their perceived necessity for English language acquisition. Once the learning product was established, it underwent a rigorous feasibility testing procedure, culminating in the completion of a trial. As part of the trial proceedings, a survey was administered to the sample of students. The study was undertaken to assess the extent to which the generated product met the demands of the students and to determine the level of agreement among students on the product.

3. Research Findings and Discussion

Research Findings

1. Analysis

The initial phase of this stage involved conducting a comprehensive study of the students' requirements. During this process, the researchers closely watched the English language learning activities taking place in the classroom. Subsequently, a needs questionnaire was administered to the students in order to get substantial findings. These findings were further supported by the information gathered through interviews. Based on the analysis of student needs conducted through a questionnaire, the obtained data reveals that 98% of students encounter difficulties in acquiring proficient English speaking skills within their respective fields. These difficulties primarily stem from a limited vocabulary, hindering their comprehension of meaning. The validity of this data is further supported by interviews. It is strong evident that English language learning, centered around vocabulary mastery is deemed essential and there are plans to incorporate it into the curriculum. Consequently, the researchers have concluded that the students' English learning requirements primarily revolve around vocabulary mastery.

2. Design

During this phase, the researchers developed educational materials in the form of a digital e-book aimed at facilitating English language learning for eleventh-grade students enrolled in Vocational High Schools with a specialization in online business and marketing. It is worth noting that the usage of smartphones has become an essential tool for students pursuing this particular field of study. The utilization of digital pocket books is anticipated to enhance the interactivity, engagement, and efficacy of English language instruction within the classroom

setting. The researchers developed educational materials by gathering commonly used English vocabulary in the realm of online business and marketing. Subsequently, they categorized the vocabulary based on key elements within this field and provided illustrative examples to demonstrate their usage. These materials were then compiled into an offline application format, allowing students convenient access to the learning resources.

3. Development

The following phase involves the construction of learning media, whereby the product design is actualized as the Digital Vocabulary Pocket Book (DVPB). This materializes as an offline application, facilitating students' access to the learning media. The process of product development is visually shown in this diagram.

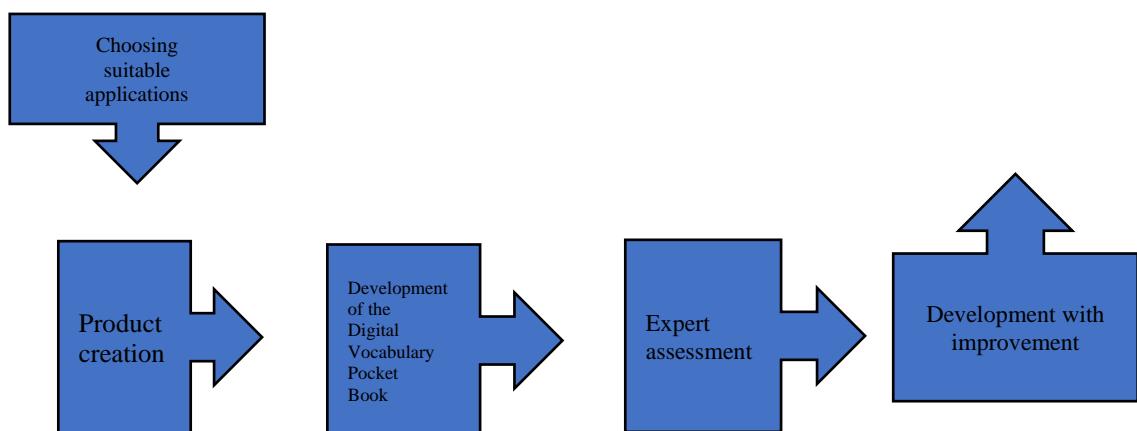


Figure 2. Media Improvement Development Procedure

The learning material was developed with an e-Learning authoring tool known as the Dictionary App Builder 11 program. Following the product development, a validation process was undertaken by three experts: a linguist, a media expert, and a material expert. Each expert was provided with a validation questionnaire consisting of 10 evaluation points. The validation method yielded an evaluation, and subsequent recommendations for change were provided by specialists. These ideas were subsequently included by the researchers in order to enhance the correctness of the product. Based on the conducted validation procedure, the acquired outcomes are as follows. The language feasibility part of the product assessment, with a score of 90%, indicates that the evaluation of language proficiency yields satisfactory outcomes, as evidenced by the "very agree" level of interpretation. With a material feasibility score of 91%, the product assessment indicates a high degree of agreement on the use of the results. From a media feasibility perspective, the product assessment achieved a score of 90%.

This indicates that the results relating to media are deemed appropriate, with a high level of agreement.

The indicators for the language feasibility are proper sentence structure, proper sentence structure, use of proper grammar, use of clear grammar, use proper spelling, choose the right diction, use of terms that match the content of the material, standard terms used, the use of icons/symbols that match the theme, the language used is in accordance with the intellectual and emotional development of students, and the language used is in accordance with the student's learning needs. The indicators for material feasibility are media contains material that is systematic and logical, consistent presentation of learning media concepts. Media's ability to attract & stimulate motivation, The use of pictures, tables, and symbols supports the presentation of the material, the proportion of the text with pictures, tables, and symbols is appropriate, Selection of text color with appropriate background, Selection of backgrounds that match the concept of tourism, Learning media can be accessed easily via smartphone. Learning media in digital form makes it easy for users Digital vocabulary pocket book, helps to learn English in its field. The indicators for the material expert validation are selection of the right material according to the basic work of major, consistent presentation of material, the systematic presentation of the material is clear and logical, the material presented is according to the intended use, the material in accordance with the target user, materials are presented efficiently, the material is presented in an interesting way, grammar, spelling, terms, and symbols that support the material, the use of sentences in the presentation of the material is appropriate, the material can stimulate students' learning motivation.

Based on the findings, it is apparent that the utilization of Digital Vocabulary Pocket Book (DVPB) as a learning medium in the English subject within the context of vocational students, specifically focusing on basic work content, has contributed to enhancing the quality of graduates. Consequently, this innovation is crucial in enabling vocational students to enhance their learning competencies. Furthermore, with the appropriate utilization of technological devices inside educational institutions, this instructional tool proves to be highly effective.

Upon opening the Digital Vocabulary Pocket Book (DVPB) learning application, the following display is presented:

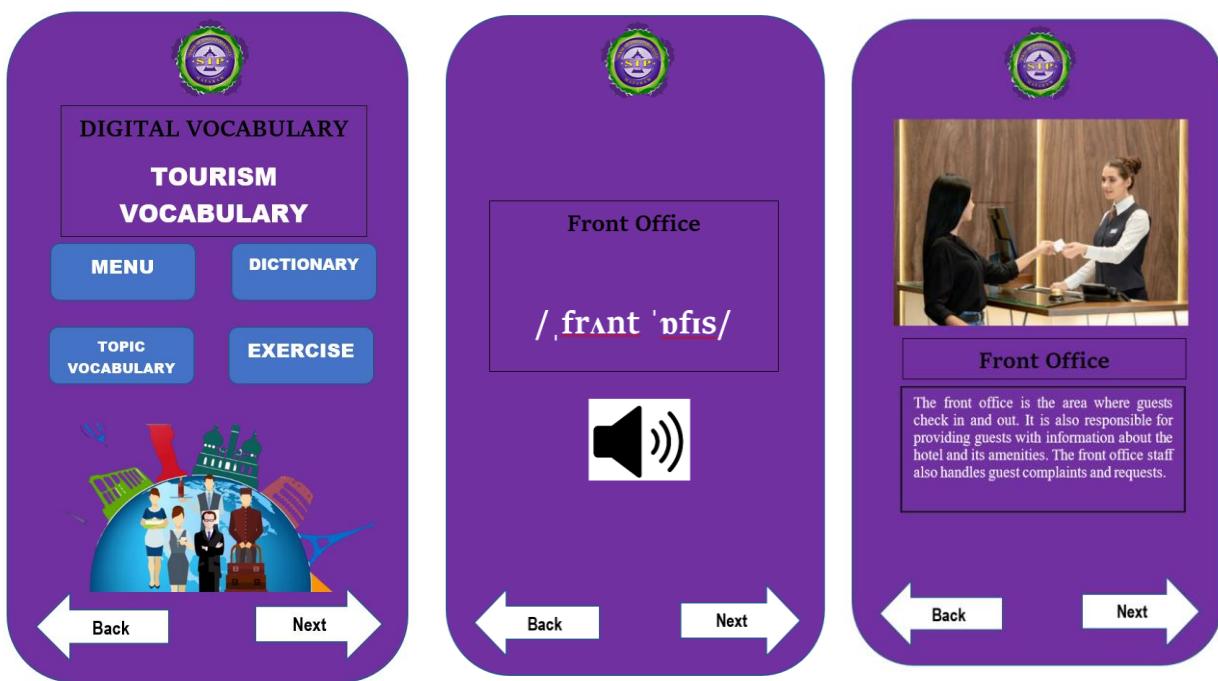


Figure 3 Home Menu

Figure 4 Word Pronunciation

Figure 5 Word Definition

4. Implementation

Subsequently, the design that has been established is put into practice inside the educational setting. The objective of this study is to investigate the perceptions and attitudes of students towards digital pocket book media. The present study was conducted within an educational setting, specifically with STP Mataram students who were pursuing a specialization in tourism. The deployment phase involves the introduction of a digital pocket book product and its accompanying user guide. During the initial phase of deployment, the researchers presented a learning tool known as the Digital Vocabulary Pocket Book to students. The tool was exhibited using a smartphone and the students actively participated in the process. During the second phase, the researchers elucidated the methods of utilizing and the potential benefits associated with the implementation of Digital Vocabulary Pocket Book as a learning medium. During the third stage, the researchers administered student response sheets to each participant in order to get evaluations and feedback on the educational intervention.

The design that has been established is put into practice inside the educational setting. The objective of this study is to investigate the reactions of students towards digital pocket book media. The present study was conducted within an educational setting, specifically with students who were pursuing a specialization in tourism and hospitality. The implementation

phase involves the introduction of a digital pocket book product and its accompanying user instructions. During the initial phase of deployment, the researchers presented a learning tool known as the Digital Vocabulary Pocket Book to students. The tool was displayed via smartphones and the students actively participated in the process. During the second phase, the researchers elucidated the use and efficacy of the Digital Vocabulary Pocket Book as a learning medium. During the third stage, the researchers administered student response sheets to each participant in order to get evaluations and feedback about the educational material. After surveying 50 respondents, 95% of them strongly agreed that the product could help the learning process. After the dictionary is tested, the next step is to revise it based on the feedback from students. This will help to improve the product and make it a better learning tool.

Discussion

Given that English is widely used as a second language in Indonesia and holds significant importance in several domains, including education (Susanti, 2019 and Husna & Murtini, 2019). Therefore, the researchers state that conducting this research is necessary due to the significant importance of English language acquisition. English is not only crucial for educational purposes and knowledge acquisition, but it also holds great significance in the professional realm, where proficiency in the English language should be regarded as a fundamental skill for employment (Fadly, 2019). Furthermore, in the context of tourism and hospitality, the graduates are equipped with the necessary skills for entry-level positions in the field of tourism and hospitality. In the current digital era, the importance of digital technology as a crucial tool. Consequently, graduate of vocational students will encounter difficulties if their communication skills are limited (Tayibnapis, 2018). Nowadays, most e-commerce platforms continue to employ foreign tourist used tourism terminology which only recognized by specific individuals or customers. Consequently, this emphasizes the need of acquiring a comprehensive command of English vocabulary that aligns with the respective field of study. Henceforth, the presence of a Digital Vocabulary Pocket Book (DVPB) as a learning medium is anticipated to provide valuable assistance for classroom instruction and language learning.

4. Conclusion

The study utilized existing technology as a tool to aid in the learning process. By leveraging technology and ensuring access to adequate learning facilities, the researchers

developed a Digital Vocabulary Pocket Book (DVPB) that can support vocational students in learning English. This resource aligns with the evolving and updated learning models of the present era. Hence, the researchers have developed effective educational resources for vocational students, with a specific focus on the tourism and hospitality, taking into account the advantages it offers to graduates of tourism students. The significance of these study will be valuable for tourism students in their future professional endeavors. The DVPB is a digital learning resource that can be used to help students learn new vocabulary. It is easy to use and provides a variety of features that can make learning vocabulary fun and engaging.

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