DEVELOPING POCKET BOOK AS A MEDIA IN STUDYING GRAMMAR FOR STUDENTS OF MA DAARUL KAROMAH 10th GRADE

Andika Ramadhan[1], Adi[2]
,IKIP Budi Utomo Malang

Email: andikaramadhan@gmail.com.adi@budiutomomalang.ac.id

Abstract:
This research is motivated by the observation results, that the learning process is in the eyes English lessons at MA Daarul Karomah grade 10 have so far been less effective, because learning is still centered on the teacher and currently the teaching and learning process is teacher only using the lecture method and without using learning media. This study aims to (1) describe the book development procedure pocket book, (2) knowing the validity of the pocket book development, (3) knowing the effectiveness development of pocket books as a media for learning English in class 10 of MA Daarul Karomah. This study uses Research and Development (R&D). This research uses the Borg and Gall model development. This model was developed by Borg and Gall and has 10 stages and is modified using only 6 stages (research and data collection, planning, develop the product, expert validation, product revision and final product). At the Development stage, the Grammar pocket book is assessed for its feasibility by material expert, media expert. Learning media validation results the very valid category was obtained with a percentage of 91% by material experts and 90% by media experts. It can be concluded that research on the development of pocket book as grammar learning media is stated to be very strong whether used as supporting teaching materials.
Keywords: *Pocket book; learning media; Borg and Gall model.*

Introduction

Education is one important element in human life. Education is basically a process two communication delivery or more people to achieve a goal which means change knowledge, values and skills that occur within or outside educational institutions. In simple terms, education can be interpreted as an effort to help students develop all their potential (heart, mind, taste, intention, and body) to face the future (Sukmadinata, Nana Syaodih, 2013). Learning is a term which are very closely related and can not be separated from one another in teaching learning process. Learning is done to create an atmosphere or provide services for students can study. In the learning is required a media for creating conducive and effective learning.

Leaning media is a tool that used by educators to convey various materials to students in order easier to convey. In activities media teaching and learning has a role important because it makes the process of communication between educators and students established optimally. In addition, students will feel happy so that students can more easily catch the subject matter. Use learning media packaged creatively, innovative, effectively, interesting and adapted to the needs of the students in order to achieve learning objectives.

Based on the results of research on MA Daarul Karomah through interviews with teacher the English subject obtained data that teaching materials were available but in limited quantities and students only have one reference teaching materialin the form of a textbook with the size of thick book make students less interested in the book and student worksheet (LKS). The package contains materials which are not in accordance with syllabus and are quite difficult to learn and understand easily. So students need a teaching material that is easy in the process of understanding and having practically itself like a pocket book.

The pocket book comes from two foreign words in English, namely 'Pocket' which means in Indonesia "saku" and 'Book'

which means in Indonesia "buku". According to the Indonesian dictionary, a pocket is a pocket that is located on pants, shirts and skirts.

According to Suhartini (2019) pocket book is defined as a book that is small in size so that effective to carry anywhere and can be read any time. The pocket book is made practically and easily to understand the materials. The pocket book is arranged with material concept which is more concise, clear and equipped with illustrations as a support in understanding the material. Pocket book will allow students to acquire as well as knowledge without reading so long to get the core material and information.

The pocket book serves as teaching material in terms of capable one-way delivery of information support learning activities. Prastowo (2012) reveals that teaching materials (information, tools and text) that are made in appropriate coherent manner competencies that must be mastered by students and used in learning activities. The use of pocket book in learning activities has several characteristics, according to Yaqin, Ainul & Mucharomah (2013) pocket books have characteristics that can stimulate students to do more enthusiastic in learning and able to show interest during the learning process. The pocket book has the advantage of being a simple and practical book, easy brought, attractive design with a several text and images that can attract students' attention.

Research Method

This research uses research and development (R&D). According to Sugiyono (2012: 407) that research methods and development used for produce a specific product and test the effectiveness of the product. Meanwhile Al- Tabani (2017) stated that research and development is a process or steps to develop a new or improved product existing products that can be held accountable.

Based on that opinion, then it can be concluded that Research and Development is a research method that produces particular product and test its effectiveness to develop a new product or improve existing products and accountable.

Data to be collected in this study consists of two data, namely data quantitative and qualitative data:

1. Quantitative data as primary data is data about product quality economics pocket book as a media learning based on the assessment by experts materials, media experts, Economics teachers, and students.
2. Qualitative data is data regarding pocket book development process as learning media in the form of criticism and suggestions from material experts, media experts, economics teachers, and students.

Qualitative data is data in the form of words, obtained from the validator's comments, suggestions and criticisms through the validation sheet (Riduwan, 2016: 5). Quantitative data is data in the form of numbers obtained from the results of the validator and student responses processed in the form of a percentage (Riduwan, 2016: 5). This research procedure refers to the modified Borg and Gall development model into 6 stages, they are Research and data collection, planning, product development, expert validation, product revision and final product.

Tabel 1 Media rating score

No	Information	Score
1.	Very good	5
2.	Good	4
3.	Fai	3
4.	Poor	2
5.	Low	1

Result and Discussion

Based on the results of research that has been done, can be described pocketbook development procedure as English Grammar material learning media for students class 10th MA Daarul Karomah as follows :

1. Research and Data Collection

This step is done by observing and studying literature. Observations were made at MA Darul Karamah. This activity was carried out to find out the problems that exist in the process of learning English. Furthermore, a literature study is conducted to gather and review references related to learning media and their development.

2. Planning

After the data collected, the researcher started to design pocket book based on the students 'needs as the guideline to develop and manage teaching learning. Core competences and standard competences also became consideration which underlay English teaching at 10th Grade of Madrasah Aliyah Darul Karomah.

3. Product development

The pocket book media was developed based on the material of students' book at 10th grade of Madrasah Aliyah Darul Karomah. Initial product design starts from determine tools, materials, sizes, colors, and media production stage. As for tools and the materials used to make it pocket books are laptops, website canva.com, Microsoft office word, printers (printer), 120gr Art Paper (AP), and others.

4. Expert validation

The researcher conducted expert judgment to evaluate pocket book media. Expert judgment was conducted twice in this research. The first one was proposed to the materials evaluator to evaluate pocket book media of its content appropriateness. The second one was proposed to the media evaluator to evaluate the interactive media of its design appropriateness.

Based on the results of validation by experts material, namely Muhammad Ya'lu, M.Pd after receiving suggestions and improvements to the book pocket declared valid and get percentage 91%. While the validation results by media experts namely Nahjiyatul Qowimah, S.Pd declared valid and obtained percentage 90%.

5. Product revision

The results of the improvements are then followed up if there are still deficiencies and corrected. If it is said to be feasible, the pocket book media to improve writing skill developed by the researcher has been successful.

6. Final product

The pocket book media is ready to apply in teaching learning process. The students are able to do the act and express their feeling by using this product.

Tabel 2 Results validation from material expert validation

ASPECTS	NO	ELEMENTS OF ASSESMENT	SCORES
Content/Curriculum	1.	According to the curriculum	5
	2.	Suitability of the material with scope English learning	5
User	3.	Suitability of the material with the media	4
	4.	Adjust media to student development	4
	5.	Increase students' interest in learning	5
	6.	Increase student's motivation	4
	7.	Language usage	5
Leaning material	8.	Clarity of writing material	4
	9.	The material is easy to understand	5
	10.	Learning materials	4
	11.	Suitability of the material with example	5

	12.	Completeness of material with leaning competencies	5
	13.	Suitability of the material with the characteristics of senior high school	4
Language	14.	Accuracy of word choice and grammar	5
	15.	Clear instruction	5
	16.	Politeness of language use	4
Total		91%	

Tabel 3 Results validation from media expert validation

ASPECTS	NO	ELEMENTS OF ASSESMENT	SCORES
Media display	1.	Media display attracts students' attention	5
	2.	Color composition	5
	3.	Safe media to use	4
	4.	Image composition	4
Media content	5.	The concept of the material is correct and appropriate	4
	6.	The language of the material is correct	5
Presentation	7.	Suitability of the media with the material	4
	8.	Suitability with the user	5
	9.	Can be used individually or in groups	5
	10.	Innovative and attractive	5
Benefit	11.	Increase enthusiasm for learning	4
	12.	Increase writing skill	5
	13.	Media can be used in the long term	4
Total (%)			90%

Discussion

In research, pocket book printed on A6 sized paper with a length of 15 cm and a width of 10 cm. Pocket book consists of 40 pages containing material grade 10th of senior high school semester 1 English material especially grammar.

Pocket book validation results by experts obtained an average percentage of 90% then pocketbook learning media development declared very worthy as a media grammar learning in English class 10th grade of senior high school.

Based on table 1. The results of the validation by material expert obtained very feasible criteria with a percentage of 91% in the suitability of the material with the curriculum, the language used, the material that is easy to understand and the benefits for students.

Based on table 2. Validation results by media experts obtained very feasible criteria with a percentage of 90% in the color composition used, attractive images, book model and practicality of pocket books.

It can be concluded that the grammar pocket book for grade 10 students of senior high school received a response very good and very effective to use in learning

Conclusion

Based on the results of research and discussion, it can be concluded that the product developed is a developing grammar pocket book for senior high school in the first grade is used teaching material for

learning English especially at grammar. The pocket book was developed for several reasons, such as no media book learning for increasing student's writing skill easily and the material book from school is difficult to understand. The developed product has been

validated by material expert validators and media expert validators so that the feasibility of the product has been proved.

The assessment component based on the component material expert validator scores 91% in the "Very Good" category. Meanwhile, the assessment component based on the media expert validator scores 90% in the "Very Good" category. The product is feasibility to use because it has been through the revision process.

From the explanation above, it can be concluded that the grammar pocket book for teaching students at senior high school in the first grade has been tested for feasibility and can be used in learning English for senior high school in first grade.

To support further development related to pocket book media for teaching English senior high school, researcher suggest to the following research to :

1. Tryout the product to know the effectiveness of the product
2. Develop the product with supporting materials.
3. Develop product at different material level based on the grade..

References

Al-Tabani, T. I. (2017). *Mendesain Model Pembelajaran Inofatif. Jakarta: Kencana.*

Hasyim, A. (2016). *Metode Penelitian dan Pengembangan di Sekolah. Yogyakarta: Media Akademi.*

Prastowo. (2012). Panduan Kreatif Membuat Bahan Ajar Inofatif . Yogyakarta: Diva Press.Slameto. (2010). *Belajar dan Faktor-faktor yang Mempengaruhinya.* Jakarta: Rineka Cipta.

Riduwan. (2016). *Skala Pengukuran Variable Variable Peneloitian .* Bandung : Alfabeta.

Sugiyono. (2012). *Metode Penelitian Pendidikan : Pendekatan Kuantitatid dan Kualitatif R&D.* Bandung : Alfabeta.

Suhartini. (2019). *Perspektif Global.* Yogyakarta: UNY.

Sukmadinata, N. S. (2013). *Metode Penelitian Pendidikan.* Bandung: Angkasa.

Yaqin, A. &. (2013). Pengembangan Buku Saku Digital Berbasis Android Sebagai Pendukung Bahan Ajar Pada Materi PPh Pasal 21. *Pendidikan Ekonomi ,* 10-15.

Widyo, P. E. (2013). *Evaluasi Program Pembelajaran Panduan Praktis Bagi Pendidik dan Calon Pendidik.* Yogyakarta: Pustaka Belajar.