

# The Development of WODA'S (Word of Our Daily) Book on Improving Students Vocabulary Mastery

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## Abstrak

Tujuan dari penelitian ini adalah untuk mengembangkan media pembelajaran yang dapat digunakan untuk meningkatkan perolehan kosakata pada siswa sekolah menengah. Media yang dikembangkan adalah buku WODA (Words of Our Daily) miliknya yang menjelaskan tentang perkembangan media dalam pengajaran kosakata untuk siswa sekolah menengah. Penelitian ini dilakukan di salah satu sekolah menengah Islam di Jepara dengan desain penelitian dan pengembangan (research and development). Media pembelajaran ini juga dilengkapi permainan interaktif dan gambar berwarna untuk mengajarkan kosakata kepada siswa sekolah menengah. Desain penelitian yang digunakan adalah penelitian dan pengembangan (R&D) dengan menggunakan model ADDIE yang terdiri dari (1) analisis, (2) desain, (3) pengembangan, (4) implementasi, dan (5) evaluasi. Peneliti telah menyelesaikan penelitian ini hingga tahap implementasi. Data dikumpulkan melalui hasil verifikasi oleh ahli media pembelajaran. Pada hasil penilaian ahli media, nilai penilaiannya berada pada kategori "efektif" sebesar 94%, dan ahli materi perkuliahan melaporkan nilai yang diperolehnya sebesar 80% dengan kategori "efektif". Berdasarkan hasil analisis, buku permainan WODA dengan tampilan gambar dan warna yang sangat interaktif dapat digunakan secara efektif sebagai media pembelajaran kosakata dan berpotensi menarik siswa dalam proses pembelajaran di sekolah menengah, namun masih diperlukannya. beberapa poin yang menurut saya penting. Secara khusus, kami akan meningkatkan konten dan variasi permainan. Berdasarkan hasil analisis, kami menemukan bahwa buku pedoman Woda dapat digunakan untuk mengajar dan belajar bahasa Inggris.

**Kata kunci :** *Penguasaan Kosakata, Permainan Interaktif, Buku Woda, SMP, Kata-kata Sehari-hari Kita*

## Abstract

The purpose of this study was to develop a learning media that can be used to improve vocabulary acquisition in middle school students. The medium developed was his WODA (Words of Our Daily) book, which describes media developments in vocabulary instruction for middle school students. This study was conducted in an Islamic secondary school in Jepara with research and development as the research design. This learning media also includes interactive games and colorful pictures to teach vocabulary to middle school students. The research design was research and development (R&D) using the ADDIE model, which consists of 's (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. The researchers have completed this study to the implementation stage. Data was collected through verification results by learning media experts. In the media expert's results, the score rate in the "effective" category was 94%, and the lecture material expert reported that his 80% was "effective". According to the result analysis, WODA game book, with its highly interactive images and color display, can be effectively used as vocabulary learning media and has the potential to attract students to the learning process in middle school, but there is still a need It includes several points that I think are important. In particular, we will improve the content and variety of the game. Based on the results of the analysis, we found that it is possible to use Woda's playbook for teaching and learning English.

**Keyword:** *Vocabulary Mastery, Interactive Game, Woda's Book, Junior High School, Words Of Our Daily*

## INTRODUCTION

English classes are necessary to prepare for the era of globalization and scientific development. To master everything, you need to prepare your vocabulary. When learning English, vocabulary is one of the most important elements of acquisition (S. Z. Bin Tahir, 2012). Lack of vocabulary makes it impossible to express your thoughts and communicate effectively between people. One of the elements taught in English is vocabulary. This is considered an important aspect of learning English. Learning a wide range of

vocabulary helps students develop better communication skills. This allows them to interact through listening, reading, and writing. As Rins and Nunan point out in *Practical English Teaching: Young Learners*, a vocabulary is the set of words that a person knows. This means that vocabulary is a group of words that students know and practice in everyday conversation. The first concept taught is vocabulary. Learning vocabulary will enable students to add many new words and will also help them learn English effectively. Vocabulary lessons help students understand English and communicate with others. Without vocabulary, students cannot learn English. Vocabulary plays an important role in learning English (I. Q. G. M. & A. A. Irwandi,, 2018).

Vocabulary learning is an important instructional goal for teachers in all content areas, including middle school (S. A. Djalal, 2017). Teachers need to know the most effective media for teaching English vocabulary. To acquire good English skills, students need to master the aspects of English: language skills and partial skills. Language skills include receiving abilities such as listening and reading, and productive abilities such as speaking and writing. To support these skills, students need to master subskills such as vocabulary, grammar, and pronunciation. Language learning cannot be separated from vocabulary learning. To master these skills, students need enough vocabulary to understand what the teacher is saying. Students who have a rich English vocabulary will definitely be able to speak, read, listen and write in English. Through vocabulary, students can expand their knowledge of English. Furthermore, given the importance of vocabulary acquisition in foreign language learning, vocabulary should be considered as an important aspect that determines the success of her four language skills (S. A. Bakhsh, 2016). Additionally, the vocabulary teachers teach must be meaningful to students and easy for students to remember (S. & L. C. I. Nuraeni, 2016).

Teaching vocabulary to young learners is not as easy as we think. It's different from teaching adults. This is because young learners have this characteristic. (S. & H. H. Syafrizal, 2018) found that young learners are more engaged and enthusiastic compared to adults. Joy is full of energy and makes it easier to adapt to certain situations. During the learning process, young learners have a variety of learning options. B. They are curious and make sense of something new based on their experience of exploring and trying it out. Therefore, teachers need to be creative because English is a foreign language for students. Teachers can make their classes fun by carrying out various activities such as: B. Translate, memorize, sing and perform songs (S. A. Djalal, 2017). There are many different media for learning vocabulary, one of which is games. According to Wright, Betteridge & Buckby (N. W. S. S. G. & K. I. P. I. Mahayanti, 2019), games are fun, engaging, and often challenging activities in which learners play and usually interact with others. This means that games are one of the best ways to focus students' attention during lessons, not only when learning vocabulary, but also in other lessons. Games that teachers can use to capture students' attention include matching games and crossword puzzle games. In matching games, as the name suggests, participants have to find matches to words, pictures, or cards (B. F. Klimova, 2015). According to Wahab (A. Aswandi, 2015), the matching game is a game of matching pairs of corresponding cards or pictures and can be played as a whole class activity, where everyone has to walk around all the way until they find their partner. You can use appropriate cards and pictures or use it as a pair work or small group activity. Note that the matching game is a modified version of the make-a-match game. This game applies according to the game rules. However, it is tailored to the student's level and weaknesses (L. N. Sari, 2015). On the other hand, (S. Z. Bin Tahir, 2012) also states that crossword puzzle activities can be a meaningful learning experience for developing, understanding, and improving retention of concepts related to a particular knowledge area.

Based on a previous study conducted by (M. S. Y. G. & W. W. Muslimin, 2017), Pridarani (2018), and (J. Juhana, 2014) were applied. All these research results indicate that matching games can stimulate students' learning interest and attention. After observing and interviewing seven MTS classes in Jepara in October 2023, several problems were revealed. First: 1) The atmosphere in the classroom was not good, and the students were sleepy and bored in the classroom. This problem arose because students needed more interesting learning activities.

English vocabulary. 2) Although the school has good learning equipment such as laptops and projectors, the teachers did not use these equipment while learning English. The researcher interviewed English teachers. She stated that she rarely uses learning media when learning English because she has no experience with teachers creating relevant media. The second reason was on the part of the students, who lacked the motivation to learn English. This common problem was very familiar to teachers when teaching students in the classroom. The students did not listen to the teacher explain the material. Usually they talked about something in class. When one of them was chosen to say something to the teacher, they made a gesture that they did not know the answer. Sometimes, some students avoid expressing their thoughts (I. G. B. W. B. Temaja, 2013).

Based on the above issues, the researchers developed WODA'S (Words of Our Daily), which includes some interesting pictures and games such as matching games and crossword puzzles, as a medium

for vocabulary teaching at the 7th grade level in MTS. I am interested in developing a game book called. Jepara.

One of the learning media that teachers can use is classroom media interactive learning. It is believed that using interesting media in lessons will tap into students' stored imagination, making them easier to remember. Media can be used for learning by transforming learning materials into concrete objects. A game book with attractive and colorful images such as: Matching games for 7th graders Images and crossword puzzles as an alternative learning medium to optimize the learning process, especially when learning English You can use it.

The purpose of the Gamebook is to suggest in book form suitable communication materials and activities for building the vocabulary of 7th grade students, based on selected communication topics. This book helps students and teachers realize the process of using games to teach and learn English in an interesting and meaningful way. The researchers therefore proposed a study titled ``Development of WODA (Words of Everyday Life) to improve students' vocabulary acquisition.

## RESEARCH METHODS

The design of this study was research and development (R&D). Research and development is the process of developing new products or perfecting existing products and testing their effectiveness. Research and development (R&D) is the method of manufacturing products and testing their effectiveness. In this study, the researcher chose her ADDIE model. This is because this model is suitable for developing multimedia content based on English teaching materials (H. M., 2013). This model also had simple phases and was easy to use during product development. Branches of Instructional Design: The ADDIE approach states that the ADDIE model consists of five interconnected and systematically structured components.

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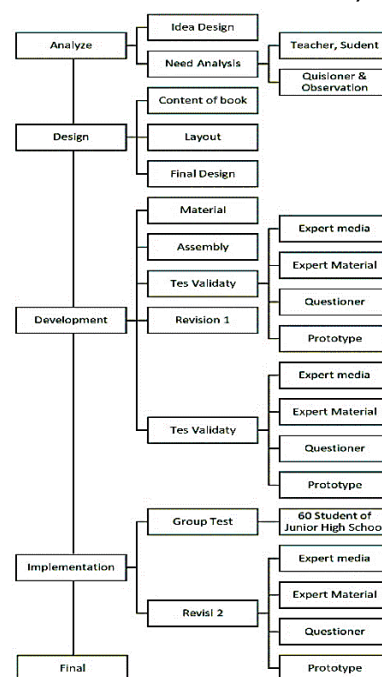


Figure 1. Research procedures using the ADDIE model

Each step of the above development procedure can be explained as follows.

### Analysis

Analysis is the first step that needs to be performed. The purpose of analysis is to find out the needs, find out the problems that exist among students and decide on solutions.

### Design

The activities in this phase were designing the navigation structure and storyboard. Book Contents Development in the ADDIE model involves activities that produce products. During the development phase, the created conceptual framework was implemented into the product (H. M., 2013).

### Development

The activities in this phase are: Material Collection. a) Assembly, The assembly phase was the phase of creating the media. b) The validity of the test was conducted by some experts. c) Revisions have been made to improve the product.

### Implementation

The implementation phase is applied to the product in a real-world situation. Products are pre-verified by experts. After the product is verified by experts and classified as a suitable medium, it can be used in the learning process (N. Sunarti, 2013).

## RESULTS AND DISCUSSION

### Analysis

Based on the observations of classes VII A and VII B of MTS in Jepara, the researchers found that the atmosphere in the classroom was not good and the students in the classroom tended to be sleepy and bored. This problem arose because students needed more interesting activities to learn English vocabulary. Observations showed that teachers did not use a variety of activities and media when learning English in class.

An interview with an English teacher at her MTS in Jepara revealed that students believe that learning English is very difficult and are too lazy to learn English. Although each class in this school is equipped with computer labs and LCD screens, the teachers do not have much experience with media-based interactive learning and are interested in teaching English vocabulary to their students, so they do not use these facilities very often. I do not use it. Teachers can use interactive media such as movies and various games in class, as well as other fun activities with interactive pictures and colors, such as WODA books, to improve students' vocabulary skills. Said to be a better activity for teaching vocabulary to keep interest and motivation increased. vocabulary.

Therefore, in light of the above situation, the researchers decided to develop a playbook that summarizes important points suggested by teachers based on what is needed to support students' English learning. Researchers decided to develop a learning medium containing appropriate pictures and crossword puzzles, namely WODA book (Words of Our Daily), as a medium to teach vocabulary to 7th grade students of MTS in Jepara did. The learning process, especially the application of these media in learners' learning English, is interactive, and teachers fully support this activity so that students can enjoy and enjoy the learning process. Through interesting media, they understand the material explained.

### Design

The design phase was a continuation of the analysis phase. The media design process required a design that would make it easy for researchers to create media. The draft schema was written in the following structure:

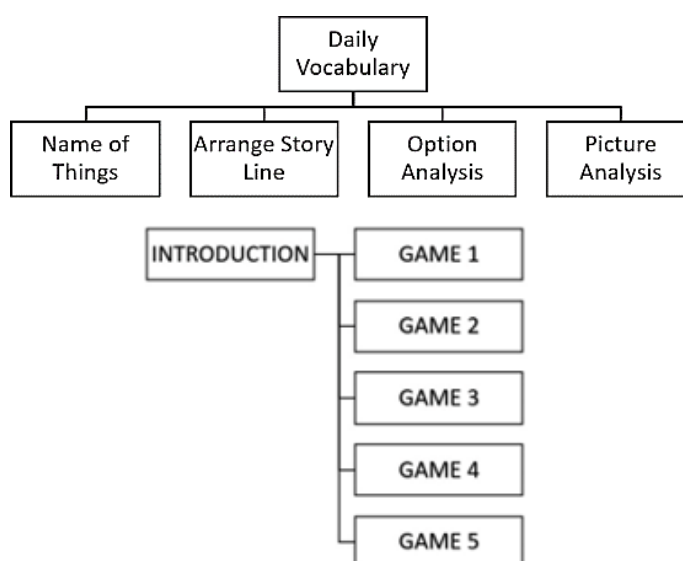


Figure 2. Main Structure

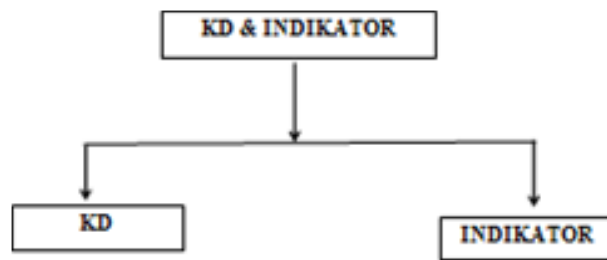


Figure 3. Basic Competence

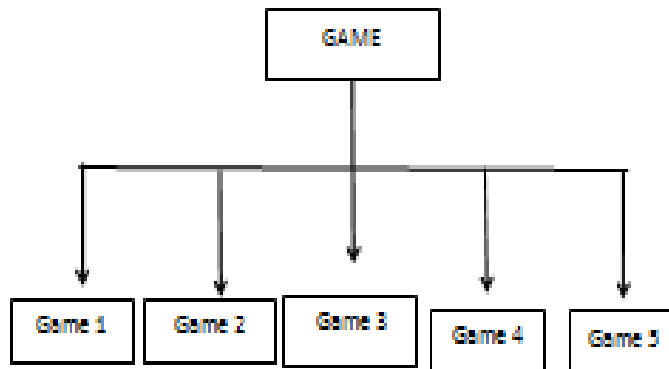


Figure 4. Structure of Game

### Development

The process of creating the design was to enter the image (display the software) on stage. The compiled image had a .png or .jpg extension. Create a layout by placing your design in Canva and Corel Draw.



Figure 5. Cover Design

Preparing the Background for Preparing a Book for WODA Before preparing the entire content of the book, prepare the background including the aims and objectives for preparing this book.

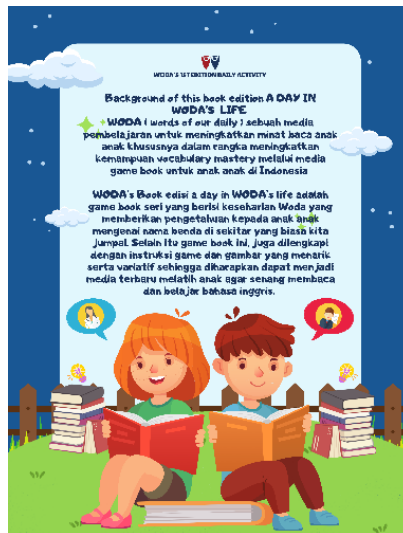


Figure 6. Preparing the Background

Media output representations are developed here.



Figure 7. Display of first game

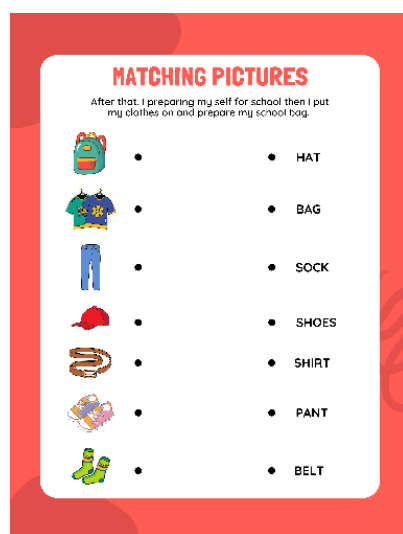


Figure 8. Picture of second game

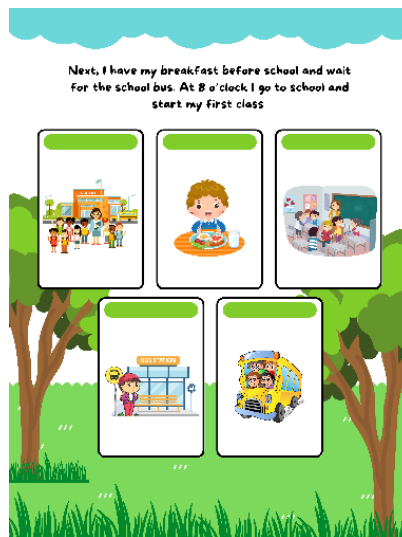


Figure 9. Display of third game

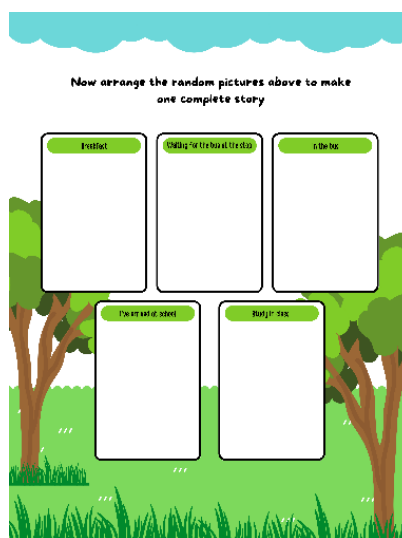


Figure 10. display of work sheet

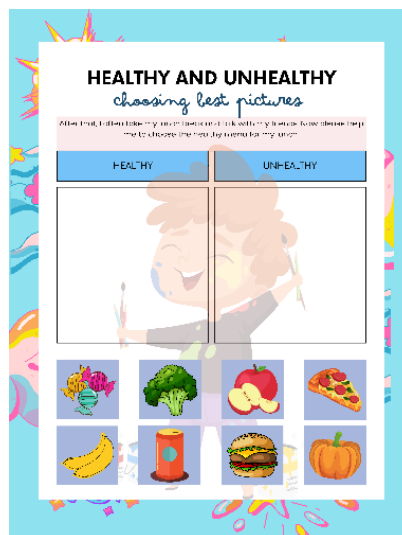


Figure 11. Display of Fourth game





Figure 12. Display of Fifth game



Figure 13. Display of last page

### Implementation

The implementation phase was a continuation of the development phase. The usefulness of the developed products is tested before being verified by some experts who give their ratings and suggestions regarding the products. In this study, the researchers engaged media experts who were lecturers of information technology in English language education at UNISNU Jepara. The material expert was an English lecturer at UNISNU Jepara and the media expert was an English lecturer at UNISNU Jepara. Researchers conducted this study by applying her WODA book to field schools. The researchers tested the media in his two classes, VII A and VII B, at MTS N in Jepara. These are VII A as the control class and VII B as the experimental class. The purpose of this test was to determine reactions to learning media.

Woda's Game Book has had its products tested by experts using a validation sheet. The first is a test product by a media expert who is a lecturer in the Department of English Education at UNISNU Jepara. According to media experts, the feasibility result is 94%. The second is the results for materials experts, also obtained through UNISNU Jepara lectures. Validation shows a rate of 80%.

Researcher He tested the product in two group tests. Based on the test product and his 60 students of classes VII A and VII B of his MTS N in Jepara, he got a percentage of 90% in the highly effective category. Therefore, it was concluded that Woda's gamebook media is suitable for vocabulary teaching in the learning process.

### CONCLUSION

Based on the results and discussion in the previous chapter, the researcher concluded this study which focused on the development of Woda playbook as a medium for teaching vocabulary to 7th grade students of MTS N in Jepara. The purpose was to increase interest in learning English. The results of this study reach the following conclusions: (1) The ADDIE model proved to be a useful guide for building



effective teaching and learning processes as an educational tool. (2) Based on the product suitability results verified by experts, it can be concluded that in the first verification by media experts he obtained a rate of 94%. His second verification in English by a material expert gave a percentage of 80%, and the results of the test product with a group trial with 60 students gave a percentage of 90%. Based on the results of the data analysis, this media was found to be suitable for use in teaching and learning in grade 7 of MTSN in Jepara.

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