



Original Article

Development of Learning Materials Based on Student Book to Improve Vocabulary of Elementary School Students

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Abstract:

This study aimed to develop effective vocabulary learning materials for second-grade students at an elementary school using the ADDIE instructional design model. The development process followed the five stages of ADDIE: Analysis, Design, Development, Implementation, and Evaluation. This Research and Development (R&D) study focused on identifying students' needs in vocabulary acquisition and addressing the challenges observed in existing materials. The analysis phase identified low engagement, poor retention, and lack of contextual understanding among students. Based on these findings, the materials were designed to be interactive, visually engaging, and contextually relevant. Two units were developed: "The Elephant Is Big" and "The Giraffe Is Tall." The materials were implemented in a classroom setting and evaluated through pre- and post-tests, as well as expert validation. The results showed a significant improvement in vocabulary mastery among students, along with positive feedback from teachers and learners. This study concludes that the ADDIE model is a practical framework for developing instructional materials tailored to young learners' needs in vocabulary acquisition.



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Keywords: vocabulary, learning materials, ADDIE model, elementary students, R&D

Introduction

English has become a global language used for communication across various domains, including education, science, technology, economics, and culture. As a foreign language in Indonesia, English is considered an essential subject that equips learners with the skills needed to participate in the global community. In the era of Industrial Revolution 4.0, the ability to use English effectively is increasingly crucial, not only for accessing information but also for enhancing employability and global competitiveness. Consequently, the demand for effective English teaching and learning strategies is growing, especially at the elementary level where language learning begins to take root.

Vocabulary mastery is a fundamental aspect of English language acquisition. A rich vocabulary enables students to comprehend written and spoken texts and supports their development in other language skills such as reading, writing, listening, and speaking. However, many Indonesian elementary school students struggle with learning vocabulary due to several challenges. These include the structural and lexical differences between English and Indonesian, limited vocabulary exposure in textbooks, and the use of traditional,

rote-based teaching methods that do not align with the learning needs of young learners. Students are often introduced to vocabulary through isolated word lists or static images without meaningful follow-up activities, making it difficult for them to use new words in real-life contexts.

In addition, many textbooks used in schools lack engaging visual content and interactive elements. The vocabulary presented is often too limited and not sufficiently contextualized, which reduces students' motivation and retention. Young learners typically require engaging, visually stimulating, and contextually relevant materials to help them make meaningful connections with new vocabulary. When vocabulary is presented through familiar visuals, real-life situations, and active participation, students are more likely to understand and remember the words. However, current materials often fail to meet these needs, resulting in low vocabulary acquisition among elementary students.

Although various studies have emphasized the importance of vocabulary in English language acquisition, limited attention has been given to the systematic development of vocabulary teaching materials that are contextual and directly based on the content of student textbooks, especially for young learners in Indonesian elementary schools. Most existing research focuses on general teaching strategies or secondary-level learners, leaving a gap in practical material development for early grade students. Considering the cognitive and linguistic characteristics of young learners, teaching materials must be specifically tailored to their developmental needs and learning preferences. This study seeks to fill that gap by designing vocabulary materials that are both engaging and relevant, integrating visual aids, familiar contexts, and interactive activities to enhance students' comprehension and retention. Through this effort, the study contributes not only to the practical aspect of material development but also to the theoretical framework of vocabulary teaching in EFL settings for young learners.

Therefore, this study aims to develop vocabulary teaching materials based on student textbooks that are contextual, visually engaging, and aligned with elementary students' daily experiences. The materials are designed to support vocabulary acquisition through interactive and meaningful learning activities that promote student participation and understanding. By incorporating familiar topics and encouraging the practical use of vocabulary in simple sentence structures, these materials aim to improve students' vocabulary mastery and overall English proficiency in a more effective and enjoyable way. ([Changwong, K., Sukkamart, A., kolom article for word A & Sisan, B, 2024](#)).

Methods

This study applied Research and Development (R&D) design, adapting the ADDIE model which includes five stages: Analysis, Design, Development, Implementation, and Evaluation. The aim was to develop vocabulary learning materials for second-grade elementary students and evaluate their effectiveness in improving vocabulary mastery.

2.1 Development Procedure

The ADDIE model was implemented through the following steps:

1. **Analysis:** Needs analysis was conducted through classroom observation and textbook review. It was found that students had limited vocabulary mastery, low engagement, and lack of interactive media. Learners' characteristics were also identified to ensure age-appropriate content.
2. **Design:** Learning objectives, vocabulary themes (e.g., animals, descriptive adjectives), and interactive activities were planned. Visual design and layout were adjusted to young learners' needs.
3. **Development:** Learning materials were created using Microsoft Word and Canva. Validation was conducted by a content expert and a media expert. Revisions were made based on their suggestions.
4. **Implementation:** The materials were implemented over five meetings in the classroom. The researcher taught the lessons and documented the process.

5. Evaluation: The materials were evaluated through pre-tests and post-tests, observation, questionnaires, expert validation, and documentation.

2.2 Research Setting and Participants

The research was conducted at SD Negeri 1 Taman Bali during the second semester of the 2024/2025 academic year. The participants were 28 second-grade students (11 girls and 17 boys). The English teacher participated as a collaborator during implementation and evaluation.

2.3 Data Collection Techniques and Instruments

Various instruments were used to collect data:

1. Observation Sheet: Used to assess students' engagement, interest, and ability to apply vocabulary. The observations used a four-point Likert scale ranging from 1 (Never) to 4 (Always).
2. Pre-test and Post-test: Consisting of 15 items (multiple choice, short answers, and matching) to measure students' vocabulary mastery before and after using the materials.
3. Student Questionnaire: A 10-item questionnaire using a three-point Likert scale (Strongly Agree, Agree, Disagree), assessing vocabulary understanding, motivation, confidence, and visual support. It was written in Bahasa Indonesia for clarity.
4. Teacher Questionnaire: Contained 10 closed-ended and 5 open-ended items to gather feedback about content relevance, practicality, strengths, weaknesses, and suggestions.
5. Expert Validation Sheet: Evaluated by a content expert and media expert using a five-point Likert scale. Aspects included curriculum alignment, vocabulary appropriateness, visual design, layout, and readability.
6. Documentation: Included photos, worksheets, lesson plans, and students' work samples to support the data collected through other instruments.

2.4 Data Analysis Techniques

1. Quantitative data (pre-test, post-test, and questionnaires) were analyzed using mean scores, frequencies, and percentage gain.
2. Qualitative data (observations, open-ended responses, expert feedback, documentation) were analyzed descriptively and thematically to support and triangulate findings.

Results

The results indicate that the vocabulary learning materials based on the student book were effective in improving elementary students' vocabulary mastery. The improvement in post-test scores after the implementation shows that the students were able to understand, remember, and use vocabulary better than before.

Students' positive responses in the closed-ended questionnaires reflected high levels of motivation, enjoyment, and confidence when learning vocabulary. These findings align with [Susanti, Saragih, and Pulungan \(2020\)](#), who found that materials with colorful and contextual visuals aided in vocabulary retention. Likewise, the Pop-Up Book study emphasized that interactive and visual materials increased motivation and engagement, contributing to successful vocabulary learning.

The findings are also consistent with research by [Kurniati, Hafidah, and Apriyanti \(2024\)](#), who noted that engaging digital applications could enhance students' enthusiasm and performance in vocabulary learning. [Similarly, Sari and Qomar \(2018\)](#) found that creative vocabulary tools, such as crossword puzzles, encouraged fun and critical learning experiences.

From the teacher's feedback, improvements such as increasing font size and simplifying

explanations should be considered, in line with the recommendation from [Siahaan et al. \(2023\)](#), who emphasized the importance of age-appropriate multimodal materials. In conclusion, the developed vocabulary materials proved to be effective, engaging, and suitable for young learners, enhancing both vocabulary acquisition and learning motivation.

Source: Aceh.id

Figure 1. Acehnese Culture

Conclusion

This study aimed to develop vocabulary learning materials for second-grade elementary students by implementing the ADDIE instructional design model, which includes five stages: Analysis, Design, Development, Implementation, and Evaluation. The development process was grounded in a thorough needs analysis that revealed key issues in existing vocabulary instruction, such as low student engagement, limited contextual exposure, and minimal visual and interactive elements in the learning materials. In response, the developed materials were designed to be age-appropriate, interactive, and visually appealing, using familiar contexts and simple sentence structures to help students connect new vocabulary with real-life experiences.

The implementation of the materials over five classroom meetings showed promising results. Quantitative data from the pre-test and post-test scores indicated a significant improvement in students' vocabulary mastery, with the average score increasing from 57.14 to 82.85. In addition, qualitative data from observations, student and teacher questionnaires, and expert validation confirmed the effectiveness of the materials. Students expressed enjoyment and increased confidence in learning vocabulary, while the teacher noted that the materials were relevant, engaging, and supportive of students' learning needs. The integration of visual aids, clear layout, and meaningful learning activities also contributed to higher levels of motivation and active participation during the lessons.

These findings are consistent with previous research that emphasizes the importance of contextual and visually supported vocabulary instruction for young learners. The study not only demonstrated that the ADDIE model can be effectively applied in material development but also contributed practical insights into creating vocabulary resources tailored to young learners' cognitive and linguistic development.

In conclusion, the vocabulary learning materials developed through this study successfully addressed the instructional gaps found in traditional methods and textbooks. They proved to be effective in enhancing vocabulary comprehension, retention, and usage among elementary students. Furthermore, the study highlights the importance of using a structured development model like ADDIE to create purposeful, engaging, and student-centered materials. The results suggest that similar approaches could be beneficial in other grade levels or contexts, thereby supporting broader efforts to improve English language learning outcomes in Indonesian elementary schools.

Suggestion

Based on the findings, several suggestions are proposed:

1. For teacher
Teachers are encouraged to use the developed materials as supplementary resources to enrich vocabulary learning in the classroom. The contextual content and visual aids can support students' engagement and retention.
2. For Future Developers
It is suggested that future material developers pay attention to aspects such as font size, text simplicity, and alignment with students' cognitive levels to ensure better accessibility and understanding.

3. For Further Research

Future research could apply the materials in different grade levels or contexts to validate their broader applicability and effectiveness. Additional studies can also focus on long-term vocabulary retention and language skill integration.

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