

## Developing Vocabulary Digital Pocket Book to Online Business and Marketing (OBM) Students at Vocational High School Level

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### Abstract

This research is based on an analysis of vocational high school students' needs majoring in Online Business and Marketing (OBM). It was found that the students faced difficulties in mastering vocabulary, in which vocabulary is a fundamental and important component for communication. Ideally, the vocabulary that should be mastered is related to their major study. In order to overcome this problem, this research aims to develop learning media in the form of a Digital Vocabulary Pocket Book (DVPB) to teach vocabulary. This research used Research and Development (R&D) research method using the ADDIE model which was developed in 1996 by Dick & Carry, which includes 5 stages of research they are: Analysis, Design, Development, Implementation, and Evaluation. The results of this study are: the feasibility value from the expert validation of the language aspect is 90%, media aspects 89%, and material aspects 89%. Moreover, the 30 students' responses toward Digital Vocabulary Pocket Book (DVPB) reach 94%. In conclusion, the Pocket Book dictionary can be used to help students in learning vocabulary.

**Keywords:** *Digital vocabulary pocket book (DVPB); English vocabulary; Mastering vocabulary; Online Business and Marketing(OBM)*

### INTRODUCTION

Teaching English for vocational high school becomes an interesting issue to be investigated. As like research conducted by Hadi, Izzah, and Larasati(2021); Situmorang (2020); Sunubi (2020); Lestari and Priyana (2020); and Makrifah and Widiarini (2019). It is relevant to the government's attention toward vocational high school that is expected to produce skillful graduations based on their major so that they can work in their field as soon as possible after they finish their study. Furthermore, the aim of teaching English in vocational high school is to make students proficient in both spoken and written language to support their competence according to the certain study program. In this case, vocabulary play a significant role.

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt (2000) ,Tarigan(2011) , Effendy (2012) , Djiwandono(2011) emphasize that "lexical knowledge is central to communicative competence and to the acquisition of a second language". The more vocabulary we have, the more likely we are to be skilled in the language. Mastery of vocabulary is a basic in language learning, including English.

However, on the other, some research such as Rohmatillah (2014); Susanto (2021); Urai & Nurnisa (2021) found students have difficulties in learning vocabulary i.e (1) almost all of the students have difficulties pronouncing the words, (2) how to write and spell, (3) the different grammatical form of a word known as inflections was one of the causes of students difficulties in learning vocabulary. In addition, (4) the students found difficulties in choosing the appropriate meaning of the words, and (5) were also still confused about using the word based on the context. Last, (6) the students were also still confused when they found words or expressions that were idiomatic. In conclusion, vocabulary is one of the language elements that must be mastered by foreign language learners, especially in the context of learning English, to be able to communicate well in a relationship.

A preliminary study was conducted on the students of Online Business and Marketing (OBM) Department in SMKN 1 Udanawu Blitar gained some factors that caused the lack of English vocabulary mastery of eleventh-grade students such as the English used was still general so it was not specific to the department, while on the other hand students needed mastery of the language English in the fields studied. Indirectly students need learning media that will help students in the learning process that leads to Basic Work for students majoring in Online Business and Marketing (OBM). So, from this study, the researchers can conclude that vocational high school students in that department need learning that can support the process of mastering vocabulary in English, especially in the context of vocabulary that is in accordance with the purpose of basic work, so that an approach is needed that can bridge the learning process among others by using an approach called English for Vocational Purposes, which in this approach is shaded by the English for Specific Purposes learning model (Widodo 2016) which will facilitate the learning process in adapting specific field and study so that they are in accordance with the needs of the field of knowledge of the English language user.

Moreover, based on curriculum analysis and basic work analysis of students majoring in Online Business and Marketing (OBM) at SMKN 1 Udanawu Blitar was found that ideally, the vocabulary skills of students in this department is to be able to apply English vocabulary or terms in the realm of business and marketing as a support for basic work skills. Students are expected to be able to understand the meaning of some technical vocabulary and use them in the relevant context, to meet the curriculum and industry needs, difficulty in learning vocabulary and lack of vocabulary mastery must be solved.

The initial step taken as an effort to overcome these difficulties is in the form of a special needs analysis of the objectives of learning English for vocational students, especially in the Online Business And Marketing (OBM) department so that special needs can be identified to help to learn English which is different from learning English in general, which in teaching theory is also known as English for Specific Purposes (ESP) which has developed since the 1960s (Rahman 2015) and English for Specific Purposes (ESP) is a component of English which acts as a second or foreign language that is used to teach certain vocabulary or skills (Hermi Zaswita 2020). In general, need analysis (NA) is used in ESP to obtain information related to student needs. That way, the expected results can be achieved at the end of the course (Kenny 2016), so it is also important for us to understand the urgency behind teaching English, especially for vocational purposes, in other terms, it is also called English for Vocational Purposes (EVP). This will lead us to understand that the EVP teaching mode in English in vocational schools is more focused on professional goals (Sincer 2017) as previously explained.

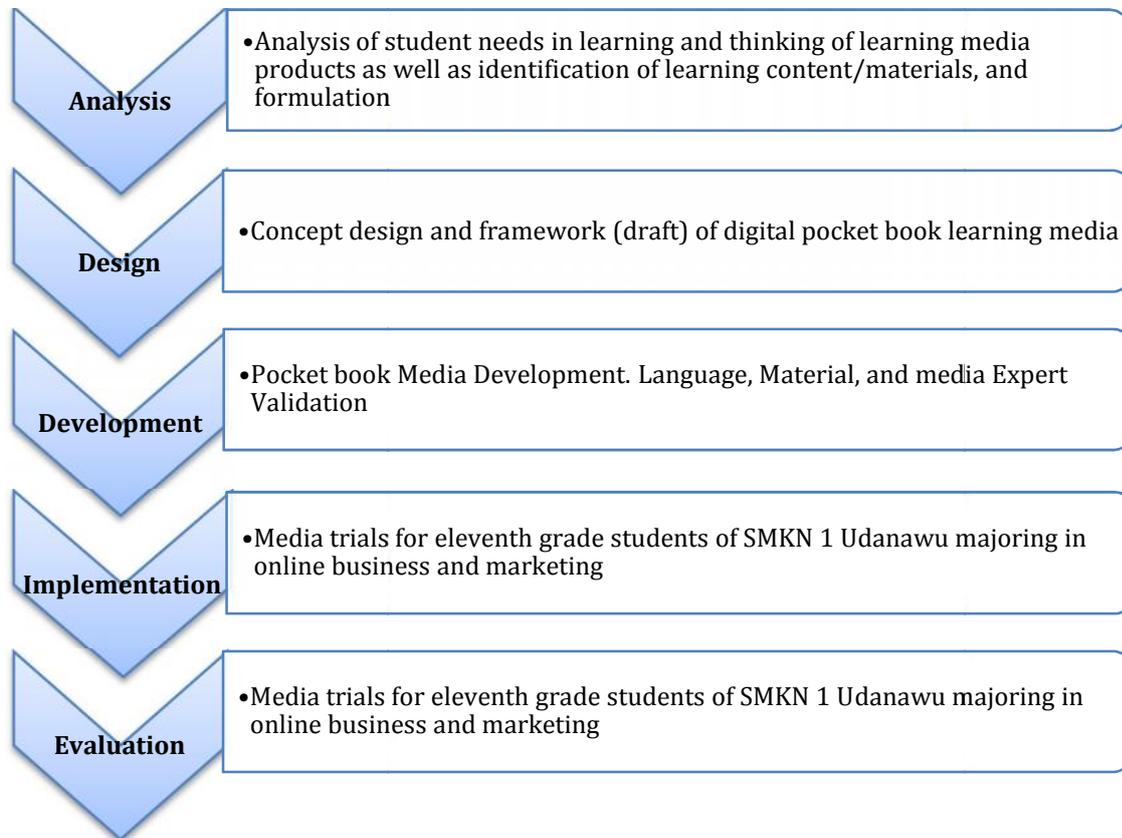
To solve students' problems in learning the vocabulary above, the researchers are eager to develop a learning media. According to Kustandi and Bambang (2016), learning media is a tool that can help the teaching-learning process and serve to clarify the meaning of the message conveyed, so that it can achieve learning objectives better and more perfectly. In line with the rapid development of technology in the current era, learning media should employ technology. As written by Septiani (2020), in her article entitled: Study Literature on Developing Empathy for Facing Society in Era 5.0. The future of society 5.0 will be made easier by the use of technology. Currently, smartphones are one of the most widely used technologies. Therefore, the learning media that was developed is an English Vocabulary Digital Pocket Book which aims to support vocabulary mastery in English. The pocket book has become familiar learning media in 5 (five) years, and many researchers develop pocket book as learning media. **Wasiah** (2019) in her research entitled "*Pengembangan Buku Saku Kosakata Dwi Bahasa (Arab-Inggris) Sebagai Penunjang Pembelajaran Bahasa Arab Siswa Madrasah Tsanawiyah Kelas VII Di Kabupaten Kudus Tahun 2019*". **Susanti** (2018) with her research entitled "*Development of Mobile Pocket Book Learning Media Using Adobe Flash Cc Based on Science Literature Biology Lessons for Students at The High School Level*". In addition, **Agnasari** (2019) with her research entitled "*Development of Digital Pocket Book Based on Scaffolding of Functional Materials In Class X SMA Tunas Bangsa Lampung Selatan*". **Muliawati** (2019) with her research entitled "*Pocket Book Media Development For Level A1 French Vocabulary Learning*".

From the result of the previous research above, the researchers designed a learning media in the form of a digital pocket book to help to learn English for eleventh grade Vocational High School students majoring in Online Business And Marketing (OBM), generally use a smartphone in this major become a necessity. So, by using digital pocket book, it is expected that learning English in the classroom will be more interactive, interesting, and efficient. The similarity in this research is that both of them develop pocket book media. In addition, this research also uses the R&D (Research and Development) method. The difference is, this time the researchers developed a digital pocket book media that focused on developing English vocabulary. Based on the explanation above this conducted research entitled: "Developing Vocabulary Digital Pocket Book to Teach Eleventh Grade of Online Business and Marketing (OBM) Students at SMKN 1 Udanawu Blitar ". The purpose of this research is to improve the quality of the education vocational high school in English subjects by utilizing available technology, because one of the tools that can help to learn is technology (Bruce Joyce, 2009), along with the development of the times and learning models that continue to be updated. So, for this reason, the researchers formulated learning media that can efficiently help to learn English for vocational high school students, especially the Department of Online Business and Marketing (OBM), by considering the benefits for graduate students.

## METHOD

This research is a Research and Development (R & D) using a model developed by Dick and Carry (1996). According to Sugiyono (2015) research and development is a research method used to produce and test a certain product to produce a new product through the development process of previous research. In this research and development, the researchers developed learning media in the form of digital pocket book through information obtained of analyzing the needs of students, which had been taken samples using an instrument in the form of a questionnaire. Furthermore, this

digital pocket book learning media product was tested in vocabulary learning in English subject at SMKN 1 Udanawu Blitar. This research and development used the ADDIE model research procedure developed by Dick & Carry (1996), which includes 5 stages (Sugiyono 2015) as follows:



**Figure 1. ADDIE Pocket Book Media Development Procedure**

The researchers used a saturated sampling technique, in which the population used in this sampling were members as a whole (Sugiyono 2017), namely students in one-eleventh grade majoring in Online Business and Marketing (OBM), which amounted to 30 students. Previously, data collection was carried out by conducting learning observation and interview with the informant to obtain relevant information. The research sample consisted of female students and all of the students who were the sample had received English subject material from the subject teacher. Meanwhile, the instrument used is a questionnaire, and the procedure for giving a questionnaire in the form of a sheet of paper filled out by students.

In this research, the instruments used were an observation sheet, an interview sheet, and questionnaires. In order to get qualified data, the instrument in the form of a questionnaire was validated to determine the accuracy of the tool (Miller 2009). Furthermore, the questionnaire of this research was validated by the research instruments experts to determine the extent to which the contents of the questionnaire represent the aspects to be measured. In this study, the researchers used a Likert scale which was first proposed by Rensis Likert in his article "A Technique for the Measurement of Attitudes" in 1932 (Arnold 1967) to obtain opinions related to learning products in the form of Vocabulary Digital Pocket Book, and this uses alternative

answers to the media feasibility questionnaire with five kinds of answers in each item of the question, which was developed from several previous studies.

Furthermore, the researchers carried out the data analysis process with a manual calculation process. The data in this study were taken using interview, observation, and questionnaire techniques. The interview technique was used to dig up information from relevant informant in the researched field. This technique was carried out by interviewing English teacher who teach subject in the class and department studied to collect the information needed as material for created learning media. In addition, the observation was conducted during the English learning process of the eleventh grade Online Business and Marketing (OBM) by researchers on student learning to find research findings related to the product being developed.

Finally, the questionnaire was used to get information about students' problems in learning English and the need for learning English. After the learning product was developed, then passed the process of testing the feasibility test until the trial was completed. During the trial process, a questionnaire was distributed to the student sample. It was conducted to measure whether the developed product full filled the students' needs and to know the students' significant agreement level with the product.

## **RESULTS AND DISCUSSION**

### **Results**

The researchers carried out the research process using five stages developed by Dick and Carry (1996). The results are as follows:

#### **1. Analysis**

This stage began with the student needs analysis, here the researchers observed the process of English language learning in the classroom, then distributed a needs questionnaire to students to get significant results and reinforced by the information taken through interviews. From the analysis of student needs taken through a questionnaire, it shows that the resulting data is that 98% of eleventh grade students experience difficulties in mastering English speaking skills in their fields due to limited vocabulary in understanding meaning, and the data is also supported by the results interviews with teacher who support English subject in the Online Business and Marketing (OBM) department, where learning English based on vocabulary mastery in the field of Online Business and Marketing (OBM) is very necessary and even plans to be implemented in learning English in every department, so that the researchers concluded that the students' English learning needs were on vocabulary mastery, which the researchers then took the initiative to develop learning products that were formulated to help learning English which led to vocabulary mastery specifically for related major.

## 2. Design

**elements that help in the sales process**

Vocabulary	Meaning
<i>Sample sentences:</i>	
Agent <i>/əˈdʒɛnt/ (noun)</i>	Perantara
E.g. Our <b>agent</b> says the sales contract is valid. Agen saya mengatakan kontrak penjualan itu sah.	
Employment <i>/ɪmˈplɔɪmənt/ (noun)</i>	Pekerja
E.g. Companies don't know much about your <b>employment</b> candidates. Perusahaan-perusahaan tidak tahu banyak tentang calon <b>pekerja</b> yang masih muda.	
Labor <i>ˈleɪbər/ (noun)</i>	tenaga kerja, buruh
E.g. My day becomes <b>Labor</b> day. Hari saya menjadi Hari Buruh.	
Marketing <i>ˈmɑːkɪtɪŋ/ (noun)</i>	Pemasaran
E.g. He's the manager of the <b>marketing</b> department. Dia adalah manajer dari departemen <b>pemasaran</b> .	
Seller <i>ˈselər/ (noun)</i>	Pengjual
E.g. He choose a career as a <b>cake seller</b> . Dia memilih karir sebagai <b>penjual kue</b> .	

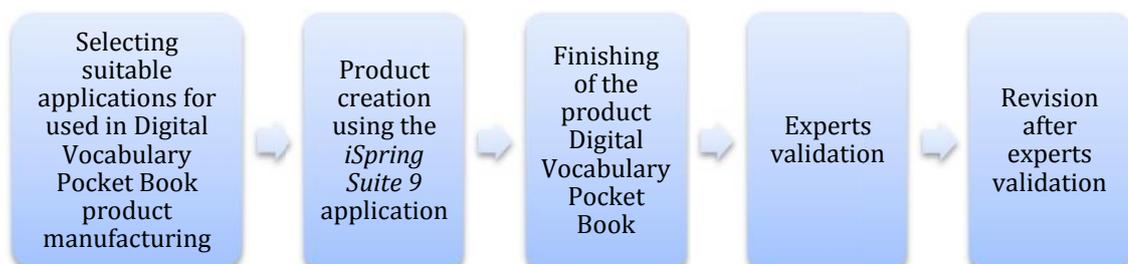
**Terms commonly used in the world of marketing**

15:27 6/27

In this stage the researchers designed learning media in the form of a digital pocket book to help learn English for eleventh-grade Vocational High School students majoring in online business and marketing, generally use a smartphone in this major has become a necessity. So, by using digital pocket book, it is expected that learning English in the classroom will be more interactive, interesting, and effective. The researchers designed learning media by collecting English vocabulary that is commonly used in online business and marketing, then classifies it based on the important elements in that field, and gives each example as an illustration of the use of vocabulary which is then packaged in the form of offline application learning media that students can easily access.

## 3. Development

The next stage is the learning media development stage where at this stage the product design is realized in the form of Digital Vocabulary Pocket Book (DVPB), in the form of an offline application to make it easier for students to access learning media. The steps in developing the product can be seen in the following diagram:



This learning media was created using an e-Learning authoring tool in the form of the *iSpring Suite 9* application.

After the product was developed, then it was validated by three experts, namely linguist, media expert, and material expert, each validation questionnaire containing 10 assessment points. From the validation process, it was obtained an assessment and also suggestions for revision from experts were then revised by the researchers to achieve product accuracy. From the validation process carried out, the results obtained : (a) From the language feasibility aspect with a score of 90%, it is known that the product assessment in terms of language refers to the appropriate results with the level of interpretation "very agree", (b) From the aspect of material feasibility with a score of 89%, it is known that the product assessment in terms of material refers to the usable results with a "very agree" interpretation level, (c) From the aspect of media feasibility with a score of 89%, it is known that the product assessment in terms of media refers to appropriate results with a "very agree" interpretation level, and the following are indicators used in the expert validation process along with the interpretations criteria:

Table 1 Language Validation Indicator

<b>Sentences</b>	
	Proper sentence structure
	Proper sentence structure
<b>Words</b>	
	Use of proper grammar
	Use of clear grammar
	Use proper spelling
	Choose the right diction
<b>Terms</b>	
	Use of terms that match the content of the material
	Standard terms used
<b>Symbol</b>	
	The use of icons/symbols that match the theme
<b>Language</b>	
	The language used is in accordance with the intellectual and emotional development of students
	The language used is in accordance with the student's learning needs

Table 2. Media Expert Validation

<b>Presentation of the Media</b>	
1.	Media contains material that is systematic and logical
2.	Consistent presentation of learning media concepts
3.	Media's ability to attract & stimulate motivation
<b>Symbol of the Media</b>	
4.	The use of pictures, tables, and symbols supports the presentation of the material
5.	The proportion of the text with pictures, tables, and symbols is appropriate
<b>Concept of the Media</b>	
6.	Selection of text color with appropriate background

8.	Selection of backgrounds that match the concept of online business and marketing
<b>Media for Learning English Vocabulary</b>	
7.	Learning media can be accessed easily via smartphone
9.	Learning media in digital form makes it easy for users
10.	Digital vocabulary pocket book helps to learn English in its field

Table 2. Material Expert Validation

<b>Presentation of the Material</b>	
1.	Selection of the right material according to the basic work of BDP majors
2.	Consistent presentation of material
3.	The systematic presentation of the material is clear and logical
4.	The material presented is according to the intended use
5.	The material in accordance with the target user
7.	Materials are presented efficiently
8.	The material is presented in an interesting way
<b>The use of Sentences grammar, spelling, terms, and symbols of the material</b>	
6.	Grammar, spelling, terms, and symbols that support the material
9.	The use of sentences in the presentation of the material is appropriate
10.	The material can stimulate students' learning motivation

Based on these results, it is known that the learning media using Digital Vocabulary Pocket Book (DVPB) in English subject in the realm of vocational high school whose material content is specific to basic work or major helped in supporting the quality of graduates, and this is a new thing in online business major and marketing of the Udanawu Blitar Vocational High School, because the previous English material only contained general material and not English for Vocational Purposes which on the other hand, vocational school students must improve the quality of learning competencies. Moreover, supported by adequate use of gadgets in schools, this learning media becomes very efficient to use. Here is a link that can be accessed for downloading the intended learning media application:

[https://www.mediafire.com/file/oxgifowaqzqc5og/Digital+Vocabulary+Pocket 2 1 .0.apk/file](https://www.mediafire.com/file/oxgifowaqzqc5og/Digital+Vocabulary+Pocket+2+1+0.apk/file)

The following is the display when the Digital Vocabulary Pocket Book (DVPB) learning app is opened:

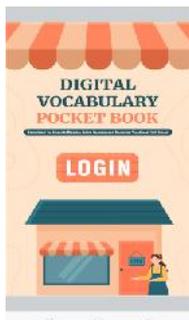


Figure 2 Home screen

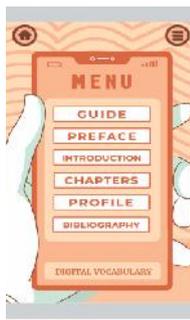


Figure 3 Menu



Figure 4 Guide



Figure 5 Preface



Figure 9 Bibliography



Figure 8 Profile



Figure 7 Chapter



Figure 6 Introduction

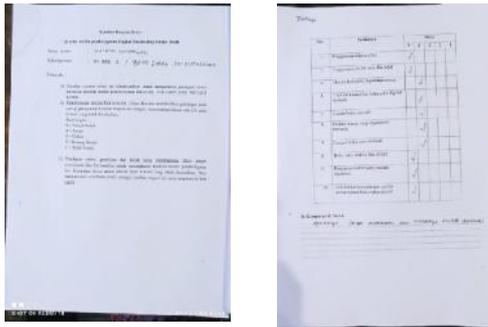
#### 4. Implementation



Figure 6. Implementation of the product



Figure 7. Filling out students response sheets



**Figure 8. Students response sheets**

At this stage, the design that has been developed is then implemented in the classroom. The aim is to find out students' responses to digital pocket book media. This trial was carried out in a learning process situation involving eleventh-grade students at SMKN 1 Udanawu Blitar majoring in online business and marketing. The implementation step is to introduce a product in the form of a digital pocket book and how to use it. In the *first stage* of implementation, the researchers demonstrated a learning product in the form of a Digital Vocabulary Pocket Book to eleventh-grade students of SMKN 1 Udanawu, using a smartphone and followed by the students. In the *second stage*, the researcher explained how to use and usefulness of Digital Vocabulary Pocket Book learning media. In the *third stage*, The researchers distributed student response sheets to each student to provide assessments and responses to the learning product.

5. Evaluation

At this stage, the evaluation was carried out by the researchers on eleventh-grade students majoring in Online Business and Marketing at Udanawu Blitar Vocational High School which was carried out directly by the researchers after product trials were carried out with the help of student response sheets that had been prepared by the researchers to obtain student responses to the learning media that had been tried.

Table 3. Students' responses indicator

Language of the product	
1.	Use of clear language
The term of the product	
2.	Use of good and appropriate terms
Attractiveness of design	
3.	Appropriate font size
4.	The attractiveness of the digital pocket book display is attractive
5.	Interesting book design
6.	Interesting choice of colors used
7.	Interesting pocket book cover
Practical of the product	
8.	Practical and efficient pocket book
9.	Presentation of material that is easy to understand
10.	Easy to use digital pocket book learning media

Interpretation Criteria	
0% - 20%	Strongly Disagree
21% - 40%	Disagree
41% - 60%	Enough
61% - 80%	Agree
81% - 100%	Strongly Agree

From 30 student respondents, a percentage of 94% was obtained which refers to the results according to the level of interpretation of "very agree" that the product can help the learning process. After the trial phase is carried out, the next stage is the revision stage where improvements are made after the results of student responses to learning products are obtained for better learning media results.

## Discussion

This research is similar to research that has been conducted by **Wasiah**(2019) in her research entitled "*Pengembangan Buku Saku Kosakata Dwi Bahasa (Arab-Inggris) Sebagai Penunjang Pembelajaran Bahasa Arab Siswa Madrasah Tsanawiyah Kelas VII Di Kabupaten Kudus Tahun 2019*". **Susanti** (2018) with her research entitled "*Development of Mobile Pocket Book Learning Media Using Adobe Flash Cc Based on Science Literature Biology Lessons for Students at The High School Level*". **Agnasari**(2019) with her research entitled "*Development of Digital Pocket Book Based on Scaffolding of Functional Materials In Class X SMA Tunas Bangsa Lampung Selatan*". **Muliawati** (2019) with her research entitled "*Pocket Book Media Development For Level A1 French Vocabulary Learning*". From this there are several similarities, namely in the focus on vocabulary mastery and in the aspect of knowledge as well as the learning media produced in the form of pocket books, and the differences are only found in the variables studied, namely (Eleventh-grade students majoring in Online Business and Marketing) and (English Vocabulary). Considering English is spoken as a second language in Indonesia and is absolutely crucial in all aspects of life, and particularly in the educational (Husna and Murtini 2019) thus, the researchers feel that this research needs to be done because English is very important not only for learning and gaining knowledge, but also very important for the professional world of work, where English language proficiency should be positioned as a basic skill for work purposes (Fadly 2019) moreover, for Online Business and Marketing Vocational High School students whose graduates are prepared according to basic work in the realm of online-based business and marketing, indirectly in this all-digital era, the international trade war puts digital technology forward as a tool, and it is difficult for business people if communication skills are limited (Tayibnapis 2018). Even today, there are many online stores that in their buying and selling activities use foreign terms that are only known by digitally literate people or consumers, and from here that it is known how important it is to master English vocabulary in accordance with the field of study being studied. Therefore, it is hoped that the existence of learning media in the form of a Digital Vocabulary Pocket Book (DVPB) can support learning in the classroom, especially in the Online Business and Marketing department.

## CONCLUSION

In this study, online business and marketing students English learning was investigated to find out where the potential gaps in improving the quality of vocational high school education in English subject have not been considered in terms of their significance in influencing the integrity of graduates which in the future will be useful when they have entered the professional world, by utilizing existing technology, because one of the tools that can help to learn is technology (Bruce Joyce 2009) so that by utilizing the existence of technology and adequate learning facilities, the researchers obtained finding in the form of a Digital Vocabulary Pocket Book (DVPB) that can help to learn English Vocational High School students, along with the times and learning models that continue to be developed, and updated. Therefore, the researchers formulate efficient learning media for vocational students, especially the Department of Online Business and Marketing (OBM) by considering the benefits for graduates.

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Hopefully, this article can contribute positively to the development of the world of education or for those who want to do further research by examining the efficiency of learning English in the Online Business and Marketing (OBM) department in using this learning media so that the level of efficiency can be stated scientifically.

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