MAJESTY

MASPUL JOURNAL OF ENGLISH STUDIES

The Influence of Handbook Made by KUKIS Program on Student English Vocabulary

Umiyati Jabri[1*], Ismail[2], Ilham Assidiq[3], Ita Sarmita Samad[4], Ahmad Fajrin Setiawan[5]

[1,2,3,4,5] Universitas Muhammadiyah Enrekang, English Education Department, Indonesia
Correspondent Email: umiyatijabri@gmail.com

ARTICLE INFO

ABSTRACT

This study examines the effect of utilizing a handbook developed within the KUKIS program on enhancing students' English vocabulary. Research was conducted in SD Negeri 110 Lura with a population were students of V and VI. The research was carried out using experimental research with a Pre-experimental Research Design with The One-Shot Case Study. Data of research statistical was analyzed by the model of simple linear regression. Results of the analysis indicated that the correlation coefficient value was 0.87 and the determination coefficient value was 0.75. Based on the result, it can be assumed that there is a very high positive linear influence of the handbook made by the KUKIS Program on students' English vocabulary at English learning with a contribution of 76% and equation regression is $Y = 0.75X + 7.06$. These outcomes underscore the substantial positive impact of integrating the KUKIS Program handbook in enhancing students' English vocabulary in an instructional context.

Introduction

Teaching media plays a crucial part in the teaching and learning process. Ibrahim and Nana Syaodih (2003) claim teaching media is defined as everything that can be used to channel messages or lesson content, and stimulate students' thoughts, feelings, attention, and abilities, so as to encourage the learning process. According to that definition, it is obliviously that the teaching media is very functional and important in the teaching and learning process. Teaching media can stimulate student learning or help students especially to concretize various abstract concepts.

Sudjana (2005) argues that the use of media is not seen or assessed in terms of the sophistication of the media, but more importantly its function and role in helping to enhance the teaching process. In addition, Sudjana (2005) explains that in choosing media for teaching purposes, it is better to pay attention to the following criteria: 1. Accuracy with teaching objectives, 2. Support for the content of lesson materials, 3. Ease of obtaining media, 4. Teacher skills in using it, 5. There is time to use it, 6. According to the students' thinking level.

There are so many teaching media that

are usually used in the teaching and learning process. Pictures or photos are the most commonly used media. It is a common language, which can be understood and enjoyed everywhere. Therefore, there is an idiom that says that a picture speaks more than a thousand words.

According to Sadiman, et al (2006) that graphic media/images include visual media. In addition to being simple and easy to manufacture, graphic media are relatively inexpensive media in terms of cost. There are several kinds of graphic media, including pictures/photos, sketches, diagrams, charts/charts, graphs, cartoons, posters, maps and globes, flannel boards, and bulletin boards. As with other media, graphic media serves to channel messages from the source to the recipient of the message. The channel used concerns the sense of sight. The message to be conveyed is poured into visual communication symbols.

Meanwhile, according to Arsyad (2006) the visualization of messages, information, or concepts to be conveyed to students can be developed in various forms, such as photos, pictures/ illustrations, sketches/ lines, graphs, chart charts, and a combination of two or more forms. Photos present illustrations through images that almost match the reality of an object or situation. Meanwhile, the graphic is a symbolic and artistic representation of an object or situation.

The sample of this research was an elementary student at SD Negeri 110 Lura. The teaching media used in this research was the handbag made by the university students of the University of Muhammadiyah Enrekang as the result of the KUKIS program. The content of the handbook media are real picture in the village and then drawn by Fajrin as the KUKIS's participant.

Jusni (2006) suggests that the types of media used as teaching media in elementary schools are pictures, stories, and students' own experiences. Image or photo media is very suitable for use in elementary school, especially in early grades, because image media is very suitable for concrete things that are abstract in the form of images/photos. According to the background, the researcher defines research untitled the influence of the handbook made by the KUKIS program on students' English Vocabulary

Research Method

The research design used is the Pre-Experimental Design of the One-Shot Case Study. In this research design, after being given a certain treatment (treatment), the researcher did the test to measure whether there is a significant influence of the handbook made by the KUKIS program on students' English Vocabulary. The population of this research was all the students of SD Negeri 110 Lura. By applying purposive technic sampling, the sample of the research was the fifth and sixth students of SD Negeri 110 Lura.

This research consists of one independent variable and one dependent variable. The Independent variable was the handbook made by the KUKIS program and the dependent variable was the fifth and sixth students of SD Negeri 110 Lura.

The research instrument used consists of learning outcomes instruments in the form of test instruments. The data analysis technique of student learning outcomes was obtained from the student's scores on the test. The learning outcomes test consists of 10 questions. Scoring provisions are obtained from the number of scores obtained by students from each question item. To analyze student learning outcomes using tests, with the provision of assessment using the formula:

Learning Outcomes: $\frac{total\ score}{maximum\ total\ score}$ X 100

Based on the results of the assessment obtained by students, it can be categorized according to the category Daryanto (2010) as in Table 1. The next step is to test the hypothesis that has been proposed in the study. The second step is the linearity test. A linearity test was conducted to determine whether the handbook relationship and

@Majesty Journal, 2023

student learning outcomes had a significant linear relationship or not.

Table 1. Category Student Learning Outcomes

Score	Category
80 - 100	Very good
66 - 79	good
56 - 65	fair
40 – 55	poor
30 - 39	failed

The next step is a simple linear regression test. A simple linear regression test was performed to calculate the regression equation. By calculating the regression equation, it can be predicted how high the value of the dependent variable will be if the value of the independent variable is changed and to find out whether the direction of the relationship between the independent variable and the dependent variable is positive or negative.

Results and Discussion

The instrument validity test was carried out for each question item. The essay test instrument consists of 10 questions. After the instrument was tested, the instrument was tested for validity through the SPSS 17.0 program. The results of data processing are shown in Table 2. Then r-count is 0.334. If the Pearson Correlation value of the item is greater than the r-table value, then the item is declared valid.

Table 2. Results of the Validity Test of Learning Outcomes Instruments

Question Number	Pearson Correlation	Description
1	0,365	Valid
2	0,331	Valid
3	0,041	Invalid
4	0,763	Valid
5	0,211	Invalid
6	0,542	Valid
7	0,561	Valid
8	0,621	Valid
9	0,413	Valid
10	0,488	Valid

Table 2 can be seen that from all the items tested, there were two items that were not valid, namely questions number 3 and 5. The two invalid questions were automatically discarded.

The reliability test carried out was taken from 35 correspondents with a total of 8 questions. The reliability test was carried out on all items that had been declared valid. To determine the reliability of the instrument, a test was carried out based on Cronbach's Alpha method. The results of the reliability of the test instrument are shown in Table 3.

Tabel 3. Results of the Reliability Test of Learning Outcomes Instruments

Cronbach's Alpha	N of Items
.623	8

Based on Table 3, it can be seen that the Cronbach's Alpha value is 0.623. This means that the questions are reliable and can be used because Cronbach's Alpha value is > 0.60.

Based on the normality test using the SPSS 17.0 program with the One-Sample Kolmogorov-Smirnov method, the results are shown in Table 4. Based on Table 4 it is known that the Asymp value. Sig. (2-tailed) data from the handbook made by the KUKIS program and learning outcomes data are normally distributed because the significance value of both data is more than 0.05, then both data are normally distributed.

Table 4. Normality Test Results

Data	Asymp. Sig. (2- tailed)	Description
Handbook made by the KUKIS Program	0,47	Normal
Learning Outcomes	0,42	Normal

In this research, the data obtained are quantitative data. Quantitative data in this study consisted of student learning outcomes. Data on student learning

outcomes is obtained by giving tests related to learning materials that have been taught. The test given is in the form of multiple-choice questions. The acquisition of student learning outcomes from each experimental class is presented in Table 5.

Table 5. Obtaining Student Learning Outcomes

Category	V	VI
Very good	3	5
good	12	10
fair	-	-
poor	-	-
failed	-	-

Table 6. Linearity Test Results

Data	Sig. linearity	Explanation
Student Learning Outcomes	0,00	Linear

The data that has been obtained is then analyzed to be able to test the research hypothesis, while a series of data analysis tests to be able to accept or reject the hypothesis that has been proposed is as follows. The linearity test is a prerequisite test before performing a simple linear regression test. Two variables are said to have a linear relationship if the significance (Linearity) is less than 0.05. Based on Table 6, it is known that the Sig. linearity value of the data on Student Learning Outcomes is 0.00. The significance value of the data is less than 0.05, so it can be concluded that there is a significant linear relationship between the handbook variable and student learning outcomes.

Table 7. Simple Linear Regression Test Results

Learning outcomes	B	t-count	R	R square	F count	Sig
Constanta	7,06	2,01				
students' English vocabulary	0,89	17,80	0,89	0,78	316,83	0,00

The proposed hypothesis is:
H_0: There is no effect of the handbook *made by the KUKIS program* on students' English vocabulary.
H_a: There is an effect of the handbook made by the KUKIS Program on Students' English Vocabulary.

Based on Table 7, it is known that the regression coefficient is positive so it is known that the regression model is positive or in the same direction, which means Ho is rejected and Ha is accepted. The table also shows that the absolute t-count for the coefficient a is 2.01 greater than the t-table, which is 1.99, and the value of Sig (0.00) <0.05, so Ho is rejected and the coefficient a is significant. Meanwhile, in the regression coefficient b, the t-count is 19.08, which is greater than the t-table, which is 1.99 and Sig (0.00) <0.05, so that H0 is rejected and the coefficient b is significant.

Based on the description of the results of hypothesis testing above, it shows that Ho is rejected and Ha is accepted, it can be seen that there is a significant linear influence and a positive influence on the handbook made by the KUKIS Program on Students' English Vocabulary. This is in line with what was stated by Wibawa and Mukti (1993) that pictures are simple media that can be used well in elementary schools, because the pictures are liked by students, cheap in price, and not difficult to find.

Conclusion

Based on the results of the research conducted, important conclusions can be drawn regarding the influence of the use of the guidebook created by the KUKIS Program on students' English vocabulary in the context of learning English at SD Negeri 110 Lura. The results showed that there was a very high and significant positive linear relationship between the handbooks made by the Student English Vocabulary KUKIS Program with a contribution of 78% and the regression equation was Y = 0.89 X + 7.06. This finding underscores the importance of using structured and directed guidance in learning English. The integration of the KUKIS program in the form of a handbook provides real support in increasing students'

understanding and mastery of vocabulary.

Although this research reveals the positive influence of the KUKIS handbook, it should be kept in mind that other factors such as student learning styles, learning environment, and social interactions can also play a role in learning English vocabulary. Overall, this study shows that the use of the guidebook created by the KUKIS Program has a positive and significant impact on students' English vocabulary development. These results reinforce the urgency of using structured and measurable methods in developing students' English competence in basic education environments.

References

Arsyad, Azhar. 2006. Media Pembelajaran. Jakarta. Rajawali Press

Daryanto. 2010. Evaluasi Pendidikan. Jakarta: Rineka Cipta.

Ibrahim dan Nana Syaodih. 2003. Perencanaan Pengajaran. Jakarta. Rineka Cipta

Jusni, Bainil, 2006. Pendidikan Kewarganegaraan. Pekanbaru

Sadiman, Arief, dkk. 2006. Media Pendidikan Pengertian, Pengembangan, dan Pemanfaatannya. Jakarta. Rajawali Press

Sudjana, Nana .2005. Media Pengajaran. Bandung. Sinar Baru Algensindo.

Wibawa, Basuki dan Mukti, Farida. 1993. Media Pengajaran. Jakarta: Depdikbud

Ismail, I., & Tini. (2020). The Effect of formative assessment on students' grades in learning English. *Maspul Journal of English Studies (Majesty Journal)*, *2*(1), 20–30. https://doi.org/10.33487/majesty.v2i1.313

Purnama, Y., Ismail, I., Noviandri, D., Hendriyani, Y., Nguyen, P. T., & Putu, I. (2020). Expert System in Detecting Children's Intelligence using Certainty Factor. *Journal of Critical Reviews*, *7*(1), 52–55. https://doi.org/10.22159/jcr.07.01.09

Ismail, I., Hasan, H., & Musdalifah, M. (2018). Pengembangan kompetensi mahasiswa melalui efektivitas program magang kependidikan. *Edumaspul: Jurnal Pendidikan*, *2*(1), 124-132.

Jabri, U., & Ismail, I. (2021). Dampak peer review dan lecturer corrective feedback pada kinerja penulisan artikel ilmiah mahasiswa. *Edumaspul: Jurnal Pendidikan*, *5*(2), 579-592.

Ismail, I., Jabri, U., Rahmat, R., & Musdalifah, M. (2017, November). Rubrics-Based Assessment as a Teaching Strategy of Writing Journal for Novice Authors. In *International Conference on Education* (Vol. 1, No. 1).

Ismail, I., & Ramadhan, R. (2019). Improving the students' writing proficiency through collaborative writing Method. *MAJESTY JOURNAL*, *1*(1), 63-76.

Ismail, I. (2017). Is it Application of Extended Writing Truly Push Writing Student Ability? *Edumaspul: Jurnal Pendidikan*, *1*(2), 15-23.