Developing Scrapbook as a Medium to Improve EFL Students' Vocabulary Mastery: A Lesson from Elementary Schools

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Abstract

This study was conducted to examine the feasibility of scrapbook media as a tool to enhance vocabulary mastery among elementary school students, specifically evaluating its validity, practicality, and effectiveness. The research was carried out using a Research and Development (R&D) approach, adopting the 4-D development model which includes the stages of Define, Design, Develop, and Disseminate. The participants in this study were fifth-grade students of elementary schools. Data were collected using several instruments, including validation sheets to assess content and media quality, practicality questionnaires to evaluate usability, and vocabulary mastery tests to measure learning outcomes. The validation process showed that scrapbook media is highly valid, with content validation reaching 91.11% and media validation at 90%, indicating strong alignment with learning objectives and media standards. Furthermore, the media demonstrated practical applicability in classroom settings and showed effectiveness in improving students' vocabulary acquisition, as evidenced by an effectiveness rate of 69.83%. These results support the conclusion that scrapbook media is a feasible and impactful tool for vocabulary instruction in elementary schools. Its creative and engaging format offers an alternative learning medium that can motivate students and support language learning. The implication of this study suggests that educators and curriculum developers should consider incorporating scrapbook-based learning media as part of innovative teaching strategies, particularly for language subjects in early education.

Keywords: Teaching media; Scrapbook; Teaching strategies; Vocabulary mastery

INTRODUCTION

Many nations around the world speak English as their official language. It acts as a communication tool, allowing people from many countries to express themselves. According to Rao (2019), English is used in a variety of fields, including education, health, technology, entertainment, business, etc. English is taught as a foreign language in Indonesia, yet the proficiency levels remain relatively low. Based on EF EPI 2023 research, Indonesia is currently ranked 79th out of 113 countries with an English language proficiency level that is still in the low category (EF Education First, 2023). Bahang et al. (2021) stated that In Indonesia, English is taught as a foreign language starting from elementary school, junior high school, high school, to university. English has an important role as a means to transfer science, technology, art, and culture, as well as to maintain good relations with other countries.

To achieve language proficiency, learners must develop four essential skills: listening, reading, speaking, and writing. According to Sekhar and Rao (2021), effective

learning systems can facilitate students in acquiring vocabulary knowledge, which in turn positively influences second language (L2) learning . Because having a large vocabulary may help people communicate more successfully rather than having limited vocabulary (Yawiloeng, 2020). To help language learners in increasing their vocabulary knowledge, vocabulary acquisition must continue to be prioritized. According to Armelia et al. (2024), a strong command of English vocabulary is essential in supporting the development of the four core English language skills. Therefore, vocabulary mastery plays a significant role in teaching and learning languages, specifically English.

Unfortunately, English skills in Indonesia are still a challenge due to limited vocabulary mastery. Afzal (2019) argued that although expanding vocabulary is essential, it presents many challenges, especially for non-native English learners. Students with limited vocabulary tend to perform poorly in academic courses related to language skills, linguistics, literature, and translation. The significance of vocabulary knowledge in facilitating overall academic achievement, particularly in enhancing reading comprehension, has been systematically acknowledged, with its relevance becoming increasingly prominent in recent years (Pearson et al, 2020). Therefore, an effective learning media is needed to address students' challenges in mastering vocabulary. According to Puspitarini and Hanif (2019), the use of media in the learning process plays a crucial role in facilitating the achievement of educational goals. By using the right strategy and learning media, the students' vocabulary learning experiences could engage and it will lead them to a more meaningful understanding of the words.

Based on the observation and interview with the teacher and the fifth-grade students at SD Negeri 11 Woja, it was found that they do not have any English textbooks. Furthermore, there is no English teacher at the school. As a result, the teacher seeks materials on the internet as an alternative. Moreover, students perceive English as difficult due to the discrepancy between written and spoken forms. The researcher found that during the learning process in the classroom, some students express enjoyment in studying English, while others experience boredom. This is due to their difficulty in comprehending vocabulary. In addition to the lack of books, they also lack learning materials that could effectively support their English acquisition in the classroom. Therefore, students' curiosity about English has decreased. Students mentioned that they prefer reading books and learning from media that involve pictures with minimal text. Certain vocabularies, such as colors and animals, are considered easy to memorize because they are frequently taught by the teacher. However, vocabulary related to adjectives is regarded as challenging to comprehend.

Based on the issues outlined above, the researcher will develop a suitable media to overcome the challenges faced by students, specifically by creating scrapbook for adjective topic that presented in the form of opposite words to help students understand the concept more easily. Rambe et al. (2022) stated that a scrapbook is an album containing images and stories related to learning materials, decorated creatively. According to Zain (2017), a scrapbook is a handcrafted creation that involves arranging pictures and embellishing them with decorative elements. Making a scrapbook requires creativity and imagination to produce an appealing result.

Many researchers have conducted studies on the use of scrapbooks as a learning medium in English language education (Lubis et al., 2023; Faizah et al., 2020; Fellasufah & Mustadi, 2021; Mariana et al., 2024; Khasanah et al., 2024). These studies generally focus on improving students' speaking, reading and storytelling skills through scrapbook-based activities. In addition, some studies have also examined various learning media to improve vocabulary acquisition, such as through song lyrics (Al Anis et al., 2021) and visual media (Reynolds et al., 2022). However, research that specifically develops

scrapbook media to teach adjectives, especially by presenting them in the form of pairs of opposite words, is still very limited.

This research aims to fill the void by developing scrapbooks as a learning medium to improve vocabulary acquisition of fifth-grade students, especially on adjective material presented through opposing word pairs (for example: big-small, happy-sad). The novelty in this study lies in the scrapbook design that uses minimal text and emphasizes visual and contextual clues to introduce the adjective pairs. This approach is expected to improve students' understanding and recall of adjective vocabulary in a fun and interesting way, as well as an alternative to text-based learning resources that have been commonly used in the classroom. Based on previous research, this study aims to: (1) identify the development process of scrapbook media designed to improve students' vocabulary mastery; and (2) assess the effectiveness of scrapbook media in enhancing students' vocabulary mastery.

RESEARCH METHOD
Research Design

This research has used the Research and Development (R&D) method. According to Sugiyono (2017), Research and Development method is a research approach used to develop a specific product and evaluate its effectiveness or feasibility. The type of research used by the researcher is R&D with the 4-D model developed by Thiagarajan, Semmel, and Semmel in 1974. According to Thiagarajan et al. (1974), the 4-D model consists of four stages: Define, Design, Develop, and Disseminate. However, due to budget and time constraints, this research did not proceed to the Disseminate stage, so the scrapbook media could not be produced and distributed in large quantities. Additionally, since the main purpose of this research was to develop and test the feasibility of the media with a limited sample, generalizing the product to a wider context was not the focus. Therefore, omitting the Disseminate stage was considered acceptable within the scope of this research. The researcher chose the 4-D model because it provides a systematic yet flexible framework that allows the learning media design and development process to be carried out in a practical and structured manner. The result is a final product, a scrapbook designed to improve English vocabulary acquisition, that is ready for use in the classroom.

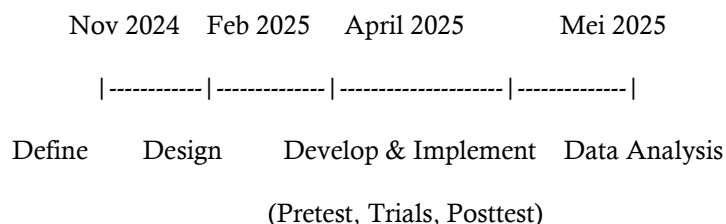### Research Population and Sample

The population of the study consisted of 82 students from elementary students, including 47 boys and 35 girls. Based on the research characteristics, the sample in this study consisted of 14 fifth grade students, including nine boys and five girls, with an age range of 10 to 11 years old. All participants are native speakers of Indonesian and have no formal education in English outside of their formal schooling. The researcher employed the purposive sampling technique, a method that enables the selection of samples based on explicit objectives and considerations of the characteristics and needs of students that are congruent with the research focus. The objective of this sampling method is to ensure that the participants selected truly represent the target users of the developed scrapbook media.

Instruments

An instrument refers to a tool employed by researchers to gather measurements, such as questionnaires or checklists. The selection of the instrument is guided by an analysis of the data requirements needed for the research (Lasmana et al., 2024). The research instrument which has used in this study were validation sheet and test sheet. In this study, the validation completed by the media expert and material expert. Media experts assessed the product based on several aspects, including language, visual appearance, and the benefit. Meanwhile, material experts assessed the product based on material relevance, content feasibility, and language. Although only one expert was

assigned to each domain, the validation sheet used structured and clearly defined indicators with a rating scale ranging from 1 (very poor) to 5 (very good) to maintain the objectivity and accuracy of the validation process. The results from both validators were then analyzed and used as the basis for revising and finalizing the product. Meanwhile, The test instrument in this study divided into two parts: a pretest and a post-test. A pretest was used to measure the condition of the beginning or ability of the participant study before they accept treatment, while the posttest was used to measure improvement ability after treatment.

To provide a clearer overview of the research flow and sequence of activities, a visual timeline illustrating the stages of the study is presented below.

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     Nov 2024   Feb 2025    April 2025        Mei 2025

     |-----------|-------------|--------------------|-------------|

     Define     Design     Develop & Implement  Data Analysis

                     (Pretest, Trials, Posttest)
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Data Analysis

In analyzing the data obtained from the research, the researcher applied data analysis techniques for validity and effectiveness. To assess the validity of the media and materials, validators were provided with validation sheets for each instrument. Meanwhile, the effectiveness of the media was analyzed using the N-gain (normalized gain) test to determine the improvement in students' vocabulary mastery after using the developed scrapbook media. According to Wahyuni (2019), the effectiveness of product development is determined by comparing the pre-test and post-test results. The N-Gain test is a commonly used method to measure the effectiveness of a learning process or intervention in improving students' learning outcomes (Sukarelawan et al., 2024). The criteria for N-Gain scores are divided into three categories, as outlined below.

Table 1
Normalized Gain (N-Gain) Categorization

Scores	Category
N-Gain > 0,7	High
0,3 < 0,7	Medium
N-Gain < 0,3	Low

Source: Sukarelawan et al. (2024)

According to Hake (2002) in Istiqomah et al. (2017), the classification of N-Gain is as follows: 0.7–1.0 = high, 0.3–0.7 = medium, 0.0–0.3 = low, and less than 0.0 = negative gain.

RESULTS AND DISCUSSION
Research Findings
Scrapbook Media

Research and development of scrapbook media is conducted on adjective material in improving students' vocabulary mastery. The research began from define stage. The define stage, resulted in the define stage found that the fifth-grade students do not have any English textbook. As a result, the teacher seeks materials on the internet as an alternative. Moreover, students perceive English as difficult due to the discrepancy between written and spoken forms. Furthermore, during the learning process in the classroom, some students express enjoyment in studying English, while others experience

boredom. This due to their difficulty in comprehending vocabulary. In addition to the lack of books, they also lack of learning media that could effectively support their English acquisition in the classroom. Therefore, students' curiosity toward English has decreases. Students mentioned that they prefer reading books and learning from media which involve pictures with minimal text. Based on the problem and needs at the define stage, the next stage is the design stage.

The purpose of the design stage is to design the scrapbook media for the adjective material, which is part of the fifth-grade English subject. In this stage, the researcher went through three steps. The first was the media selection step. Based on the results of the initial analysis, the researcheres selected scrapbook media to be developed as an instructional media for the English material on adjectives. The next step was format selection. The material used in the creation of this scrapbook was a blank, black-colored album in A5 size (14.8 cm x 21 cm). The album would be filled with colorful origami paper, applying folding and pasting techniques, with learning materials presented within the folds. The designs to be attached to each page were referenced from content available on YouTube. This was then followed by the initial design stage, where the researcher began designing the scrapbook media for the adjective material. The components planned for inclusion in this media were the cover page, personal biography, user instructions for the scrapbook, concept map, Merdeka Curriculum overview, introduction to the material, and examples of adjectives.

The development stage realizes the product development design and test the feasibiity of the developed product. At this stage, the completed media underwent a feasibility assessment to determine its appropriateness for use in the classroom. The media was validated by both a material expert and a media expert, who have a certificate of competence and minumum educational qualifications of masters. The results of data analysis regarding the feasibility of scrapbook media obtained a score of 91,11% from material expert and a score of 90% from media expert. This score indicates that the material and media are categorized as strongly valid.

After the media is declared feasible, the researchers carried out small-scale and large-scale trials. The small-scale trial involved 6 students, while the large-scale trial involved 14 students of the fifth grade at SD Negeri 11 Woja. Before the trials began, a pretest was given to measure the students' initial understanding of the material before using the scrapbook media. The researcher then provided instructions and guidance on how to use the media. During the trial sessions, the researcher also explained the content and features of the scrapbook to help students better understand the material and stay motivated throughout the learning process. After completing the learning, the students then do the posttest. Furthermore, the results of the pretest and posttest of students were analyzed using the N-Gain test.

The results of the students' pretest and posttest analysis can be seen in Table 2 below.

Table 2. Students' Pretest and Posttest Analysis Results

No	Name	Score		N-Gain Test Result (%)	Assessment
		Pretest	**Posttest**		
1.	BW	30	70	57,14	Mod. Effective
2.	F	20	90	87,5	Effective
3.	A	40	80	66,66	Mod. Effective
4.	MY	30	80	71,42	Mod. Effective
5.	RA	20	80	75	Mod. Effective
6.	OA	40	100	100	Effective
7.	RI	20	60	50	Less Effective
8.	AH	50	80	60	Mod. Effective

No	Name	Score		N-Gain Test Result (%)	Assessment
		Pretest	Posttest		
9.	N	40	70	50	Less Effective
10.	AZ	30	100	100	Effective
11.	MKD	50	80	60	Mod. Effective
12.	SPR	20	60	50	Less Effective
13.	SA	50	100	100	Effective
14.	RRA	60	80	50	Less Effective
Average		**35,71**	**80,71**	**69,83**	**Mod. Effective**

It can be seen from the table above that the lowest pretest score was 20, while the highest pretest score was 60. The results of the N-Gain test (%) showed that none of the students fell into the low category (< 30), 10 students were in the medium category (30 < 70), and 4 students were in the high category (> 70). The average pretest score was 35,71, while the average posttest score was 80,71. Furthermore, the analysis of the normalized N-Gain indicated an average N-Gain value of 69,83%, which falls into the moderately effective category. These results prove that the scrapbook media is effective enough to use in the learning process and can improve students' vocabulary mastery.

To better demonstrate the improvement in students' vocabulary mastery before and after using scrapbook media, the following figure displays the comparison between the average pretest and posttest scores.
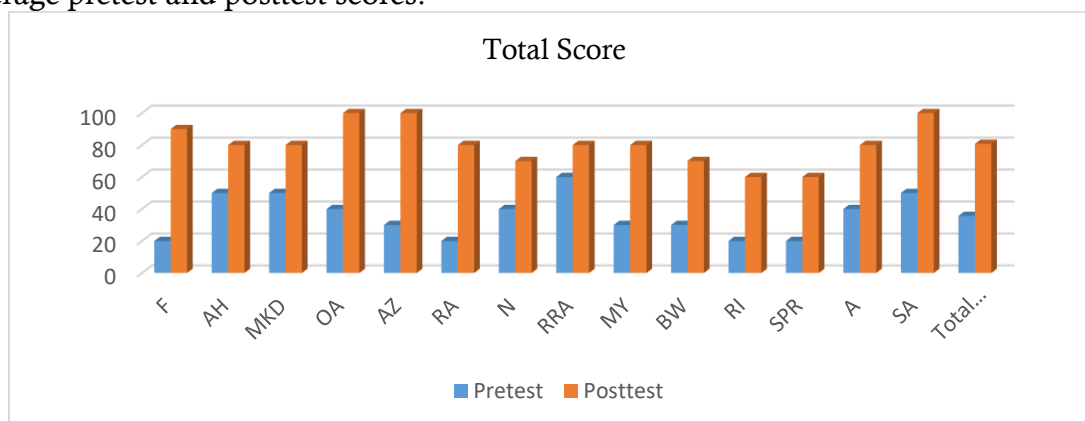

Figure 1. Conversion diagram of students' pretest-posttest scores

The development of learning media in the form of a scrapbook was carried out following the 4-D model proposed by Thiagarajan, with modifications made as necessary. However, the disseminate stage was not conducted in this study and is recommended for future research.

Discussion

This study aims to develop scrapbook media to improve vocabulary acquisition of grade V students. The first stage in the 4-D model is the define stage. At the define stage, observations and interviews were conducted at SD Negeri 11 Woja which showed that students had difficulty learning English due to limited media and learning resources. The results of the analysis showed that the adjectives material was the most difficult for students to understand, so it was chosen as the focus of the media. Furthermore, tasks, concepts, and learning objective analysis were conducted to formulate the materials and indicators to be included in the scrapbook.

The second stage is the design stage. The purpose of the design stage is to design the scrapbook media for the adjective material, which is part of the fifth-grade English subject. In this stage, the researcher went through three steps. The first was the media selection step. The next step was format selection. The material used in the creation of this scrapbook was a blank, black-colored album in A5 size (14.8 cm x 21 cm). The album would be filled with colorful origami paper, applying folding and pasting techniques, with learning materials presented within the folds. This was then followed by the initial design step, where the researcher began designing the scrapbook media for the adjective material. The components planned for inclusion in this media were the cover page, personal biography, user instructions for the scrapbook, concept map, Merdeka Curriculum overview, introduction to the material, and examples of adjectives.

The third stage is the development stage. At this stage, the completed media underwent a feasibility assessment to determine its appropriateness for use in the classroom. The media was validated by both a material expert and a media expert. Once validated, the researcher carried out small-scale and large-scale trials. The small-scale trial involved 6 fifth-grade students, while the large-scale trial involved 14 students from the same grade at SD Negeri 11 Woja.

The stages of validity were carried out to determine the effectiveness and quality of the developed product. In analysing the material and media expert validation sheet, the assessment was carried out by distributing questionnaire to be completed by the validators. The researcher involved one material expert and one media expert, whom are lecturers in the English Education Study Program at STKIP Yapis Dompu. Based on data obtained, the overall feasibility score for the material in the scrapbook media was 91,11%, which falls into the "strongly valid" category. This classification refers to the criteria established by (Arikunto, cited in Diniarti and Sulianto (2023), which stated that a score between 81% and 100% indicates a "strongly valid" category. It means that the material in the scrapbook is considered appropriate for use as learning media for teaching adjectives in English lessons. Meanwhile, the overall feasibility score for the media in the scrapbook was 90%, which falls into the "strongly valid" category. This means that the scrapbook is considered appropriate for use as learning media for teaching adjectives in English lesson. This finding is in line with the research conducted by Shopiyana et al. (2021), who developed scrapbook media for introducing the alphabet to preschool learners and reported that the product was highly feasible for use in teaching students. Both studies suggest that scrapbook media can serve as an engaging and practical tool to support language learning in early education contexts.

The effectiveness of the scrapbook media is based on the result of pretest and posttest analysis test of students. According to Table 2, the N-gain (%) test results showed that none of the students were in the low category (N-gain < 30), ten students were in the medium category (30 ≤ N-gain < 70), and four students were in the high category (N-gain ≥ 70). The average pretest score of the students was 35.71, which increased to 80.71 in the posttest. Furthermore, based on the normalized N-gain analysis, the average N-gain score was 69.83%, which falls into the medium category. These findings directly answer the research question regarding the effectiveness of scrapbook media. The results demonstrate that the scrapbook media is sufficiently effective in improving fifth-grade students' vocabulary mastery, as shown by the notable increase in average post-test scores and the N-gain percentage, which met the effectiveness criteria by Sukarelawan et.al (2024), the N-gain score categorized as medium if the score is 0.3 < n-gain ≤ 0.7 or in percentage in a range of 56% to 75%. Therefore, it can be concluded that scrapbook media is sufficiently effective for use in the learning process.

The finding is in line with the research title "Development of Scrapbook Media to Improve Reading Ability" by Lubis et.al (2023), which stated that the average N-gain

value calculated was 0.55 or the percentage of 55%, which falls into the medium category, indicating a considerable improvement in student learning outcomes. Furthermore, it is also supported by research conducted by Apsari, Nurhayati, and Dewi (2023) who developed scrapbook learning media to improve science learning outcomes of fifth-grade students. In the study, scrapbook media was declared feasible and effective for use in learning because it was able to significantly improve student learning outcomes. The similarity of these results shows that scrapbook media can be widely applied to various subjects at elementary school level because of its interesting, creative characteristics, and is able to motivate students to learn actively. Therefore, scrapbooks can be an effective alternative learning media to help students understand the material, both in science and English lessons. This finding is also in line with the research of Reynolds et al. (2022), who discovered that using multimodal, visual-based learning media significantly increased students' engagement and achievement in language learning. From a pedagogical perspective, this implies that media such as scrapbooks, which utilize visuals, text, and other creative elements, can effectively improve student learning outcomes and motivation in primary school English language learning.

CONCLUSION

This study was conducted with the aim of developing a learning media in the form of a scrapbook on the topic of data presentation that is feasible for use through a structured development process. The conclusions drawn from this research are as follows: The validation results for the scrapbook media showed that the material aspect obtained a validation score of 91.11%, placing it in the "strongly valid" category. Meanwhile, the media aspect achieved a validation score of 90%, also categorized as "strongly valid". Based on these results, the scrapbook learning media has met the validity criteria. Meanwhile, the effectiveness test results for the scrapbook media showed that the average pretest score was 35,71, while the average posttest score increased to 80,71. The analysis of the normalized N-gain resulted in an average score of 69,83%, which falls into the medium category. This indicates an improvement in students' learning outcomes before and after using the product, proving that the developed scrapbook media is effective enough for use.

RECOMMENDATION

This research is expected that the developed scrapbook can be further developed by improving its design, adding more varied vocabulary activities, and integrating cultural elements to enrich students' learning experience. In addition, future research is suggested to conduct a wider trial involving more schools and diverse student groups to test the effectiveness of the scrapbook on a broader scale. It would also be beneficial to consider developing a digital or interactive version of the scrapbook to increase accessibility and flexibility in various learning environments.

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