

# The Development of Vocabulary Learning Media By Using "Mini Walking Dictionary" Refers to the Project-Based Learning to the Students of Vocational High School

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## ABSTRACT

The ability of a person to speak English as a mean of communication both oral and written is influenced by mastering the vocabulary. Unfortunately, the vocabulary lessons are considered as old learning and it's abandoned by English teachers today. "Mini Walking Dictionary" offers the solution. This dictionary is developed from students' project-based learning and enhanced through 4 stages: the define phase, the design phase, the development phase and the disseminate phase. Thus it will create a valid and practical vocabulary media for students. Mini Walking Dictionary has been arranged based on the students' condition and characteristic aspects that all of them have been analyzed in detail. Therefore, Mini Walking Dictionary is very appropriately used to help the English teachers as a first step in overcoming the problems of students who have difficulty in learning English both oral and written.

**Keywords:** *Learning media, the development of learning media, Mini Walking Dictionary, Vocabulary learning, project-based learning.*

### A. Introduction

English is an International language that recognized and used to be able to control global competition. In addition, Indonesia must be ready facing Revolution Industry Era 4.0. According to the minister of Industry, Airlangga, revolution Industry 4.0 means that we must be ready to increase our productivity, open up jobs and open up markets overseas. Then, as released an electronic media National namely Kompasiana that if the generation of Indonesia does not have *good literacy* of Bahasa Indonesia itself and the English as the International language, then it can be assured that Indonesian workers will be eliminated with the foreign labor and unemployment will be increasing swells in Indonesia.

Vocational students are prepared for the corporate world. So, they must be prepared to be able to master the international language. Therefore, all of the English teachers in vocational high school must be more aware to prepare their students to be able to communicate actively or passively by using English. It is caused after graduating from Vocational High School they are being charged in a corporate world around the Industry Revolution 4.0. They will compete with their competitors from worldwide who have good and excellent ability in mastering the technology or English ability either written or spoken

While in Indonesia, English is a *foreign language*. It means that it has a function as a language learned in educational institutions both formal and informal. This is the beginning problems emerged. This is due to the time and place to use English in the classroom is very limited so that the vocabulary who owned will be also very limited. This causes the ability of students to communicate in English both orally and in writing is having difficulty even more serious. It causes they could not communicate good and fluently. This is in accordance with what was said by L. Cohen (1996) in his book *Teaching Vocabularies to English Teacher Trainees* that the ability of a person to be able to use the language as good communication and writing is with the mastery of vocabulary.

Other obstacles in mastering the English language is the lack of students' motivation to enrich the vocabularies and apply it in real communication. The lack of motivation is caused by several things, they are 1) techniques of teaching less interesting, 2) learning materials stimulating the students' vocabulary is boring, 3) There is no teachers' appreciation toward the students' achievement vocabulary 4) Not all children have a complete dictionary/ digital dictionary. If they have, it's very rarely they use it to seek actively vocabulary that they do not know the meaning of.

Based on the issues that have been presented the writer above, needed a method and a creative and innovative media which can give the air of the teaching and learning vocabulary to be fun and different from others.

So, the writer decides to take a media called "*Mini walking Dictionary*". It is a media obtained from the results of the project task students (*Project Based learning*) which then revised and developed by the teacher.

By using the learning media of "*Mini walking Dictionary*", there is no reason for students cannot use English either active or passive because they do not have a dictionary. Furthermore, this dictionary is designed in accordance with the

development of literacy and language on the students in accordance with the level of students' ability. This leads to the positive effects of the students. They will be very helpful with the unfamiliar words found in the text. Automatically, their vocabularies will increase better than before.

## **B. The Literature Review**

### **1. Learning Media**

#### **1.1. Learning Media**

In the etymology of the word, media comes from the Latin *medius* and the plural of the word *medium* which means the broker or introduction. While in Arabic media interpreted *wasala*, which means that broker or introduction to the message from the sender to the recipient of the message.

Now in the terminology (term), some leaders proposed an understanding of learning media as follows:

- a. Gagne (backing Sadiman et al, 1993: 1) stated that the media is the various types of components and their environment.
- b. Gerlach and Ely (1971), said that the media is the man, materials, or events that build a condition or make the students are able to obtain the knowledge, skills or attitude. In this sense, teachers, textbooks and the school environment is a media.
- c. Heinich et al (1982) present the term medium as a mediator who delivers information between the source and the recipient. So television, film photos, radio audio recording, a projected image, materials print, and similar substances are media.
- d. Martin and Briggs (1986), says that learning media includes all resources required to perform the communication with the learning. This can be hardware or software used to the hardware.
- e. Hamalik (1994), learning media are all things that can be used to transmit the message (learning materials), so can stimulate attention, interest, thoughts, and feelings the followings in learning activities to achieve the goal of the teacher can provide examples of specific.
- f. The National Education associations in America ( National Education Association/NEA) as quoted by AECT (1979) defines the media in the

scope of education as all the things that can be manipulated, see, hear, read, and discussed with the instrument used for these activities.

- g. Yusuf Hadi Miarso (2004: 456) proposed that learning media is all the things that used to transmit the message and can stimulate thoughts, feelings, attention, and desire to learn so that they can encourage the learning process that is intentional, aims, and controlled.

Based on explanation of experts in the above we can conclude that what is meant by learning media is a tool that can help the learning process and functioning to clarify the meaning of the message so that they can achieve the goal of education or teacher can provide examples with effective and efficient so that the students will acquire knowledge and skills or the desired attitude.

## **1.2. Learning Development steps**

According to Zaenal Arifin (2009) that there are several measures for the development of learning that must be noted:

- a. **Analyzing the needs and characteristics of the students**

The needs in the teaching and learning process are the gap between what is owned by the students with what is expected.

After we analyze the needs of the students, then we also need to analyze the characteristics of the students, good regarding the ability of the knowledge or skills that have been owned by students previously. How to know it can be with the test or with the other.

- b. **Formulating learning goals (*Instructional objective*) with operational and unique.**

To be able to formulate instructional goals well, there are several conditions that must be remembered, namely: the purpose of the lesson should be oriented toward students; it means that goal really have to assert the behavior of the students that can be done or obtained after the learning process is done. A learning objective should have four basic elements that can we short as an ABCD (*Audience, Behavior, Condition, and Degree*). The explanation of each of the components is as follows:

A = *Audience* is mentioned the target/ audience who made Learning Objectives

B = *Behavior* is stated prioritizing specific expected or that can be done after the lesson

C = *Condition* is mentioned conditions that how or where the target can demonstrate the ability or skills

D = *Degree* is listed the limitations of the minimum levels expected to be achieved.

c. **Formulating the details of the material in detail that supports the achievement of the purpose of**

The arrangement of the formulation of the details of the material is seen from the sub capability or the skills described in the specific purpose of learning so that the material arranged is in order to achieve expected from the activities of the process of the teaching and learning. After a list of the particulars of the material was classified then the next step is to sort them from the simple to the more complex levels and from the things that the concrete to abstract.

d. **Developing of measuring instruments of success**

The success of the measuring devices should be developed before the script program is written. And measuring instruments must be developed in accordance with the purpose of which will be achieved and of learning materials that served. The form of the measurement can be measured through test, observation, assignment or the checklist of behavior.

The instrument will be used by the developer of the media when you test the test from the media programs detriment. As an example, if the instrument of measuring is a test then the students will be asked to do the material the test. Then see how about the result. If the students show mastery of the material is good or not from the effects of the media used or learned through the offering of the media. If it's not so where the layout of the faults are. Thus, the students are asked for the response of the

media, both in terms of the attractiveness and effectiveness of its presentation.

e. **Writing Media Script**

The script of the media is the form of the presentation of learning materials through the media of design which is a reflection of the main material that has been arranged in a good way as it has been described above.

The meaning of the media script programs is as guidance to us in producing media. It means to be the guidance of us in taking a picture and recording the sound. Because this script contains the sequence of pictures and graphics that is necessary taken by the camera or the sound and the voice that must be recorded.

The stages in creating or writing of the script are started from the idea adjusted with the purpose of the lesson. Then the collecting of data and information, writing a synopsis and treatment, scriptwriting, reviewing or revising of the script and revising the script until the script is ready to be produced.

f. **Holding and Revising the test or Experiment**

The test is to test the activities or know the level of effectiveness and the suitability of the media which is designed with the aim of the program. A media program which is considered has been good by its maker, but when the program is not interesting or difficult to understand or stimulates the learning process for the students aimed, then programs such as this, of course, are not good.

## 2. **Vocabulary Learning**

Hirsch (1987) said that some education experts assume that the success of education can be seen from the language teaching capabilities to create students that previously considered *illiterate* became *literate*.

It is the beginning of the vocabulary learning was spared. Because in Indonesia *Illiterate* tends to be over-interpreted as a literacy.

UNESCO defines literacy as the ability to read and write a simple letter.

Does this mean a child by itself is considered literacy only because he can spell letters A B C only? Of course, the concept of literacy is not only as simple as explained above. Literacy is not only related to know the letter on the alphabet but also related to combining into the letters. It means that the ability of the man's literacy also depends on his vocabularies. In other words, the less vocabulary the lower the levels of a man *literacy*. Because of a series of letters formed stranger or even not understood become meaningless for him. An example of a random letters T D A C O G can form some words meaning: *God, junk, cat, tag, cot, sewage, teat*. So the ability to combine a series of words show the success of *literacy*.

To combine the letters to the words means that a person needs the ability to memorize vocabulary permanently or in other words a person requires vocabulary. Because the fewer vocabularies owned so the lower words formed. Thus the main function of the language as a tool making a person can speak can't be reached as the expectation.

Furthermore, the main objectives of the English language learning in order to make "language" is able to be considered as an English Teaching Program giving a larger portion to increase vocabulary. Richard Jack (1976) introduces some fundamental reason why increased vocabulary important inserted in some language syllabus design. The first reason is that the development and improvement of everyone vocabulary progress continuously. The second reason is the knowledge about the meaning of a word is closely related to frequent of the person dealing with the word. The words can also have an association with other words, for example, the *police* can be associated with the words *crime, thief, fear, violence*. The final reason is knowledge of the vocabulary is also closely related to the teaching of the sentence structure. Because the vocabulary is not only enough understood as a concept but needs to be introduced also like a sentence function therein.

Based on the definition above then the writer can be concluded that in the teaching of the English language is required an intensive vocabulary teaching done in a serious and large-scale. Although we as teachers will never know how vocabulary that can be absorbed by each student in a specific period of time, but certainly those who are eager to memorize and broaden the

vocabulary from time to time will be more ready to use the "language" and will be more skilled in either productive or receptivity. Thus it can be said that the teaching vocabulary is a foundation to achieve the skills of *reading*, *writing*, *speaking* and *listening* as the expectation.

### 3. Mini Walking Dictionary

#### 3.1. The Definition of Mini Walking Dictionary

Mini according to Thesaurus.com definition is the same as the objects are small.

While according to the Great Dictionary of Bahasa Indonesia (KBBI), the definition mini is a small size, a little.

According to the Dictionary definition of Internasional.com dictionary is a book which contains the words of the language, organized alphabetically, with the explanation of the meaning; lexicon; vocabulary; a workbook. I apply myself to examine our author; and record anything that might be useful to ensure or describe each word or phrases, accumulated are in the time of the material in the dictionary.

According to the Oxford Dictionary, the meaning of *mini walking dictionary* are:

- a. *Move at a regular pace by lifting and setting down shipbuilders and foot in turn, never cover having both feet off the ground at once*
- b. *Go on foot for recreation and exercise*
- c. *The travel over a route or area) on foot*
- d. *Used to suggest that someone has achieved a state or positions easily or undeservedly*

Based on the explanation of the definitions above it can be concluded that the mini walking dictionary is an activity to walk moved on from one point to another or from place to another to can go to a destination that you want to achieve easily.

Thus it can be concluded that the *mini walking dictionary* is a small book which contains the words of the language which is constructed from one hand to the other hand or from the one to the other to go to one destination point that the having sufficient vocabularies that is so useful to be used for



understanding and mastering the four competencies of language (*speaking, reading, listening and writing*)

#### **4. Project Based Learning**

One of the model of teaching which is recommended in the curriculum 2013 is project-based learning (*Project Based Learning*). According to Beckelt & Miller (2006: 144), project-based learning aims to reconstruct the experience through the process of interactive learning environment a person is viewed as a result of personal experience learners. The task of teachers is guiding, directing and evaluating this experience.

Gora & Sunarto (2010:119) Project Based Learning (PBL) or project-based learning is a method of learning which involve students in systematically learn of basic knowledge and skill to live through an expansion of the process of the investigation, authentic questions, and product design and activities thoroughly.

Project-based learning will be very useful for the students because of the learning methods such as this will help the students learn about how learning by doing (*learning-by*), learning together (*learn together*), learning to resolve conflicts in groups, instilling of the understanding, developing of their creativity, learning in accordance with the needs of the learning about how people learn, building of the networking and publishing the findings and their thinking.

To measure the success of the students, the assessments used is authentic assessment. Authentic Assessment is the characteristic of the 2013 curriculum. The measurements provided are input (input), the process, and Exodus (output) learning (Permendikbud 81a 2013). In implementing the authentic assessment, teachers should pay attention to the seven the following criteria:

- a. Comprehensively conducted to assess the inputs, process and exodus learning.
- b. Integrated with the lesson.
- c. Assess the readiness of the process and the results of studying the learners as a whole.
- d. Includes the jurisdiction of the attitude, skills, and knowledge.
- e. Relevant to the scientific approach in learning.
- f. Not only measures the students' knowledge but measure the learners do.

According to the Newmann & Wehlage (1993) in Johnson (2007: 289) benefits of authentic assessment is as follows:

- a. Expressed in total how good understanding their academic materials
- b. Reveal and strengthen the control of their competence as gather information using the resources, to deal with the technology and think systematically.
- c. Connect learning with their own experience, their world, and the wider community.
- d. Accept responsibility and make choices.
- e. Related and work together with others in performing tasks.

## **A. Research Method**

### **1. Research Method**

The procedure for the development of learning materials using the model of the 4-D advanced by Thiagarajan and His friends in Trianto (2011:189), this model consists of 4 (four) phases: define phase; design phase; development phase and the disseminate phase. More research design can be described in the following procedure:

#### a. Definition phase (*define phase*)

At this stage is done the steps as follows:

- 1) Analyzing the syllabus of English lessons especially for which aims to know whether learning materials *vocabulary* is on the *mini walking dictionary* later in accordance with the competencies that are expected
- 2) Analyzing and reviewing reference book so that in the future the things that are listed on the *mini walking beams are dictionary* will become a significant development to create a glossary of vocabulary students has increased to the eyes of the English lessons. The things that have been analyzed and reviewed include The contents of the book, the questions, and exercise on the tasks given in the book of reference.
- 3) Learning the characteristics of the learners to facilitate drawing up the vocabulary learning level is given.

b. Design Phase

The results of the design phase used on the stage of design. At this stage, the actions that will be done is designing *a mini walking dictionary* based on *project-based learning*.

c. Develop Phase

At this stage the action is done as follows:

1) The validation phase

Validation used is the validation of the materials and media. Validate the material to see whether learning media vocabulary in the form of *a mini walking dictionary* that has been designed in accordance with the syllabus of subjects (Arikunto, 2012:82)

Media validation function to see whether the design of the *mini walking dictionary* that has been designed in accordance with the elements that have been designed consulted and discussed with the experts. Validation activities done in the form of filling the validation sheet and discussion until the obtained learning media vocabulary in the form of *a mini walking dictionary* is valid and worthy used.

2) Practicality Phase

The practicality phase associated with the usage of *mini walking beams dictionary* that can be tested by using *mini walking beams is a dictionary* that has been declared as a valid instrument by the validator. The trial was done to view the practicality of *mini walking dictionary* that has been designed by filling out a questionnaire that has been provided to the teachers and students. *Mini Walking Dictionary* stated practical if learners do not find some difficulties in use. If the results have not yet practical, then the next stage is taking the improvement so that the *mini walking dictionary* can be stated practical.

3) The Effectiveness Phase

At this phase, the activities focused to evaluate whether *mini walking dictionary* can be used to achieve the effective goal to enhance the glossary of students' vocabulary. And also it can be used to affect the development of the other four language competencies. The aspect of the effects observed in the use of *a mini walking dictionary* is through the learning activities by using *a mini walking dictionary*. While learning

activities known through the spread of questionnaires learning activities which is filled by the students and teachers.

d. *Disseminate Phase*

The spread of the phase is done to promote products that can be received by a user both individuals a group or system.

## 2. Research instrument

The research instrument developed to collect data in this research is as follows:

a. The Instrument of Validity

The instrument used to measure the validity of whether *mini walking dictionary* that has been designed valid or not. The validation sheet on this research consists of: 1) validation sheet for the media; 2) validation sheet for the materials.

b. The Instrument of Practicality

The instrument used to test the practicality. The instrument used in the form of practicality questionnaires, this process aims to obtain information from teachers and learners of the practicality of a *mini walking dictionary* developed.

c. The Instrument of the Effectiveness

To test the effectiveness of the *mini walking dictionary* is done by viewing the students' learning activities by using questionnaires.

## 3. The Technique of Data Collection

To get data required in this research used the technique of data collection in the form of questionnaires. Questionnaires are a data collection technique done by giving a set of written questions to the respondents to answer. (Sugiyono, 2012: 142).

a. the Validation Sheet of The Material and Media

The validation sheet of the material contains some evaluators response. This sheet consists of the validation of the material and media. The criteria of assessment aspects of the validator in the validation process of *mini walking dictionary* cover technic, contents and design aspects.

b. The Instrument of Practicality

The instrument of practicality contains the teacher's and learner's response to give the implementation, usage, and benefits of a *mini walking dictionary*. The Instrument of practicality uses the questionnaires test. This process aims to obtain information from teachers and learners of the practicality of *mini walking dictionary* developed.

- c. The effectiveness of the instrument

We can see the effectiveness of the media by using the questionnaires of the student's learning activities.

#### 4. The Techniques of Data Analysis

The data obtained from the various instruments consist of the validity of data, the practicality, and the effectiveness. The validity of the data obtained from the validation sheet, the data of the practicality obtained from the practicality questionnaires of the teachers and learners, while the effectiveness of the data obtained from the questionnaires of the learners' activity. The data has been analyzed by qualitative and quantitative. The data questionnaires analyzed quantitatively, then the results of quantitative analysis will be drawn a conclusion.

The techniques of Data Analysis, practicality, validity and effectiveness are explained as follows:

- a. The validity of the data from the validator toward all of the aspects considered and presented in the form of the table. Then search for an average of the score by using the formula:

$$R = \frac{\sum V_{ij}}{nM}$$

Source: Mulyardi (2006:82)

Description:

- R = an average of the assessment results from the Validators  
 V<sub>ij</sub> = assessment scores of experts/I experts toward the criteria to the j  
 N = many experts assess  
 M = many criteria

- b. The Analysis of the Practicality of *Mini walking Dictionary*

The trial of data practicality of *mini walking dictionary* seen from questionnaires which have been filled by the students and teachers.

Questionnaires are arranged in Likert scale using the positive and negative statements in accordance with the opinion of Sudjana (2005: 109) so that a positive statement to obtain the highest point with the details of the following:

- 1) Strongly agree (SA) with the score point of 4
- 2) Agree (A) with the score point of 3
- 3) Do Not Agree (DNA) with the score point of 2
- 4) Strongly disagree (SD) with the score point of 1

How to give the value of practicality:

$$\text{The Practicality Value} = \frac{\text{score obtained}}{\text{the highest score}} \times 100\%$$

In Suwarti Suharsimi (2008: 49) provide practicality assessment with the criteria:

<b>The value (in%)</b>	<b>The assessment</b>
0 – 54	Not very practical
55 – 64	Not handy
65 – 79	Practical
80 – 100	Very practical

*Mini walking Dictionary* said practical when the results obtained is  $\geq 65\%$ .

c. Analysis of the effectiveness of *Mini Walking Dictionary*

The Data about the students' learning activities toward the learning activities are analyzed using the technique of the percentage stated by Sugiyono (2010: 418) as follows:

$$\text{Percentage} = \frac{\text{the answer score for each item}}{\text{the number of the ideal score item}} \times 100\%$$

The results obtained will be interpreted using the following criteria:

<b>The value (in%)</b>	<b>The assessment</b>
0 – 20	Very low
21 – 40	Low
41 – 60	Average
61 – 80	High
81 – 100	Very High

*Mini walking Dictionary* developed said effective when the effectiveness of the instrument that consists of questionnaires of learning activities obtaining the results with the criteria of  $\geq 60\%$ .

## **B. The Result and Discussion of the Research**

### **1. Definition phase**

#### **a. Syllabus Analysis**

This analysis product related to the learning media of *mini walking dictionary* produced is already in accordance with KI and KD located on the syllabus. So that the products manufactured will not come out from what is listed in the syllabus.

#### **b. Media Analysis**

This analysis related to the vocabulary of the material developed on the *mini walking dictionary* has been significant enough to create a glossary of students' vocabulary of the English lessons increasingly. It is caused by the students are always stimulated to improve their vocabulary through *the mini walking dictionary*. So without they realize what they have done, the development of their vocabulary is quite significant compared to before.

#### **c. Analysis of the Learners**

This is aimed to know the characteristics of the learners who become the subject of research. The analysis regarding the condition and characteristics of the learners include age, the motivation of subjects, academic ability, psychomotor, skills in the social, interest and talent and the tendency of learning style and also the basic skills which are owned by the learners. Using *mini walking dictionary* students are more enthusiastic to add their vocabulary that they possess and also it is influential to help them develop their ability to *speak, reading, listening and writing*.

### **2. Design Phase**

On this phase for designing *mini walking dictionary*, consists of two stages:

a. The initial design

The production of the learning media this lesson begins with the collection of the project vocabulary collected by students. The project vocabulary is a collection of vocabulary is not yet known by students who found on the subjects in accordance with the stages of the class. To make it easy for students to save the memory of the words that they find, then students create vocabulary has become a sentence. They will exchange the vocabulary between one to the others until they can memorize the entire target vocabulary that must be mastered in a certain topic or theme or basic competence.

b. The Production of *Mini Walking Dictionary*

The Production of *mini walking dictionary* refers to the development of the initial *mini walking dictionary* which has been arranged in the framework in the initial design. The production of this phase must be referred to the syllabus and reference books used at each level of the class. So, a *mini walking dictionary* product is very relevant used by students based on their level of language ability.

### 3. Development Phase

This development phase aims to produce a *mini walking dictionary* which is valid, practical and effective. The development phase can be explained as follows:

a. **The validity of the experts and the material of the *Mini Walking Dictionary***

The trial of materials validity is in the form of assessments questionnaires by the fulfilled by the experts of material in the development of *Mini walking dictionary*. It means that the *mini walking dictionary* is one of the developments of learning media. So, the contents must be appropriate with the syllabus, having the value of usefulness and worthy to be used for the students.

b. **Testing The Practicality of *Mini walking Dictionary***

The practicality of learning media of *mini walking Dictionary* obtained from the response of teachers and learners who obtained through the questionnaires of practicality.



- 1) The practicality of mini walking dictionary according to the teachers' assessment.

The Questionnaires of practicality on English teachers used to get the practicality of level data in the mini walking dictionary which consist of three aspects namely implementation, usage and benefits. And using *a mini walking dictionary* is very practical to facilitate teachers in preparing the students to add the vocabulary that they possess in an enjoyable way.

- 2) The practicality of mini walking dictionary according to the students' assessment.

By using the product of mini walking dictionary, students find it easier to understand the materials of English presented because the vocabulary they have increased. From the results that have been counted, shows that the *mini walking dictionary* refers to *project-based learning* is practically used by students.

- 3) The test of the effectiveness of mini walking dictionary

At this phase, it has been proven that *mini walking dictionary* can be used to achieve the effectiveness in improving the students' vocabulary students, and it's also certainly highly influence the development of the other skill language competence. It's around the four competence intended. In other words, the mastery of English competence through the vocabulary learning media by using *mini walking dictionary* will make students become more skilled in English both actively and passively.

#### **4. Disseminate phase**

The Products of *the mini walking dictionary* is a product of learning media that can be used by teachers as a stimulant to learning vocabulary to the students. As we know that, teaching and learning vocabulary is one method that has long been abandoned by the teachers at this time. This product is a very worthy developed and promoted to improve the quality of learning English especially to improve the students' vocabulary. It can be reached the maximum level point if this product can be promoted not only

for our students but also it can be used broadly and extensively in an English teacher association or the others English association.

## **C. The Conclusions and Suggestions**

### **1. The Conclusions**

- a. *The mini walking dictionary* is a new breakthrough made as one of the vocabulary learning media.
- b. *The mini walking dictionary* refers to the *project-based learning* significantly can help students to increase their vocabulary. Furthermore, in a design phase, the teacher should be able to optimize the instruments and some stimulants needed to the students in order that they are able to maximize this project.
- c. The production of mini-dictionary that is compatible with the needs of the students in the condition and characteristics of the learners, it must be organized based on the phases of such as defining the phase, planning phase, development phase, and disseminate phase. If the mini walking dictionary has been through the phases, the products produced significantly will create "qualified learning vocabulary".
- d. The vocabulary learning by using mini walking dictionary can afford and make the students understand in various things such as; the students are able to understand the reading text easily, the students are more able to finish their tasks and resolve many kinds of English test given, the students are able to make a simple writing by using the vocabularies that have been mastered, the students are more able to be confident in communicating verbally because they have sufficient words as the speaking materials although, in term of weaknesses, they have been having some errors in their pronunciation, etc.

### **2. Suggestions**

Based on the conclusions above then it is recommended to the English teachers to:

- a. Making this research as a reference for teaching vocabulary as a stimulant to develop four domain of language skills (listening, speaking, reading and writing).
- b. Taking some advantages of the results of this research in order that the teacher can apply or even can create a qualified product of learning media especially in a vocabulary learning that has long been ignored by some teachers in nowadays English learning.
- c. Creating different research but it has been having the same presentation, it's about the development of learning media. Because the learning media produced has been focusing on vocabulary learning. Thus, it is expected

the results of this research can be used as a guide to create and develop a product of learning media that is more qualified.

Based on the result of this research, it has been described in detail that the vocabulary learning is very important to the students for increasing the glossary of their vocabularies so the ability of their communicating will also have the significant progress. Therefore, the students should do some actions as follows:

- a. Optimizing the using of mini walking dictionary maximally although they are not having the class. They can use it inside and outside of the class. The more often students interact in using this dictionary, their vocabularies will also increase significantly.
- b. Being autonomous in studying English by using this dictionary. It means that the students are not up to the teacher's command in the class. Because of their dependence will inhibit the creativity and ability of the students in stimulating their communicating ability.

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