

## Developing bilingual expressions pocketbook for secondary students at Assalafiyah Language Center (ALC)

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### ABSTRACT

The objective of this research was to develop bilingual expressions pocketbook. This research used the type of research and development (RnD) that applied the ADDIE model, which employed five steps, including analysis, design, development, implementation, and evaluation. The product of the research was bilingual expressions pocketbook. The contents of the pocketbook consist of a cover, vocabularies of each topic, and the expressions of each topic. This research was conducted in ALC's Secondary Students at Assalafiyah, which contained 27 students. In collecting data, the researchers employed some techniques like interviews, questionnaires, tests, and documentation. The result of this research showed that the validation result from the material expert was an average of 3.5. It was categorized as very good. The validation result from the media expert was average, which is 3.6. It was categorized as very good. Therefore, it can be concluded that developing bilingual expressions pocketbook is appropriate to be implemented at ALC. Also, the development of a bilingual expressions pocketbook for Secondary Students at Assalafiyah Language Center (ALC) holds significant promise for enhancing language learning and communication skills. The design phase focuses on creating clear and measurable learning objectives, selecting appropriate instructional strategies, and devising assessment methods that cater to the unique bilingual context. The pocketbook provided students with a handy reference for learning and practicing common bilingual expressions. Also, it can increase students' motivation and engagement in learning vocabularies.

**Keywords:** Assalafiyah language center (ALC); bilingual expressions; material development; pocketbook

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## INTRODUCTION

The rapid development of science and technology calls for improved education. It can sharpen existing skill gaps. Improved education can ensure a workforce prepared for the jobs of tomorrow and bridge the gap between education and industry needs. Also, education has an important role to play in generating the next generation of a nation that is reliable and qualified according to the needs of the future. Education in the 21st century is an education that integrates knowledge, skills, attitudes,

and mastery of technology (Kurniati et al., 2024). Education is a basic need and right of every human worldwide, including Indonesia. Education in Indonesia plays a role in improving the quality and optimizing the development of a student's abilities in knowledge, skills, spiritual growth, behavior, and personality in society (Sule, 2024). An educational process that runs effectively and efficiently requires adequate and very supportive learning resources, teaching materials, and learning media in the learning process (Nabilah et al., 2021). Therefore, education must have a great interest in following technological developments. here is a need for an improvement in the quality of education that can support the development of an increasingly advanced era. Improving the quality of education refers not only to the development of pupils but also to the skills of educators in developing and implementing learning strategies that stimulate students' activity (Safrida et al., 2023). The students need improvement that are the learning of foreign languages. English and Arabic are subjects that require the ability to understand vocabulary as part of language and communication skills. Therefore, a foreign language is an important international language to master or learn. This is due to the lack of learning media used in the ALC classroom. Besides, students do not have the initiative to find vocabulary or expression in various learning sources. Therefore, it is necessary to develop learning media that can motivate students to communicate in their day-to-day lives. According to (Supardi et al., 2012), "the use of learning media at the learning orientation stage will greatly help the effectiveness of the learning process and the delivery of messages, as well as the content of the lesson at that time." The use of media in learning, or so-called media learning, in the teaching and learning process can arouse new desires and interests, arouse motivation and stimulation of learning activities, and even have psychological influences on the students.

In the dynamic landscape of language education, fostering effective bilingual communication skills is critical, particularly in institutions dedicated to linguistic proficiency (Pulatbek, 2023). Assalafiyah Language Center (ALC), as a hub for language learning, recognizes the need for innovative resources to enhance the language capabilities of secondary students. ALC's primary function seems to be providing language training programs and learning services to students. It is an independent institution within the Yayasan Asslafiyyah Mlangi foundation in Yogyakarta, Indonesia. There's an emphasis on serving the educational needs of the associated boarding school (Pondok Pesantren Assalafiyyah) by offering language courses for students and possibly staff. The curriculum at Assalafiyah Language Center typically includes a combination of language skills development, such as speaking, listening, reading, and writing, as well as grammar, vocabulary, and cultural aspects related to the language being taught. In response to this imperative, the initiative to create a "Bilingual Expressions Pocketbook" has been undertaken. This pocketbook is conceived with the aim of providing a comprehensive and accessible tool for secondary students at ALC, equipping them with a rich repertoire of expressions in both their native language and a target language. The dynamic and multicultural nature of language learning at ALC makes this endeavor not only practical but also essential for the holistic development of students.

As we delve into the intricacies of language acquisition, we acknowledge the diverse linguistic backgrounds of our students. The bilingual expressions pocketbook is designed to bridge these linguistic gaps, offering a versatile resource that aids in the seamless transition between languages. Whether it's navigating a conversation, writing a composition, or expressing thoughts creatively, this pocketbook is intended to serve as a reliable companion for students navigating the realms of both their primary language and the target language. In the forthcoming sections, we will delve into the meticulous process of creating this pocketbook, ensuring that it aligns with the unique linguistic challenges and learning objectives of the students at ALC. Through this endeavor, we aim to empower students with a practical and user-friendly tool that not only enhances their language proficiency but also fosters a deep appreciation for the rich tapestry of languages they encounter at Assalafiyah Language Center.

Bilingual pocketbooks, compact and portable language resources, play a crucial role in language education by providing learners with immediate access to expressions, vocabulary, and cultural nuances in two languages (Sakinah et al., 2023). These bilingual pocketbooks are essential resources

for language learning. With instant access to vocabulary, expressions, and cultural nuances in two languages. It is perfect for beginners seeking foundational knowledge or advanced learners looking to develop their skills. Because of their small size and ease of carrying pocket, it can make the students practice their language abilities anywhere at any time. This literature review above explores the significance of bilingual pocketbooks in language education, examining their impact on language acquisition, cultural understanding, and the overall learning experience.

Pocketbooks can be developed at every level of education and according to the needs of students. A pocketbook is a small book which contains information that can be stored in a pocket so that it is easy to carry everywhere (Afrianti et al., 2021). While the pocketbook can also be interpreted as a book with a small size so that its use is more efficient, practical, and easy to use (Herawati et al., 2020). Based on the two opinions above, it can be concluded that a pocketbook is a small, attractive, practical book to carry anywhere that contains some material. According to (Istianah, 2017), "a pocket book is a book with a small size, is lightweight, can be stored in a pocket, and is practical to carry and read." Another definition states that "a pocket book or pocket book is one of the forms of printed learning media whose shape is almost the same as a booklet; only this pocket book was designed to be smaller and more practical so that it can be taken anywhere." (Armelia et al., 2019). This pocket book is used as a tool to convey information that contains vocabulary and expressions, so that it can develop the potential of the student.

Moreover, Bilingual pocketbooks serve as portable language learning companions, offering learners a convenient and accessible way to enhance their language skills. By providing learners with quick references to expressions in both languages, these pocketbooks contribute significantly to the development of language skills, promoting fluency and accuracy.

Bilingual pocketbooks emerge as valuable tools in language education, contributing to enhanced language proficiency, cultural understanding, and practical language application. As technology continues to evolve, the integration of pocketbooks with digital tools presents exciting opportunities for further research and innovation in the realm of bilingual language learning. The existing body of literature underscores the importance of these compact resources in fostering effective and engaging language education practices.

Furthermore, the process of developing the pocketbook sheds light on underdeveloped instructional strategies for teaching bilingual expressions. This gap emphasizes the need for innovative and effective methods that instructors can employ to seamlessly integrate bilingual expressions into their teaching, ensuring a more engaging and impactful learning journey for the students. Through this ongoing exploration, it becomes evident that there is a potential gap in providing students with ample opportunities to practice and apply bilingual expressions in authentic communication scenarios. Bridging this gap is crucial for ensuring that the language learning experience extends beyond the classroom, allowing students to develop practical communication skills applicable in real-life situations. As the journey to develop a Bilingual Expressions Pocketbook for Secondary Students at Assalafiyah Language Center (ALC) unfolds, it becomes apparent that there are notable research gaps within the current landscape of language education. The absence of a dedicated resource focusing on bilingual expressions for secondary students highlights a critical gap that the pocketbook seeks to address. The lack of such specialized materials suggests a potential oversight in meeting the unique linguistic needs of students at ALC, calling for a tailored approach to enhance their bilingual proficiency. The ALC is an independent institution under the Mlangi Assalafiyah Foundation, which officially opened in August 2020. ALC in Assalafiyah was one of many madrasah under Pesantren Assalafiyah foundation. It is located at Mlangi Nogotirto Sleman regency. This pesantren has some formal education institution. There are Tsanawiyah (Islamic Junior High School), Aliyah (Islamic Senior High School), SMK (Vocational School), and ALC (Assalafiyah Language Center). Based on the observation, it can be said that this school is well suitable as a subject because of their high curiosity toward knowledge and even in these languages, English and Arabic. ALC has a major foreign language training program in English and Arabic for academic students, so academic foreign language skills are improved to support the education of the Assalafiyah Mlangi. Some of the citizens who take foreign

language courses at ALC still need a learning medium to understand the vocabulary and expressions in English or Arabic. The right learning medium is the development of "pocketbook expressions," which can be directly used or practiced in everyday communication. Moreover, the exploration reveals a limited integration of the local context within existing language education resources. The omission of cultural and linguistic nuances specific to the community may create a gap in students' ability to connect with the material on a deeper level. Recognizing and addressing this gap becomes essential for fostering an environment where language learning not only encompasses proficiency but also a rich understanding and appreciation of the local linguistic and cultural fabric.

Hopefully, development of a Bilingual Expressions Pocketbook for Secondary Students at Assalafiyah Language Center (ALC) holds significant significance and contributes to various aspects of language education and student development: enhancement of bilingual proficiency, cultural understanding and appreciation, effective communication skills, customization to local context, support for language learners, educational innovation, and long-term language sustainability. In summary, the development of the Bilingual Expressions Pocketbook at Assalafiyah Language Center is a multifaceted contribution to language education, cultural understanding, and the overall development of students. Its significance lies in its potential to shape bilingual, culturally aware, and effective communicators, fostering a positive impact on individuals and the broader community.

## METHOD

### *Research design*

This study was research and development (RnD) research. Research and development was a research method used to produce a particular product and to test the effectiveness of such a product (Sugiono, 2016). "The ADDIE model (Analysis, Design, Develop, Implement, and Evaluate) was chosen because it was based on the consideration that this model was developed systematically and leaned on the theoretical foundation of learning design." (Tegeh et al., 2014).

### *Research setting*

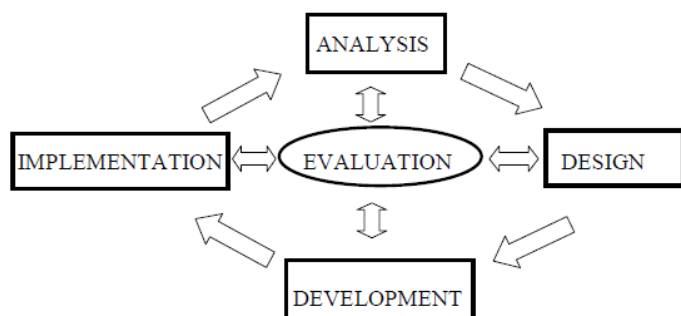
This study was conducted in ALC' secondary students at Mlangi, Sleman, Yogyakarta which contained 27 students.

### *Research procedure*

This study used Research and Development (RnD) model consisting of five stages namely: (1) analysis (2) design (3) development, (4) implementation, and (5) evaluation. The design of the ADDIE model can be seen in Figure 1 below:

**Figure 1**

*The ADDIE model*



#### 1. Analysis

The first step tried to identify the goals and objectives of the instructional program and to determine the skills and knowledge that learners need to acquire. The researcher started with the analysis stage by interviewing he students to identify their proficiency level, areas of interest, and challenges in

bilingual learning and analyze existing bilingual expression resources to identify gaps and areas for improvement. Indeed, the researchers observed the teaching and learning implementation in the class to know the teaching method used by the instructors.

## 2. Design

In this second step, the researchers planned for the bilingual expression pocketbook based on the analysis findings. The researcher started with creating a content of pocketbook, the designing the layout and structure of the pocketbook, considering factors like readability, visual appeal, and user-friendliness. So that bilingual expression pocketbook developed can increase interest and learning outcomes in ALC.

## 3. Development

Here, the researchers started creating the bilingual expression pocketbook based on the design specifications. Then, the researchers wrote, compiled, and organized the bilingual expressions in the pocketbook ensuring accuracy and relevance. In the design plan that had been carried out, the researchers began to develop a bilingual expressions pocketbook that contains a cover, table of contents, vocabularies and expressions.

## 4. Implementation

The researchers conducted a limited trial with randomly students of ALC were taken. In this study, the data were obtained in the form of teacher responses, student responses, and the results of the pretest and posttest scores of the students in the learning process using bilingual expressions pocketbook. Moreover, implementing the instructional program with the target audience and monitor the learning process and provide support as needed.

## 5. Evaluation

This evaluation stage was the stage of bilingual expressions pocketbook that achieved the goal of developing bilingual expressions pocket book. In this evaluation phase, the researchers made an effort to follow up on feedback regarding the content of the pocketbook and the learning process. One of the actions taken was editing and revising the substance of the book to align it with the learning needs. This involves incorporating suggestions and making adjustments to ensure that the content of the book is tailored to the requirements of the learning experience. In a limited research trial consisting randomly students.

### ***Data collection techniques***

Data collection techniques were questionnaires, interviews, and tests. The data collection instruments used were media expert instruments, material expert instruments, student response questionnaire instruments, teacher response questionnaire instruments and student test question sheets.

### ***Data analysis***

Whereas, the data analysis of the study were analysis data qualitatively and quantitatively. Teaching material validation instruments in the form of material and media expert assessment instruments on teaching materials through assessment sheets. The assessment sheet contains indicators of eligibility in teaching materials. The validation assessment sheet is in the form of a scale Likert scale with 4 answers. Then, the teacher and students' response questionnaire have answers consisting of four choices, each answer has a value that will be calculated which will be used as a reference for approval of the benefits of the bilingual expressions' pocketbook implemented for students.

## RESULTS AND DISCUSSION

This study provided information about the stages of preparation of bilingual expressions pocketbook learning media and the implementation of media results related to the effectiveness and feasibility of pocket books in learning in the following discussion.

### *Product development stage*

#### *Analysis*

In the initial phase of developing the Bilingual Expressions Pocketbook for Secondary Students at Assalafiyah Language Center (ALC), a thorough need analysis was conducted to identify the specific requirements and challenges faced by the students in their language learning journey. This comprehensive examination aimed to gather insights into the linguistic needs of the students, ensuring that the content and design of the pocketbook would be tailored to meet their unique educational context. The most crucial phase is to analyze students' needs, where teachers use their learning needs, wants, and even shortages as a framework to build courses or resources (Kholis & Azmi, 2023). The need analysis began by assessing the current proficiency levels of the students in both languages, namely English and Arabic language. This involved reviewing previous assessments, language courses, and educational materials to understand the baseline of students' language skills. Additionally, surveys and interviews were conducted with both students and instructors to gain a deeper understanding of the areas where students felt they needed additional support and resources.

Furthermore, the cultural context played a crucial role in the need analysis. Understanding the local linguistic nuances, common expressions, and cultural references was deemed essential to ensure that the pocketbook not only enhanced language proficiency but also reflected the cultural richness of the community. Collaborative discussions with instructors and community members provided valuable insights into the cultural aspects that could be integrated into the pocketbook content.

The need analysis also explored the preferences and learning styles of the students. Understanding how students engage with educational materials, their preferred modes of learning, and the challenges they face in bilingual education informed the design and delivery strategies for the pocketbook. Surveys and focus group discussions were utilized to gather qualitative data on these aspects, providing a holistic view of the students' learning needs.

Based on interview result with the teacher on October, 30th 2022, the information found as follows:

1. Teacher does not have textbooks or materials about expressions in daily live.
2. The students need teaching media that are able to assist the students in the learning process.

The researcher conducted need analysis with the aim of obtaining information for reference for the development of bilingual expressions pocketbook. The following were the interview transcript from both researcher (R) and instructors (I):

**R:** Can you tell me the process of teaching and learning in Assalafiyah Language Center (ALC) class?

**I:** The Assalafiyah Language Center (ALC) followed a structured approach to teaching and learning Arabic, focusing on both traditional methods and modern pedagogical techniques. Here's an overview of the process:

1. ALC designed its curriculum to cater to different levels of proficiency, from beginners to advanced learners. The curriculum typically included reading, writing, speaking, and listening components, with a focus on grammar, vocabulary, and comprehension;
2. Classes at ALC were conducted in small groups to facilitate interactive learning and individual attention. Qualified instructors led the classes, employing a variety of teaching methods such as lectures, discussions, group activities, and multimedia presentations;

3. Each lesson was structured to cover specific language skills and concepts. Instructors may begin with a brief review of previous material before introducing new topics.

**R:** What method do you implement when teaching English in ALC Class? What make it different with the general class?

**I:** I taught by explaining materials I front of class and the students listened enthusiastically.

**R:** What media do you use when teaching English in ALC class?

**I:** In fact, in this ALC class there was no standard guidebook or module that can be used by students simultaneously. Basically, every time I teach, I just made teaching materials like a summary. This was our task to develop complete material in the form of textbooks, especially bilingual ones, to facilitate students being able to learn two languages at once

**R:** Please explain what students' abilities are in mastering English?

**I:** Basically, the average students' language skills were still relatively basic. There needs to be strengthening primarily in mastery of English vocabulary and literacy. Students' speaking skills also still need to be improved by getting used to speaking the language every day. However, it was very important to have a bilingual textbook, at least as additional material in learning a language and as a guide and guide

**R:** What is the students' learning motivation in the ALC class so far?

**I:** In fact, students' learning motivation was very high as evidenced by their attendance and enthusiasm in receiving every lesson given. Many questions were asked by students.

**R:** What kind of language learning do you want in class?

**I:** I want language learning in class that was fun, lots of input, discussions and games. I think the existence of bilingual textbooks can encourage us to learn both English and Arabic. We'd love to have a hands-on guidebook

**R:** Can you explain how you have studied in class so far?

**I:** I really enjoy learning languages in the ALC program because I really want to master two languages at once. I entered the ALC program and was very happy because of the choice from several student selections.

**R:** Are you motivated in learning language in this ALC class?

**I:** I was very enthusiastic about taking part in this program because it provided a platform for mastering two languages at once which can later be used as preparation for future work

### ***Design***

After the needs analysis is complete, the next step is to design the pocketbook. In the design phase of the development process for the Bilingual Expressions Pocketbook at Assalafiyah Language Center (ALC), careful considerations were made to ensure that the pocketbook would be a well-crafted and effective tool for secondary students. In designing the pocketbook, the researchers concretize the planning results in the design stage. This suited with the research step conducted by (Herawati et al., 2020). The product that has been conceptualized is then developed and validated by material experts. The design process encompassed various key elements to create a resource that would align seamlessly with the learning objectives and preferences identified during the needs analysis.

#### 1. Learning objectives

The design phase began by clearly defining the learning objectives that the pocketbook aimed to achieve. These objectives were based on the identified needs of the students,

focusing on enhancing bilingual proficiency, cultural understanding, and practical application of language skills.

2. Instructional strategies

To address the diverse learning styles and preferences of secondary students, the design phase incorporated a variety of instructional strategies. This included visual aids, interactive exercises, and real-life scenarios to make the learning experience engaging and practical.

3. Content structure

The pocketbook's content was thoughtfully structured to facilitate easy navigation and comprehension. Expressions were organized thematically, allowing students to locate and understand language in context. Additionally, the content was sequenced in a way that built upon previously learned material, ensuring a logical and progressive learning experience.

4. Assessment strategies

To gauge student progress and understanding, assessment strategies were embedded in the design. Formative assessments, such as quizzes and exercises, were strategically placed throughout the pocketbook. This allowed both students and instructors to track learning outcomes and make necessary adjustments to the learning approach.

5. User-friendly format

The design prioritized a user-friendly format, considering the portable nature of the pocketbook. Clear layout, legible fonts, and intuitive organization were implemented to ensure that students could easily navigate the pocketbook, making it a practical and accessible resource for both in-class and independent learning.

6. Instructor guidelines

Recognizing the role of instructors, the design phase included guidelines for teachers on how to effectively integrate the pocketbook into their lessons. This involved recommendations for incorporating specific expressions into lesson plans and strategies for promoting student engagement with the pocketbook.

The preparation of this pocketbook is in the form of a design of the appearance which includes:

1. The beginning of the pocketbook there is a front cover, table of contents and vocabularies.

**Figure 2**

*Cover of pocketbook*





**Figure 3**  
*Table of contents*

TABLE OF CONTENTS	
Tim Penyusun .....	1
Preface .....	2
Table of contents .....	3
<b>Administration Office</b> .....	5
• Vocabularies .....	6
• Daily Expressions .....	8
<b>Teachers Office</b> .....	12
• Vocabularies.....	13
• Daily Expressions .....	15
<b>Canteen</b> .....	20
• Vocabularies .....	21
• Daily Expressions .....	23
<b>Toilet</b> .....	28
• Vocabularies .....	29
• Daily Expressions .....	31
<b>Principal Office</b> .....	35
• Vocabularies .....	36
• Daily Expressions .....	38
<b>School Infirmary</b> .....	42
• Vocabularies .....	43
• Daily Expressions .....	45
<b>Library</b> .....	49
• Vocabularies .....	50
• Daily Expressions .....	52
<b>Mosque</b> .....	56
• Vocabularies .....	57
• Daily Expressions .....	59
<b>Madin Office</b> .....	63
• Vocabularies .....	64
• Daily Expressions .....	66
<b>Prayer for easy memorization and remembering</b> .....	70
<b>Noted</b> .....	71

- Here are ten themes of pocketbook which have been adjusted to the needs through interview analysis. Those are administration office, teacher’s office, canteen, toilet, principal office, school infirmary, library, mosque, madin office. Then, the researcher made instruments for validation of material experts, media experts and questionnaires for the students.

### **Development**

The development phase of the Bilingual Expressions Pocketbook at Assalafiyah Language Center (ALC) marked the transformation of design concepts into a tangible and comprehensive learning resource. This phase involved the creation and refinement of instructional materials, multimedia elements, and assessments, with a keen focus on ensuring that the pocketbook met the identified needs and objectives.

- Content creation

The first step was creating the contents of book. In compiling the content of this book, the researchers adjusted students' learning needs. The researchers referred to the results of the needs analysis during interviews with both the students and the teachers. The heart of the development phase lay in the creation of content. Expressions, examples, and cultural nuances identified during the design phase were meticulously crafted into clear, concise, and culturally sensitive content. The goal was to provide students with a rich linguistic experience that goes beyond rote memorization, fostering a deep understanding of expressions in both languages.

- Media selection

Complementing the traditional format of the pocketbook, the development phase explored the integration of multimedia elements. These included considerations for visual aids, s, the selection of these media aimed to enhance the overall learning experience and cater to diverse learning styles. In developing this book, the researchers also used several applications such as Canva to help in choosing better and more up-to-date templates and visuals so that students will hopefully be more motivated in learning.

- Visual design and layout

To arouse students' enthusiasm for learning, the researchers also pay attention to visual selection, fonts, and font size. The visual design and layout of the pocketbook were carefully considered to ensure clarity and accessibility. Legible fonts, visually appealing graphics, and an

intuitive layout were incorporated to create a visually engaging and user-friendly resource. The design aimed to facilitate easy navigation, making the pocketbook an inviting and practical tool for secondary students.

4. Language and cultural sensitivity

The development phase placed a strong emphasis on language and cultural sensitivity. Each expression and example underwent a thorough review to ensure appropriateness within the local cultural context. The content was crafted with a nuanced understanding of the linguistic and cultural diversity represented within the student body at ALC.

5. Alignment with learning objectives

In developing this textbook, it was also adjusted to the students' learning objectives which were also included in the learning syllabus. Throughout the development phase, there was a continuous reference to the initially defined learning objectives. The content, media, and interactive features were meticulously aligned to ensure that the pocketbook effectively addressed the identified needs and contributed to the achievement of the desired learning outcomes.

At this stage, the researchers made the first draft of pocketbook. The first item to develop was the book's cover (Yulianto, 2022). The front cover consists of the title of the pocketbook, a picture, and logos

**Figure 4**

*Book's cover*



Then, table of contents consists of themes and page numbers can be seen in [Figure 5](#) below:

**Figure 5**  
*Table of contents*

TABLE OF CONTENTS	
<b>School Infirmary</b> .....	42
• Vocabularies .....	43
• Daily Expressions .....	45
<b>Library</b> .....	49
• Vocabularies .....	50
• Daily Expressions .....	52
<b>Mosque</b> .....	56
• Vocabularies .....	57
• Daily Expressions .....	59
<b>Madin Office</b> .....	63
• Vocabularies .....	64
• Daily Expressions .....	66
<b>Prayer for easy memorization and remembering</b> .....	70
<b>Noted</b> .....	71

The content of the material consists of ten themes, each lesson contains vocabularies (see Figure 6) because this pocketbook focuses on strengthening vocabularies, expressions in daily live.

**Figure 6**  
*The book's contents*

**Administration Office**

**VOCABULARIES**

ENGLISH	INDONESIA	عربية
Meeting	Pertemuan	اجتماع
Office	Kantor	مكتب
Document	Berkas	وثيقة
Receptionist	Resepsionis	موظف الاستقبال
Overtime	Lembur	وقت إضافي
Supervisor	Pengawas	مُشرف
Budget	Anggaran	ميزانية

**DAILY EXPRESSIONS**

May I help you?  
هل يُمكنني مُساعدتك؟  
Bolehkah saya membantumu?

Do you have an appointment?  
هل لديك مُوعد؟  
Apakah Anda punya janji?

Is there anything you need assistance with?  
هل هناك أي شيء مَحْدَدٌ تَحْتَاجُ إلى مُسَاعَدَةٍ به؟  
Apakah ada hal spesifik yang perlu dibutuhkan?

After the product has been developed, the next stage is validation (see Table 1). The product assesses to the material expert and media expert. The validator was an expert in developing English materials like books, module, and articles. The results of the validation of material experts and media experts as follows:



**Table 1**

*The result of material expert validation*

No	Aspects	Analysis	Result
1	Content Feasibility	Total score	18
		$X_i$	3,6
		Category	Very Good
2	Language	Total score	17
		$X_i$	3,4
		Category	Very good
<b>Total Average</b>			3,5
<b>Final Category</b>			Suitable for use with little revisions

The validation value above can be seen in the feasibility of the content getting an average of 3.6 which means "very good", this means that the material expert confirms that the material is easy to understand, the material is in accordance with teaching needs, the content is in sync with the material, the image is in accordance with the material, and there is cognitive variation.

In the language aspect, it gets an average of 3.4 which means "very good", meaning that the level of language use adjusts the level of students, the terms used are easy to understand.

**Table 2**

*The result of media expert validation*

No	Aspects	Analysis	Result
1	Text display	Total score	17
		$X_i$	3,6
		Category	Very good
2	Lay-out	Total score	18
		$X_i$	3,6
		Category	Very good
<b>Total Average</b>			3,6
<b>Final Category</b>			Suitable for use with little revisions

The validation value (see Table 2) can be seen in the text display getting an average of 3.6 which means "very good", according to media experts writing pocketbook titles are very good, the suitability of the use of size in text, the use of words, clarity of writing and the combination of appropriate fonts so that it looks suitable.

And the last aspect is lay-out, it gets an average of 3.6 which means "very good", because the title lay-out, theme lay-out, sub-theme lay-out are appropriate, and the placement of pictures with the material is good.

### **Implementation**

Implementation was a critical phase in the ADDIE model, and it involved the actual delivery of the instructional program to the target audience. Testing and assessment follow the completion of the core educational materials in modules or books (Zahrah & Kholis, 2023). In the context of developing a Bilingual Expressions Pocketbook for Secondary Students at Assalafiyah Language Center (ALC), the implementation phase would encompass several key steps:

1. Training of instructors

The objective is to ensure that instructors are well-prepared to effectively use the pocketbook as a teaching tool. In this phase, the researchers conducted training sessions for instructors on how to navigate and utilize the pocketbook by providing guidance on incorporating the pocketbook into existing lesson plans and language instruction strategies. Also, offering insights on addressing common challenges that may arise during the implementation.

2. Distribution of pocketbooks

The objective is to ensure that each secondary student has access to the bilingual expressions pocketbook. In this stage, the researchers organized the distribution of pocketbooks to all secondary students at ALC. Indeed, the researchers communicated the purpose and benefits of the pocketbook to students and provide a brief orientation on how to use it effectively.

3. Integration into Curriculum

The objective is to seamlessly integrate the pocketbook into the existing language curriculum at ALC. Here, the researchers collaborated with the teachers to identify specific lessons or units where the pocketbook can enhance learning outcomes. Indeed, providing guidelines on incorporating pocketbook activities into lesson plans and monitoring and supporting instructors as they integrate the pocketbook into their teaching practices

4. Bilingual Learning Environment

The objective is to foster a bilingual learning environment that encourages active engagement with the pocketbook. In this stage, the researchers promoted classroom activities and discussions that utilize expressions and concepts from the pocketbook. Then, encourage students to use the pocketbook in their day-to-day interactions both inside and outside the classroom and create opportunities for collaborative learning, where students can practice bilingual expressions together.

5. Monitoring and Support

The objective is to monitor the implementation process to identify any challenges and provide support as needed. Here, the researchers conducted regular check-ins with instructors to gather feedback on the pocketbook's effectiveness. Then, addressing any concerns or challenges faced by instructors or students during the implementation and offering additional training or resources if necessary.

6. Feedback Mechanism

The objective is to establish a mechanism for ongoing feedback from both instructors and students. In this step, the researchers created surveys or feedback forms to collect input on the utility and effectiveness of the pocketbook and analyzed feedback to make real-time adjustments and improvements to the implementation strategy.

7. Documentation

The objective is to document the implementation process for future reference and improvement. The last phase was documentation by keeping records of how the pocketbook was being used in classrooms. Including documenting success stories, challenges, and lessons learned during the implementation. The researchers used this documentation for the evaluation phase and for refining the pocketbook in future iterations.

By systematically carrying out these activities during the implementation phase, the ALC ensures that the bilingual expressions pocketbook is seamlessly integrated into the learning environment, promoting effective bilingual communication and enhancing the language learning experience for secondary students.

### ***Evaluation***

The evaluation phase in the development of the Bilingual Expressions Pocketbook at Assalafiyah Language Center (ALC) served as a critical juncture to assess the effectiveness, relevance, and overall impact of the pocketbook on the language learning experience of secondary students. This phase

involved a systematic and comprehensive examination, incorporating feedback mechanisms, formative evaluations, and a summative assessment.

In the final stage of the ADDIE Model, the researchers evaluated these textbooks that had been developed and tested to the students. After being tested, the researchers gave a questionnaire regarding students' perceptions of the books they had studied, both in terms of content and non-content. This input from students was very helpful in improving the book so that the content of this book will be in accordance with the students' abilities and learning needs. The following was explanation of evaluation in each session.

1. Formative evaluation

The formative evaluation during the implementation stage involved ongoing assessments and feedback collection. Regular check-ins with instructors and students allowed for the identification of any immediate issues or areas for improvement. This iterative process ensured that adjustments could be made in real-time, addressing challenges as they arose.

2. User feedback collection

A key component of the evaluation phase was the collection of feedback from both students and instructors. Surveys, focus group discussions, and individual interviews were conducted to gather insights into the users' experiences with the pocketbook. This qualitative data provided a deeper understanding of the pocketbook's usability, effectiveness, and its impact on bilingual language acquisition.

3. Content relevance and alignment

The evaluation phase focused on assessing the relevance and alignment of the pocketbook's content with the initially defined learning objectives. Content was scrutinized to ensure that it effectively addressed the identified needs of the students and contributed to the enhancement of bilingual proficiency and cultural understanding.

4. Assessment of learning outcomes

Learning outcomes, as defined in the initial stages, were rigorously assessed during the evaluation phase. This involved analyzing student performance in assessments embedded within the pocketbook. The evaluation aimed to determine the extent to which the pocketbook contributed to achieving the desired language learning outcomes.

5. Effectiveness of interactive features

The interactive features incorporated into the pocketbook were evaluated for their effectiveness in engaging students and promoting active learning. Assessments and feedback specifically targeted these elements, determining their impact on student participation, comprehension, and retention of bilingual expressions.

The evaluation phase played a pivotal role in ensuring that the bilingual expressions pocketbook met the intended learning objectives and catered to the needs of secondary students at ALC. This systematic evaluation process, with its focus on feedback, outcomes, and continuous improvement, contributed to the development of a dynamic and responsive language learning resource

## CONCLUSION

In conclusion, the development of a bilingual expressions pocketbook for secondary students at ALC holds significant promise for enhancing language learning and communication skills. By creating a resource that caters to the linguistic needs of secondary students, this pocketbook aims to facilitate a deeper understanding of both languages namely English and Arabic and foster effective bilingual communication. The careful analysis undertaken in the initial phases, including needs assessment and audience analysis, ensures that the content of the pocketbook aligns with the specific requirements

and preferences of the students at ALC. The design phase focuses on creating clear and measurable learning objectives, selecting appropriate instructional strategies, and devising assessment methods that cater to the unique bilingual context. Through the development phase, the content of the pocketbook is crafted with attention to detail, utilizing a variety of media and resources to engage learners effectively. Implementation involves training instructors and delivering the pocketbook to secondary students at ALC, fostering a bilingual learning environment. As the instructional program unfolds, continuous formative evaluation provides valuable insights for making real-time adjustments and improvements. The summative evaluation at the conclusion of the program allows for a comprehensive assessment of its overall impact on language learning outcomes.

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