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Development of a Thematic Arabic Vocabulary Handbook based on the ADDIE Model at MTS Al Ittihadiyah Medan

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ABSTRACT

The research focuses on developing a thematic Arabic vocabulary pocketbook for eighth grade students at MTs Al Ittihadiyah Medan and examining its feasibility, practicality, and effectiveness in improving students' mufradat mastery. The study employed a Research and Development (R&D) approach using the ADDIE model, consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation. A total of 32 students participated as research subjects. Data were collected through interviews, questionnaires, tests, and documentation using expert validation sheets, teacher and student response questionnaires, and pre-test and post-test instruments. Data were analyzed descriptively using qualitative and quantitative approaches. The validation results showed scores of 90% from the material expert, 92% from the media expert, and 90% from the language expert, all categorized as highly feasible. The product's practicality obtained responses of 83.81% from students and 96% from the teacher, both categorized as highly practical. The average score increased from 44.06 on the pre-test to 74.69 on the post-test, with an N Gain score of 0.55, categorized as moderate. These findings indicate that the developed pocketbook is highly feasible, highly practical, and effective as a supporting learning medium for improving students' mufradat mastery.

Keywords: *Development, Thematic Pocketbook, Arabic Vocabulary, ADDIE Model*



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Introduction

Arabic language learning among eighth-grade students at MTs Al-Ittihadiyah in Medan still faces several challenges, particularly in vocabulary mastery. Some students still struggle to memorize vocabulary, understand word meanings, read Arabic script, and use vocabulary in simple sentences. This situation makes the learning process not always smooth, as students' abilities to understand and remember vocabulary vary. These difficulties are not only related to the memorization process but also to students' ability to understand and use vocabulary appropriately within the learning context.

The circumstances of the eighth-grade students at MTs Al-Ittihadiyah in Medan are quite diverse. This school is not only a place where learning takes place but is also located within a complex that includes an orphanage; as a result, some eighth-grade students live at the orphanage and do not go straight home after school ends. On the other hand, there are also students from families with limited economic means and from broken homes, so after school, some of them still help with family economic activities. These circumstances are part of the students' real-life situations that need to be taken into account in the learning process, especially when determining learning materials that can be used practically and help students review the material outside of class.

In Arabic language learning, students still largely rely on textbooks as their primary learning resource. While textbooks remain necessary because they contain more comprehensive material, students also need more concise supplementary materials to help them review the vocabulary they have learned. Based on observations and interviews with students and teachers, it was found that students still struggle to memorize and understand vocabulary, while specialized resources designed to help students learn vocabulary concisely remain limited. This situation highlights the need for learning materials that students can use to review vocabulary in a simpler way, both in class and when studying independently.

Mastery of vocabulary is an important part of learning Arabic because vocabulary forms the foundation for understanding and using the language. A limited vocabulary can cause students to experience difficulties in understanding texts and constructing simple sentences. In his study titled "Receptive Vocabulary Knowledge and Reading Comprehension: The Case of Arabic as a Foreign Language—A Literature Review," Messouab Imad

demonstrates that vocabulary knowledge has a significant relationship with the ability to comprehend Arabic texts (Imad, 2024). In addition to knowing the meaning of words, mastery of vocabulary is also related to the ability to use words in language activities. Aziz Fakhurrozi and Erta Mahyudin, in their book "Pembelajaran Bahasa Arab," explain that vocabulary learning is not only about knowing the meaning of a word but also about its use in language proficiency (Fakhurrozi & Mahyudin, 2012). Based on this view, vocabulary mastery in this study is not only focused on students' ability to recall word meanings but also on their ability to recognize and use vocabulary in simple contexts. Therefore, the pocket guide developed not only contains a list of vocabulary words but is also supplemented with example sentences and simple dialogues.

One learning resource that can be used to help students learn vocabulary is a pocket book. The "Kamus Bahasa Indonesia" compiled by the Pusat Bahasa Departemen Pendidikan Nasional states that a pocket book is smaller in size and therefore easy to carry, measuring approximately 17 × 11 cm (Badan Pengembangan dan Pembinaan Bahasa, 2008). Its compact size allows students to review the material without always having to use the main textbook. Thus, the pocket dictionary in this study is not intended to replace the textbook but rather to serve as a supplementary resource that helps students review and recall the vocabulary they have learned.

The use of instructional media is also necessary because presenting material that relies solely on explanations from the main textbook can bore students, making it necessary to use simpler and more engaging media. This is supported by a study by Nurul Khoirunnisa Dalimunthe and Rahmaini titled "Media Pembelajaran Berbasis Game Gambar Berangkai dalam Pembelajaran Maharah Istima" This shows that systematically organized teaching materials can help clarify the subject matter and make it easier for students to understand vocabulary. Engaging teaching materials can also help create a more enjoyable learning environment and reduce student boredom (Dalimunthe & Rahmaini, 2023). In addition, Febry Ardiansyah Siregar and Kamalia, in their journal article titled "Strategi Pembelajaran Bahasa Arab Yang Efektif" It also explains the importance of selecting learning strategies tailored to the learners' circumstances so that the Arabic language learning process can take place more effectively (Siregar et al., 2025).

In this study, the vocabulary was not developed broadly to encompass the entire Arabic lexicon but was limited to material relevant to the eighth-grade curriculum at MTs Al-Ittihadiyah in Medan. The selected topics were Diseases (الأمراض) and Health (الصحة). The selection of these two themes was based on their relevance to the material currently being studied by eighth-grade students and their connection to the students' daily lives. The vocabulary in these themes can also be used in simple situations related to health conditions, so that students not only recognize the meanings of the words but can also see their usage in sentences and conversations.

The development of the pocket guide was carried out using the Research and Development (R&D) method because this study aimed not only to identify learning problems but also to produce a product that could be used as a learning aid. As explained by Sugiyono in his book titled "Metode Penelitian Kuantitatif, Kualitatif, dan R&D" R&D is used to produce a specific product and test its effectiveness (Sugiyono, 2013). The model used is the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation. Yudi Hari Rayanto and Sugianti, in their book "Penelitian Pengembangan Model ADDIE & R2D2: Teori dan Praktek" further explain that ADDIE is a model with systematic development stages that allows for evaluation throughout the development process (Rayanto & Sugianti, 2020). This model is used to tailor the product to students' needs, from the analysis stage through to evaluation.

Based on these conditions, this study focuses on the development of a thematic Arabic vocabulary pocket guide based on the ADDIE model at MTs Al-Ittihadiyah in Medan. The pocket guide developed contains Arabic vocabulary, Latin script, Indonesian translations, simple example sentences, and dialogues related to the theme. The product development is aimed at producing learning materials that are appropriate, practical, and can be used as a supporting medium in vocabulary learning. Therefore, this study aims to determine the suitability, practicality, and effectiveness of the thematic Arabic vocabulary pocket book developed for eighth-grade students at MTs Al-Ittihadiyah in Medan.

Literature Review

Research on the use of instructional media to aid in vocabulary acquisition has been conducted using various forms of media. Erina Kusuma Anggraini, in her study titled "Penggunaan Media Kartu untuk Meningkatkan Penguasaan

Mufradat Bahasa Arab Siswa Madrasah Tsanawiyah” to examine the use of flashcards in helping to improve MTs students’ vocabulary mastery (Anggraini, 2022). The similarity lies in the research’s focus on MTs-level students’ mastery of vocabulary. The difference is that the previous study used flashcards, whereas this study developed a thematic Arabic vocabulary pocket guide. In addition, the pocket guide includes Arabic text in Latin script, Indonesian translations, example sentences, and simple dialogues.

Devi Afniatus Zulinda Alfah, M. Syamsul Ma’arif, and Maziyyatul Muslimah, in their study “The Effectiveness of Visual Media in Enhancing Arabic Vocabulary Mastery,” demonstrated that visual media can aid in the mastery of Arabic vocabulary (Alfah et al., 2025). The similarity lies in the use of instructional media to support the mastery of Arabic vocabulary. The difference is that the aforementioned study focused on the effectiveness of visual media, whereas this study focuses on the development of a pocket guide using the ADDIE model. Additionally, this study limits the vocabulary to eighth-grade material with the themes of Diseases (الأمراض) and Health (الصحة).

A study by Yulia Eka Yanti and Nur Faizah Nafiatul Himmah titled “Pengembangan Media Busa Sedap (Buku Saku Sumber Energi dan Perubahan) Tematik untuk Meningkatkan Motivasi” also states that thematic pocket books are highly suitable for use as learning media because their small size does not burden students, yet they are still capable of presenting core material clearly and in a structured manner (Yanti & Himmah, 2022). The similarity lies in the use of pocket books as practical media and the thematic presentation of material. The difference is that the aforementioned study focused on energy sources and change, whereas this study focuses on the vocabulary of eighth-grade MTs students. Additionally, this study employs the ADDIE model and tests the feasibility, practicality, and effectiveness of the pocket book in relation to vocabulary mastery.

Based on a comparison of these three previous studies, this study offers a novel approach in the development of a thematically organized Arabic vocabulary pocket guide specifically tailored to the needs of eighth-grade MTs students. This pocket guide presents vocabulary in Arabic script, Latin script, Indonesian translations, example sentences, and simple dialogues. Thus, this study differs from previous studies in terms of the form of the medium, the presentation and scope of the material, and the context of its use. These differences serve as the basis for demonstrating the novelty of this study.

This study aims to develop a thematic Arabic vocabulary pocket guide for eighth-grade students at MTs Al-Ittihadiyah in Medan and to determine the suitability, practicality, and effectiveness of the pocket guide in improving students' mastery of vocabulary. The results of this study are expected to provide a practical alternative learning resource for students and teachers, as well as to help students learn and master vocabulary in line with the eighth-grade curriculum.

Research Methodology

This study was conducted based on the Arabic language learning conditions in the eighth-grade class at MTs Al-Ittihadiyah in Medan, where students continue to face difficulties in mastering vocabulary. Students still struggle to remember and understand vocabulary, while textbooks remain the primary learning resource. These conditions served as the basis for developing a pocket guide as a more concise supplementary material to help students review the vocabulary they have learned. The product was developed using the ADDIE model, which consists of five phase: Analysis, Design, Development, Implementation, and Evaluation.



Figure 1. Structure of the ADDIE Development Model

Source: (Ngussa, 2014)

A. Analysis Phase

The analysis was conducted to determine the learning conditions, students' difficulties in mastering vocabulary, and the need for learning materials that could help students review the material. The analysis was carried out through interviews with eighth-grade Arabic students and teachers, as well as an

analysis of the eighth-grade Arabic curriculum. The interview results showed that students still had difficulty remembering and understanding vocabulary, especially when the words were not repeated frequently. Printed textbooks remain the primary learning resource; therefore, more concise and user-friendly supplementary materials are needed to help students review vocabulary (Tifani & Titriati, 2026).

Given these circumstances, the content of the pocket guide was not designed to cover the entire Arabic vocabulary but was limited to material appropriate for eighth-grade instruction. The selected themes were Diseases (الأمراض) and Health (الصحة). The selection of this material was based on its alignment with the curriculum currently being studied by eighth-grade students at the time the researcher conducted field research, as well as its relevance to the students' daily lives. Limiting the themes also makes the knowledge conveyed more focused, allowing it to be used to assess vocabulary mastery.

Based on the results of this analysis, there is a need for supplementary materials that can present vocabulary in a concise, focused, and user-friendly manner for eighth-grade students. This need served as the basis for determining the format, content, and presentation of the pocket guide, which was then designed in the next phase.

B. Design Phase

Based on the results of the needs analysis, the pocket guide was designed as a printed booklet in A6 size (10,5 × 14,8 cm) in portrait orientation. The book's contents consist of a cover, a foreword, a table of contents, vocabulary material on the themes of Diseases (الأمراض) and Health (الصحة), example sentences, everyday conversations, student memorization notes, and the author's biography. The vocabulary is presented in Arabic script, Latinized Arabic, and Indonesian translations. The design was created using the Canva app with the fonts Bree Serif, Alice, and 29LT Zarid Display. The layout is designed to help students learn and review vocabulary in a simpler way.

C. Development Phase

The development phase involves planning the book as a complete pocket guide. Activities include compiling vocabulary lists organized by theme, drafting example sentences and dialogues, and finalizing the book's design and layout. The completed product is then validated by subject matter experts, media experts, and language experts. Feedback from the validators is used to make improvements to the content, vocabulary, language, examples, dialogs,

and the book's appearance before it is distributed to students. The product's appearance before and after revisions is shown in the following figure.



Figure 2. Book Cover Without Revision

الأعراض
Penyakit-penyakit

Arti	Latin	مُفْرَدَات
Sakit Kepala	Shudaa'un	ضِدَاعٌ
Flu/Pilek	Zukaamun	زُكَامٌ
Batuk	Su'aalun	سُعَالٌ
Demam	Hummaa	حُمَّى
Sakit Gigi	Waja'us-sinni	وَجَعُ السِّنِّ
Sakit Mata	Waja'ul-'aini	وَجَعُ الْعَيْنِ
Sakit Perut	Waja'ul-bathni	وَجَعُ الْبَطْنِ
Sakit Telinga	Waja'ul-uzuni	وَجَعُ الْأُذُنِ

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1

Figure 3. Vocabulary Material Before Revision

الأعراض
Penyakit-penyakit

Arti	Latin	مُفْرَدَات
Sakit Kepala	Shudaa'un	ضِدَاعٌ
Flu	Zukaamun	زُكَامٌ
Batuk	Su'aalun	سُعَالٌ
Demam	Hummaa	حُمَّى
Sakit Gigi	Waja'us-sinni	وَجَعُ السِّنِّ
Sakit Mata	Waja'ul-'aini	وَجَعُ الْعَيْنِ
Sakit Perut	Waja'ul-bathni	وَجَعُ الْبَطْنِ
Sakit Telinga	Waja'ul-uzuni	وَجَعُ الْأُذُنِ

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Figure 4. Vocabulary Material After Revision

مثال (Contoh):
- أَنَا مُصَابٌ بِالزُّكَامِ وَالضَّدَاعِ
(Ana mushaabun biz-zukaami was-shudaa'i)
Saya terkena flu dan sakit kepala
- أُخْتِي مُصَابَةٌ بِوَجَعِ الْبَطْنِ
(Ukhtii mushaabatun biwaja'il-bathni)
Saudara perempuan saya sakit perut
- ذَهَبْتُ إِلَى الطَّيِّبِ لِأَنِّي مُصَابٌ بِالسُّعَالِ
(Dzahabtu ila ath-thabiibi li-annanii mushaabun bis-su'aal)
Saya pergi ke dokter karena saya batuk

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3

Figure 5. Example Sentences Bifore Revision

مثال (Contoh):
- أَنَا مُصَابٌ بِالزُّكَامِ وَالضَّدَاعِ
(Ana mushaabun biz-zukaami was-shudaa'i)
Saya terkena flu dan sakit kepala
- أُخْتِي مُصَابَةٌ بِوَجَعِ الْبَطْنِ
(Ukhtii mushaabatun biwaja'il-bathni)
Saudara perempuan saya sakit perut
- ذَهَبْتُ إِلَى الطَّيِّبِ لِأَنِّي مُصَابٌ
(Dzahabtu ila ath-thabiibi li-annanii as'ulu)
Saya pergi ke dokter karena saya batuk

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3

Figure 6. Example Sentences Bifore Revision

يَا أَيُّهَا الشَّيْخُ، أَنَا أُرِيدُ أَنْ أَجْعَلَكَ عَلَى صِحَّتِي
(Ya'aim, wa ana uridu an rbaa'fihha 'ala
sihhatii)
Ya, saya ingin menjaga kesehatan saya.
يا أيُّها الشَّيْخُ، أَنَا أُرِيدُ أَنْ أَجْعَلَكَ عَلَى صِحَّتِي
(Kull sth-tha'anna ash-shihhiyya waseyyabi
al-usaa'a)
Makaalah makanan sehat dan minumlah air.
يَا أَيُّهَا الشَّيْخُ، أَنَا أُرِيدُ أَنْ أَجْعَلَكَ عَلَى صِحَّتِي
(Symkren, sa rbaawifir an akunnah shihhiyyah)
Terima kasih, saya akan mencoba menjadi
sehat.

يَا أَيُّهَا الشَّيْخُ، أَنَا أُرِيدُ أَنْ أَجْعَلَكَ عَلَى صِحَّتِي
(Ya'aim, wa ana uridu an rbaa'fihha 'ala
sihhatii)
Ya, saya ingin menjaga kesehatan saya.
يا أيُّها الشَّيْخُ، أَنَا أُرِيدُ أَنْ أَجْعَلَكَ عَلَى صِحَّتِي
(Kull sth-tha'anna ash-shihhiyya waseyyabi
al-usaa'a)
Makaalah makanan sehat dan minumlah air.
يَا أَيُّهَا الشَّيْخُ، أَنَا أُرِيدُ أَنْ أَجْعَلَكَ عَلَى صِحَّتِي
(Symkren, sa rbaawifir an akunnah shihhiyyah)
Terima kasih, saya akan berusaha menjaga
kesehatan saya.

**Figure 7. Conversation
Material Before
Revision**

**Figure 8. Conversation
Material After
Revision**

Source: Researcher's Documentation, 2026

This comparison shows changes to the product following feedback from validators. Changes were made to the layout, the presentation of vocabulary, example sentences, conversations, and the accuracy of several Indonesian translations. Thus, the product used in the implementation phase is the result of a design and development process that has undergone validation and revision.

D. Impelementation Phase

The implementation phase was carried out through small-group testing and field testing. The small-group testing involved 12 eighth-grade students to assess the readability, ease of use, and appeal of the pocket book. Afterward, a field test was conducted with 32 students to assess the practicality of the product and improvements in vocabulary mastery. Practicality was assessed through student and teacher response questionnaires. The effectiveness of the product was evaluated through pre-tests and post-tests administered before and after the use of the pocket book.

E. Evaluation Phase

The evaluation phase was conducted by analyzing the results of expert validation, feedback from students and teachers, and the results of the pre-test and post-test. The evaluation was used to determine the extent to which the product met learning needs and to identify the strengths and weaknesses of the pocket guide after it was implemented in the field. The evaluation also took into account feedback from validators and findings observed during the product's use. The evaluation results were used as the basis for refining the product and

for determining its suitability, practicality, and effectiveness in improving vocabulary mastery.

Data were analyzed using both qualitative and quantitative approaches. Data from interviews, documentation, and validator suggestions were analyzed descriptively to describe learning conditions, student needs, and aspects of the product that needed improvement. Data from expert validation as well as student and teacher response questionnaires were analyzed using percentages based on the following formula:

$$P = \frac{\sum X}{\sum X_i} \times 100\%$$

With the following definitions:

P = easibility/practicality presentation

$\sum X$ = total score obtained

$\sum X_i$ = maximum possible score

100% = constant used to convert results into percentages

The assessment results are interpreted based on a Likert scale using Arikunto's (2010) criteria, as outlined in the study by Risa Amelia, Siti Mariah, dan Enggar Kartikasari, titled "Pengembangan Media Pembelajaran Dasar Desain Berbasis *Flip Chart* Menggunakan *Puzzel In Vocational Middle School*", where a percentage of 81–100% falls into the "highly suitable" category, 61–80% is "suitable," 41–60% is "fairly suitable," 21–40% is "less suitable," and 0–20% is "unsuitable" (Amelia et al., 2021).

The improvement in pre-test and post-test scores was analyzed using N-Gain, calculated using the formula: $g = \frac{\text{skor posttest} - \text{skor pretest}}{\text{skor maksimum} - \text{skor pretest}}$. The N-Gain values are interpreted according to the following table:

Table 1. Effectiveness Test Criteria

Percentage	Effectiveness Criteria
$\geq 0,70$	High
$0,30 - 0,69$	Moderate
$< 0,30$	Rendah

Source: Hake (1999) (Aufa et al., 2026)

Results and Discussion

A. The Feasibility of a Thematic Arabic Vocabulary Pocket Guide Based on Expert Validation

The suitability of the pocket guide was evaluated by three validators: a subject matter expert, a media expert, and a language expert. The evaluation results showed that the subject matter expert scored 45 out of 50 (90%), the media expert scored 46 out of 50 (92%), and the language expert scored 45 out of 50 (90%). The total score was 136 out of 150, representing 90.67%, which falls into the “highly suitable” category. These results are summarized in the following table:

Table 2. Summary of Expert Validation Results

Validator	Score Obtained	Maximum Score	Percentage	Category
Subject Matter Experts	45	50	90%	Highly Adequate
Media Experts	46	50	92%	Highly Adequate
Language Experts	45	50	90%	Highly Adequate
Jumlah	136	150	90,67%	Highly Adequate

Source: Data processed by the researcher, 2026

The results indicate that the pocket guide has met the criteria assessed by the experts. However, a high percentage does not mean the product is without flaws. Media experts still recommend improving the visual presentation of the pocket guide’s content. Language experts also suggest reviewing certain Arabic vocabulary terms and their Indonesian translations to ensure the meaning conveyed is more accurate. This feedback was used as the basis for refining the product before it was distributed to students. Thus, validation not only serves to determine the product’s suitability but also highlights areas that still need improvement.

B. The Practicality of the Thematic Arabic Vocabulary Pocket Guide According to Arabic Students and Teachers

The pocket guide was first tested on a small group of 12 eighth-grade students. This test was conducted to assess the product’s readability, ease of use, and appeal. The results of the small-group test showed a positive response

to the pocket guide, primarily due to its compact size and portability. However, limitations were also identified during use: the book's small size made it more prone to being misplaced or lost. Additionally, since the material is presented concisely, it should be used alongside the main textbook to ensure students do not rely solely on the summaries in the pocket guide and neglect the more comprehensive material. These findings were taken into consideration before proceeding to the field test.

In a field test involving 32 students, the percentage of student responses regarding the pocket guide was 83.81%, placing it in the "very practical" category. Teacher responses received a percentage of 96% and were also classified as "very practical." These results indicate that the pocket guide can be used quite easily in learning activities, particularly as a supplementary resource to help students learn and review vocabulary. Although it received a high response rate, the use of the pocket guide still needs to be accompanied by teacher guidance and the main textbook so that the pocket guide functions more effectively as a supplementary resource in the learning process.

C. The Effectiveness of the Pocket Guide in Improving Students' Vocabulary Mastery

The effectiveness of the pocket guide was assessed by comparing the pre-test and post-test scores of 32 students. The average pre-test score was 44.06, while the average post-test score increased to 74.69. The N-Gain calculation yielded a value of 0.55, which falls into the moderate category.

This improvement indicates a change in vocabulary mastery following the use of the pocket book, particularly in the themes of Diseases (الأمراض) and Health (الصحة). The thematic presentation of vocabulary helped students learn words based on more focused subject groups. However, the N-Gain score of 0.55 also indicates that the improvement has not yet reached the high category. These results are best understood as indicating a sufficient improvement, rather than as evidence that the pocket guide can fully replace the main textbook or resolve all difficulties.

D. Limitations and Sustainability of Pocket Book Use

Field implementation shows that pocket books have both advantages and limitations. Their small size makes them easy to carry and reuse when students want to review the material. However, this size is also one of their drawbacks because the books are more likely to get misplaced or lost. The concise content

can also lead to dependency if students rely solely on the pocket guide and neglect the main textbook, which contains more comprehensive material.

Furthermore, validation results indicate that the product still requires refinement in terms of content visualization as well as the accuracy of certain vocabulary and Indonesian language meanings. These findings suggest that product development should not stop at assessing the percentage of feasibility and practicality but must also address shortcomings that emerge during actual use.

After the study was completed, the pocket guide continued to be used in the learning process as a supplementary resource to help students review the vocabulary they had learned. Its use is still accompanied by the main textbook and teacher guidance so that students do not rely solely on the summaries in the pocket guide. Thus, the continued use of the pocket guide in the classroom is not intended to replace the primary learning resource but to complement the learning process and help students review the material in a more practical way.

Critical Reflection

Based on my experience conducting research in the eighth-grade class at MTs Al-Ittihadiyah in Medan, Arabic language instruction still requires attention, particularly regarding the provision of teaching materials and student learning support. The diverse backgrounds of the students mean that their ability to follow the lessons varies. Some students still struggle to read Arabic script and memorize vocabulary, so learning cannot rely solely on the material presented in textbooks. Teachers also need supplementary materials that can help students review the material in a simpler way.

On the other hand, the use of pocket guides cannot be viewed as the sole solution to all of the students' difficulties. Pocket guides only contain condensed material, so students still need the main textbook and teacher guidance. Their small size also has drawbacks, as they are easily misplaced or lost. Furthermore, if students rely too heavily on the summaries in pocket guides, there is a risk that they will underutilize the more comprehensive primary learning resources. This indicates that pocket guides should be used as supplementary materials, not as substitutes for primary learning resources.

This study also shows that the development of instructional media needs to take into account students' real-world circumstances, not just the product's visual appearance. Students' difficulties in mastering vocabulary may be

related to their reading ability—since some students are still at the “iqra” stage—their habit of reviewing vocabulary, and their varying learning and psychological conditions. Therefore, pocket books can help provide more concise and focused learning materials, but their use must still be accompanied by repetition, teacher guidance, and other learning resources. Thus, the effectiveness of pocket books in Arabic language learning depends heavily on how they are used and adapted to the students’ actual circumstances in the classroom.

Conclusion

This study produced a thematic Arabic vocabulary pocket guide based on the ADDIE model for eighth-grade students at MTs Al-Ittihadiyah in Medan. The pocket book was developed based on learning needs, with content limited to the themes of Diseases (الأمراض) and Health (الصحة), and presented in a concise format that includes Arabic vocabulary, Arabic-Latin transcription, Indonesian translations, example sentences, and simple dialogues. Validation results showed a percentage of 90.67%, falling into the “highly suitable” category. Based on its implementation, student response was 83.81% and teacher response was 96%, both falling into the “highly practical” category. These results indicate that the pocket guide can be used as a supplementary material in eighth-grade vocabulary instruction.

The use of the pocket guide also showed an improvement in vocabulary mastery, with the average pre-test score of 44.06 increasing to 74.69 on the post-test and achieving an N-Gain of 0.55 in the moderate category. However, the pocket guide cannot yet replace the main textbook or teacher guidance because the material presented is concise. Its small size also makes the book more prone to being misplaced or lost; therefore, its use must still be accompanied by supervision and review of the material. After the study is completed, the pocket guide can still be used as a supplementary resource to help students review the vocabulary they have learned.

Author Contribution

The first author contributed to the conceptualization and design of the study, analysis of students’ learning needs, development of the thematic Arabic vocabulary pocketbook using the ADDIE model, data collection, product validation, implementation, data analysis, interpretation of the research

findings, and drafting of the manuscript. The second author contributed as the supervisor by providing guidance in the research design, theoretical framework, methodology, development process, interpretation of the findings, and revision of the manuscript. Both authors have read and approved the final version of the manuscript.

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