DEVELOPING POCKETBOOK MEDIA TO ENHANCE STUDENTS' VOCABULARY MASTERY AND PRONUNCIATION ACCURACY IN ENGLISH FOR BUSINESS COURSE

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Abstract: *Due to limited familiarity with business terminology and challenges to connect the right letter-sound correspondences, a lot of learners attending English for Business course encounter difficulties in both verbal and written communication. This is definitely a critical issue to be paid more attention as learners' language proficiency will lead to the success in achieving learning objectives and workplace expectations. Though some previous studies regarding the development of pocketbooks have been conducted, none has focused on the business English context. Therefore, this study aims to address this study gap by investigating the development of Business English pocketbook, specifically focusing on vocabulary mastery and pronunciation accuracy to meet the educational objectives and workplace demands. This pocketbook is developed based on the ADDIE model, which consists of five phases including Analysis, Design, Development, Implementation, and Evaluation. This study highlights the valuable assistance of ADDIE framework in developing a well-organized pocketbook to boost vocabulary mastery and pronunciation accuracy for business English needs, which is proven by the validation results and users' positive responses regarding its effectiveness.*

Keywords: *business English; pocketbook; pronunciation accuracy; vocabulary mastery*

INTRODUCTION

Language plays a significant role in how individuals articulate ideas and socialize within their communities. Underlying the structural differences, all languages share a universal function of producing verbal interaction using phonemic representations. English

is of great importance in a globalized world as a lingua franca. Nonetheless, individuals learn English for different purposes. whether for academic achievement, professional or personal development, and even cultural engagement. As Harmer (2007) notes that such aim shapes the needs and expectations which can affect the outcomes of the studies. Providentially, higher education learners often understand that having good English language skills can really boost their career prospects. Additionally, being proficient in English can also improve their chances of getting hired since many companies see at least basic English skills as a must-have.

Considering the great impacts of English on business communication contexts, learners are obliged to have more than just basic English proficiency as it will define their career opportunities, professional networks and even global experience accesses. As a matter of fact, those who have proficient English business communication abilities are often selected to achieve such a pivotal role as the company representatives in negotiations that, at the same time, it undoubtedly will also boost their intercultural communication and management skills. Therefore, the public or state Islamic universities put English for Business as one of the courses which should be served. This course is specifically designed to equip learners with specific language skills needed for the business real-world settings. This course is adjusted to provide a deep understanding of the formal language used in professional situations. It is designed to assist learners become more aware of the English formal forms needed at work.

However, based on the preliminary observations conducted by the researchers, most learners enrolled in the English for Business course still encounter challenges and issues in mastering two of English language elements: vocabulary and pronunciation. Both vocabulary and pronunciation are fundamental elements of the four English skills - listening, speaking, reading, and writing. Exhibiting a diverse vocabulary undoubtedly improves the overall language proficiency, leading to effective communication (Schmitt, 2000). Pronunciation is also as crucial as vocabulary since even small mispronunciations can trigger serious communication issues (Taşer, 2019). Despite its importance, pronunciation has not received much attention in research or classroom instruction, as noted by Gilakjani (2016), it really should get more awareness in language classes. Indonesian learners also often struggle with phonological differences between English and Indonesian (Selouani & Alotaibi, 2011). Some English vowel and consonant sounds simply do not exist in Indonesian, which makes it difficult to pronounce English words accurately.

Given the issues, it is undeniable important to develop such an instructional material that it is able to encourage learners in enhancing their vocabulary mastery and pronunciation accuracy. A pocketbook, thus, becomes a practical solution due to its straightforward format which is easy and fast to be accessed anytime and anywhere. Previous studies have proven its significance to boost motivation and improve English language proficiency. Some of them are studies conducted by Winarto et al., (2018), Mona & Azalea (2018), and Zukmadini et al. (2018) who have proposed that pocketbook is able to advance conceptual understanding, refine engagement, and strengthen knowledge retention. Research gaps still manifest, though, in the development of pocketbooks tailored to business English. None has created educational materials that seek to enhance both vocabulary mastery and pronunciation accuracy in a business setting as the main focus so far is only more on general English.

Overall, the unavailable teaching-learning resource for Business English course is what forms this study novel. This study aims to close the gap by developing a pocketbook which is able to fulfil what has been needed and what has not been available before. This novelty is also hoped to be capable of effectively supporting the educational objectives and meeting the workplace demands.

LITERATURE REVIEW

This part discusses theories regarding the study including vocabulary, pronunciation, and English for Business course.

Vocabulary

Vocabulary is the most important element in individual's language development. The more vocabulary someone has, the better he expresses the language. Vocabulary is considered similar to lexicon. Lexicon is a language component that contains all information about meaning and use of words in language; the richness of the words owned by a speaker, writer, or a language, a compiled list of words like a dictionary, but with short and practical explanations. Nation then proposes a set of the different kinds of knowledge that a person must master in order to know a word, covering: the meaning(s) of the word, the written form of the word, the spoken form of the word, the grammatical behavior of the word, the collocations of the word, the register of the word, the associations of the word, the frequency of the word.

As a matter of fact, being able to use a word in oral discourse does not necessarily entail being able to spell it. Thus, at any point in time, unless the word is completely unknown or fully acquired, the different word knowledges will exist at various degrees of

mastery (Nation, 2001). However, individuals must remain aware that this is an expedient. The different kinds of word knowledge are almost certainly interrelated, for example, frequency is related to formality in that more frequent words tend to be less formal, and less frequent words tend to be more formal. Thus, greater awareness of formality is likely to be somehow related to awareness of a word's frequency of occurrence, even if this awareness is unconscious. It would be logical to suspect that increasing knowledge of one word-knowledge aspect could help improve knowledge of related aspects. At this point, however, it would still be speculation, as research into these connections is just beginning (Schmitt, 2000).

Overall, vocabulary is defined as a set of all the words individuals understand or they likely use to communicate in both spoken and written language. The richness of an individual's vocabulary is generally considered able to describe the level of intelligence or education. Therefore, paying much more attention on this current study is not without any significant reason as the success of the English vocabulary learning is not only affected by the qualified instructors but also undoubtedly the adequate resources or facilities.

Pronunciation

Pronunciation is an integral part of language related to listening, speaking, reading, and writing. It is more than merely the production of sounds (Kridalaksana, 1993). Pronunciation is the key of effective communication (Taşer, 2019). Pronunciation in English is different from Indonesian. There are such English sounds which are not found in Indonesian and vice versa that learners often experiencing challenges in pronouncing correctly. The aspects assessed in pronunciation is the accuracy of spelling, stressing, and intonation (Mustadi, 2013).

In teaching pronunciation, listening is considered as the most effective method since learners are preparing to replicate the sounds (Linse & Nunan, 2005). Curtain & Dahlberg (2010) also describe several effective methods to teach pronunciation, covering: teachers must pronounce the word slowly, use clear pronunciation, use short sentences that are not too long complex, do many repetitions, often check learners' understanding of what the teacher said, use lots of media, and engage learners in conversation.

Nunan (2003) also clarifies several principles in learning pronunciation. One of them is by practicing in such communicative, meaningful and comprehensive ways. Instructors, in this case, should also provide feedbacks on learners' progresses. Providing input to learners during the learning activity is necessary for supporting, guiding and encouraging learners to be more active. Another one is by realizing that, ultimately, learners are those

who are fully in control of changes in learning pronunciation, as highlighted by the communicative approach. Thus, providing a pocketbook is hoped to be able to engage learners in such a way that they can communicate meaningfully.

English for Business Course

English proficiency in a business, or what is also commonly referred to as business English, is one of the skills that job seekers must have, whatever their field of work. Not only abroad, now in Indonesia English has also become a daily staple for formal purposes. From meetings to negotiations, English skills are essential to a company's success in this modern era. English for business refers to a form of English that is specifically used for formal purposes, such as trade and finance. English for business is considered a subset of English for Specific Purpose (ESP). It is usually studied by non-English speaking countries in order to do business with English-speaking countries.

The characteristics of Business English in particular require clarity of context, use of specific vocabulary and such grammatical structures. Regarding the first characteristic - clearer English writing in topics and grammar contexts, if business people cannot provide a concrete explanation in a formal letter, they will only be wasting their competent partner's time. To be clearer, the style of writing in English for business is different from literary works, where there are many sentences that have multiple interpretations. Thus, large vocabulary is crucially needed. For the second one - the use of short and concise vocabulary, some types of English such as those found in novels allow the use of long and complicated vocabulary, but it is not so with business English. Good writing is shorter and straight to the point. For the last one - concise but effective grammar, English for business uses a grammar that is concise but much more effective than conventional English. Such complicated grammar needs to be skipped that the major needs gained without any obstacles (Oliver, 2022).

Overall, there are some significances of studying English for Business, including: building a good first impression on business partners, providing excellence in work, achieving a pivotal role as the company representative, and even boosting intercultural communication and management skills.

METHOD

In order to develop and test a new product, this study employs a Research and Development (R&D) methodology proposed by Borg and Gall (Ary et al., 2010). The Addie model, which has five primary stages—analysis, design, development, implementation, and evaluation—is used by researchers to develop the English for business pocketbook. It is

aimed to create a pocketbook which can be an effective learning aid to elevate learners' pronunciation accuracy and vocabulary mastery.

The seventh-semester learners enrolled in the English for Business course at a state Islamic university are the target of this study. Since these learners encounter such difficulties and challenges, it is undoubtedly vital to clarify their learning preferences when designing and developing the contents. Additionally, validation process is also conducted. In this case, three experts assess and verify whether the developed product has complied with educational standards or not. Two of them are experts in the instructional materials and the other one is a graphic design expert. The experts are selected based on their background, know-how, and genuine interest in the field. Their input and suggestions are crucial in developing such content and deign that it aligns with the best practices in teaching materials and visual appeal.

The desription of each phase is clarified below accompanied with its data and data soure. First, the analysis phase is conducted to identify the problems and needs related to the existing learning materials and learners' preferences. Thus, understanding the unique challenges the learners face, as well as their learning preferences, is key to design effective content. A needs assessment is conducted through questionnaires and interviews to gather data on learners' specific language needs, particularly in mastering business letters, negotiations, presentations, and telephoning. Additionally, the researchers review the current curriculum to ensure that the developed new materials align with institutional requirements and meet the intended learning outcomes. The detailed data and data source is presented below:

Table 1.
Data and Source of Data in Analysis Phase

No	Data	Source of Data
a.	Student learning preferences and challenges in the English for Business course	Questionnaires distributed to learners
b.	Course objective and materials and learners' ability	Documentation guidelines of English for Business course Interview results with English for Business course instructors.
c.	Learners' business roles and its language functions	Interview results with English for Business course instructor

Secondly, the design phase structures the content of the pocketbook. It involves selecting elements of Business English which are relevant to the needs, as identified in the analysis phase. The content is designed to emphasize vocabulary mastery and pronunciation within business contexts, covering areas such as formal business communication, terminology, and business-specific jargon. A documentation is also

conducted to ensure that the materials are based on solid theoretical and practical foundations, reinforcing the educational value of the pocketbook. The detailed data and data source is as follows:

Table 2.
Data and Source of Data in Design Phase

No	Data	Source of Data
a.	Content to be included in the pocketbook (sections/sub sections, vocabulary lists, phonetic transcriptions, examples, etc)	Documentation guidelines for the English for Business course Existing educational materials and Online Cambridge Dictionary
b.	Structure and format of the pocketbook (cover, layout, design)	Forum Group Discussion with the graphic design expert

Thirdly, the development process focuses on several key activities, including compiling essential explanations, phrases, expressions, examples, phonetic transcriptions, and abbreviations relevant to various business roles. The content is designed to cover vocabulary and expressions commonly used in business contexts, such as formal communication and business-specific terms. The pocketbook incorporates business-related vocabulary and expressions, as well as focuses on improving students' pronunciation. Phonetic transcriptions are provided to ensure that learners can practice pronouncing business terminology. The detailed data and data source is clarified below:

Table 3.
Data and Source of Data in Development Phase

No	Data	Source of Data
a.	Product design	Input from expert validation checklists Existing educational materials and Online Cambridge Dictionary

Fourthly, the activities in the implementation phase include distributing the pocketbook to learners, providing guidance on how to use the pocketbook effectively for self-study, observing on how the users/students use the pocketbook. The detailed data and data source is presented below:

Table 4
Data and Source of Data in Implementation Phase

No	Data	Source of Data
a.	Student usage patterns of the pocketbook.	Observation
b.	Instructor observations and feedback.	Focus group discussions with the course instructor

Lastly, the activities in the evaluation phase include feedback collection by distributing questionnaires to get users' satisfaction with the pocketbook. It assesses various aspects covering content relevance, usability, and the overall impact on students' vocabulary mastery and pronunciation accuracy. In addition to questionnaires, focus group discussion is also conducted to gain deeper insights into the users' experiences with the pocketbook. The discussion highlights specific strengths and weaknesses of the materials. Based on the feedback collected, revisions and enhancements are made. The detailed data and data source is as follows:

Table 5.
Data and Source of Data in Evaluation Phase

No	Data	Source of Data
a.	Effectiveness of the pocketbook	Questionnaire
b.	Suggestions for improvement and future iterations.	Focus group discussions

Overall, using the ADDIE model makes it easier to develop a pocketbook that is not only useful but also meets the learners' needs. This study demonstrates how important it is to have customized materials for boosting language components and getting learners ready for real-world business setting.

RESULTS AND DISCUSSION

Results

When developing such teaching and learning materials, it is important to use a structured approach to achieve the learning goals. By following the ADDIE model, this study aims to produce a high-quality pocketbook that meets learners' needs and enhances their vocabulary mastery and pronunciation accuracy in a business English context. The R&D model of ADDIE is illustrated as in the following figure (Venngage Inc., 2024).
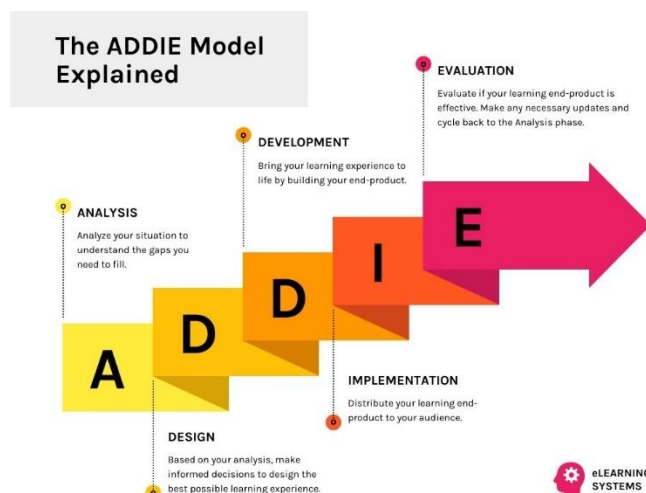
Figure 1: ADDIE Model

The above figure depicts the model for developing the pocketbook explained in the following detailed research procedure.

.1. Analysis

In the initial phase, the researchers figured out what problems and needs learners had, to help create the English for Business pocketbook. They also observed some gaps in the materials currently available, which was not suitable to the specific needs of the learners, the learning environments, technology tools, or even the unique traits. The English for Business course aims at providing learners with the important linguistic tools they will need for various business situations, including meetings, job interviews, presentations, written communication, etc. The study hopes, therefore, to boost learners' abilities in pronouncing words better and expanding their vocabulary for better communication. To find out what learners particularly wanted, such as any specificity and barriers to success, the researchers distributed a questionnaire based on Tomlinson's principles of good materials to 100 participants. The following is the result using Likert Scale of five categories covering strongly disagree (SD), disagree (D), neutral (N), agree (A), and strongly agree (SA):

Table 6.
Questionnaire Result for Need Analysis

No	Statements	SD	D	N	A	SA
1	English for Business is such an important course that a pocketbook is needed.	2%	1%	12%	52%	33%
2	A pocketbook to enhance vocabulary mastery in English for Business course is needed	1%	1%	11%	50%	37%
3	An English for Business pocketbook should cover some examples of such vocabulary-context based	1%	1%	10%	59%	29%
4	A pocketbook to enhance pronunciation ability in English for Business course is needed	1%	2%	18%	46%	33%
5	An English for Business pocketbook should be equipped with audio to listen to the correct pronunciation	1%	3%	28%	40%	28%
6	Materials of a pocketbook should achieve an impact	1%	1%	16%	57%	25%
7	Materials of a pocketbook should help learners feel at ease	1%	0	13%	51%	35%
8	Materials of a pocketbook should help the learners develop confidence	0	2%	15%	48%	35%
9	What is being covered should be perceived by learners as relevant and useful for the course	1%	1%	16%	50%	32%
10	Materials of a pocketbook should require and facilitate learner self-investment	1%	0	18%	53%	28%
11	Learners must be ready to acquire the points being covered	0	0	23%	56%	21%

No	Statements	SD	D	N	A	SA
12	Materials of a pocketbook should expose the learners to language in authentic use	1%	1%	21%	51%	26%
13	The learners' attention should be drawn to the linguistic features of the input	1%	1%	23%	54%	21%
14	Materials of a pocketbook should provide the learners with opportunities to use the target language to achieve the communicative purpose	2%	1%	19%	50%	28%
15	Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement, which stimulates both right- and left-brain activities	1%	0	18%	53%	28%
16	A pocketbook should use clear and concise material writing	0	1%	13%	49%	37%
17	A pocketbook should use attractive color	0	2%	26%	41%	31%
18	A pocketbook should use attractive layout	0	1%	25%	43%	31%
19	A pocketbook should use attractive illustration	1%	1%	18%	46%	34%
20	The font should be printed in such small size that learners can carry it easily	1%	2%	44%	34%	19%

The above table suggests that the majority of learners perceived English for Business courses as very important and pocketbook which concentrated on vocabulary and pronunciation development. Most learners clarify how they hope the presented materials can really foster a difference in the way they learn. They stress the importance of feeling comfortable and confident and participating in learning. The survey indicates that 85% need the pocketbook while 87% believe they need to expand their vocabulary, and 79% need to improve their pronunciation. Over fifty percent of them support that this feature is the fundamental input facet, with 24% strongly agree and 21% neutral. A small percentage don't fully agree. Additionally, teaching material must be able to get the attention of learners and make them think, feel and appreciate learning. This is accomplished by stimulating the left and right side of the brain together, both analytically and creatively, where 44% agree and 30% strongly agree: The content must be concise, well designed, and easy to carry. The rest argue neutral, with only 2% outright disagreeing.

Summarizing the analysis phase, learners really need a learning resource which can complement their previous study focused on vocabulary and pronunciation practices. As business has a particular way of communicating, both are essential for them to be able to convey messages succinctly.

Design

The design phase requires the researchers to construct the pocketbook concepts.

After conducting such library research regarding how and what a pocketbook should be designed, the following chapters are structured. An introduction, which explains the purpose and how to use the pocketbook, is put as the initial chapter. Pronunciation guide along with the International Phonetic Alphabet (IPA) symbols and practices are placed as the second chapter. The frequently-used business terminologies ordered alphabetically accompanied with its phonetic transcriptions, definitions and context-based examples are served in the third chapter. Meanwhile a set of useful phrases and expressions regarding the six roles in business (composing business letters such as emails, proposals and reports, writing application letters and CV, engaging in job interviews, telephoning, giving presentations, and participating in business meetings) is provided in the next chapter. Dealing with the last chapter, the researchers concept a reference of general abbreviation for considering the need for easy and quick access.

The pocketbook is definitely designed for pocket-sized, which is 10.5 x 14.8 centimeters with Calibri fonts and 1,5 space. The cover of the developed pocketbook is as follows:

Figure 2. Business English Pocketbook

In constructing the design, a Forum Group Discussion (FGD) with a Graphic Design expert is conducted to ensure the essential aspects have really been fulfilled.

Development

The development phase demands the researchers to create the real product which has been concepted before. In this case, materials chosen are such terms that they are truly relevant in the business real-world settings for ensuring learners are ready with the essential language skills needed.

Validation is such an important part of this Development phase. Thus, two instructional material experts and a graphic design one invited to get their take on the pocketbook's content and design. They checked the educational standards and whether the pocketbook met the learning goals. The table summarizing the results of validation is presented below:

Table 7.
Result of the Instructional Material Validation Checklist

Aspects	Percentage	Criteria
Content Validity	95.00	Very Good
Instructional Design Quality	93.75	Very Good
Language Quality	100.00	Very Good
Usability and Accessibility	81.25	Very Good
Effectiveness	100.00	Very Good

Based on the result, the developed pocketbook is considered very good in terms of content validity, instructional design quality, language quality, usability and accessibility, and effectiveness, yet the researcher still needed to revise it dealing with the objectives which had not been stated. However, they also suggested a revision related to the statement of the purpose for each chapter explicitly. The validation process in this phase follows Reeves' approach in evaluating educational product, which involves feedback from experts regarding the accuracy of content, relevance, and use (Reeves, 2006).

Regarding graphic design, the researchers also collaborated with a design expert. The validation results are summarized below:

Table 8.
The Graphic Design Validation Checklist

Aspects	Percentage	Criteria
Content Structure	91.66	Very Good
Visual-Graphic Design	90.00	Very Good

Given the above results, it is safe to clarify that the content structure and visual-graphic design are categorized as very good, suggesting the design has met the essential aspects of such a good pocketbook. However, adjustments in some areas are still needed, such as: making the headings or subheadings with bold text, putting a brief introduction and objectives for each chapter, and ensuring consistency in writing.

Implementation

The Implementation phase is aimed to get feedback on how learners use the pocketbook. Therefore, the researchers conducted a pilot study with 10 learners to check out the product before being applied. This trial is able to identify and adjust certain cases. The pocketbook is also launched in digital version as an e-book to go along with learners' preference and develop a convenient independent study. The link of the e-book version is: https://heyzine.com/flip-book/f92887ee61.html.

During the pilot study, it is noted that 75% to 80% of what the pocketbook covered was actually new for the learners, which made the material spot on for their skill level. They

really liked the business-related vocabulary and found the pocketbook helpful for boosting their professional language skills.

Evaluation

As the evaluation phase assesses the effectiveness of the pocketbook, the researchers distributed questionnaires to gather feedbacks. The questionnaire is selected based on Richards' highlight that such questionnaire allows systematic feedbacks to evaluate the effectiveness of teaching materials (Richards, 2001). The result is below:

Table 9.
The Pocketbook's Effectiveness

No	Aspects	Score	Statements	Score
1	Content Quality	81%	The vocabulary presented in the pocketbook is relevant to the English for Business context	82%
			The pocketbook covers a wide range of business-related vocabulary that is useful in professional settings.	80%
			The examples provided for vocabulary usage are clear and practical.	82%
			The pronunciation guidelines help me pronounce business-related words more accurately	81%
			The pocketbook introduces new vocabulary in a way that is easy to understand and remember	82%
2	Vocabulary Mastery	79%	The pocketbook has helped me improve my understanding of business-related vocabulary	80%
			I am more confident using the vocabulary from the pocketbook in real-life business situations	76%
			The activities in the pocketbook have strengthened my ability to recall and use new vocabulary	80%
3	Pronunciation Accuracy	78%	The pronunciation tips provided in the pocketbook are easy to follow	79%
			I have noticed an improvement in my pronunciation of business terms after using the pocketbook	77%
			The pocketbook offers sufficient practice for improving my pronunciation accuracy	79%
			The pronunciation exercises help me recognize and correct my mistakes effectively	77%
4	Design and Usability	79%	The layout and design of the pocketbook are user-friendly and easy to navigate	79%
			The size of the pocketbook makes it convenient to use in and outside the classroom.	79%
			The illustrations and examples help to clarify the content and make it more engaging	80%
5	Overall Satisfaction	79%	Overall, I am satisfied with the content and usability of the pocketbook.	78%
			I would recommend this pocketbook to other learners in the English for Business course.	81%

No	Aspects	Score	Statements	Score
			The pocketbook has met my expectations for improving my business vocabulary and pronunciation	77%

The evaluation category based on Sugiyono (2015) can be interpreted in the following table:

Table 10.

Interpretation Category

No	Score	Category
1	0% – 20%	Very Poor
2	21% – 40%	Poor
3	41% – 60%	Fair
4	61% – 80%	Good
5	81% – 100%	Excellent

From the above table, it can be concluded that all aspects needed to assess the effectiveness of the pocketbook, starting from the content quality, vocabulary mastery, pronunciation accuracy, design and usability, to the overall satisfaction, resulted in 'Good' and 'Excellent' category, indicating that the pocketbook is considered effective as a learning resource to boost learners' vocabulary mastery and pronunciation accuracy. Dealing with the first aspect, the instructional design quality is assessed as 'Excellent' with 81% indicating several points. First, the vocabulary presented in the pocketbook is relevant to the English for Business context. Second, the pocketbook has covered a wide range of business-related vocabulary that is useful in professional settings. Third, the examples provided for vocabulary usage are considered clear and practical. Fourth, the pronunciation guidelines re able to help learners pronounce business-related words more accurately. Lastly, the pocketbook is able to introduce new vocabulary for learners in such a way that it is easy to understand and remember.

For the second and third aspects, vocabulary and pronunciation sections, users scored 'Good' with percentages of 78 and 79, which nearly 'Excellent'. It indicates that the pocketbook has helped learners improve their understanding of business-related vocabulary. Additionally, they are also more confident using the vocabulary from the pocketbook in real-life business situations and more importantly the activities in the pocketbook have strengthened their abilities to recall and use new vocabulary.

The fourth aspect - the design and usability - is scored 79% indicating some findings. First, the layout and design of the pocketbook are user-friendly and easy to navigate. Second, the size of the pocketbook makes it convenient for users to use in and outside the classroom. Additionally, the illustrations and examples are able to help clarify the content and make it more engaging for users.

For the last aspect of the effectiveness dealing with the overall satisfaction, users scored it 79% or categorized as 'Good' highlighting that they are satisfied with the content and usability of the pocketbook. In addition, users also would recommend the pocketbook to other learners in the English for Business course as it has met their expectations for improving business vocabulary terms and pronunciation accuracy.

In short, the developed pocketbook is considered effective in terms of content validity, instructional design quality, vocabulary mastery section, pronunciation section, design and usability, and overall satisfaction. However, the pocketbook still needs to be improved further, incorporating more interactive and visual elements, as well as expanding the range of business-related terms and real-world examples, would likely enhance its effectiveness even more.

Discussion

This section discusses the findings of the research approaching the ADDIE model used to develop a pocketbook for enhancing learners' vocabulary mastery and pronunciation accuracy in the English for Business course, through 5 stages: Analysis, Design, Development, Implementation and Evaluation.

The first phase – Analysis - identifies the need of a learning resource tailored to address gaps in current teaching-learning materials, particularly for enhancing vocabulary mastery and pronunciation accuracy. The course instructor also emphasizes its urgency to foster learners' language proficiency in mastering the main skills in business, such as writing letters, job interviews, telephoning, and participating in meetings. At the design one, the researchers pay more attention on the design of the contents and layout of the Business English pocketbook. They map the structure and content based on the analysis of the needs.

For the development phase, the content and layout of the Business English pocketbook are realized, This activity corresponds with the instructional design proposed by Dick & Carey (2009), that in developing such instructional materials, needs and objectives should be identified for ensuring alignment with real-world settings By focusing on real-world settings like business meetings and formal communication, the pocketbook is able to meet the authentic language use as it stresses the importance of materials reflecting actual language use in specific contexts (Nunan, 2003).

The validation process, which is also conducted in the development phase, follows the educational product evaluation approach, involving expert feedback on content accuracy, relevance, and usability (Reeves, 2006). The expert validation process highlights some essential aspects, such as content validity, instructional design, and usability, which also conform to the language teaching material principles proposed by Harmer in 2007. It is

advocated for clear learning objectives, relevant content, and materials that engage learners through self-directed activities, all of which were incorporated into the pocketbook design. Meanwhile, the feedback gathered from graphic design expert is also crucial, as suggested by Kress & Leeuwen (2006), who emphasize the role of visual design in enhancing learners' engagement and comprehension. Their suggestions on layout, font, and colour consistency align with the Multimedia Learning Theory proposed by Mayer (2009), which supports the idea that well-designed visual materials improve learning by making content more accessible and easier to navigate.

The third phase - implementation - executes several crucial activities, like the distribution of the pocketbook in a digital format aligns with Constructivist Learning Theory, as proposed by theorists like Piaget and Vygotsky, emphasizing the importance of how learners should be active in engaging and constructing knowledge through interaction with their environment. Thus, by providing access via mobile devices, learners can engage with the material in such a way that it is convenient and conform with their learning preferences. This approach does not only promote autonomy in learning but also enhance motivation. Reiser & Dempsey (2018) back this up by arguing that technology can offer extensive learning experiences. An interview and FGD with the instructor and learners gave great feedback on how well the pocketbook compatible with the course and emphasized both its strong points and where it could use a little work.

The Evaluation as the last phase assesses the effectiveness of the pocketbook. The data is gathered from a questionnaire which confirms positive feedback regarding the performance and strengths, proving Nation's framework on vocabulary learning, which suggests that diverse and engaging activities enhance retention and mastery.

CONCLUSION

The ADDIE development research model employed is significantly able to help researchers create a pocketbook for the seventh-semester English department learners enrolled in the English for Business course. All of the phases covering Analysis, Design, Development, Implementation, and Evaluation are systematically executed to meet the learners' needs and support workplace demands. The structured approach facilitates a thorough and responsive development process, developing a pocketbook which is both practical and effective as a learning resource for enhancing vocabulary mastery and pronunciation accuracy in the context of business English.

It is, therefore, strongly recommended to use the developed pocketbook to the English for Business course in various institutions as integrating it with class activities or online

platforms can improve learning experiences. Additionally, it is also suggested for further studies to develop the digital version with multimedia elements, such as audio files and interactive training, will accommodate various learning styles. Further studies are hoped to be able to explore the long-term impacts of the pocketbook on language skills and learner readiness in business-real world settings. Thus, such routine updates are also needed to make the content remains relevant to the development of language and business terminology.

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