



The Influence of a Contextualized KUKIS Handbook on Elementary Students' English Vocabulary Achievement

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ABSTRACT

This study investigated the influence of a contextualized handbook developed through the KUKIS Program on elementary students' English vocabulary achievement. Vocabulary mastery is a fundamental component of language learning, particularly for young learners who require meaningful and contextualized instructional support. The study employed a quantitative approach using a pre-experimental One-Shot Case Study design. The participants were 35 fifth- and sixth-grade students of SD Negeri 110 Lura, selected through purposive sampling. Data were collected using a vocabulary achievement test consisting of ten items, which were subjected to validity and reliability analyses before administration. The data were analyzed using descriptive statistics, normality testing, linearity testing, and simple linear regression analysis with the assistance of SPSS 17.0. The findings revealed that the instrument was valid and reliable, with a Cronbach's Alpha coefficient of 0.623. The regression analysis showed a strong positive relationship between the use of the KUKIS handbook and students' English vocabulary achievement ($R = 0.89$), with a coefficient of determination of 0.78. The regression equation, $Y = 7.06 + 0.89X$, indicated that increased utilization of the handbook was associated with higher vocabulary achievement. Furthermore, the significance value ($p < .05$) confirmed that the handbook had a statistically significant influence on students' English vocabulary learning. The findings suggest that contextualized instructional materials incorporating familiar visual representations can effectively support vocabulary acquisition among elementary school learners. Therefore, the KUKIS handbook can be considered a valuable learning resource for improving English vocabulary achievement in primary education settings.

KEYWORDS

KUKIS Program, English vocabulary, young learners, contextualized handbook

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INTRODUCTION

Vocabulary knowledge is widely recognized as a fundamental component of language proficiency because it enables learners to comprehend spoken

and written texts and express ideas effectively. In English as a Foreign Language (EFL) contexts, vocabulary mastery often becomes one of the primary challenges faced by elementary

school students due to limited exposure to authentic language input and inadequate learning resources. According to Nation (2013), vocabulary serves as the foundation for developing listening, speaking, reading, and writing skills. Without sufficient vocabulary knowledge, learners encounter difficulties in understanding messages and communicating meaning.

The importance of vocabulary instruction is particularly evident in primary education, where students are in the developmental stage of building linguistic awareness and conceptual understanding. Research has demonstrated that young learners acquire vocabulary more effectively when learning materials are presented through concrete and meaningful representations such as pictures, illustrations, and contextualized learning resources (Cameron, 2001; Pinter, 2017). Visual representations help learners connect new words with real-life objects and experiences, thereby reducing cognitive load and enhancing memory retention.

Teaching media plays a crucial role in facilitating vocabulary acquisition. Educational media can function as a bridge between abstract concepts and students' concrete experiences, making learning more engaging and meaningful. Previous scholars have emphasized that instructional media should not merely focus on technological sophistication but rather on their effectiveness in supporting learning objectives and learners' characteristics (Sudjana, 2005). In elementary classrooms, visual media such as pictures, illustrated books, and handbooks are considered particularly effective because they stimulate learners' attention and support comprehension through dual coding processes involving verbal and

visual information (Mayer, 2021).

One innovative learning resource developed in the local context is the handbook produced through the KUKIS Program. The handbook contains illustrations derived from authentic village environments familiar to students. Such contextualized materials are expected to facilitate vocabulary learning because learners can associate English words with objects and situations encountered in their daily lives. From a sociocultural perspective, learning materials that reflect learners' immediate environment can increase relevance, motivation, and engagement in language learning (Vygotsky, 1978).

Several studies have reported positive effects of visual and contextual learning materials on language acquisition. For example, Webb and Nation (2017) found that contextualized vocabulary instruction significantly enhances vocabulary retention among EFL learners. Similarly, Ismail and Tini (2020) reported that structured instructional interventions contribute positively to students' English learning outcomes. However, empirical evidence regarding the effectiveness of locally developed handbooks, particularly those produced through community-based educational programs such as KUKIS, remains limited. Most previous studies have focused on commercially published textbooks or digital learning media, leaving a gap in understanding how locally contextualized printed materials influence vocabulary development among elementary school students.

Therefore, this study aims to investigate the influence of the handbook developed through the KUKIS Program on students' English vocabulary achievement at SD Negeri 110 Lura. Specifically, the study seeks to determine

whether the use of the handbook significantly contributes to students' vocabulary learning outcomes and to measure the magnitude of its influence. The findings are expected to provide empirical evidence supporting the development of contextualized instructional materials for English language learning in elementary schools.

RESEARCH METHOD

Research Design

This study employed a quantitative approach using a pre-experimental design, specifically the One-Shot Case Study design. The design was selected to examine the influence of the KUKIS handbook on students' English vocabulary achievement after receiving instructional treatment. In this design, participants were exposed to the instructional intervention and subsequently assessed through a vocabulary achievement test.

Research Site and Participants

The study was conducted at SD Negeri 110 Lura, Enrekang Regency, Indonesia. The population comprised all students enrolled at the school during the academic year of the study. Using purposive sampling, the researchers selected Grade V and Grade VI students because they had sufficient reading ability and prior exposure to basic English vocabulary learning. A total of 35 students participated in the study.

Instructional Treatment

The instructional treatment involved the use of a handbook developed through the KUKIS Program. The handbook contained vocabulary items accompanied by illustrations representing objects, places, and activities found within the students' local

environment. During classroom instruction, students were guided to identify visual representations, associate them with English vocabulary items, and practice pronunciation and meaning recognition. The learning activities were conducted over several instructional sessions under teacher supervision.

Research Instrument

Data were collected using an English vocabulary achievement test consisting of ten objective items designed to measure students' understanding of vocabulary presented in the handbook. Prior to administration, the instrument was subjected to validity and reliability testing. Item validity was examined using Pearson Product-Moment Correlation analysis, while reliability was measured using Cronbach's Alpha coefficient.

The validity analysis indicated that eight items met the acceptable validity criterion ($r > 0.334$), whereas two items were excluded due to insufficient correlation values. Reliability analysis yielded a Cronbach's Alpha coefficient of 0.623, indicating acceptable internal consistency for educational research purposes.

Data Analysis

The collected data were analyzed using SPSS version 17.0. Descriptive statistics were first employed to summarize students' vocabulary achievement. Subsequently, prerequisite tests including normality and linearity analyses were conducted to ensure compliance with parametric statistical assumptions.

The normality test was performed using the One-Sample Kolmogorov-Smirnov test, while the linearity test examined the relationship between the use of the KUKIS handbook and students'

vocabulary achievement. Finally, a simple linear regression analysis was conducted to determine the magnitude and direction of the influence of the handbook on students' English vocabulary achievement. Statistical significance was established at the 0.05 level.

RESULTS

Before conducting the main analysis, the vocabulary achievement instrument was subjected to validity testing. The test consisted of ten items administered to the participants. Item validity was analyzed using Pearson Product-Moment Correlation.

Table 2. Results of the Validity Test of Learning Outcomes Instruments

Question Number	Pearson Correlation	Description
1	0.365	Valid
2	0.331	Valid
3	0.041	Invalid
4	0.763	Valid
5	0.211	Invalid
6	0.542	Valid
7	0.561	Valid
8	0.621	Valid
9	0.413	Valid
10	0.488	Valid

As presented in Table 2, eight items met the validity criterion, while two items (Items 3 and 5) failed to reach the required correlation threshold and were therefore excluded from further analysis. The results indicate that most items adequately measured students' English vocabulary achievement.

Reliability Test

After the validity analysis, the reliability of the instrument was assessed using Cronbach's Alpha.

Table 3. Results of the Reliability Test of Learning Outcomes Instruments

Cronbach's Alpha	N of Items
0.623	8

Table 3 shows that the instrument obtained a Cronbach's Alpha coefficient of 0.623. According to educational research standards, an alpha value above 0.60 indicates acceptable reliability. Therefore, the instrument was considered sufficiently consistent for measuring students' vocabulary achievement.

Normality Test

A normality test was conducted using the One-Sample Kolmogorov-Smirnov test to determine whether the data met the assumptions required for parametric analysis.

Table 4. Normality Test Results

Data	Asymp. Sig. (2-tailed)	Description
Handbook Made by the KUKIS Program	0.47	Normal
Learning Outcomes	0.42	Normal

As shown in Table 4, both variables produced significance values greater than 0.05, indicating that the data were normally distributed. Consequently, the data fulfilled the assumptions necessary for regression analysis.

Descriptive Statistics of Learning Outcomes

Students' vocabulary achievement was categorized according to predetermined criteria.

Table 5. Obtaining Student Learning Outcomes

Category	Grade V	Grade VI
Very Good	3	5
Good	12	10
Fair	-	-
Poor	-	-
Failed	-	-

Table 5 reveals that the majority of students in both Grade V and Grade VI achieved scores categorized as either “Good” or “Very Good.” Notably, no students fell into the Fair, Poor, or Failed categories. These findings suggest that students generally demonstrated satisfactory vocabulary achievement after learning through the KUKIS handbook.

Linearity Test

Prior to regression analysis, a linearity test was conducted.

Table 6. Linearity Test Results

Data	Sig. Linearity	Explanation
Student Learning Outcomes	0.000	Linear

The significance value of 0.000 is lower than the significance threshold of 0.05, indicating a significant linear relationship between the use of the KUKIS handbook and students' vocabulary achievement.

Simple Linear Regression Analysis

To determine the magnitude of influence of the KUKIS handbook on students' English vocabulary achievement, a simple linear regression analysis was performed.

Table 7. Simple Linear Regression Test Results

Variable	B	t-count	R	R Square	F-count	Sig
Constant	7.06	2.01	0.89	0.78	316.83	0.00
Students' English Vocabulary	0.89	17.80				

The regression equation obtained was:
 $Y = 7.06 + 0.89X$

The coefficient of determination ($R^2 = 0.78$) indicates that 78% of the variance in students' vocabulary achievement can be explained by the use of the KUKIS handbook, while the remaining 22% is influenced by other variables not examined in this study. Furthermore, the significance value of 0.000 confirms that the influence is statistically significant.

DISCUSSION

The findings demonstrate that the handbook developed through the KUKIS Program significantly influenced students' English vocabulary achievement. The strong correlation coefficient ($R = 0.89$) indicates a very strong positive relationship between the use of the handbook and vocabulary learning outcomes.

One explanation for this finding is the visual and contextual nature of the handbook. The handbook incorporates illustrations representing objects and situations familiar to students' daily lives. Such contextualized visual representations facilitate vocabulary acquisition by helping learners establish meaningful connections between words and real-world experiences. This finding is consistent with Mayer's (2021) Cognitive Theory of Multimedia Learning, which argues that learners understand and retain information more effectively when verbal and visual

information are processed simultaneously.

The findings also support Nation's (2013) view that vocabulary learning becomes more effective when learners are exposed to comprehensible and meaningful input. The KUKIS handbook provides opportunities for students to encounter vocabulary items within contexts that are familiar and relevant to their environment, thereby facilitating retention and recall.

Moreover, the predominance of students within the "Good" and "Very Good" achievement categories (Table 5) suggests that the handbook was not only statistically effective but also pedagogically meaningful. This result aligns with Pinter (2017), who emphasizes that young learners benefit significantly from learning materials that integrate visual support, contextual relevance, and learner engagement.

From a sociocultural perspective, the effectiveness of the handbook can also be explained by its incorporation of local environmental contexts. Vygotsky (1978) argues that learning occurs most effectively when instructional materials are connected to learners' social and cultural experiences. Because the handbook was developed using images and illustrations derived from the students' local environment, it likely enhanced learners' motivation and comprehension.

The present findings are also consistent with previous studies highlighting the importance of instructional media in language learning. Webb and Nation (2017) found that contextualized vocabulary instruction significantly improves vocabulary retention among EFL learners. Similarly, Ismail and Tini (2020) reported that structured instructional interventions positively influence students' English

learning achievement.

Despite these positive findings, caution should be exercised in interpreting the results. The use of a One-Shot Case Study design limits the ability to establish causal relationships because no comparison group was included. Future studies employing quasi-experimental or true experimental designs may provide stronger evidence regarding the effectiveness of the KUKIS handbook.

CONCLUSION

The present study aimed to investigate whether the handbook developed through the KUKIS Program influences students' English vocabulary achievement at SD Negeri 110 Lura. Based on the findings of the study, it can be concluded that the handbook has a significant positive influence on students' English vocabulary learning. The results of the simple linear regression analysis revealed a strong positive relationship between the use of the KUKIS handbook and students' vocabulary achievement, indicating that the handbook contributed substantially to students' learning outcomes.

The findings suggest that the integration of contextualized and visually supported learning materials can enhance vocabulary acquisition among elementary school learners. The handbook enabled students to associate English vocabulary with familiar objects and situations from their local environment, thereby facilitating comprehension and retention of new words. This confirms that locally developed instructional materials can serve as effective learning resources in English language teaching at the primary school level.

Pedagogical Implications

First, English teachers are encouraged to utilize contextualized visual learning materials to support vocabulary instruction among young learners. Second, schools may consider incorporating locally developed learning resources into classroom practices to increase students' engagement and learning effectiveness. Finally, future researchers are recommended to employ more rigorous experimental designs involving control groups and larger samples to obtain stronger evidence regarding the effectiveness of contextualized handbooks in English language learning.

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