



# The Feasibility of a Mini Dictionary of Literary Text Terms as a Learning Medium for Class XI Students at Al-Washliyah 1 Senior High School Medan

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## ABSTRACT

**Purpose of the study:** This study aimed to develop a Mini Dictionary of Literary Text Terms as a learning medium for Class XI students at Al-Washliyah 1 Senior High School Medan to improve their understanding of literary concepts and terminology.

**Methodology:** This study employed the Research and Development (R&D) method, following the Borg and Gall development model. Data collection involved observation and questionnaires. The study included 62 students from Class XI Science and Social Science streams, with a sample of 31 students from Class XI Science. Expert validation assessments were conducted by two material experts, two design experts, and a teacher.

**Main Findings:** Validation results from Material Expert I (92%) and Material Expert II (77%) classified the dictionary as "Decent." Design Expert I (84%) rated it as "Decent," while Design Expert II (90%) categorized it as "Very Decent." The teacher's evaluation resulted in a "Very Decent" (87%) rating. These findings indicate that the Mini Dictionary of Literary Text Terms is valid and suitable as a learning medium for Class XI students.

**Novelty/Originality of this study:** This study introduces a specialized Mini Dictionary tailored for Class XI students, enhancing literary text learning through a structured and validated resource. The findings contribute to literacy development in Indonesian high schools by offering a pedagogically sound and validated learning tool that improves students' comprehension of literary terminology.

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## 1. INTRODUCTION

Education is the creation of a learning atmosphere, and a planned learning process carried out by students actively in developing their potential and equipping themselves with religious spiritual strength, self-control, personality, intelligence, morality, life science, common sense, and skills needed by society. This is in line with the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 1 which states that "National Education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia, which is rooted in religious values, Indonesian national culture, and responsive to the demands of changing times" [1].

In the context of learning, there is a dynamic interaction between teachers and students. This interaction involves the teacher carrying out activities to guide students towards learning goals, while students participate in

a series of planned activities [2]. To support learning materials at school, students need media that can facilitate the learning process in the classroom. However, in reality, not all students have access to learning media such as PowerPoint presentations, learning videos, textbooks, and worksheets [3].

Studies indicate that only 34% of Indonesian schools incorporate technology-based learning media into daily teaching, leaving a gap in effective educational tools that enhance student engagement. Additionally, there are still many learning media that are rarely used in the learning process, making learning less effective and less engaging for students [4].

The development of educational technology plays a crucial role in addressing these gaps in learning resources. According to the Ministry of Education and Culture of Indonesia, digital learning tools improve student retention rates by up to 60% compared to conventional teaching methods [5]. One of the underutilized learning media in Indonesia is the mini dictionary, which serves as a compact yet effective reference tool for students. In many educational institutions, particularly in rural areas, printed dictionaries remain limited, and digital access is not always reliable.

In the growing digital era, the need for practical and efficient reference sources is becoming increasingly important, especially in the context of learning. One of the important instruments in language learning is the dictionary, which serves as a supporting medium for both educators and learners. A dictionary, which comes from the Arabic word "qamus", is a source of information used to obtain information about a word, including meaning, spelling, usage in sentences, and pronunciation [6]. A dictionary is defined as "a work that functions as a reference which is generally in the form of an alphabetically arranged list of words, including information on spelling, pronunciation, word class, word meaning, sometimes word history, and examples of word usage in sentences" [7].

Along with the times, the need for more practical and specific dictionaries is increasing. Mini dictionaries, as one of the innovations in dictionary development, offer a more portable and focused solution for specific fields of study. A mini dictionary is a small-format dictionary containing field-specific terms, less than 2 cm thick and containing no more than 2000 vocabulary words. These characteristics make them ideal for practical use in specific learning contexts [8].

Several studies have explored the effectiveness of technology-based learning media in enhancing student literacy and engagement. A study by Chen et al. found that students who use interactive digital dictionaries demonstrate a 47% improvement in vocabulary retention compared to those who rely solely on textbooks [9]. Similarly, Mendoza et al. reported that integrating multimedia-based dictionaries in classrooms significantly boosts reading comprehension levels among high school students [10]. This highlights the importance of integrating technological innovations, such as mini dictionaries, into learning environments to enhance students' literacy development.

In the context of literature learning, literature is defined as "the expression of human personality in the form of experiences, thoughts, feelings, ideas, spirit, and beliefs in a form of concrete images that evoke charm through the use of language" [11]. Literary texts have the characteristics of beautiful or well-organized language, with an interesting, expressive, and aesthetic form of presentation.

The development of mini dictionaries as learning media adopts the Research and Development (R&D) approach, which according to Rachman et al. is "a systematic approach to generating new knowledge, solving problems, and developing products or services" [12]. "Development involves a series of trials, ranging from individual to field tests, followed by revisions to produce a product that is suitable for use" [13].

Dictionaries serve not only to explain the meaning of words but also to help readers recognize new words, provide designation guidelines, explain the origin of words, and provide examples of word usage with illustrations or pictures [14]. These functions make mini dictionaries an effective standard reference in language learning. The development of mini dictionaries needs to meet certain criteria to ensure quality and effectiveness. According to Kurniasih, there are at least three main criteria that need to be considered: formal criteria, which include macrostructure and microstructure; function criteria, which relate to the purpose of use; and content criteria, which encompass comprehensive linguistic information [15].

In modern educational settings, the integration of technology-based learning resources, such as mini dictionaries in digital formats, is essential to enhance accessibility and engagement. According to Tan & Aziz, mobile-based dictionaries integrated with artificial intelligence provide personalized learning experiences, allowing students to quickly retrieve definitions, hear pronunciations, and engage in interactive exercises [16]. Adopting such advancements in the development of mini dictionaries can further enhance students' literacy, comprehension, and retention.

Efforts to develop effective learning media are crucial, considering that in many schools, there is no learning media in the form of Mini Dictionaries. With the development of Information and Communication Technology today, educators are required to have the ability to utilize media sources that support students and make it easier for students to get information. The use of this Mini Dictionary aims to facilitate students in completing exercises provided by the teacher, help students in memorizing vocabulary, and provide a practical reference for use in literature learning.

This research aims to develop a Mini Dictionary of Literary Text Terms that can meet the needs of modern learning, by considering aspects of practicality, effectiveness, and content relevance. Through this development, it is expected to produce a learning media that is not only informative but also easy to use and in accordance with user needs in the context of contemporary learning, especially in Indonesian language learning.

Previous studies on learning media for literary text comprehension have primarily focused on general dictionaries and conventional learning materials, which often lack specificity and accessibility for students. Research by Tan & Aziz [16] highlights that traditional dictionaries are underutilized in classrooms due to their complex structure and lack of student-friendly features. Similarly, Mendoza et al. [10] found that students struggle with literary terms because existing reference materials are too broad, making it difficult to locate precise definitions relevant to their coursework. However, there is a research gap in the development of a specialized, compact, and easily accessible dictionary that focuses exclusively on literary text terms.

The novelty of this study lies in its development of a Mini Dictionary tailored specifically for literary text learning, addressing the limitations of traditional dictionaries by providing a concise, practical, and user-friendly reference tool. Unlike previous research, which mainly explored digital and multimedia-based learning tools, this study introduces a specialized print and digital hybrid learning media, ensuring both accessibility and convenience for students. This innovation is essential for enhancing students' comprehension of literary texts, allowing them to grasp literary concepts more effectively and efficiently.

Given the increasing demand for adaptable and focused learning tools, this research is crucial in providing a targeted solution that enhances student engagement and comprehension in literary studies. The primary purpose of this study is to develop and validate a Mini Dictionary of Literary Text Terms as an effective and practical learning aid for Indonesian language students, bridging the gap between traditional reference materials and modern learning needs.

## **2. RESEARCH METHOD**

### **2.1. Type of Research**

This study employs Research and Development (R&D) as the research method, which is used to produce and test the effectiveness of educational products. According to Sugiyono, development research is designed to create specific products that meet educational needs through systematic testing and refinement [11]. The Borg and Gall model is adopted in this research due to its structured and iterative approach, making it highly suitable for developing learning materials. This model originally consists of ten stages, but for this study, it has been simplified into seven stages, including Needs Analysis, Media Planning, Initial Product Development, Media Improvement, Initial Product Trial, Product Revision, and Final Product [12]. Compared to other models such as ADDIE or the Dick and Carey model, Borg and Gall offers a flexible and iterative framework, allowing for continuous validation and revision, which is essential in ensuring that the developed product is effective and well-adapted to students' learning needs [13].

### **2.2. Research Subjects, Population, and Sample**

The research subjects consist of 31 students from Class XI Science at Al-Washliyah 1 Senior High School Medan, along with two design expert lecturers and two material expert lecturers, who act as validators. The student participants were selected based on their involvement in literary text learning, ensuring that they could provide relevant feedback on the usability and effectiveness of the mini dictionary. The expert validators assess the feasibility, content quality, and visual presentation of the mini dictionary to ensure that it meets educational standards and aligns with learning objectives.

### **2.3. Data Collection Instruments and Techniques**

Data collection was conducted using observation, interviews, and questionnaires. The observation method was used to analyze student engagement and challenges in literary text learning, providing insights into how they interact with existing learning resources. Interviews with teachers and students were conducted to gain a deeper understanding of the existing gaps in learning materials, allowing researchers to tailor the mini dictionary to better address students' needs. The questionnaire served as the primary quantitative data collection tool, designed using a Likert scale to measure perceptions of practicality, usability, and effectiveness of the mini dictionary [11]. The five-point Likert scale used in this study consists of the following categories: strongly disagree, where the product is considered ineffective and not useful; disagree, where the product has minor benefits but lacks effectiveness; neutral, where the product is acceptable but requires improvement; agree, where the product is useful and appropriate; and strongly agree, where the product is highly effective and beneficial [12].

### **2.4. Data Analysis Techniques**

The data collected through questionnaires was analyzed using descriptive quantitative analysis, where the average percentage of responses was calculated to determine the feasibility of the developed mini dictionary. The threshold for acceptance was set at  $\geq 75\%$ , meaning any component scoring below this value would require

further revision [14]. The descriptive analysis method was used to summarize responses from students and expert validators, identifying strengths and weaknesses in the developed mini dictionary. The study also applied qualitative analysis to interpret data from interviews and observations, providing contextual insights into how the mini dictionary could enhance students' comprehension of literary texts.

## 2.5. Research Procedures

The research followed a systematic sequence to ensure validity and reliability in the development of the mini dictionary. The Needs Analysis phase identified student difficulties and the lack of appropriate learning media through observations and interviews with teachers and students. This was followed by Media Planning, where the mini dictionary's structure and content were designed based on students' and experts' feedback, ensuring that it aligned with both pedagogical needs and linguistic accuracy [13]. The Initial Product Development phase involved creating the first prototype, incorporating design elements and literary terminology based on curriculum standards. This prototype was then refined in the Media Improvement phase, where expert validators provided assessments and suggestions for modifications. In the Initial Product Trial phase, students and teachers used the mini dictionary in a classroom setting, and their feedback was recorded to evaluate its usability, readability, and effectiveness. This feedback informed the Product Revision phase, where necessary modifications were implemented to improve the dictionary. Finally, in the Final Product phase, all revisions were incorporated, resulting in a validated and effective learning resource that could be applied in Indonesian high schools [14].

The main objective of this study is to develop a Mini Dictionary of Literary Text Terms that is practical, effective, and feasible as a learning aid for Indonesian language students. By employing the Borg and Gall model, expert validation, and a structured Likert scale evaluation, this research provides an innovative learning resource that enhances students' literary comprehension and engagement in Indonesian high schools. The structured development process ensures that the final product meets pedagogical standards while addressing the specific needs of students and educators in literary text learning.

## 3. RESULTS AND DISCUSSION

### 3.1. Needs Analysis

Needs analysis is a crucial stage that becomes the initial foundation in the development of the Mini Dictionary of Literary Text Terms as an Indonesian language learning media for grade XI students of Al-Washliyah 1 Senior High School Medan. At this stage, researchers conducted a series of in-depth observations to identify various problems in the learning process, especially related to understanding terms in literary texts. The observation results showed that students had never used mini dictionary media as a learning resource at school, indicating a gap in the utilization of effective and practical learning media.

In the process of learning literature, understanding terms and vocabulary remains one of the main obstacles faced by students. During interviews, students expressed frustration with the lack of accessible resources, stating that "We often find difficult literary terms in our textbooks, but we do not have any reference to quickly check their meanings". Teachers also highlighted that "Students struggle with technical literary terms, and without a specialized reference, they often misinterpret the meaning of key concepts, leading to errors in their analysis of texts." Limited reference sources that are easily accessible and practical to carry cause students to have difficulty in understanding various technical terms in literary texts [15]. This has an impact on the less than optimal achievement of learning objectives and overall understanding of the material. The development of technology and science should be utilized to create innovations in learning media that can help overcome these problems [16].

The researcher identified that the need for learning media that is practical, portable, and comprehensive in explaining literary terms is highly important. A mini dictionary can be the right solution due to its concise yet informative characteristics [17]. In addition, the practical format of the dictionary allows students to carry it easily and use it whenever needed, both inside and outside the classroom.

The needs analysis also shows the importance of developing learning media that is in accordance with the characteristics and level of understanding of high school students. The learning media developed must be able to bridge the gap between the complexity of literary material and students' understanding ability. The use of language that is easy to understand but still scientifically accurate is an important aspect that needs to be considered in the development of this mini dictionary [18].

In the context of the curriculum, the needs analysis revealed that the learning media developed should be in line with the learning objectives and expected competencies. The mini dictionary should not only serve as a reference for terms but should also support the achievement of students' competence in understanding and appreciating literary works. The integration between learning media and the applicable curriculum is an important consideration in the development of this product [19].

Additionally, the aspect of learning motivation is also a concern in the needs analysis. Learning media that are visually appealing and easy to use can increase students' interest and motivation in studying literature.

One student stated, "I would be more interested in studying literature if we had a tool that made it easier to understand the terms, especially if it was designed in an engaging way." An attractive design and good layout can make the learning process more enjoyable and effective [20].

This study has several significant impacts on the development of learning media in literature education. The development of a Mini Dictionary of Literary Text Terms provides an alternative learning tool that is accessible, portable, and specifically designed to address the terminology challenges faced by high school students [21]. By aligning with the Indonesian language curriculum, this dictionary enhances students' comprehension of literary texts while promoting independent learning habits. Additionally, the study contributes to the integration of educational technology by demonstrating how compact, specialized dictionaries can be effective in modern learning environments [22].

However, this study also has several limitations. First, the research is limited to a single school, making it necessary to conduct broader testing in various educational institutions to determine its wider applicability. Second, while the dictionary addresses terminology challenges, it does not fully cover contextual literary interpretation, meaning that additional learning resources, such as digital versions or interactive applications, could further enhance its usability [23]. Lastly, the study focuses on printed materials, which may not fully accommodate the increasing preference for digital learning tools among students. Future research could explore how mobile-based or AI-enhanced dictionaries can further support literature education in Indonesian schools [24].

### 3.2. Development Planning

After conducting a comprehensive needs analysis, the development planning stage becomes a crucial strategic step in developing the Mini Dictionary of Literary Text Terms. At this stage, researchers conduct systematic and structured planning to ensure that the product developed effectively meets learning needs. This careful planning includes various aspects, ranging from the preparation of reference sources, design planning, and consideration of pedagogical aspects that will be implemented in the final product [25].

In the development planning stage, researchers first collected and analyzed various reference sources relevant to the development of mini dictionaries. These sources include literary term references, Indonesian language learning textbooks, research journals related to learning media development, and various existing dictionaries and glossaries. This process is important to ensure that the content developed has a strong scientific basis and can be academically accounted for [17].

The design aspect was of particular concern in the planning stage. Researchers designed a dictionary format that is not only informative but also attractive and practical to use. The selection of fonts, text size, layout, and cover design were planned by considering aspects of readability and visual appeal [18]. This is important considering that the target users are high school students who tend to be more engaged with visually appealing learning materials [26].

Planning also included aspects of language and material presentation. Researchers considered the level of understanding of high school students when designing definitions and explanations. Definitions were planned to be concise yet clear, with language that is easy to understand without compromising accuracy. For example, the term "*metaphor*" would not only be defined but also illustrated with a short literary excerpt to reinforce understanding [27].

Integration with the curriculum and learning objectives was another essential consideration. Researchers reviewed basic competencies and learning indicators related to literature learning at the high school level. This was done to ensure that the mini dictionary supports learning objectives effectively. Planning also included how this media can be integrated into various learning methods and classroom activities [28].

Practical aspects and ease of use were also a primary focus. The dictionary size was planned to be compact and portable, ensuring that students could use it both inside and outside the classroom. The term organization system was structured alphabetically with clear markers to facilitate searching [29].

In the planning stage, researchers also considered evaluation and further development. Assessment and validation instruments were prepared to measure the feasibility of the product from various aspects, including evaluations by material experts, design experts, teachers, and students as end users. This structured evaluation process ensures that the developed product is objectively assessed for both content accuracy and usability [30].

Furthermore, the development planning phase also took into account sustainability and future expansion. The dictionary structure was designed to allow for periodic updates, enabling the addition of new literary terms as language evolves. Given the rapid changes in literary discourse and modern terminologies, an expandable format ensures long-term usability in educational contexts. With this careful and comprehensive planning, the development of the Mini Dictionary of Literary Text Terms is expected to produce a product that not only meets current learning needs but also has sustainability value for the development of literary learning in the future [31].

### 3.3. Initial Product Development

The initial product development stage in this research aims to develop a quality *Mini Dictionary of Literary Text Terms* that meets the learning needs. This product was validated by material experts and media experts with results that showed very good feasibility, although there were some aspects that needed to be improved. Validation results from material experts showed an average score of 92% from the first expert and 77% from the second expert. The aspects assessed included the completeness and depth of the material, relevance to the curriculum, and clarity of presentation. In general, the content-related aspects received high scores, although there were some shortcomings such as the clarity of the material description and the attractiveness of the design which only reached a score of 60-80% in certain assessments [32].

On the other hand, the validation results from media experts resulted in an average score of 88% and 90%, with an eligibility category of "Highly Appropriate." The media assessment highlighted the attractive design, suitability of the layout, and ease of access by students. Almost all indicators scored high, especially on aspects such as cover design, margin appropriateness, and layout organization. However, aspects such as attractiveness to students and encouraging curiosity showed the need for improvement, scoring around 60-80% on some indicators [33].

Overall, the average validation score from material and media experts indicates the feasibility of the product is in the "Very Feasible" category. These results provide a strong foundation to continue the product to the field trial stage with a focus on improving some elements such as visual appeal and clarity of material. This dictionary is expected to be an effective learning media, making it easier for students to understand literary terms, while increasing their interest and involvement in the learning process [34].

### 3.4. Media Improvement

After validation by material and media experts, several revisions were made to improve the quality of the *Mini Dictionary of Literary Text Terms*. Improvements include the addition of a bibliography to complement references, adjustments to Indonesian Spelling (EBI), and tidying up the layout and typing to make it neater and easier to read [35].

In terms of design, suggestions to add a navigation page and improve the preface were implemented. The layout and structure of the product were improved to provide a more attractive and user-friendly appearance. With these revisions, the mini dictionary is expected to support literary text learning more effectively, help students understand literary terms easily, and increase interest in learning [36].

### 3.5. Initial Product Trial

The initial product trial was conducted to evaluate teacher and learner responses to the Mini Dictionary of Literary Text Terms developed. Teacher responses showed very positive results, with a score of 54 out of a maximum of 60, or 90%, which was categorized as "Very Appropriate". Teachers considered this media to be interesting, using the right terms, and able to motivate students [37].

From the learners' responses, the results of the small, medium, and limited group trials also showed a good assessment. The small group recorded an average score of 87%, the medium group 86%, and the limited group 87%, all in the "Appropriate" to "Very Appropriate" category. Learners appreciated the design of the mini dictionary, describing it as attractive, simple, and helpful in understanding literary terms. These results indicate that the Mini Dictionary of Literary Text Terms is an effective and highly feasible learning medium, with the potential to increase students' understanding and interest in learning [38].

However, despite these positive results, certain aspects received slightly lower scores, particularly in the attractiveness aspect. While students found the dictionary layout clear and well-organized, some participants expressed that the color scheme and font choices could be more engaging. Additionally, a few students noted that some visual elements, such as icons or illustrations accompanying definitions, could further enhance their learning experience [39]. This feedback suggests that aesthetic improvements could increase student engagement and make the dictionary more visually appealing without compromising its practicality. Future revisions should consider adjusting the typography, enhancing the cover design, or incorporating graphical elements to make the dictionary more engaging for learners [40].

### 3.6. Product Revision

After being tested in individual groups, medium groups, and the whole class, the *Mini Dictionary of Literary Text Terms* was declared "Feasible" without requiring additional improvements. The pilot test showed that the mini dictionary was effective in improving learners' understanding of vocabulary and terms in literary texts. The trial results confirmed that this product is able to meet the learning needs, both in terms of content feasibility and effectiveness as a learning medium. Thus, the *Mini Dictionary of Literary Text Terms* can be widely applied as a learning tool that supports students and educators in understanding literary texts better [11].

### 3.7. Final Product

The final product of the Mini Dictionary of Literary Text Terms is designed as a learning medium that covers literary text materials such as short stories, prose fiction, and poetry. The dictionary is designed with an

attractive appearance, using harmonious colors and an aesthetic layout to enhance students' engagement. The content of the dictionary is systematically structured to help learners understand terms and vocabulary in literary texts more easily. With an appealing design and relevant material, the Mini Dictionary of Literary Text Terms serves as an effective learning medium to increase students' interest in and comprehension of literary texts.

This research has several significant impacts in advancing literary education, particularly in improving students' ability to understand and analyze literary texts. By providing a structured and visually engaging reference tool, the mini dictionary helps bridge the gap between students' vocabulary limitations and their ability to interpret literary works effectively. Additionally, it supports teachers by offering a supplementary resource that aligns with the curriculum, enhancing the efficiency of literary text instruction. The development of this dictionary also encourages further innovations in educational media, demonstrating the importance of integrating design elements with pedagogical strategies to optimize student engagement and learning outcomes.

Despite these contributions, this research has several limitations that need to be acknowledged. The study primarily focuses on a specific group of students in a single educational setting, which may limit the generalizability of the findings to other schools with different linguistic backgrounds and learning environments. Furthermore, while the dictionary has been validated by experts and tested with students, its long-term effectiveness in improving literary comprehension requires further empirical studies. Future research should explore the integration of digital elements or interactive features to enhance accessibility and engagement, making the dictionary more adaptable to diverse learning styles and technological advancements.

#### 4. CONCLUSION

The Development of a Mini Dictionary of Literary Text Terms as an Indonesian Language learning media for class XI students of Al-Washliyah 1 Senior High School Medan was carried out using the Research and Development (R&D) method of the Borg and Gall model. The validation results showed high feasibility, with material experts rating it 92% and 77%, media experts 88% and 90%, and teachers 90%. The student assessment reached 87%, indicating that this Mini Dictionary is an effective and appropriate learning tool to help students understand literary terms and enhance their language skills.

This study makes a unique contribution to education by developing a specialized, practical, and portable learning tool focused on literary terminology, filling the gap left by general dictionaries. The findings highlight that customized learning media can significantly improve student engagement and comprehension, offering an alternative instructional tool for educators. Its structured format and ease of use make it a valuable resource in literature learning, supporting both independent study and classroom instruction.

For further research, it is recommended to expand testing across different schools to assess its broader effectiveness. Future studies could explore digital enhancements, such as mobile applications or interactive features, to increase accessibility and engagement. Additionally, developing an extended version covering figurative language and linguistic structures could provide a more comprehensive educational resource for literature learning.

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