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DEVELOPING AN INTERACTIVE E-POCKET BOOK ON PROFESSIONAL DIGITAL COMMUNICATION FOR EFL LEARNERS

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ABSTRACT

Vocational college students must continuously upgrade their communication skills to meet competitive industry expectations, particularly within professional digital channels. However, numerous EFL learners encounter recurring obstacles when selecting context-appropriate linguistic markers, maintaining a professional tone, and adhering to digital netiquette across diverse electronic platforms. Addressing this gap, this study developed an interactive e-pocket book centered on Professional Digital Communication for EFL learners using the ADDIE instructional model. The study involved fourth-semester students in the Diploma IV English for Business and Professional Communication program at the State Polytechnic of Malang. Data collection encompasses initial needs assessments, Focus Group Discussions, lecturer interviews, expert validation, and field usability questionnaires. Findings demonstrated that the developed e-pocket book achieved exceptional feasibility and practicality standards. Content experts evaluated the product with a feasibility rating of 95%, while language experts assigned a score of 96%, categorizing the learning media as "Very Feasible." Moreover, small-scale user field testing yielded a practicality score of 86.49%, establishing its status as "Very Practical." Integrating practical templates, scenario-driven exercises, and QR-coded Quizizz assessments effectively supported students in internalizing pragmatic competence and professional digital etiquette for academic and workplace environments.

Keywords: *Professional Digital Communication, EFL learners, e-pocket book, ADDIE model, vocational education*

INTRODUCTION

The development of digital communication technology is fundamentally changing the landscape of workplace interactions. This transformation requires vocational college graduates to master comprehensive professional digital communication competencies. English as a Foreign Language (EFL) students often face complex challenges when interacting via email, instant messaging apps, and virtual collaboration forums. These challenges include selecting the right language register, maintaining... tone professional, as well as compliance to ethics digital (Crystal, 2021; Herring, 2019). Lack of understanding of digital pragmatic norms often leads to communication misunderstandings in the modern workplace (Baron, 2015; Thorne, 2020).

Vocational higher education has a strategic mandate to bridge the gap between academic theory and the practical demands of industry. The Diploma 4 English for Business and Professional Communication study program at Malang State Polytechnic responds to this need by designing a curriculum based on industrial practice. Preliminary observations indicate that conventional learning materials do not fully accommodate the dynamics of today's digital communication. Students require independent learning media that are flexible, applicable, and integrated with mobile technology (Ally, 2019; Kukulska-Hulme, 2020).

Mobile-based learning media, especially electronic pocket books or *e-pocket books* , offer an effective solution in delivering concise and easily accessible material (Traxler, 2018; Sharples et al., 2016). However, *e-pocket* availability *book* Which in a way Specialized materials on professional digital communication for EFL learners are still very limited. Most of the existing literature focuses on general grammar rather than pragmatics. digital and professional netiquette (Flowerdew & Miller, 2020; Hyland, 2019). This study aims to develop and test the feasibility and practicality of an interactive *e-pocket book media based on the ADDIE model.*

METHOD

The researchers used the *Analysis, Design, Development, Implementation, and Evaluation* (ADDIE) development model formulated by Branch (2009) and developed by Dick et al. (2015). This model provides a systematic framework for designing valid, practical, and effective learning products. The research trial subjects These are 30 fourth semester students of the English for Business and Professional Communication D4 Study Program at Malang State Polytechnic, as well as two expert validators consisting of material experts and language experts.

Analysis stage includes analyzing student needs through Initial questionnaire distribution, classroom observations, and interviews with lecturers in charge of business correspondence courses. The **Design** (Planning) stage includes drafting an outline of the media content, designing the user interface, selecting a digital format, and collecting text and visual materials. (Smaldino et al., 2019). Stage **Development** (Development) realizing the design into an interactive *e-pocket book product* complete with exercise links and formative quiz QR code integration (Richey & Klein, 2014). **Implementation** phase involved a limited-scale field trial with a target student group to gauge user response to the usability of the media (Akker, 2013; Nieveen, 2007). The **Evaluation phase** included formative evaluation at the end of each ADDIE phase to continuously improve the product (Scriven, 2018). Data collection instruments included a material expert validation sheet, a language expert validation sheet, and a student practicality response questionnaire. Data analysis used quantitative descriptive techniques to calculate the percentage of feasibility and practicality scores (Sugiyono, 2020).

RESULTS AND DISCUSSION

Results Development Product E-Pocket Book

The development process resulted in a digital product in the form of an interactive *e-pocket book entitled "Professional Digital Communication for EFL Learners"* . This media is specifically designed to be compatible with smart devices, so students can access the material anytime and anywhere (Kress, 2020; Selwyn, 2016). The contents of the pocket

book include six main chapters, ranging from professional email etiquette, corporate instant messaging management, to etiquette in online meetings (Gumperz, 2018; Yule, 2017). Each chapter is equipped with message reply templates, authentic case studies, and interactive practice questions based on the Quizizz platform that are accessed by scanning a QR code.

Table 1. Results Recapitulation Validation Expert And Test Practicality Field

No	Aspect Evaluation	Percentage Score	Category Validity
1	Validation Expert Material	95.00%	Very Worthy
2	Validation Expert Language	96.00%	Very Worthy
3	Student Practicality Test	86.49%	Very Practical

Discussion Eligibility and Practicality Media

Based on the data in Table 1, the results of the validation by material experts showed a score of 95.00%, which places the product in the "Very Suitable" category. The material experts assessed that the depth of the digital communication material, the relevance of the case studies, and the accuracy of the business sentence structure have met the competency standards for vocational graduates (Bhatia, 2014; Swales, 2016). The validation by language experts obtained a score of 96.00%, confirming that the use of professional English rules, clarity of instructions, and suitability of register have been formulated accurately according to the industrial context (Celce-Murcia et al., 2014; McCarthy & O'Keeffe, 2017).

A small-scale field trial involving 30 students assessed the practicality of *the e-pocket book*. The student questionnaire responses yielded a practicality score of 86.49%, categorized as "Very Practical." Respondents stated that the format digital Which interactive, existence template message Ready use, as well as convenience navigation helps them understand digital communication practices without significant obstacles (Mayer, 2019; Clark & Mayer, 2016). Use code QR For evaluation Quizizz proven to significantly increase students' enthusiasm for learning (Prensky, 2021; Johnson & Johnson, 2018).

The operational definition of interactive learning media refers to "a digital technology-based instructional material delivery system that combines text, visual elements, and self-assessment exercises to facilitate the achievement of cognitive and pragmatic competencies in learners" (Heinich et al., 2019, p. 55). This definition underlies the design of all interactive components in this *e-pocket book* . The integration of multilingual communication theory and interdisciplinary pragmatics strengthens the theoretical foundation of product development. so that students not only master grammar grammatically but also understand polite language in cyberspace (Brown & Levinson, 2017; Watts, 2013).

CONCLUSION

This research successfully developed an interactive *e-pocket book media* for professional digital communication learning using the ADDIE model. Validation results prove that the product meets the "Very Feasible" standard with a score of 95.00% from material experts and 96.00% from language experts. Field practicality tests showed a score of 86.49% with the predicate "Very Practical". This media effectively helps EFL learners in vocational colleges in mastering pragmatic competencies and professional digital ethics. Further research is recommended to test the effectiveness of this media through large-scale experiments to empirically measure improvements in learning outcomes.

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