

CHAPTER IV

RESULT AND DISCUSSION

4.1 Results

Following the task division presented in Chapter 3, the researcher was mainly involved in the develop and disseminate phases of the study. These stages focused on refining the guidebook through content development, layout arrangement, visual enhancement, and expert validation preparation, followed by product distribution and effectiveness testing with the intended users. The resulting product is an English copywriting guidebook entitled *A Guide to English Copywriting for the Beauty Industry*. The guidebook was developed as a supplementary learning resource for students and teachers of the Beauty Program at SMKN 6 Semarang.

4.1.1 Define

The Define phase presents the results of the needs analysis conducted to identify issues, characteristics, and user needs related to learning English copywriting in the beauty industry. Data for this stage was obtained through semi-structured interviews with teachers and students of the Beauty Vocational Program at SMKN 6 Semarang, as well as through the distribution of questionnaires to beauty industry practitioners. The findings from this stage served as the basis for determining the objectives, content, and characteristics of the guidebook developed in this study.

a. Semi-Structured Interview

1. Teachers' Perspectives

Based on the interviews with 2 (two) beauty teachers at SMKN 6 Semarang, English has been integrated into several practical activities, such as greeting customers, explaining treatment procedures, and introducing beauty products. However, both teachers stated that students' use of English remains inconsistent and highly dependent on teachers' guidance. In addition, there are limited learning resources that specifically address English copywriting within the context of the beauty industry. Therefore, teachers expressed the need for instructional materials that provide practical guidance and are relevant to students' future professional demands.

2. Students' Perspectives

The interview findings revealed that students encounter challenges in using English, particularly in speaking, due to their limited vocabulary and difficulties in constructing sentences. Most students also reported low self-confidence because they are more accustomed to communicating in Indonesian. As a result, they experienced difficulties in explaining beauty products and treatment procedures to international customers. Furthermore, students acknowledged that their ability to promote beauty services in English was still limited, as their promotional content remained simple and lacked effective copywriting techniques. Therefore, all interviewed students expressed the need for practical copywriting instruction and preferred a guidebook that uses simple language, attractive visual design, and concise, easy-to-understand content.

3. Need Analysis

Students indicated the need for a practical learning resource that could guide them through the process of creating promotional content systematically. They also preferred materials presented bilingually in

English and Indonesian, accompanied by a colorful yet minimalist design and supportive illustrations to enhance their learning experience.



Figure 4. 1 Interview with SMKN 6 Semarang

b. Questionnaire

To identify the alignment between academic preparation and industry standards, a closed-ended questionnaire using a Likert scale was distributed to 10 (ten) practitioners from beauty companies, including KAH I Indonesia and ITJEHER Group. The results were organized into 2 (two) variables.

Table 4. 1 Perceived Importance

No.	Indicators	Percentage Result					Mean
		Very Important	Important	Neutral	Not Important	Very Not Important	
1.	The importance of the ability to create digital promotional	60%	40%	0%	0%	0%	4.60

	content in the workplace.						
2.	The level of attractiveness of promotional messages to the target audience.	80%	20%	0%	0%	0%	4.80
3.	The relevance of thematic word choice (industry-specific vocabulary) in advertising copy.	40%	30%	30%	0%	0%	4.10
4.	The need for foreign language proficiency (English) in marketing materials.	70%	10%	20%	0%	0%	4.50
5.	Understanding the basic structure of the copywriting framework.	90%	10%	0%	0%	0%	4.90
6.	Clear communication of the unique selling point and product information.	90%	10%	0%	0%	0%	4.90
7.	Awareness of the importance of content differentiation and creative messaging.	80%	10%	10%	0%	0%	4.70
8.	Awareness of the consistency of the brand voice.	90%	10%	0%	0%	0%	4.90

Table 4.1 shows that respondents viewed English copywriting skills as essential for supporting promotional activities in the beauty industry. The highest mean score (4.90) was obtained for understanding the copywriting structure, presenting the unique selling point (USP) and product information, and maintaining a consistent brand voice. Other aspects, such as creating attractive promotional messages, producing creative content, developing digital promotional content, and using English in marketing materials, also received high ratings. Although the use of industry-specific vocabulary obtained the lowest mean score (4.10), it was still considered important by most respondents. These findings indicate that English copywriting competencies are regarded as necessary in beauty promotion and were therefore used as a reference in determining the guidebook content.

Table 4. 2 Frequency & Challenges

No.	Indicators	Percentage Result					Mean
		Very Often	Often	Sometimes	Rarely	Never	
1.	Intensity of practical involvement in writing social media content.	40%	20%	30%	10%	0%	3.90
2.	Level of difficulty in crafting persuasive promotional messages.	10%	10%	40%	30%	10%	2.80
3.	Frequency of using English in daily marketing practices.	60%	30%	10%	0%	0%	4.50
4.	Difficulty in choosing the right words when writing content.	20%	10%	50%	10%	10%	3.20
5.	External reference-seeking behavior (content benchmarking)	30%	50%	10%	10%	0%	4.00

Table 4.2 summarizes respondents' work practices and the difficulties they experience when producing English promotional content. The findings indicate that English is commonly used in marketing activities, as reflected by the highest mean score of 4.50. Respondents also reported regularly referring to promotional content from other brands for inspiration, with a mean score of 4.00, while writing social media content was also a frequent task (3.90). Despite this, respondents still encountered several obstacles during the writing process. The most common challenges involved choosing appropriate vocabulary (3.20) and developing persuasive promotional messages (2.80). These results suggest that, although English copywriting has become part of routine promotional activities in the beauty industry, practitioners still require additional support to improve the quality of their written promotional content.

4.1.2 Design

The content organization of the guidebook was formulated based on the outcomes of the Define phase. Consisting of six main parts, the guidebook was designed to translate applied linguistic principles into practical knowledge that supports activities within the creative industry.

1. Front Cover

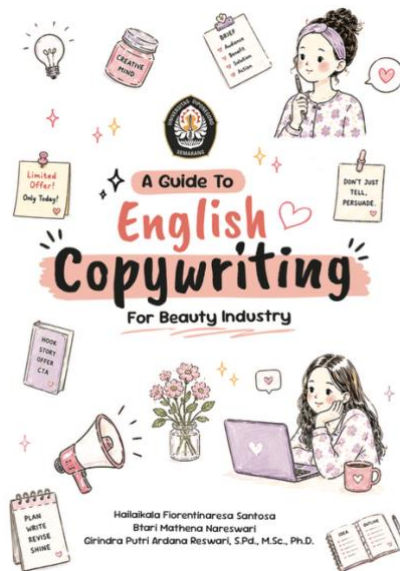


Figure 4. 2 Front Cover

The front cover was designed to visually represent the guidebook's content and purpose. Watercolor illustrations depicting a beauty enthusiast, accompanied by several book-related elements, were incorporated to emphasize the guidebook's focus on copywriting within the beauty industry.

2. Layout

6. Kesalahan Umum dalam Pembuatan Caption

Dalam proses menulis caption, terdapat beberapa kesalahan yang sering terjadi dan dapat mengurangi efektivitas pesan yang disampaikan. Kesalahan-kesalahan ini perlu dihindari agar caption tetap menarik, jelas, dan mampu mencapai tujuan promosi.

❖ Berikut beberapa **kesalahan** yang umum ditemukan:

Terlalu Fokus pada Produk

Caption hanya menjelaskan produk tanpa mengaitkannya dengan kebutuhan audiens. Padahal, audiens lebih tertarik pada bagaimana produk dapat membantu mereka.

❌ **Kurang Efektif** -
 "Serum dengan kandungan Niacinamide 10% dan Zinc 1% untuk perawatan kulit."
 "Serum with 10% Niacinamide and 1% Zinc for skincare."
 ⚠️ **Lebih Efektif** -
 "Serum dengan Niacinamide 10% membantu mencerahkan kulit dan membuat warna kulit tampak lebih merata."
 "A serum with 10% Niacinamide that helps brighten the skin and improve overall skin tone."
 Note: Menghubungkan kandungan produk dengan manfaat yang dirasakan audiens membuat pesan lebih relevan dan menarik.

Tidak Menjelaskan Manfaat

Hanya menyebutkan fitur atau kandungan tanpa menjelaskan hasil yang akan dirasakan. Hal ini membuat pesan terasa kurang menarik dan sulit dipahami.

❌ **Kurang Efektif** -
 "Mengandung Hyaluronic Acid untuk perawatan kulit."
 "Contains Hyaluronic Acid for skincare."
 ⚠️ **Lebih Efektif** -
 "Mengandung Hyaluronic Acid yang membantu menjaga kelembapan kulit agar tetap terasa lembut dan nyaman sepanjang hari."

"Contains Hyaluronic Acid to help keep the skin hydrated, soft, and comfortable throughout the day."
 Note: Audiens lebih tertarik pada hasil yang dapat mereka rasakan dibandingkan sekadar daftar kandungan.

Bahasa Terlalu Rancit atau Kaku

Penggunaan bahasa yang terlalu formal atau kaku dapat membuat caption terasa jauh dari audiens dan kurang menarik.

❌ **Kurang Efektif** -
 "Produk ini diformulasikan untuk mengoptimalkan hidrasi kulit secara maksimal."
 "This product is formulated to optimize skin hydration."
 ⚠️ **Lebih Efektif** -
 "Produk ini membantu menjaga kulit tetap lembap sehingga terasa lebih nyaman sepanjang hari."
 "This product helps keep your skin hydrated and comfortable all day."
 Note: Gunakan bahasa yang sederhana agar pesan lebih mudah dipahami.

Tidak Memiliki Struktur yang Jelas

Caption yang tidak tersusun dengan baik akan terasa membingungkan dan sulit diikuti, sehingga pesan utama tidak tersampaikan dengan maksimal.

❌ **Kurang Efektif** -
 "Serum baru kami sudah tersedia. Mengandung Niacinamide. Kulit kamu dapat disubstitusikan oleh berbagai faktor. Klik link di bawah."
 "Our new serum is now available. Contains Niacinamide. But skin can be caused by many factors. Click the link in bio."
 ⚠️ **Lebih Efektif** -
 "Kulit kamu membuat wajah terlihat kurang segar? Serum ini membantu mencerahkan kulit sehingga tampak lebih cerah dan glowing. Klik link di bio untuk informasi lebih lanjut."
 "Does dull skin make your complexion look flat? This serum helps brighten the skin for a healthier, glowing appearance. Click the link in our bio to learn more."
 Note: Caption yang memiliki alur jelas lebih mudah dipahami dan diingat.

Figure 4. 3 Layout

A well-structured layout was implemented to ensure that the presentation of information remained clear and visually balanced. The combination of written content and illustrative elements was carefully arranged to support comprehension and sustain readers' interest. Sufficient white space was provided to prevent visual overload and enhance reading comfort. Furthermore, highlighted sections such as *“Insight Penting”* and *“Catatan”* were strategically incorporated to draw attention to essential points and facilitate a more systematic learning process.

3. Copywriting Introduction



Figure 4. 4 Concept Introduction

The chapter “Understanding Copywriting” is designed to provide a basic understanding of the concept of copywriting as applied in the beauty industry. The material presented emphasizes that copywriting is not solely focused on sales activities but also serves as a strategic

communication tool for building authentic and close relationships with the audience. This chapter explains the four main functions of beauty copywriting: conveying product benefits in a simple way, building consumer trust, creating emotional connection, and increasing consumer confidence in the products offered.

4. Copywriting Structure



Figure 4. 5 Structural Framework

The author has organized material on the anatomy of copywriting in the chapter “Copywriting Structure” to ensure that the message conveyed has a clear communicative direction and is easily understood by readers. This structure consists of three main parts. The first part is

the Hook or Headline, which serves to capture the audience's attention through the use of strong words that spark curiosity. The second part, the Body Copy, is used to convey a persuasive message by utilizing storytelling elements, rhetorical questions, and unique facts to highlight the product's benefits. Meanwhile, the final part is the Call to Action (CTA), a direct and compelling prompt encouraging the audience to take immediate action, such as placing an order or using the product being offered.

4. Power Words



Figure 4. 6 Power Words

The “Power Words” chapter presents a collection of persuasive vocabulary in English along with their relevant Indonesian equivalents, tailored to the beauty industry. To facilitate understanding and application, these terms are grouped into four main categories: results and beauty, trust and safety, simplicity and comfort, and calls to action. Each category includes examples of terms commonly used in crafting marketing copy for beauty products.

5. Copywriting Method

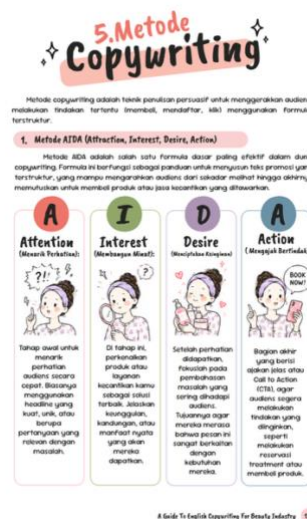


Figure 4. 7 Copywriting Method

The chapter “Copywriting Methods” is designed as a practical guide for vocational high school students in the beauty program to apply various promotional writing techniques. In this chapter, five copywriting methods commonly used in advertising are adapted to the context of the beauty industry. Each method is accompanied by a

flowchart, examples of English text, and contextual translations into Indonesian to help readers understand their application. The methods discussed include AIDA, PAS, FAB, 4Ps, and BAB.

6. Communication Strategy



Figure 4. 8 Communication Strategy

The “Communication Strategies” section is designed to help readers understand how to write effective social media captions. The material in this section emphasizes the importance of using language

that is communicative and easy to understand, conveying messages concisely and clearly, and using opening sentences that capture the audience's attention from the start. These strategies aim to maintain the audience's interest in the content presented.

7. Cognitive Control and Regulatory Boundaries



Figure 4. 9 Cognitive Control and Regulatory Boundaries

This chapter is designed to help readers recognize the differences between effective and less effective copy. The material is presented through side-by-side comparisons in two languages, highlighting

common mistakes in copywriting, such as overly rigid information delivery, a lack of explanation regarding product benefits, the use of excessive information, the absence of a call to action, and the use of unrealistic claims. Through this discussion, readers are expected to understand the importance of using honest and transparent language in building long-term brand credibility and reputation.

4.1.3 Develop

The development phase involves creating the product based on the design developed in the previous phase. During this phase, the guidebook “A Guide to English Copywriting for the Beauty Industry” was developed through a process of refining the content, organizing the layout, developing visual elements, and obtaining validation from experts. The goal of this phase is to produce a product that meets user needs and aligns with the established learning objectives. The result of this stage is a guidebook ready for use as a supplementary learning resource in the field of English copywriting for the beauty industry.

a. Product Material Validation

Material validation was conducted by a subject matter expert to evaluate the quality, accuracy, and relevance of the guidebook content. This process aimed to ensure that the developed guidebook was appropriate for the target users before proceeding to the dissemination phase.

PRODUCT VALIDATION QUESTIONNAIRE

Validator Identity

Name : Girindra Putri Ardana Reswari, S.Pd., MSc., Ph.D.
Institution : UNDIP
Field of Expertise/Position : Thesis Supervisor

Instructions for Completion
Please assess each statement by putting a check mark (✓) in the appropriate column.

Score	Criteria
4	Very Appropriate
3	Appropriate
2	Inappropriate
1	Very Inappropriate

A. Product Material Validation

No.	Indicators	Score			
		1	2	3	4
1.	The material is in accordance with the learning objectives				V
2.	Clear explanation of the structure of basic copywriting (Headline, Body Copy, CTA)				V
3.	The accuracy and comprehensiveness of the explanation of copywriting methods (AIDA, PAS, FAB, 4Ps, BAB)				V
4.	The information delivered is accurate				V
5.	The material reflects real conditions in the field				V
6.	Detailed practical guidelines for making engaging captions				V
7.	The language used is easy to understand				V
8.	There are various bilingual phrases that support practice				V

B. Product Media Presentation Validation

No.	Indicators	Score			
		1	2	3	4
9.	Sentences are structured effectively and communicatively			V	
10.	The concepts presented in the material are appropriate				V

C. Suggestions and Feedback

The guidebook presents relevant and practical material for vocational students and beginners in beauty-industry copywriting. The explanations of copywriting structures and methods are clear, supported by bilingual examples that facilitate understanding and practice. The content is aligned with current industry needs and can effectively support students in developing promotional writing skills. For future improvement, the book may benefit from additional proofreading to ensure language consistency and grammatical accuracy.

Validator Signature

(Girindra Putri A.R., S.Pd., M.Sc., Ph.D.)

Figure 4. 10 Expert Validation Questionnaire Results

Based on the results of expert validation, the guidebook developed was found to meet the standards for suitability as a learning resource. Most indicators received the highest scores, indicating that the material presented aligns with the established learning objectives. Additionally, the explanation of the basic structure of copywriting including the headline, body copy, and call to action (CTA) was assessed as being presented clearly, systematically, and in an easy-to-understand manner, even for readers who are still at the beginner level.

The validators also assessed that the discussion of various copywriting methods, such as AIDA, PAS, FAB, 4Ps, and BAB, has been presented accurately and comprehensively. The information contained in the guidebook is considered to have an adequate theoretical foundation and is relevant to practical needs in the field. The compiled material is deemed capable of reflecting real-world conditions in the beauty industry, thereby helping students understand the application of copywriting in a professional context.

In addition, the practical guide to crafting social media captions is considered quite detailed and easy to implement. The use of simple and communicative language is also one of this guidebook's strengths, as it helps readers understand the material more easily. The inclusion of various bilingual phrases and examples further supports the learning process and provides inspiration for copywriting practice. However, the validator gave a slightly lower rating on the indicators of effectiveness and communicative sentence structure. This indicates that some minor improvements to sentence structure are still needed so that information can be conveyed more clearly and effectively to readers. Overall, the validation results show that the developed guidebook is suitable for use as a learning resource with some refinements based on the validator's feedback.

b. Product Media Validation

Media validation was conducted to assess the quality of the guidebook in terms of its visual design, layout, and usability. The validation was carried out by a media expert to ensure that the guidebook was appropriate as a practical learning resource before proceeding to the dissemination phase. Based on the results of the media expert validation, the guidebook design was found to meet the criteria for suitability in terms of appearance and functionality. Overall, the

media was considered to have an attractive design and convey a professional impression. The structure of the media and the learning objectives presented were also deemed clear, with each element arranged systematically to support the learning process.

Additionally, the consistency of the format and the neatness of the layout are among the strengths of this guidebook. The choice of colors and fonts is considered sufficiently appealing without compromising the readability of the content. The validators also noted that the media design has been tailored to the characteristics of the target users, both in terms of their visual preferences and their needs as learners preparing to enter the professional world. The guidebook's visual appeal is further enhanced by its cover design and supporting illustrations, which are considered effective at capturing readers' attention and helping to clarify the content. The balance between text, layout, and visual elements is deemed appropriate, ensuring that the material is presented in a way that is not confusing and is easy for users to follow. The included instructions for use have also been written clearly and are easy to understand.

Furthermore, the validator assessed that this guidebook has a good level of practicality because it is easy to use and accessible to readers. In terms of both presentation and function, the developed resource is deemed relevant to the needs of students in the early stages of entering the workforce, so it can be utilized as a guide that supports their readiness to face professional demands in the beauty industry.

c Product Media Validation

After the material and media validation processes were completed, the validation scores were summarized to determine the overall feasibility of the developed guidebook. The percentage scores

were calculated based on the assessment results provided by the material expert and the media expert. The summary of the validation results is presented in Table 4.6.

Table 4. 3 Product Media Validation

Aspect	Score	Category
Material Validation	3.9	Valid
Media Validation	3.7	Valid

d. Suggestion and Feedback

Based on feedback from the supervising instructor, the guidebook presents material that is relevant and practical for vocational high school students and beginners who wish to learn copywriting in the beauty industry. The explanations regarding the structure and methods of copywriting are considered to be clearly and systematically organized. Additionally, the inclusion of bilingual examples supports the learning process and makes it easier for readers to apply the material they have learned. The guidebook's content is also considered aligned with current industry needs and has the potential to help students develop their promotional writing skills. However, the validator recommends an editing and proofreading process to ensure consistency in writing and grammatical accuracy throughout the guidebook.

4.1.4 Disseminate



Figure 4. 11 Guidebook Dissemination Activity at SMKN 6 Semarang

The dissemination phase involved a limited implementation of the developed guidebook at SMKN 6 Semarang to evaluate its feasibility from the users' perspectives. The researcher distributed the guidebook to 25 (twenty-five) students and 3 (three) teachers from the Beauty Program and provided an opportunity for them to study the materials before completing the evaluation instrument. Following this activity, respondents were asked to complete a questionnaire designed to assess various aspects of the guidebook, including its presentation, language clarity, material relevance, and practicality for learning purposes. The data collected through the questionnaires were used to identify users' perceptions of the guidebook and to determine its appropriateness as a supporting instructional material. The questionnaire results are presented in the following table.

Table 4. 4 Evaluation Result

No	Aspects	Percentage				Feasibility
		Strongly Agree	Agree	Disagree	Strongly Disagree	

1.	The design of this guidebook caught my attention	75%	25%	0%	0%	93.7%
2.	The color scheme in the guidebook looks appealing	32.1%	64.3%	3.6%	0%	82.1%
3.	The illustrations in the guidebook helped me understand the material	21.4%	78.6%	0%	0%	80.3%
4.	The layout of the guidebook is neat and visually appealing	14.3%	85.7%	0%	0%	78.5%
5.	The font size and type in the guidebook are easy to read	14.3%	85.7%	0%	0%	78.5%
6.	The material in the guidebook is easy to understand	14.3%	85.7%	0%	0%	78.5%
7.	The material presented is appropriate for the needs of beauty students	21.4%	78.6%	0%	0%	80.3%
8.	The copywriting examples provided are	10.7%	89.3%	0%	0%	77.6%

	easy to understand					
9.	The material in the guidebook is organized in a logical and systematic manner	14.3%	85.7%	0%	0%	78.5%
10.	The language used in the guidebook is easy to understand	14.3%	85.7%	0%	0%	78.5%
11.	The English terms used are easy to understand	14.3%	85.7%	0%	0%	78.5%
12.	The sentences used are clear and unambiguous	7.1%	92.9%	0%	0%	76.7%
13.	The guidebook helped me understand the concept of copywriting	14.3%	85.7%	0%	0%	78.5%
14.	The guidebook helped me understand the structure of copywriting (headline, body copy, and CTA)	14.3%	85.7%	0%	0%	78.5%
15.	The guidebook helped me understand how to use persuasive	14.3%	85.7%	0%	0%	78.5%

	language in promotions					
16.	The tips for creating engaging promotional captions provided in the Guidebook are helpful	21.4%	78.6%	0%	0%	80.3%
17.	This guidebook helps improve English language skills in the beauty industry	25%	75%	0%	0%	81.2%
18.	The guidebook is suitable for use as a supplementary learning resource	10.7%	89.3%	0%	0%	77.6%

Based on the results of the user feedback survey, the guidebook received a “Very Practical” rating, indicating that the product was well-received by the target audience. Respondents found the content to be informative, practical, and aligned with their needs for learning how to write English captions for the beauty industry. The discussion on copywriting methods, such as AIDA and PAS, was one of the most appreciated sections because it was presented systematically and was easy to understand, even for beginners. Additionally, the material on tone of voice and strategies for tailoring messages to audience characteristics was deemed highly relevant to the real-world situations they will face in the beauty industry. The inclusion of concrete examples, such as draft English captions accompanied by Indonesian

translations, was also considered very helpful in bridging the gap between theory and practice.

In terms of presentation, respondents felt that the guidebook used language that was clear and easy to understand. The use of simple terminology makes technical material easier for students to learn. Additionally, the step-by-step presentation of the material helps improve readers' understanding of copywriting concepts and builds their confidence in crafting promotional captions in English. This indicates that users need a learning resource that not only provides theory but also practically guides them in developing writing skills for industry needs.

The visual aspects of the guidebook also received positive feedback from respondents. The cover design was deemed attractive, creative, and effective at creating a pleasant first impression for readers. The neat layout, harmonious color combinations, and use of illustrations that complement the content also enhanced the learning experience. Respondents noted that these visual elements helped maintain focus, reduced boredom, and made the process of understanding the material more enjoyable.

Overall, user feedback indicates that the English caption-writing guidebook is viewed as a necessary, useful, and relevant learning resource for vocational high school students in the beauty care program. Users not only found this guidebook practical to use but also noted that it helped them understand copywriting concepts, improve their English skills, and prepare for the promotional communication demands of the beauty industry. Thus, the results of the dissemination phase address the research question regarding users' perspectives on the need for an English-language caption writing guidebook, namely that users view

the guidebook as a necessary learning tool to support their readiness to enter the professional world.

4.2 Discussion

Based on the results of the needs analysis, teachers and students believe that practical English teaching materials tailored to the beauty industry are needed. Teachers noted that there are currently no learning materials specifically addressing English copywriting for the beauty sector. Meanwhile, students struggle to understand vocabulary related to the beauty industry and lack confidence in using English for professional purposes. Additionally, students also expressed a need for systematically organized bilingual teaching materials, complete with practical examples, and supported by engaging visual elements. These findings align with Suharto (2024). assertion that guidebooks can facilitate contextual language learning through the presentation of practical examples related to real-life situations. Suharto (2024) also emphasizes that the use of a bilingual format can improve learning accessibility and help users understand the material more easily. The results of this study also support the research by Widiari et al. (2025), which found that bilingual teaching materials developed through the 4D model can enhance the practicality and engagement of students in the learning process. However, unlike that study, which focused on vocabulary learning for young children, this study focuses on developing professional communication skills for vocational high school students in the beauty industry. The findings indicate that vocational high school students require English teaching materials that are more specific and tailored to the needs of the workplace than general English materials.

The results of a questionnaire administered to beauty industry practitioners indicate that an understanding of copywriting structure—

such as headlines, body copy, and calls to action (CTAs) as well as the ability to identify unique selling points (USPs) and maintain brand voice consistency are critical competencies in marketing practice. Additionally, the use of English in promotional activities was found to be quite common. These findings support the theory proposed by Mayasari et al. (2023), which states that copywriting is a persuasive communication strategy aimed at capturing the audience's attention, conveying information effectively, and encouraging the audience to take specific actions. Mayasari et al. (2023) also explain that elements such as headlines, message structure, and calls to action are crucial components in creating effective copy. In line with this, Halim et al. (2024) found that the application of copywriting strategies can enhance the effectiveness of marketing communication in the beauty industry. The study emphasizes the importance of understanding audience characteristics when crafting persuasive and relevant messages. Therefore, the findings suggest that copywriting skills represent an important competency that can support vocational high school students in meeting the communication demands of the beauty industry.

The results of the expert validation indicate that the guidebook developed meets the feasibility criteria in terms of both content and media. The content expert validation score of 97.5% and the media expert validation score of 92.5% indicate that the developed product is suitable for use as a supplementary learning resource. These findings align with the research by Widiari et al. (2025), which reported that learning products developed using the 4D model achieved high levels of validity based on expert evaluations. These results reinforce the view that the 4D model is a systematic and effective development framework for producing educational products that meet user needs. Furthermore, the validation process ensures that the developed guidebook not only

meets academic standards but also considers practical aspects relevant to the characteristics of the target users.

During the dissemination phase, user feedback indicated that the guidebook was perceived as a practical, useful learning resource that met their needs. Respondents stated that the guidebook helped improve their understanding of copywriting concepts, strengthened their English language skills, and boosted their confidence in crafting promotional captions. These findings support Suharto (2024) assertion that a guidebook serves not only as a source of information but also as a tool for developing practical competencies applicable in real-life situations. Furthermore, Wulandari et al. (2025) emphasize that effective communication strategies are a crucial aspect in the beauty industry, as persuasive and engaging content can influence consumer perceptions and decisions. In line with this, Halim et al. (2024) also demonstrate that the implementation of copywriting strategies plays a role in enhancing the effectiveness of marketing communication in the beauty sector. Unlike previous studies, which have largely focused on analyzing promotional practices, this study shows that vocational high school students view the English caption-writing guidebook as a learning resource they genuinely need. This finding indicates that instructional materials designed in line with the industry context can bridge the gap between classroom learning and the communication demands students will face in the workplace. Thus, this study provides evidence that an English caption writing guidebook oriented toward the beauty industry is necessary to support the development of vocational high school students' professional communication skills.