THE IMPLICATION OF A CORPUS-BASED APPROACH OF SPECIALIZED VOCABULARY IN EIS COURSE INSTRUCTION AT THE UNIVERSITY LEVEL

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ABSTRACT

This research seeks to define the implications of teaching English for Islamic Studies (EIS) based specialized corpora into university-level for non-native speakers of the English language. The EIS course is one of additional course for the first year students in Islamic university especially in Universitas Islam Negeri Alauddin Makassar, Indonesia. Corpora of English for Islamic Studies were compiled from literature used in English for Islamic Studies. The vocabulary compositions and lexical density were examined. The results of this study imply that the use of corpus is very useful for studying contexts where words that have identical meanings are usually used so as to avoid and avoid unwanted connotations. In relation to teaching English equivalents, the corpus can be an effective learning medium. A lot of information not found in dictionaries can be learned using the corpus.
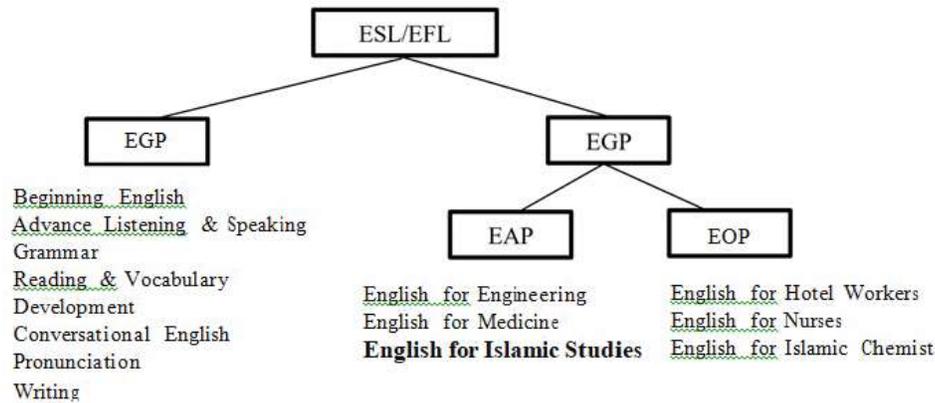
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1) INTRODUCTION

Language characteristics of English that are significant to Islamic studies, such as Islamic terminology, are studied in the English for Specific Purposes (ESP). Furthermore, this course is known as English for Islamic Studies. It is necessary for teacher to put forth some effort in order to teach the four language skills, those are speaking; listening; reading; and writing, when teaching English for Islamic studies. It is because not only must the teacher teach general English, but also English for Islamic Studies, which necessitates the use of specific words.

Many people are confused about the term or English for Islamic studies. Some may think that they will study Islam thoroughly in the course. However, English for Islamic studies is the study of Islam's religion and culture in English. Rather of mastering Islamic principles, EIS focuses on using English in Islamic studies. Nonetheless, it will allow students to learn English while also expanding their knowledge of Islam.

The following figure depicts EIS class classifications in the context of ESL/EFL, with a handful of the numerous possible courses in each category and subcategories.

Based on the figure, English for Islamic Studies is classified into EAP. Furthermore, Basturkrnen (2010) expanded this idea by defining the areas of ESP instruction and classifying English for Specific Academic Purposes (ESAP) as a sub branch of EAP. Formerly, Muhsin in (2013) followed Basturkrnen's theory and categorized the EIS into ESAP. As what have been discussed on the previous part, EAP courses tend to be geared toward college students, whereas EOP courses are geared at employees who need English for specialized and non-academic reasons. Additionally, EIS is included in EAP because the majority of students get this knowledge for educational determination.

Academic themes such as reading about Islamic history, listening to lectures, discussing Islamic concepts and practices, and writing scholarly papers are emphasized in English for Islamic Studies. This course isn't only about academics. It can also assist pupils learn Islamic vocabulary, read the Holy Qur'an in English, and comprehend Islamic articles. Islamic Studies English requires listening, speaking, reading, and writing; and specifically, it emphases on both communicating in English and using it in diverse circumstances. The EIS primarily focuses on reading abilities, with a secondary purpose of applying these skills to the study of Islamic ideas and terminology. Encouraging students to engage in Islamic Studies while studying English is part of the course's mission to compete in the globalization era; therefore, they must have worldwide language abilities, especially those needed to spread Islamic information. So they need a wide vocabulary, especially Islamic terminology.

Vocabulary, on the other hand, has been identified as the single most significant source of complexity for L2 learners (Meara, 1980). This remark could indicate that learners perceive the accessible of a vocabulary scheme as a source of difficulty. These difficulties also faced by university students especially the students of UIN Alauddin Makassar. Based on Ahmad et al. (2016: 195), students have low motivation in vocabulary learning; one of the factors is they do not know the level of their ability. Toriida (2016) implied that the use of a vocabulary list compiled from specialized corpora can greatly enhance student achievement for study hours spent by concentrating on specific words to study and the contexts in which these words are employed in that field or setting. Furthermore, he argues that there are many ways to use the vocabulary list, including the creation of lesson plans and other language learning activities.

Some people probably do not familiar with a term "corpus". It is actually a grouping of texts both written or spoken. By definition, an academic corpus contains legitimate academic texts that represent a language's grammar and syntax (Synclair, 2014). A sound empirical foundation for linguistic research can be found here (Biber, Conrad, & Reppen, 1994). Specialized vocabulary can be identified and understood more clearly thanks to corpus studies. In the classroom and for self-study, they have proved invaluable in the creation of word lists.

Using a word list can help learners, especially those learning English as a second language (Thornbury, 2004; Nakata, 2008). Moreover, Abduh & Rosmaladewi (2017: 283) stated that to read, speak, and write well in academic environments, non-native English speakers must grasp lexical lists. As the study conducted, the word list that has been prepared is expected to be put to extensive and productive use by students, with the expectation that students will take the initiative to uncover the meanings of these specialist terms in their mother tongue. Consequently, a word list is a display of L2 words that are tabulated with their L1 equivalents, such as translations, terminology or definitions (Nation, 2001; Thornbury, 2004; Nakata, 2008).

The use of corpus-based vocabulary education in ESL has many advantages over traditional methods. In this article, we will focus mostly on three of them: Corpus-based vocabulary teaching can assist EFL students avoid negative language transfer by representing natural settings where words are used appropriately in the corpus. The statistics of word frequency can also help reduce vocabulary teaching time.

One of corpus in English for Islamic Studies have been compiled by Asnur (2020) through her 2 years research. The research has produced a Bilingual Glossary of Islamic Studies (Based on Corpus Studies), which comprises of more than a thousand words in English for Islamic Studies. Through this glossary, the researcher used it to see how this corpus-based approach is being used in the classroom and whether or not the students' English vocabulary for Islamic Studies competence and subject knowledge is improved.

2) METHODS

In this study, the researcher use different ways to gather and analyse information in a method section, including the use of instruments, procedures, and methods of data collection as well as data analysis. The design of research was both qualitative and quantitative. The experimental research design was used to conduct the research. This research was conducted on second semester of English Language and Literature students at UIN Alauddin Makassar by number of 140 students divided into four classes. In this case, they were between the ages of 18 to 20. They spoke Indonesian as their first language. The researchers conducted the study in a single class of 36 students who all have the same level of English.

The students were given pre-test and post-test. Asnur (2020)'s Bilingual Glossary of Islamic Studies (BiGIS) was used to prepare corpus-based vocabulary items and choose acceptable correlation links. The researcher chose BiGIS because it contained almost a thousand words from literature, magazines, newspapers, and Islamic Studies academic books. The corpus-based vocabulary tasks included concordance line analysis, fill-in-the-blank, and words matching. The students had never done vocabulary assignment lie this before in the class.

The students were given a pre-test before the study. The class used corpus-based activities to learn target words. Within one semester, they had 14 English class meetings of 100 minutes. However, the study lasted two months, or eight meetings. The researchers then gave a post-test with the target words.The post-test results were analyzed using SPSS after the data was collected.

3) RESULTS

First of all, the researcher conducted a pretest to check the existing knowledge of the students. The researcher selected top 10 vocabulary items as nouns, verbs, adverbs and adjectives in the BiGIS (Bilingual Glossary of Islamic Studies). After choosing the vocabulary words the researcher made a pre-test question paper. The researcher gave the students just two questions. In the first question they were asked to highlight the different vocabulary words with the help of different colored highlighters. In the second question they were asked to write an essay by using the 10 words choose by the researcher with the help of corpus. Then the paper was given to the fifteen students of control group. They attempted both of the questions. They were sat with specific distance.

The pre-test result showed that the students' percentage was 61 as given in the Figure 2 below. The highest numbers taken by the students were 80% as given in the table 1 and the lowest marks taken by the students were 50%. Students got 50% are low percentage. So there was a need to teach them vocabulary. As alumnae of Islamic institution, the students should have excellences that distinguish them from other alumni, so their vocabulary especially in EIS should be strong. If their vocabulary is intense they can learn in special field easily.
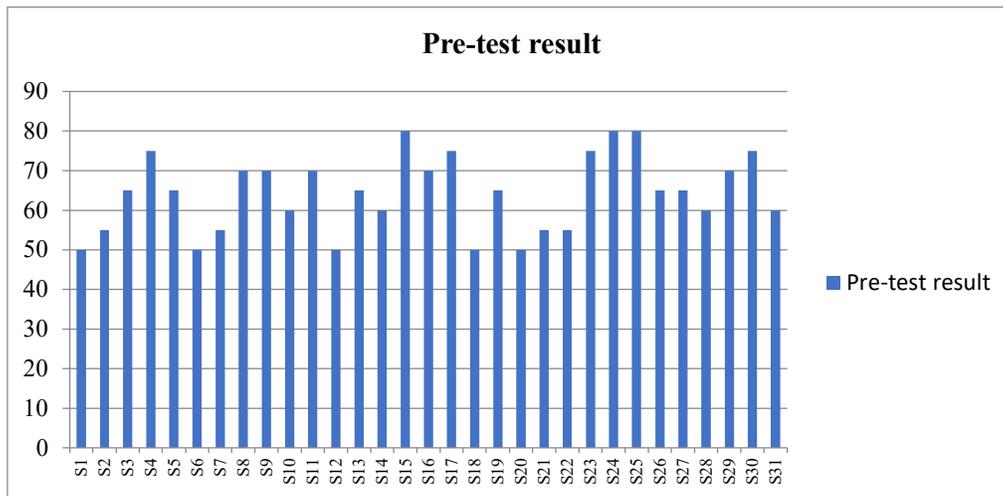

Figure 2. Pre-test result

After conducting a pre-test, the researcher came to know the short comings of the students at graduate level in vocabulary. They were really need to enhance their vocabulary for their further studies as well. One who has a stock of good vocabulary, can learn more easily.

The students' pre- and post-test results are shown to be significantly different. Results revealed a 28 percent increase in post-test scores. These improvement is the the result of Corpus-based activities. Using BiGIS, the students were instructed to look up new terminology and then compare it to previously looked up synonyms and antonyms in the dictionary. New vocabulary terms were to be used in the sentences they were instructed to write. Worked in pairs and groups to utilize new vocabulary terms in a variety of ways. A superior post-test performance and high percentage were the result of this strategy.

In the teaching phase, the researcher made four lesson plans to target four different type of vocabulary. The lesson plans were made on Noun, Verb, Adverb and Adjective. To teach the students, the researchers already made the corpus so it was given to the students to teach them the use of corpus to enhance their vocabulary words.

Researchers instructed students using corpus-based materials, and each group received instruction in a different manner. The students were given activities such as vocabulary, synonyms, and antonyms exercises. On this project, they were to work in pairs and groups. The students got good percentage after the learning how to enhance vocabulary. To teach academic terminology in the ESP classroom, a coherent strategy should involve more than just DDL (Data Driven Learning). There are a lot of implications for how this type of exercise is developing and deploying with college-level students based on the findings of this study. Initially, the findings have implications for how the DDL activity should be designed so that students are properly supported and a more effective and precise evaluations can be done than in this study. Secondly, the findings highlight the importance for how the DDL can be used to teach new words. For

example, the exercise might very well help students "observe" elements of the words those traditional vocabulary learning strategies such as opening the dictionary or guessing meaning from context do not cover or that students are not able to or are not willing to use when using these resources. And at last, the findings suggest that the activity could be a good way to teach and test language learners' ability to figure out the meaning of unfamiliar words depending on the context.

The posttest results concentrated on the implications for modifying and refining the terminology employed in this research, as well as DDL's unique contributions to vocabulary instruction in the second language classroom. Between 65 and 90% of students obtain excellent achievements upon completion of their course. As a result, the findings indicate that students learned more effectively using corpora. The majority of students' vocabulary was expanded. Additionally, the students show awareness in corpus-based vocabulary learning.

As a result of their efforts, students received scores ranging from 80% to 100% in the post-test. The students' cumulative grade point average was 90 percent. Figure 2 displays the findings.
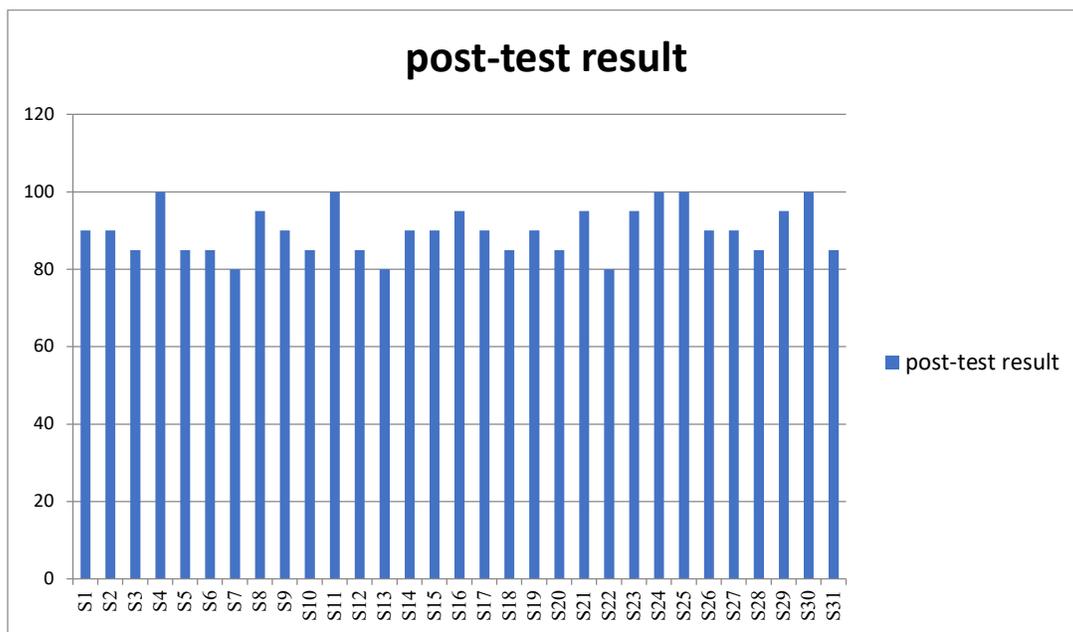

Figure 3. Post-test result

Those pre-test and post-test variance score are illustrated on the Figure 2 and Figure 3 above. Post-test results showed an improvement of 28,7 percent in student performance. Corpus-based activities are responsible for this performance. BiGIS was used to teach the students new vocabulary, and they were focused on finding synonyms and antonyms for the terms they had already looked up. New vocabulary terms were to be used in the sentences they were instructed to write. Different tasks required them to apply new vocabulary words, and they worked in pairs or groups to complete them. Their post-test results showed that their performance had improved, with a high percentage.

List of 20 most often used words and phrases from the corpora given to students by the researcher. Additionally, students were tested on their vocabulary and reading comprehension. Specialized vocabulary and key terms were the focus of both of the examinations. Based on the

readings presented to the students, students had to answer comprehension questions. The test had a total score of 20 points. The researcher scored the tests after the subject expert reviewed the questions. Throughout the fourth week, students were given the similar vocabulary and reading comprehension assessments as in the third week to see how far their advanced Before considering the findings and their implications for the design and use of DDL activities to teach unknown vocabulary, it is crucial to place the study's DDL activity in its larger communicative language classroom environment. Coherent meaning-intensive input, meaning-intensive output, form-intensive teaching, and fluency improvement are considered principles of a communicative language course. Balance in foreign language training may be achieved using these four principles.

To construct a well-balanced course, those principles should be used equally in the classroom and in homework. Form-intensive teaching is definitely the emphasis of this study's DDL activity. When students do DDL activities, they will learn logical words that they can use in real-world situations. Teachers will need to give them more resources as well as activities to help them put this knowledge into practice, such as the one used in this study. This study's activity design, on the other hand, had concordance lines taken from students' given texts as strength. In this case, students were exposed to two different types of vocabulary: one that had a meaningful context and another that was focused on form-oriented DDL practice.

4) DICUSSION

Students' receptive vocabulary knowledge differs concerning the pre-test and post-test outcomes of the vocabulary exam. Corpus-based teaching improved the performance of the students. After eight meetings, the students had a positive outcome. It was 28 percent better than the pre-test. They were able to build complete sentences once they had completed the corpus assignments. They had also become familiar with the necessary syntax for introducing new words into existing sentences. They also improved their ability to employ the correct form of a verb in a given phrase.

As a final recommendation, the activity's design should be enhanced to support student analysis and make corpus activity more manageable. Corpus learning is more successful than guessing a word's meaning from its context alone, according to this study's participants. This study also found that learners don't utilize dictionaries to learn more than one feature of a word, which is a problem. Students can benefit greatly from learning a word in a variety of situations at the same time by using a corpus. There are distinct characteristics of every corpus since they have different goals and focus areas, according to Sinclair (1991). When just the key vocabulary lists are given to students as additional materials, kids' reading skills should be highlighted.

This study emphasizes the importance of helping students understand how language aspects are used in their subjects. This study's findings seek to equip instructors as well as students with the means to comprehend and investigate their own discourse communities via the use of real resources. Following that, it can become a beneficial for studying the similar subject of language characteristics employing a wide range of text sources, such as speech, newspaper articles or books on Islamic Studies. Thus, the researchers can have a better knowledge of Islamic Studies terminology by comparing these kinds of research findings.

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