

## WEB-BASED VOCABULARY MATERIAL: NEED ANALISYS AT ENGLISH EDUCATION DEPARTMENT OF UIN ALAUDDIN MAKASSAR

Sitti Nurpahmi<sup>1</sup>

Kamsinah<sup>2</sup>

Aslindah Syam<sup>3</sup>

Subaedah<sup>4</sup>

Kartini Lammase<sup>5</sup>

Ulfiatul Tizam<sup>6</sup>

1,2,3,4,5,6 Universitas Islam Negeri Alauddin Makassar

e-mail: [sitti.nurpahmi@uin-alauddin.ac.id](mailto:sitti.nurpahmi@uin-alauddin.ac.id)

### ABSTRACT

This study aims to utilize the impact of internet technology and learning sources by investigating students' need concerning web-based vocabulary material. Need analysis is the starting point in material development. The research design used by the researcher is survey research. The research subject is the first-year students of English education department at UIN Alauddin Makassar consisting of 100 participants. The instruments of the research are questionnaire, interview. The students' need analysis of web-based preposition learning material consisted of four aspects. The first is an introduction. The second is linguistics' need. Then, the third is learning's need. The last is the display setting. The result of data shows that the students need to improve their vocabulary as requirements to finish the study. There is no exercises or training to practice the vocabularies. So that it needs to design and develop vocabulary materials that fulfil the students' need. The students need to put all aspect of vocabulary in material: definition, function, form, and type. In material design, it needs to stress on proper place of the vocabularies, because students are difficult to put a proper place of vocabularies. It should also put pictures and animation, exercises, and vocabulary list. The also should be colorful. It should put some material by using visual, audio, and kinesthetic.

**Keywords:** Vocabulary, web-based materials, website, students' need, need analysis

### 1) INTRODUCTION

Becker (1997) emphasized the importance of vocabulary development by linking the amount of vocabulary mastered by students with language learning materials, he stated that the lack of understanding of vocabulary is the main cause of failure experienced by students. Many researchers prove the contribution of vocabulary to language skills, be it reading, writing, speaking, and listening skills, as well as GPA (Grade Point Average). Therefore, Roche and (Harrington, 2013) show that vocabulary is related to academic writing and GPA. Likewise, vocabulary is seen as an ability that must be mastered to improve other language skills.

Research stated that a person's understanding of a text in learning the language depends on one's vocabulary. So, vocabulary is the most important part of learning a language. *As Allah SWT said in the Qur'an surah Al-Baqaroh verse 31:*

ن يُؤدص من ذك نيا عل وه عامس أب يزو ُ ب ن أ ل اؤنا قك ولما لآ يلع مهضرع م اهلك عامس ل آ داء ملعو

*"And He taught Adam the names - all of them. Then He showed them to the angels and said, "Inform Me of the names of these, if you are truthful." (Q.S Al-Baqaroh: 31).*

The above verse can be concluded that the prophet Adam a.s was taught all the names of objects by ALLAH SWT then showed them to angels. So this proves that the most important thing in learning a language is to learn vocabulary because this includes all the names as taught by ALLAH SWT to the prophet Adam a.s. (Tafsirul Qur'anil Azhim, Imam Ibn Katheer). So, someone will not be proficient in language if they do not learn the vocabulary of the language itself, as the problems expressed in learning innocent language vocabulary according to the theory below.

Gan (2012) stated that the problems experienced by a person or student who lacks vocabulary include imperfect pronunciation, grammar problems, and fear or insecurity when speaking in class. Someone who lacks vocabulary will find it difficult to solve problems and will be unable to speak English well and fluently. In addition, several vocabulary learning problems were also revealed by one of the English lecturers at UIN Alauddin Makassar in an interview conducted by the researcher.

Researchers conducted interviews first, interviewing one of UIN's English lecturers, Alauddin Makassar. The interviews were conducted online using the Zoom meeting application. Researchers questioned how English learning on campus, especially for the first-year students Vocabulary course. The results of the interviews show that only a small proportion of students are actively learning English due to deficiencies in vocabulary, pronunciation, intonation, and stress, all of which are problematic. (This interview was conducted on 10-March-2021).

The problems obtained based on the interview results above are since the regional dialogue is still influential and very monotonous when speaking English, and the majority of cases encountered are students who are too lazy to read and learn about words, sentences, or things they do not understand. As a result, this is what contributes to students' lack of familiar vocabulary.

Researchers have considered using web-based technology to solve existing problems, similar to how students have. A web-based information system is based on technology. (Djarmiko Endro Suseno, 2017) stated that the web serves as a system for widespread information dissemination at a lower cost and is easily accessible to anyone, at any time. The web is relied upon in various fields, especially in the fields of education, business and others.

Web-based learning is an online learning medium that can be accessed by using an internet connection anytime and anywhere but website education needs a strong signal to access it so it does not take up the consumer's time. (Ani Maryani, 2020) stated that the teachers' ability to teach creatively and innovatively using the web so that they are not left behind with technological developments in this millennial era and students do not feel bored in learning, especially in learning English. Learning to use the web is exciting because we are not only learning about the English material that has been assigned to us. Researchers use the web to solve problems experienced by students and to simplify and optimize this development, researchers use the touch of a web blog.

In addition, in the English department at UIN Alauddin Makassar, memorizing vocabulary is one of the requirements for the final exam as well as to complete study for final semester

students. So, with the web blog that we will create, it is hoped that it can help students get vocabulary materials more easily and can be additional material for students, especially those who want to memorize academic vocabulary words. Furthermore, students can learn on their own or learn faster before submitting memorized vocabulary.

Taking into account the students' statement and the learning problem described above, the researcher will develop web-based vocabulary learning materials focus on verbs for the first-year students of English Education Department at UIN Alauddin Makassar. Researchers hope that it can improve students' vocabulary knowledge when the teacher applies the web blog. Furthermore, using a web blog can help students develop a strong interest in learning and become more active in class; students can also study vocabulary material at home. As a result, students can share their perspectives on how to solve problems based on the vocabulary material that has been studied.

## 2) METHODS

### *Research Method*

In this research development, researchers used survey. Survey is a research design that can be used investigate the students' perception concerning the needs in designing web-based vocabulary material.

### *Research Subject*

This research was held at UIN Alauddin Makassar and involved the first students of English Education Department. This research also involved several sources for data collection, such as students, and lecturers. To find out in detail / specifically, the researchers describe the following:

1. Students: 90 students of English Education Department at UIN Alauddin Makassar in first-year students who will be the subject in the development of this material.
2. Lecturer: 2 English Lecturers at UIN Alauddin Makassar will be the resource person for the interview.

### *Research Instrument*

The data were collected using interviews, questionnaires. The questionnaire is a collection of written self-report questions that is conducted by providing a series of written questions or statements to be answered by the respondent who has been selected, Gay & Mills (2016:570). The questionnaires were used to identify the student's needs related to web-based material. Furthermore, according to Saat & Mania (2019:85) the interview is one of the approaches for obtaining data linked to an individual's perception of the problem researched by researchers when the informant is few. The interview will be aiming to assist researchers by providing the information that researchers require in the development of web-based materials. Then the last instrument is a review checklist that will use the Likert scale to collect data. A Likert scale is a summated rating scale in which an individual's score on the scale is the sum, or average, of the person's response to the multiple items on the instrument, Kerlinger (1986).

The questionnaire in this research was adapted from Dudley-Evans and St John (1998), Hutchinson and Waters (1987), Graves (2000), Nurjannah (2019), Nunan (2004), Deporter and Hernacki (2000).

### *General Information*

#### a. *Personal information*

No	Aspect	Number of Items	Purpose of the Questions	Indicator	References
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1	General information about the students	1	To find out the students' view of learning vocabulary.	The information about students' view about learning vocabulary.	Brown, 1995
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b. Goals

No	Aspect	Number of Items	Purpose of the Questions	Indicator	References
1	Goals	2	To understand the student's desire for learning vocabulary.	The students' goal in learning vocabulary	Graves, 2000

**Linguistics' need**

a. Student's learning ability

No	Aspect	Number of Items	Purpose of the Questions	Indicator	References
1	Students' level	3	To provide information about students' language skill levels in terms of vocabulary to assess the course.	The students' knowledge level about the English language	Yassi & Kaharuddin, 2018

b. Student's learning priority

No	Aspect	Number of Items	Purpose of the Questions	Indicator	References
1	Priority	4, 5	To determine which topics are best suited for students to learn.	1. Kind of material 2. The important of example	Yassi & Kaharuddin, 2018

**Learning's need.**

a. Student's learning problem

No	Aspect	Number of Items	Purpose of the Questions	Indicator	References
1	Problem	6	To provide information about students' problems frequently face in learning vocabulary.	Students' problems in learning	Yassi & Kaharuddin, 2018

b. Student's learning attitudes

No	Aspect	Number of Items	Purpose of the Questions	Indicator	References
1	Learning model	7, 8, 9	To determine how the student doing the task.	1. Students' learning style. 2. Learning manner	Yassi & Kaharuddin, 2018

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3. Type of learning activity
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### *Display setting*

No	Aspect	Number of Items	Purpose of the Questions	Indicator	References
1	Display setting	10, 11, 12, 13	To determine the display of the web	1. The color 2. The importance of menu bar, icon, and tools 3. Font of the letter 4. The importance of pictures and animation	Nurjannah (2019)

## 3) RESULTS AND DISCUSSION

### *Data from students' need analysis questionnaire*

According to Gay and Mills (2016:570), the questionnaire is a collection of written self-report questions conducted by presenting a series of written questions or statements to be replied by the respondent who has been chosen. Questionnaires are employed in this case to determine the needs of students as part of the process of designing web-based vocabulary materials. Furthermore, a questionnaire is important in providing data about the students' creating web-based vocabulary learning material. Students of the first-year English education department at UIN Alauddin, Makassar received the questionnaires. The questionnaire was distributed from PBI A through PBI C classes.

The students' need analysis of web-based vocabulary learning material consisted of four aspects. The first is an introduction. The second is linguistics' need. Then, the third is learning's need. The last is the display setting.

Based on the questionnaires, it can be shown the following data:

#### *a. The result of Present Situation Analysis (PSA)*

##### *1. Personal information about the learners*

The table below shows the students' personal information acquired from the need analysis questionnaire out of 94 respondents.

**Table 1. The percentage of the students' personal information**

Indicator	Question	Answer Choice	Number of Voters	Total Students
The information about students' experience in learning vocabulary.	How is your experience learning vocabulary materials?	a. Difficult to understand	29 30.9%	94
		b. Easy to understand	65 69.1%	

The data from the table shows that 29 of 94 students or 30.9% thought that vocabulary material was difficult to understand. While 65 of 94 or 69.1% students thought that easy to understand the vocabulary material.

**2. Students' attitude to English**

The table below shows the percentage of the students' attitude to English acquired from the need analysis questionnaire out of 94 respondents.

**Table 2. The percentage of the students' attitude to English**

Indicator	Question	Answer Choice	Number of Voters	Total Students
<b>The information about students' attitude to English.</b>	What is your attitude in learning English?	a. Like	92 97.9%	94
		b. Dislike	2 2.1%	

The data showed the students' attitude to English. There were 92 of 94 or 97.9%, which was the highest number, the most students like in learning English. Furthermore, there are also 2 from 94 students, or 2.1% dislike learning English.

**3. Reason for attending the class**

The table below shows the percentage of the students' reasons for attending the class acquired from the need analysis questionnaire out of 94 respondents.

**Table 3. The percentage of the students' reason for learning vocabulary**

Indicator	Question	Answer Choice	Number of Voters	Total Students
<b>The information about the students' reason for attending the vocabulary class</b>	What is your reason for learning vocabulary?	a. To know the kind of vocabulary	13 13.8%	94
		b. To understand how to make a good sentence	51 54.3%	
		c. To know the function of vocabulary	30 31.9%	

Data above shows that there were 13 of 94 students or 13.8% who learned vocabulary material to know the kind of Vocabulary. Moreover, 51 of 94 students or 54.3% decided to learn vocabulary so they can understand how to make a good sentence. While 30 of 94 students or 31.9% selected to learn vocabulary material to know the function of the vocabulary.

**4. Students' level**

The table below presents the students' level acquired from the need analysis questionnaire out of 94 respondents.

**Table 4. The percentage of the students' level**

Indicator	Question	Answer Choice	Number of Voters	Total Students
		a. Low: don't know the kind of vocabulary and could not	16 17%	94

The students' knowledge level about the English language.	How is your English level in comprehending vocabulary material?	make the sentences and don't know the function of the vocabulary (when and where the vocabulary can be used)	41 43.6%
		b. Fair: know the kind of vocabulary but could not make the sentences and don't know the function of the vocabulary (when and where the vocabulary can be used)	36 38.3%
		c. Good: know the kind of vocabulary and can make the sentences and don't know the function of vocabulary (when and where the vocabulary can be used)	
		d. Very Good: know the kind of the vocabulary, can make the sentences, and know the function of vocabulary (when and where the Vocabulary can be used).	1 1.1%

The data above reveals the students' English level or proficiency in comprehending vocabulary material. There were 16 of 94 students or 17%, claimed to be at a low level. The majority of 41 of 94 students, or 43.6%, indicated a fair level. While 36 students, or 38.3%, performed good level. Finally, 1 or 1.1% of students claimed to be at a very good level.

### ***b. The result of Target Situation Analysis (TSA)***

#### ***1. Necessities***

The table below presents the students' necessities acquired from the need analysis questionnaire out of 94 respondents.

**Table 5. The percentage of the students' necessities**

Indicator	Question	Answer Choice	Number of Voters	Total Students
Necessities about the kind of vocabulary materials that are able to function effectively.	What kind of vocabulary learning material do you need?	a. Definition	1 (1.1%)	94
		b. Function	1 (1.1%)	
		c. Form	1 (1.1%)	
		d. Type	1 (1.1%)	
		e. All aspects (a,b,c,d)	<b>90</b> <b>(95.7%)</b>	

The data above reveals the students' necessities of vocabulary materials. There was 1 of 94 students or 1.1%, she or he needs definition. 1 of 94 students or 1.1%, she or he needs function. Then, 1 of 94 students, or 1.1%, she or he needs form, and 1 of 94 students, or 1.1%, she or he needs the type of vocabulary. The majority of 90 of 94 students, or 95.7% need all the aspects such as definition, function, form, and type of vocabulary.

**2. Lack**

The table below presents the students' lack acquired from the need analysis questionnaire out of 94 respondents.

**Table 6. The percentage of the students' lack**

Indicator	Question	Answer Choice	Number of Voters	Total Students
Students' difficulty or what students have not mastered in learning vocabulary.	What is your problem in learning vocabulary?	a. Difficult to distinguish between the spelling and pronunciation of vocabulary	19 (20.4%)	94
		b. Difficult to put a proper place of vocabulary	<b>74</b> <b>(79.6%)</b>	

Based on the data above, it shows that most of 74 of 94 students, or 79.6% difficult to put a proper place of vocabulary, and also 19 of 94 students, or 20.4% was difficult to distinguish between the spelling and pronunciation of vocabulary.

**3. Wants**



The table below presents the students' wants acquired from the need analysis questionnaire out of 94 respondents.

**Table 7. The percentage of the students' want**

Indicator	Question	Answer Choice	Number of Voters	Total Students
The addition of examples of vocabulary material	Is it important to give some vocabulary examples of vocabulary?	a. Yes	94 (100%)	94
		b. No	0 (0%)	
The addition of exercise of vocabulary material.	Is it important to give some exercises?	a. Yes	92 (98.9%)	94
		b. No	1 1.1%	
The addition of a vocabulary list	Is it important to give some vocabulary list?	c. Yes	92 (97.9%)	94
		d. No	2 (2.1%)	

The data shows that in the first indicator 94 students or 100% claimed to want to add some vocabulary examples on the web. The second indicator showed that almost 92 of 94 students, or 98.9% claimed it was important to give some exercises on the web. There were 1 of 94 students or 1.1% did not need it. The last indicator showed almost 92 of 94 students or 97.9% claimed that a vocabulary list is important to add on the web. While 2 of 94 students or 2.1% claimed it is not important.

#### 4. Display setting

**Table 8. The percentage of the display setting**

Indicator	Question	Answer Choice	Number of Voters	Total Students
The color	What color do you want to see on the web?	a. Colourful	50 (53.2%)	94
		b. Black and White	44 (46.8%)	94
The importance of menu bar, icon, and tools	Is it important to include a menu bar, icon, and some tools to help in using the web?	a. Yes, it is	89 (94.7%)	94

		b. No, it isn't	5 (5.3%)	
<b>Font of the letter</b>	What type of letter should be used to present the materials?	a. Times New Roman	<b>62</b> <b>(66%)</b>	
		b. Calibri	15 (16%)	
		c. Comic Sans Ms	13 (13.8%)	
		d. Arial	4 (4.3%)	
<b>The importance of pictures and animation</b>	Is it important to give some pictures or animation on the web?	a. Yes, it is	<b>82</b> <b>(87.2)</b>	94
		b. Not, it isn't	12 (12.8%)	
<b>The importance of home, part of speech, exercise, and vocabulary list in the menu bar</b>	Is it important to include home, part of speech, exercises, and vocabulary list in the menu bar.	a. Yes	<b>90</b> <b>(95.7%)</b>	94
		b. No	4 (4.3%)	

Data above in the first indicator which asked about color that students want to see on the web showed there were 50 of 94 students or 53.2% stated they want to see colorful on the web and 44 of 94 students or 46.8% want to see black and white on the web. The second indicator showed that almost 89 of 94 students or 94.7% stated a menu bar, icon, and some tools are important to help them in using the web and 5 of 94 students or 5.3% did not need it.

The third indicator which asked about the type of letter that should be used to present materials on the web showed 66 of 94 students or 66% chose Times New Roman, 16 of 94 students or 16% chose Calibri, 13 of 94 students or 13.8% chose Comic Sans Ms, and 4 of 94 students or 4.2% chose Arial.

The fourth indicator showed that 82 of 94 students or 87.2% stated that important to give some pictures or animation on the web and 12 of 94 students or 12.8% claimed it was not important. The last indicator is about the importance of home, part of speech, exercise, and vocabulary list in the menu bar. 90 of 94 students or 95.7% claimed that it was important and 4 students or 43% claimed that it wasn't important.

### **c. The result of Learning Situation Analysis (LSA)**

#### **1. Learning style**

The table below shows the percentage of the students' learning styles acquired from the need analysis questionnaire out of 94 respondents.

**Table 9. The percentage of the students' learning style**

<b>Indicator</b>	<b>Question</b>	<b>Answer Choice</b>	<b>Number of Voters</b>	<b>Total Students</b>
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<b>The information about the students' style in learning</b>	What is your learning style?	a. Audio	14 14.9%	94
		b. Visual	<b>68</b> <b>72.3%</b>	
		c. Kinesthetic	12 12.8%	

The information provides the students' learning styles. An audio learning style was used by 14 of the 94 first-year students or 14.9%. A visual learning style was used by 68 of 94 students or 72.3% of the class. In addition, 12 of the 94 students, or 12.8%, had a kinesthetic learning style.

## 2. Learning activity

The table below shows the percentage of the students' preference for working the tasks acquired from the need analysis questionnaire out of 94 respondents.

**Table 10. The percentage of the students' learning activity**

Indicator	Question	Answer Choice	Number of Voters	Total Students
<b>To determine how the task should be worked</b>	What is the type of your learning activity?	a. Individual	32 34%	94
		b. In pair	5 5.3%	
		c. In small group	<b>36</b> <b>38.3%</b>	
		d. In big group	21 22.3%	

The final indicator discovered the types of learning activities students preferred; 32 of 94 students, or 34%, preferred to work individually. The 5 students, or 5.3%, chose to work in pairs. The 36 students, or 38.3%, preferred to work in small groups. While 21 of 94 students or 22.3%, liked to learn in a big group. To supplement the data, the researchers interviewed a lecturer who taught vocabulary in context courses to first-semester English education students.

### **Data from students' need analysis interview**

Interview questions adapted from Dudley-Evans and St John (1998) discussing environmental information, present situation analysis, students' lack, and learning situation analysis.

#### a. **Environmental information**

The first question posed to respondents concerned the environmental situation. Respondents, as lecturers, undoubtedly have a better understanding of the facilities that are most effectively used in learning vocabulary in context.

R: *What facilities are available to learn vocabulary in context?*

L: *Of course, I used online learning, right now I just utilized zoom meeting. For the learning process used video clips because we couldn't use paper during this online learning, and also there were some activities that we use digital dictionaries. Lentera is just used to report student attendance, send assignments, and scoring.*

In the current pandemic situation, the lecturers used zoom, video clips, digital dictionary for the learning process and used the Lantera application just to report the student attendance, send assignments, and scoring.

b. ***Present situation analysis***

In this aspect, there were two questions given to respondent related to the learning process and learning activity of vocabulary in context for the first years students of the English Education Department.

R: *How is the teaching process of Vocabulary for students in the first year of English education department?*

L: *We have a speaking class for vocabulary in context and sometimes we have reading. For productive, we were mostly speaking. For receptive, we were reading. Why not listening and writing? Listening is hard because of unstable connections and writing takes a lot of time in checking the student's work one by one. In speaking they spoke about their daily activities, habitual actions, and their opinion. In reading, they tried to guess the vocabulary meanings that they don't know from the reading material.*

Based on the respondent's answer. The teaching process in vocabulary in the context used speaking, students spoke about their daily activities, habitual actions, and their opinion. In reading, students tried to guess the vocabulary meanings that they don't know from the reading material. Without listening and writing, listening is hard because of unstable connections and writing takes a lot of time in checking the students' work.

R: *How was the learning activity of English vocabulary given, and how much time is available for students in doing the activity?*

L: *For learning activities, the student will be speaking and reading. How much time is available for students to do activities? I always leave 30 minutes before ending class to complete classwork and there are still tasks to be done at home.*

So that the learning activities provided by lecturers related to speaking and reading. There were two types of tasks assigned. Tasks were done while in the learning process with 30 minutes left before the class is completed and tasks were done outside the learning process.

c. ***Students lack***

R: *What is the students' problem in learning vocabulary?*

L: *There are several problems of the first-year students of English education department at UINAM in learning vocabulary. The first is lazy to open the dictionary and the second is less of curiosity, even they found a vocabulary that did not know the meaning, they just skip it.*

The answer from the respondent showed that the problems of the first-year student in the English education department are laziness to open the dictionary and less of curiosity to find the meaning of the word they didn't know.

d. ***Learning situation analysis***

R: *What teaching style is used in presenting vocabulary material?*

L: *We mostly used audio-visual learning. Online learning is very challenging for lecturers and students because in Indonesia has an unstable internet connection. So in every lesson, we not only used audio but also used video clips. So when the audio was unclear, students could still watch videos to understand the lesson.*

Based on the respondent's answer, audio-visual is the teaching style was used in presenting the material of vocabulary in context.

#### 4) CONCLUSION

The result of data showed that the students need to improve their vocabulary as requirements to finish the study. There is no exercises or training to practice the vocabularies. So that it needs to design and develop vocabulary materials that fulfil the students' need. The students need to put all aspect of vocabulary in material: definition, function, form, and type. In material design, it needs to stress on proper place of the vocabularies, because students are difficult to put a proper place of vocabularies. It should also put pictures and animation, exercises, and vocabulary list. The also should be colorful. It should put some material by using visual, audio, and kinesthetic.

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