



# DESIGNING MODULE OF ENGLISH VOCABULARY IN CONTEXT USING COLLOCATION CLUE FOR THE FIRST SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT UIN ALAUDDIN MAKASSAR

**Kiki Patmala<sup>1</sup>, Muhammad Yaumi<sup>2</sup>, & Sitti Nurpahmi<sup>3</sup>**

<sup>1,2,3</sup>Universitas Islam Negeri Alauddin Makassar

Correspondence Email: [kikipatmalarahim1@gmail.com](mailto:kikipatmalarahim1@gmail.com)

## ABSTRACT

This study aimed to design a printed vocabulary module in context using collocation clue for the first semester students of English Education Department at UIN Alauddin Makassar. The research design used in this study was Educational Research Design by adapting ADDIE approach in developing the product. This research involved 45 respondents i.e. 30 freshmen English students, 5 lecturers, and 10 graduates from English Education Department at the university. The instruments employed were questionnaires and interview guidelines. The questionnaires shared via Google form link were used to gain the quantitative data while the interview guidelines were used to gain the qualitative one. There were three aspects validated by the lecturers as the students' need in learning vocabulary in context: organization of the module, content of the module, and learners' characteristics. The result of this study revealed the students' needs in the material of vocabulary in context using collocation clue such as adjectives and nouns, nouns and verbs, noun and noun, verbs and expressions with prepositions, verbs and adverbs, and adverbs and adjectives due to the unavailability of learning module as the primary source of learning materials. The data about the student's needs became the basis of the module design. Subsequently, a unit of the module was developed as an output of this study. Furthermore, the result of this research can be applied by students and lecturers as learning source.

**Keywords:** Designing module; need analysis; vocabulary in context; collocation clue

## 1. INTRODUCTION

Instructional material is a set of media or learning resources designed to meet the goals that have been set previously including learning materials, methods, and learning activities. Instructional material is an important tool needed for the teaching and learning process in order to improve students' performance and enhance teachers' efficiency (Ajoke, 2017). Instructional material has gotten a lot of development since it becomes one of the crucial things that support the effectiveness of the learning process nowadays, especially English learning which can be discovered in the form of textbooks, learning modules, worksheets, handouts, articles, newspapers, comic, and poster (Yaumi, 2018).

The module is one of printed material that is still widely used as a primary learning resource. According to Winkel in Rufii, the module includes objectives, instruction sheets, reading materials, answer keys, and evaluation tools, that can make it easier for students to learn independently (Rufii, 2015). In addition, using modules in learning also has an influence on student achievement, based on results of the research that conducted by Khaerun, Samsudi, and Murdani as cited in Yaumi showed that learning outcomes are more effective by using an interactive module than not using the module. This is the evident that the use of modules in learning can have a very significant impact on students' achievements (Yaumi, 2018). However, it does not mean that the presence of the lecturer is no longer needed, yet this module invites students to be more independent in their learning and the role lecturer here is to complete the understanding gained from independent learning through the module, especially in vocabulary in context learning.

Vocabulary in context is a compulsory subject in English learning offered in semester 1 of English education major, Alauddin State Islamic University Makassar that can facilitate students to interpret the meaning of a word based on a context without using a dictionary. One of the competency standards listed in the syllabus is expecting students to have the knowledge and understanding of the meaning of vocabulary and to skillfully use vocabulary in various types of discourse, especially those at the academic level both oral and written in the relevant context. In other words, the existence of this subject is expected to be able to assist students in developing their vocabulary skills. There are several contextual clues that can be used by the students to understand the meaning of unfamiliar words such as synonyms, antonyms, summaries, grouping, collocations, and inferences (X. Xu, 2013). Those strategies can be used by the students in understanding the meaning of unfamiliar words based on the context provided in the sentence.

Collocation itself is a strategy that can be used to interpret unfamiliar words by focusing on the group or pair of words that is frequently used together in conveying something (Mccarthy & Dell, 2017). Students are able to develop their vocabulary knowledge by using collocation because by understanding it, it will give its own power to the mastery of language. Moreover, using collocation can help the student to interpret the meaning without having to check a dictionary all the time. They only need to notice the group or pair of the unfamiliar words and take a look at the meaning of one of them to interpret the other one.

Based on the preliminary observation conducted on October 18th, 2019 in the first semester students of the English Education Department, the students admitted there were several things that did not suit to their needs in learning vocabulary in context. The main problem is the unavailability of a learning module as a primary learning resource. The other problems they usually faced are inappropriate learning content to what they needed and the method used was monotonous. As a consequence, the students felt bored and paid less attention to the lesson. As a matter of fact, several students are lack of knowledge about vocabulary especially in understanding a meaning based on a context, so this is not in the line with the competency standards that are expected to be achieved by students as listed in the syllabus. To overcome these problems, the topics should be in accordance with what students need to interpret unfamiliar words such as synonyms, antonyms, derivation, collocation, and inference in order to be able to understand and master them easily.

Furthermore, this research is a group study. Each researcher only focused on one context clue which consist of synonyms, antonyms, derivation, collocation, and inference. In this occasion of research, the researcher only focused on designing module material based on collocation as one of the clues that can be used to understand the meaning of vocabulary in a context. Related to this research, several previous studies can be seen as follows:

The first study comes from Nur Syamsul Rizal S entitled "Designing Printed Module of Writing in Professional Context for English Students at UIN Alauddin Makassar". In his research, he adapted Borg & Gall and ADDIE model in developing the product and involved 61 respondents from English Education Department. The questionnaires of his research consist of three parts i.e. organization materials, content materials, and learning materials to analyze the student's needs in learning. Those three aspects were used to construct the prototype of the module with the final result as a printed module that can be used for learning. He also found several problems that students face in learning writing such as difficulty in practicing academic writing because it was rarely used, difficulty in finding writing style, needing more practice than theory, difficulty in

determining the structure or chart in writing, difficulty in analyzing and understanding of what is the purpose of writing in a professional context (Rizal, 2020).

The next study was conducted by Linjing Xu, Qingxia Xiong, and Yufang Qin entitled "Research on Contextual Memorizing of Meaning in Foreign Language Vocabulary". The contexts used in their study were sentence and text. The result of the study found that sentence context had the most significant effect compared to text context on the long-term memory of word meaning. The result also showed that using context was effective as one of the strategies to memorize the meaning of the word (L. Xu et al., 2018).

Besides that, related to collocation itself, Eser Ordum and Turan Paker have conducted a study entitled "Retention and Use of Lexical Collocations (Verb+Noun and Adjective+Noun) by Applying Lexical Approach in A Reading Course", As their findings, they found that teaching collocation in the class systematically week by week and scaffolding learners' progress could lead to better learners who can remember and use collocations in their reading comprehension in English. They also found that attention problems must be considered when teaching collocations because disregarding attention in collocation studies will cause learners to pay attention to a number of data at the same time which may be unlikely to help learners take what is learned (Ördem & Paker, 2016).

## **2. METHODS**

Educational Research Design or mostly known as Research and Development (R&D) was used as a research design in this study. R&D is defined as a research design that is carried out by involving several aspects such as student present situation, classroom problems, studying recent theories of educational product development, developing the educational products, validating the product to lecturers, and field testing the product (Latif, 2012). In addition, this research also used the ADDIE approach to design and develop English vocabulary in context modules since its possibility to adapt the technology and become flexible one by allowing lecturers to adapt to the needs of the students (Ngussa, 2014). ADDIE itself is an acronym for Analysis, Design, Development, Implementation, and Evaluation. ADDIE model is one of the approaches that can help instructional designers, content developers, or even teachers to create an efficient, effective teaching design by applying the existing processes in the model to any instructional product (Aldoobie, 2015).

## Respondents

### *1) Students*

There were 30 freshmen students who were involved in this research. The students intended are the first-year students majoring in English education the people to whom this development is addressed.

### *2) Graduates*

There were 10 graduates involved in this research. The graduates selected in this phase are the people who are no longer the status of students (alumni) of the English Education Department that have learned vocabulary in context several semesters ago.

### *3) Lecturers*

There were 5 lecturers involved in this research. The lecturers involved here are the lecturers who teach this course and the lecturer who teach courses closely related to the vocabulary such as the lecturer of listening, speaking, reading, and writing. In addition, two of them were also involved as validators to make sure of the appropriateness of the materials.

## Instruments

In this research, the researcher used four instruments to obtain data from the subject. There were questionnaires, interview guidelines, documents (syllabus used in English Education Department), and evaluation checklist or screening. In the questionnaires, the researcher used closed questionnaires and opened questionnaires to gain information about the problem analysis. The questionnaires were used to identify the student need and also to find some specific reasons needed in preparing the material and become a compare between the previous material and the researcher's product. The next one is documents (syllabus and lesson plan) that were used as additional references for the researcher to complete the data in designing new material. The last is the evaluation checklist/screening used in the evaluation step. It was distributed to lecturers in order to evaluate the product or to check the acceptability of the material.

## Data collection procedures

There were five phases conducted in this study. Those phases can be seen as follows:

- a. Analysis phase. This research began when the researcher make a need analysis which involves activities such as analyzing some documents to design the questionnaires and the interview guidelines. After the research instruments were completed, then followed by validation. Validating the research instrument was conducted by the lecturers or instrument validators. After validation, the researcher distributed the questionnaires and conducted interviews to get some specific data needed. In other words, the researcher collected in-depth information from the students, lecturers, and graduates. After the data was obtained, the next step was analyzing data from questionnaires and interviews that produced students learning needs as the result of this phase.
- b. Designing phase. This phase was carrying out the design of an integrated systematic framework module, which consists of the organization of the module, contents of the module, and learners' characteristics. Those are obtained in the previous phase. It is called prototype 1.
- c. Development phase. In this phase, the researcher developed the integrated systematic framework module and vocabulary in context material which has created in the previous phase. Next was conducting self-evaluation and peer evaluation while consulting with lecturers as well about the materials that need to be put in the module. This phase produced prototype 2.
- d. Implementation phase. Implementing the product should be done by conducting a try-out in teaching and learning activity in order to find out the response of the students using the product in the English education major. The main benefit which the researcher would get is the researcher can find out how far the materials fulfill the students' needs. Unfortunately, this phase was skipped due to the limited time, budget, and the Covid-19 pandemic neither try out the subject nor try out the product. Consequently, the result of the development phase was evaluated without being implemented beforehand.
- e. Evaluation phase. In this phase, the researcher worked together with the lecturers to evaluate the result of the prototype. This phase involved lecturers checking the materials and determining how well the product developed. The evaluation results can be seen on the lecturers' judgment sheets (evaluation checklist) that have been given to them. The result of this phase produced a new material i.e. English vocabulary in context module using collocation clues.

## Data analysis

### 1) Quantitative analysis

In gathering information from the students and lecturers, the researcher used the need analysis questionnaires and evaluation checklist. The researcher used Likert scale as the formula (Sugiyono, 2010). The formula is to analyze the data from the questionnaires:

$$P = \frac{f}{n} \times 100\%$$

Explanation:

*P* : Percentage

*f* : Frequency

*n* : Number of Respondent

Some of the data were analyzed by using table and diagrams for every question in each part of the questionnaire in order to clarify the data presentation. The overall data were analyzed to identify students' learning needs for vocabulary in context modules using collocation clues.

In addition, the researcher also distributed an evaluation checklist to the lecturers as product material evaluation. The evaluation checklist for the lecturers was arranged based on the concept of the Likert scale. It contained yes or no answers for each response to the questions. The data obtained from the evaluation checklist was analyzed qualitatively and the results were attached as evidence. The number of these responses indicated the quality of the product.

### 2) Qualitative analysis

#### a. Precoding

Pre coding is reading the data and trying to interpret the key idea or the issue related to the question of the research. The interview produced recorded data, then it was analyzed differently in order to transform it into a textual form before it was categorized.

#### b. Coding

Coding involved highlighting extracts of transcribing data and labeling, these in a way that they could be easily identified, retrieved, or grouped. At this step, the researcher reviewed the information and categorized the key idea of each instrument. Moreover, each data was compared separately in order for the researcher could find the relation among those issues.

#### c. Summarizing

Summarizing is a process to make a synthesis from the previous data. On the other hand, it was also done to draw a final statement to answer the research question. In this research, the summary was described based on data distribution. As a conclusion, the result of qualitative analysis was used as a supporting information for the results of the questionnaire in order to strengthen the information obtained as the result.

### **3. RESULTS AND DISCUSSION**

#### *Analysis*

The researcher first decided to conduct a preliminary observation on October 18th, 2019, and analyzed the basic need of students in the vocabulary module. After taking a preliminary observation, then the researcher took the next step to analyze several documents such as educational articles, journals, laws on the education system, and English modules in order to determine the components of the module and also the topics that should be included.

The next step was selecting the topics to develop the materials using collocation clues. The clues used for each research took from the result of consultation with the subject matter experts as well as the consultants in this research. While the components of the module were gained from the result analysis of several modules and laws of the education system, the list of topics was gained from the lesson plan arranged by the lecturers who taught the Vocabulary in Context course.

The components of the module were divided into several aspects covering: a) topics of the unit; b) learning objectives; c) learning material (main topics and additional material); d) learning activities (exercise and tasks); e) and learning style. The data was obtained by sharing the link of questionnaires to identify English student's needs and interests related to the module material. The researcher shared the questionnaires by dividing the aspects into three parts as follows:



### a. Organization of the module

This part asked about the module material model which consisted of learning outcomes, kinds of activities, summary, reflection time, glossaries, and references. Based on the results of the questionnaires, the English students preferred to choose learning outcomes, summaries, reflection time, glossaries, and references that need to be put in each unit of the module. For the kind of reflection time itself, they preferred to choose note taking over presentation, where as many as 62.5% of the respondents chose note taking and 37.5% of the respondents chose presentation.

In addition, discussing in a small group was the dominant answer for the kind of exercise activities they want to do, and reading and applying the vocabulary as the kinds of task activities. Based on the questionnaire, the result of the organization of the module can be seen in the following table:

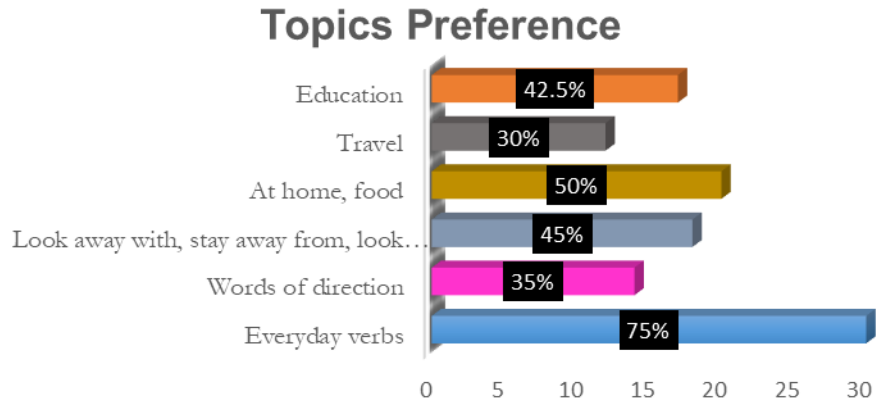
Table 1. The Organization of the Module

No.	Indicator of need questions	Dominant answer	(%)
1	The importance of learning outcomes	Yes	95%
2	Material presentation needed	All points are needed	47.5%
3	Kinds of activities	Discussion (small group)	45%
4	Kinds of tasks	Reading and applying the vocabulary	55.6%
5	The importance of summary	Yes	86.7%
6	Kinds of reflection	Note taking	62.5%
7	The place of glossaries	Each unit	84.4%
8	Kinds of references	Each unit	64.4%

### b. Content of the Module

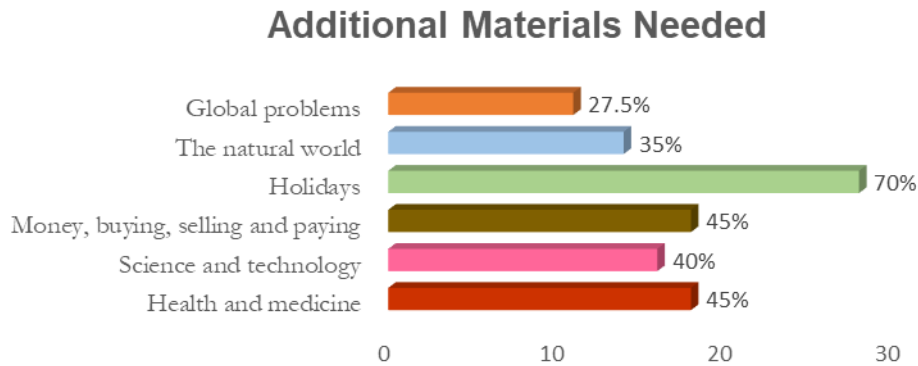
This part asked about the topics preference that English students need to be learned by using collocation clues. This part asked about what main topics and additional topics they need which consisted of main topics and additional topics. The result illustration of the questions can be seen in the charts below:

Chart 1. The result of the Question about Topics Preference



The data from the chart above indicate that as many as 75% or 30 respondents chose the topic everyday verb and 45% or 20 respondents chose the topic at home, food as their top 2 preference topics in learning.

Chart 2. The result of the Question about Additional Material Needed



The data from the chart above illustrates as many as 75% and 50% of 100% respectively, mostly respondents chose Holidays and Money, Buying, Selling, and Paying as the top 2 of other additional material topics to be learned in the vocabulary in context module using collocation clue. It shows the topic preference of the respondents in learning vocabulary.

### c. Learners characteristics

This part asked about learning styles, learning preferences, and learning problems faced by the students in learning vocabulary in context. Based on the results of the

questionnaire, the researcher found that the students liked to learn vocabulary in context through playing games as their learning style. In addition for the kinds of learning material itself, they preferred to choose the combination of all of the parts (text, picture, and dialogue). The last question in this part asked about the difficulties that students usually faced when learning vocabulary in context with the dominant answer is a lack of vocabulary knowledge. The illustration of the results questions also can be seen as follows:

Table 2. The result of the Questions about Learners' Characteristics in Learning

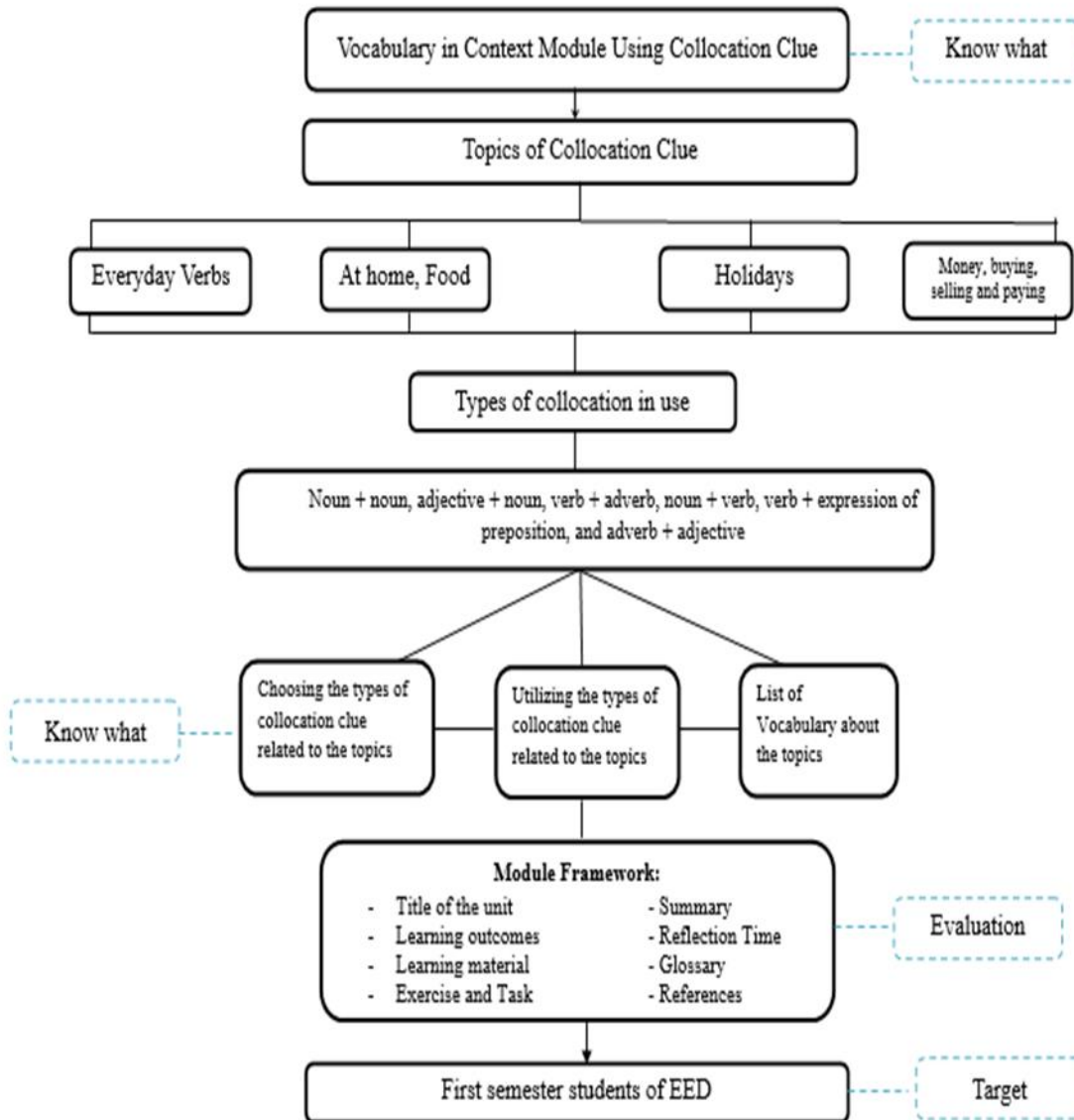
No.	Indicator of need questions	Dominant answer	Percentage (%)
1	The way to learn vocabulary	Through playing games	35%
2	Kinds of learning material	All parts are needed	42.5%
3	The problem encountered by the students in learning	Lack of vocabulary knowledge	65%

Based on the results of the interview as a conclusion for all the reasons of the selected answers, the respondents stated that the complete module components will make it easier for students to learn as a whole. In line with the reasons for students' needs about the content of the module and learners' characteristics itself, they stated that familiar topics and appropriate learning methods will bring them into a more enjoyable learning atmosphere and make them understand more about the concept of using vocabulary in certain contexts.

### *Design*

This step is the design of a systematic framework design by considering the important element that must be included in the module as determined by the Ministry of National Education or DEPDIKNAS. The result of the implementation of the questionnaire carried out a conceptual map or systematic framework design of the module that describes the key elements which underline the lesson plan and syllabus content. The systematic framework module can be seen below:

Figure 1. Systematic Framework of the Module



### Development

The researcher conducted three phases in this step from Hutchinson and Water in developing the product which consisted of selecting from existing materials, writing your own materials, and modifying existing material (Hutchinson & Waters, 1987).

- a. Selecting from existing materials. In this phase, the researcher tried to develop materials based on existing materials related to the topics of everyday verbs, at home & food, holidays, and money, and buying, and selling-paying with collocation clues. The researcher selected and adopted materials from collocation books, pdf journals, and data from the internet. However, the researcher only took

several materials to be included in the module of vocabulary in context using collocation clues such as the definition of something and kinds of collocation in use related to the topics.

- b. Writing your own materials. In this phase, the researcher developed the materials using collocation clues by exploring data on the internet and looking at several books. It was carried out to find the materials that are suitable to be added in the module but don't exist in the previous existing materials such as kinds of activities that should be put, what kinds of tasks and etc. In Hutchinson's theory, it is called developing my own.
- c. Modify existing materials. In this phase, the researcher tried to modify and adapt several materials about collocation clue that was obtained from the previous existing materials. In order to make it more interesting, the researcher put several figures as an illustration. This phase is also known as the combination between the first phase and the second phase.

### *Evaluation*

This step was carried out to make sure the material of vocabulary in the context module using collocation clue has appropriated with the criteria to be used in the classroom. The criteria meant the acceptability of the product. There were three kinds of evaluation conducted by the researcher as follows:

- a. Self-evaluation. Self-evaluation is a kind of evaluation that allowed the researcher to do some activities based on the researcher's knowledge and experience. It can consist of selecting, changing, and developing the material needed in accordance with the results of students' need analysis. The result of consultation from the researcher's consultant also became a strength consideration in improving the prototype of the module.
- b. Peer-evaluation. This kind of evaluation is carried out to give an assessment of improving the material prototype. The peer evaluation phase is conducted by the researcher's friends who have an interest and concern in vocabulary research. The results of the evaluation were quoted from evaluation checklists that have been given to the peer. The evaluation checklist consisted of the organization of the module, the content of the module, and learner characteristics. According to the peer, the prototype of materials has been well designed and checked with good grades.
- c. Lecturer sevaluation. Lecturers are people who taught vocabulary in context courses. In this research, two lecturers were involved to give an evaluation or rating

about materials development. The results of the evaluation were cited from evaluation checklists that have been given to the lecturers which consisted of the organization of the module, the content of the module, and the learner's characteristics. The main input from the lecturers was about layout design should be more varied and that the spaces in the module content must be checked for suitability so that it becomes a readable material overall. Furthermore, the prototype of materials has been well designed. Through revisions and inputs from the lecturers, it is ready to use in the classroom of vocabulary in context course at the English Education department.

#### **4. CONCLUSION**

The results of the questionnaires that have been given to the students to identify their needs regarding the availability of printed modules gave us specific answers. Almost all of the English students preferred the presence of modules as learning material for vocabulary in context courses. In terms of students' difficulties in learning, they gave various answers about the difficulties that they usually faced in learning vocabulary in context. Almost all of them were lack of vocabulary knowledge, confused by an unfamiliar context, and uncommon word combinations.

The design of vocabulary in context module using collocation clues carried on in several steps to arrange the learning material for English students. The parts of the module were divided into three aspects i.e. organization of the module, content of the module, and learners' characteristics through analyzing documents and consulting them with lecturers as well. The overall components of the module consisted of the title of units, learning outcomes, learning material, exercise, task, summary, reflection time, glossary, and reference, and also covered 4, unit topics in it i.e. Everyday Verbs, At Home, and Food, Holidays, and Money, Buying, Selling and Paying.

Prototype materials of the module were validated by two lecturers through lecturer judgment sheets (evaluation checklist). Based on the result of the evaluation checklist, the prototype materials have been well-designed and accepted after taking several revisions.

#### **REFERENCES**

Ajoke, A. R. (2017). The importance of instructional materials in teaching English as a second language. *International Journal of Humanities and Social Science Invention*, 6(9), 36–44. [www.ijhssi.org](http://www.ijhssi.org)

- Aldoobie, N. (2015). ADDIE Model. *American International Journal of Contemporary Research*, 5(6), 68-72.
- Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A Learning-Centered Approach*. Cambridge University Press. <https://doi.org/10.25264/21.05.2019>
- Latif, M., (2012). *Research Methods on Language Learning (An Intriduction)*. UM Press.
- Mccarthy, M., & Dell, F. O. (2017). *English collocations in use: how words work together for fluent and natural English: self-study and classroom use*. Cambridge University Press.
- Ngussa, B. M. (2014). Application of ADDIE Model of Instruction in Teaching-Learning Transaction among Teachers of Mara Conference Adventist Secondary Schools, Tanzania. *Journal of Education and Practice*, 5(25), 1–11.
- Ördem, E., & Paker, T. (2016). Retention and Use of Lexical Collocations (Verb + Noun and Adjective + Noun) By Applying Lexical Approach in a Reading Course. *European Journal of Foreign Language Teaching*, 1(1), 144–159. <https://doi.org/10.5281/zenodo.208207>
- Rizal, N. S. (2020). *Designing Printed Module of Writing in Professional Context for English Students at Uin Alauddin Makassar*. Alauddin State Islamic University of Makassar.
- Rufii, R. (2015). Developing Module on Constructivist Learning Strategies to Promote Students' Independence and Performance. 7(1), 18–28. <https://doi.org/10.5296/ije.v7i1.6675>
- Sugiyono. (2010). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Xu, L., Xiong, Q., & Qin, Y. (2018). Research on Contextual Memorizing of Meaning in Foreign Language Vocabulary. *World Journal of Education*, 8(2), 168. <https://doi.org/10.5430/wje.v8n2p168>
- Xu, X. (2013). Research on the application of context theory in vocabulary study. *Theory and Practice in Language Studies*, 3(6), 1059–1064. <https://doi.org/10.4304/tpls.3.6.1059-1064>
- Yaumi, M. (2018). *Media & Teknologi Pembelajaran*. Prenadamedia Group.