WEB-BASED VOCABULARY MATERIAL: THE IMPLEMENTATION AT THE FIRST-YEAR STUDENTS OF THE ENGLISH EDUCATION DEPARTMENT OF UIN ALAUDDIN MAKASSAR

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ABSTRACT

This research aims to determine the results of implementing web-based vocabulary for the first-year students of the English education department at UIN Alauddin Makassar. This research uses mixed methods or quantitative and qualitative designs. The instruments used in this research were a vocabulary test, observation checklist, and interview guide. The results of implementing vocabulary material for first-year English Language Education students at UIN Alauddin Makassar show that most students have not mastered the material. This is proven by the average test result of 57.9%. Meanwhile, the results of observations show that the web-based vocabulary material meets all indicators: acceptability, adoption, appropriateness, cost, feasibility, and sustainability, so it can be stated that first-year students of the English education department can use this web-based vocabulary material as supplementary media in learning. In addition, the results of interviews with students stated that this website can be used as a learning medium but must be complemented by other learning media. Therefore, this website can only be used as additional media in vocabulary learning, and it is still necessary to use other supporting media to achieve students' learning needs.

Keywords: Web-based materials, Vocabulary, Implementation Outcomes

INTRODUCTION

Technological advances play an important role in the world of education. With technology, the learning media developed will become more varied and make it easier to access them. Therefore, the technology will be beneficial because it can trigger and spur the learning process and provide convenience or facilities in education (Rahmat, 2018). Technology in the education system also provides easy-to-access learning (there are no face-to-

face training costs, and learning is available at any time, regardless of location) (Thoo et al., 2021). According to Wijaya et al. (2020), electronic learning media (E-learning) is evidence of the extraordinary progress of human civilization.

There are many forms of using technology in the learning process, one of which is the use of web-based. Online learning media such as websites are learning media that can be accessed using signals anytime and anywhere, so this website does not take a long time to access (Nurpahmi et al., 2021). According to Prihantoro (2010), web-based learning uses the web to present learning material. Web-based learning is software that provides learning material 24 hours a day and can be accessed anytime and anywhere by connecting to the internet. Website offerings can be varied, including the composition of exercise text, audio, images, and videos. Another advantage of the website is that the teaching materials can be updated according to the material students need. (Asi, 2017).

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According to Pambudi (2019), there are four components of learning English, namely writing, reading, listening, and speaking, but having good vocabulary knowledge is the first step to understanding all the subject matter in question. A vocabulary is a tool for describing thoughts, self-expression, translation, and communication (Yassi & Kaharudin, 2018).

In previous research, several obstacles were found, including that students still need to increase their mastery of vocabulary and improve their pronunciation of language both in terms of pronunciation and intonation. Therefore, Nurpahmi et al. (2021) developed website-based vocabulary material for the first-year students of the English Education Department at UIN Alauddin Makassar. This development focuses on first-semester students using website-based material created by previous researchers and focuses on vocabulary material.

The success of a learning material or device that has been created can be determined in the implementation stage. Apart from that, according to Cahyadi (2019), the main objectives in the implementation steps include: 1) Guiding students to achieve learning goals; 2) Finding

solutions to problems that students often experience during the learning process; 3) Ensuring the improvement of student abilities. Unfortunately, previous researchers still have to complete the research because the website that has been developed still needs to be implemented for first-year students majoring in English at UIN Alauddin Makassar, and the COVID pandemic has limited face-to-face meetings so that the teaching and learning process has moved online. Therefore, the implementation stage will continue by applying the concepts from Proctor et al. (2011): acceptability, adoption, appropriateness, feasibility, cost, and sustainability.

METHODS

This research starts with a quantitative data phase and is subsequently followed by a qualitative data phase to form or connect to the results of the first quantitative phase (Creswell & Clark, 2006: Online). This research is based on a mixed-methods sequential explanatory design. According to Creswell and Clark (2008), the explanatory sequential design in which the collection and analysis of quantitative data proceeds with the collection and analysis of qualitative data. The design is used primarily to explain or expand quantitative results.

The first-year students of the English Education Department at UIN Alauddin Makassar, consisting of 20 students from PBI B, are the subjects of this research. There were 6 students selected in the interview process to support and strengthen the data previously obtained. The six students were selected based on test results: 2 got high scores, 2 students got medium scores, and 2 got the lowest scores.

In this research, the researchers used three types of instruments to collect data: tests, observation checklists, and interview guidelines.

a.   Vocabulary Test

This vocabulary test is carried out to measure students' knowledge of vocabulary material. The type of test given is a multiple-choice test consisting of 30 questions about adjectives, 30 questions about nouns, and 30 questions about prepositions.

b. Observational checklist

An observation checklist lists things an observer looks at when observing a class. The observational checklist used in this research is based on the indicators of implementation

outcomes adapted from Proctor et al. (2011), i.e., acceptability, adoption, appropriateness, cost, feasibility, fidelity, penetration, and sustainability.

c. Interview guidelines

This research uses semi-structured interviews conducted with students to strengthen the data. The ongoing semi-structured interview refers to a series of open questions. The researchers selected 6 students to be interviewed based on their test scores, namely 2 students with the highest scores, 2 with medium scores, and 2 with the lowest scores.

The researchers process quantitative data from the implementation outcomes taken from the tests, and then the observation checklist and interview guidelines results are analyzed qualitatively as follows:

1. Quantitative Analysis

Vocabulary Test Result

Test is an assessment tool in education, essential in measuring student learning achievement (Nurjanah & Marlianingsih, 2015). For the test, the researchers analyzed the mean score of the vocabulary test results. The following is the formula to calculate the mean score:

$$x = \frac{\sum x}{N}$$

x = Mean score

∑x = Number of existing scores

N = Number of respondents

After getting the mean score, the researchers categorized students' scores based on assessment guidelines based on UIN Alauddin academic guidelines:

Table 1. Test Assessment Guidelines

Score in Number	Score in Letter	Grade	Description
94 – 100	A	3.76 – 4.00	Excellent
88 – 93	A-	3.55 – 3.75	Very Good

75 – 87	B+	3.01 – 3.54	Good
69 – 74	B	2.76 – 3.00	Quite Good
63 – 68	B-	2.51 – 2.75	Fairly Good
51 – 62	C+	2.01 – 2.50	Poor
45 – 50	C	1.76 – 2.00	Fairly Poor
26 – 44	C-	1.01 – 1.75	Very Poor
0 – 25	D	0.01 – 1.00	Inadequate

2. Qualitative Analysis

Qualitative research is research that investigates phenomena in their natural environment and aims to understand or interpret events in terms of the meaning individuals assign to them (Aspers & Corte, 2019). The observation data was analyzed by classifying "Yes" and "No" statements. The percentage score result was used to interpret the implementation outcomes adapted from Proctor et al. (2011).

The interview data collection technique was based on the technique according to Miles et al. (2014), which consisted of three procedures: data condensation, data display, and conclusion drawing. In data condensation, the researchers refer to student responses based on interview results regarding website use. Then, in the data display, the researchers present all the interview data in text form. The final stage is concluding. The researchers write and summarize the reasons that support data about implementation outcomes.

3. RESULTS AND DISCUSSION

The implementation outcomes of web-based vocabulary for the first-year students of the English education department at UIN Alauddin Makassar

There were 20 first-year students majoring in English Education at UIN Alauddin who took the vocabulary test. The following are the results of the vocabulary of adjectives test:

Table 2 The Distribution of Frequency and Percentage Score of Vocabulary of Adjective Test

No.	Classification	Score	Frequency	Percentage
1	Very Good	94-100	2	10%
2	Good	88-93	2	10%
3	Quite Good	69-74	3	15%
4	Fairly Good	63-68	1	5%
5	Poor	51-62	5	25%

6	Fairly Poor	45-50	2	10%
7	Very Poor	26-44	3	15%
8	Inadequate	0-25	2	10%
Total Mean Score				
57.9 Poor			**20**	**100%**

The table above shows that there are 2 students in the very good category, 2 students who get the good category, 3 who get the quite good category, and 1 who get the fairly good category. Meanwhile, 5 students received the poor category, 2 received the fairly poor category, 3 received the very poor category, and 2 received the inadequate category. The average result obtained based on the test is 57.9, including in the poor category. The results of this test show that some students have not mastered the vocabulary material. It shows that students have low scores after learning through web vocabulary material. It implies that there are other factors affecting students' achievement.

Apart from vocabulary test results data, observations were also carried out to strengthen previously obtained data with the following indicators.

1. Acceptability

Acceptability refers to students' responses when introduced to the website. When the researchers introduced the website to students, the students' responses were very good. The respondent's statement supports this statement:

> *"My first impression was that the website was interesting. The website is neatly arranged like a normal website." (Student 4)*
>
> *"Learning English has become easier because the material provided is easier to find. "This means we do not need to look for material on other websites, in other articles because all the material is on that website." (Student 6)*

2. Adoption

Adoption refers to students' responses when accessing a website for the first time and explains how to use the website as a learning medium. The respondents' statements are as follows:

"This website can be a source for learning vocabulary because it provides a lot of vocabulary material, making it easier for me to find the material I need. But I think the language is a bit more difficult, even though I can catch the meaning, sometimes it's hard to understand." (Student 6)

3. Appropriateness

Indicators of appropriateness are also met with websites designed based on student learning needs. Students are told they only need an internet connection to access the web. The respondent's statement also strengthens this statement:

"Quite a match. Because vocabulary that is rarely found in everyday life is on this website." (Student 1)

"Already appropriate. It is stated there that the vocabulary provided on the website is academic vocabulary, which will be very useful for us as students when we want to compile a scientific paper using English." (Student 2)

"Maybe appropriate. Moreover, I am an English student, and this website contains various kinds of vocabulary such as nouns, adjectives, and verbs where vocabulary is one of the most important materials in English." (Student 3)

"Maybe the content of the material is quite helpful in learning English." (Student 4)

"Suitable enough." (Student 5)

"In accordance. Because with this website it can be used as an additional medium when learning English which makes it very easy for students." (Student 6)

4. Feasibility

Feasibility refers to this website being accessed anytime and anywhere and can be used as additional media in learning vocabulary. This is by the respondent's statement:

"This website can be used by anyone and anywhere, but it depends on the network or internet because the website is available to be accessed if the device is connected to the internet." (Student 1)

"After opening this website, I understand more about nouns because the explanation is more specific, which is opposite from the explanation when learning in class. The noun material is displayed in more detail and briefly" (Student 2)

5. Cost

In the indicator of cost, the costs required to access this website only need a small fee. This statement is supported by the statements of the respondents as follows.

> *"Not really. Because this website only requires an internet network to access it, the costs required are not much." (Student 1)*
>
> *"Needs due to buy internet quota, but not much." (Student 2)*
>
> *"No. It only requires fees such as internet quota." (Student 3)*
>
> *"Not really." (Student 4)*

6. Sustainability

For the indicator of sustainability, students are told that this website can also be used as an alternative medium when learning vocabulary, especially adjectives. This statement is in line with the opinions of the respondents:

> *"When I learn adjectives later, maybe opening this website will be one of my options. Because this website provides a lot of vocabulary, it makes it easier for me to get the vocabulary I need." (Student 1)*
>
> *"I will open this website when I want to learn adjectives." (Student 2)*
>
> *"This website will become an alternative media when I study later. Because there is a lot of vocabulary available in it. (Student 3)*
>
> *"Whenever I need this website to learn adjectives, of course, I will open it. Because this website contains a lot about vocabulary which of course can increase my knowledge about vocabulary." (Student 4)*
>
> *"I will reopen it." (Student 1)*
>
> *"I will open this website when I learn vocabulary." (Student 6)*

The observation results show that web-based vocabulary material is suitable as a learning media for the first-year students of the English education department at UIN Alauddin Makassar because it meets the acceptability, adoption, feasibility, appropriateness, cost, and sustainability indicators. The interview results also show that this website is suitable for learning vocabulary. Meanwhile, the test results show that most students have not mastered the material. From this data, website-based vocabulary material can be used to learn vocabulary, but other supporting media are needed to maximize student learning outcomes.

CONCLUSION

The implementation outcomes of web-based vocabulary material for the first-year students of the English Education Department at UIN Alauddin Makassar show students can use the web-based vocabulary material as supplementary learning material. In using this website as a learning media, other supporting learning media is still needed to support students' learning needs. Observations show that web-based vocabulary learning has met all indicators: acceptability, adoption, feasibility, cost, appropriateness, and sustainability. Thus, this website is suitable for use, accurate, and accessible anytime and anywhere on any device.

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