

Developing English Vocabulary Module as Learning Media for Applied English for Communication

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Abstract:

This research aims to develop an effective English vocabulary module as a learning media for the Applied English for Communication course. The study applied Research and Development (RnD) model using the ADDIE design. The module consists of six topics with relevant vocabulary exercises. Besides, the module was validated by subject matter experts and media experts, who rated it with an average score of 4.7. A questionnaire was also distributed to the students and overall average score of 0.85, indicating high acceptance of the module among the students. Additionally, the effectiveness of the module was assessed through pre-test and post-test evaluations. The researcher also conducted tests for normality,

homogeneity, and significance using SPSS version 16. The normality test resulted in values of 0.39 for the pre-test phase and 0.12 for the post-test phase, indicating normal distribution of the data. The homogeneity test yielded a significance value of 0.468, indicating group homogeneity. The significance test showed a value of 0.000, indicating a significant difference between the pre-test and post-test scores. Thus, it can be concluded that the developed English vocabulary module is an effective learning media for the Applied English for Communication course in the Hindus' Communication Studies program-STAHN Mpu Kuturan Singaraja.

Keywords: *Applied English, Vocabulary, Module, Learning media*

INTRODUCTION

The era of modernization demands that human resources be capable of adapting and innovating in accordance with global developments. In this regard, English as an international language plays a crucial role in supporting these fundamental aspects (Nunan, 2003; Raja, Flora, Putrawan & Razali, 2022). English language plays in today's multilingual and multicultural world from English International Language (EIL) perspective (Lee & Drajadi, 2019). The use of English as a basic communication necessity in international interactions underpins the Indonesian government, specifically the Ministry of Education and Culture, in formulating policies related to the teaching of English from elementary to tertiary education levels. The forms of English instruction provided to students exhibit variations and specificities that are also tailored to the level of educational units and the curriculum implemented by these educational units.

The process of teaching English in higher education can be differentiated into general courses for students outside the English Literature/Education programs and as a mandatory field of study for students in the English Literature/Education programs. For students outside of the English Literature/Education programs, English courses are utilized as support for their respective academic disciplines during their college years. This also called as *Mata Kuliah Dasar Umum* 'General Education Course'. These are typically foundational courses that students are required to take as part of their curriculum in higher education (Rao, 2022; Saifuddin & Ardiansyah, 2021). In contrast, for students enrolled in the English Literature/Education programs, English language courses are specialized into a series of courses that align with the field of English studies. These distinctions serve as guidelines for instructors (lecturers) in planning course content and learning activities to be implemented during the academic process.

English instruction is considered one of the supportive aspects aimed at producing skilled and globally competitive students (Aziz & Kashinathan, 2021; Wijayanto, 2020). In this context, the State Hindu College "STAH Negeri Mpu Kuturan Singaraja," as one of the state universities, has incorporated English courses as mandatory subjects in all available study programs. One such study program is the Hindus' Communication Studies Program, which includes English courses in accordance with the established curriculum. In the even-

numbered semester of the 2022/2023 academic year, the Applied English Communication course was introduced for the first time to students in the Hindus' Communication Studies program.

English vocabulary is considered the initial foundation for students to comprehend basic English language skills (Sari AR, 2023). Vocabulary is an essential component that facilitates the mastery of a second language because without proper vocabulary, language cannot function structurally, and comprehension becomes challenging (Nunan, 2003). Furthermore, vocabulary forms the foundational stage to be taught before addressing other aspects of language (Subiyati, 1992). The role of English vocabulary aids learners in comprehending the four basic language skills. In terms of speaking skills, possessing an adequate vocabulary enables learners to convey ideas and thoughts effectively during communication activities (Afzal, 2019; Isnaini & Aminatun, 2021). Similarly, in terms of listening skills, a robust vocabulary assists learners in comprehending the content delivered by actors or speakers (Simamora & Oktaviani, 2020). Likewise, a rich vocabulary enhances learners' ability to interpret reading materials more easily (reading skill) and enables them to construct sentences in a more organized and systematic manner (writing skill) (Hao, Lee, Chen & Sim, 2019). In other word, proficient English vocabulary plays a crucial role in helping learners enhance their English language proficiency. Thus, learners are expected to master English vocabulary concurrently with acquiring fundamental English language skills.

However, as a new course, the researchers conducted a needs analysis and found that there were no existing guidebooks or modules developed to support the teaching process of the Applied English for Communication course. This lack of instructional materials can contribute to students' low interest and motivation in learning English, as well as an environment that may not be conducive to effective learning (Lauwdiaz, 2018). This issue must be promptly addressed, considering that the use of English language modules has a significant impact on language learners. Several research findings suggest that English language learning is most effective and efficient when supported by competent learning resources or media. The use of modules can enhance students' abilities, such as writing English texts (Nafi'a and Rusijono, 2016), vocabulary improvement (Lauwdiaz, 2018), which not only benefits students but also English language instructors (Hakim, 2019; Irawan, Khusaini, and Anhar, 2022).

In response to this, the researchers were motivated to develop an English vocabulary module as a learning medium within the Applied English for Communication course. The utilization of this module is expected to serve as a reference for both instructors and students to deepen their understanding of the Applied English for Communication course. The researchers emphasized the mastery of English vocabulary concepts relevant to communication activities in the module. The English vocabulary presented in the module linked to several communication topics that students learn during the academic process. Therefore, a research study entitled "Development of an English Vocabulary Module as a Learning Medium for Applied English for Communication course" Need to be conducted. Through this development, it is hoped that instructors (lecturers) and students will be better

equipped to understand and implement the course content presented during the Applied English for Communication course.

LITERATURE REVIEW

English Language Learning in Higher Education In Indonesia

English language learning in higher education in Indonesia is governed by the national education system regulations, particularly Law No. 20 of 2003 on National Education System, Article 37 Paragraph 1, which mandates that English be the sole foreign language required to be studied by students from Junior High School to Higher Education. The government has provided guidelines regarding various subjects to be taught to students from Kindergarten to Senior High School, as well as at the higher education level. According to the Decision of the Minister of National Education of the Republic of Indonesia No. 232/U/2000, the curriculum in Indonesian higher education consists of core and institutional curricula. The core curriculum for Bachelor's programs typically comprises 40-80% of the total credits for a study program. The core curriculum is established nationally by the Minister of National Education, while the institutional curriculum is determined by each individual higher education institution. Within the institutional curriculum, there are several courses that students must take, one of which is the English language course, which is essential to anticipate the challenges of globalization.

In terms of goals and competencies, the English language curriculum emphasizes language skills, including both receptive (listening and reading) and productive (speaking and writing) language skills. English is considered an international language and is widely used worldwide. It serves as a medium for the dissemination of knowledge at the international level. Therefore, academics at higher education institutions need to master English to access the latest information in their fields of study. English language instruction at educational institutions, from elementary to higher education, ideally enables students to master all four language skills functionally and proportionally. This is because English serves not only as a passive tool for understanding what is heard, news, texts, readings, and discourse but also as an active means of communicating with others through oral and written communication.

The Role of Vocabulary in Supporting the English Language Learning Process

Vocabulary is a crucial component of language. It can be defined as a collection of words that a language possesses, and these words convey meaning when used in that language. Proficiency in vocabulary enables the linkage of the four language skills: speaking, listening, reading, and writing. As stated by Nunan (2003), "Vocabulary is an important part that facilitates the use of a second language because without proper vocabulary, language cannot function structurally, and comprehension becomes challenging." Proficiency in a foreign language, particularly English, is a vital aspect and a primary asset for quality human resources. English is considered an international language that is essential to learn in the current era of globalization. Various literatures provide definitions of vocabulary. According

to Kridalaksana (2010), vocabulary is a component of language that holds all the information about meanings and the use of words in a language. Vocabulary is crucial for success in using a second language because without an extensive vocabulary, one cannot apply the learned language structures and functions to communicate fluently.

According to Fauziati (2010), vocabulary is the main element of language and is very important for language learners. Without sufficient vocabulary, an individual cannot communicate effectively or express ideas well in both spoken and written forms. The significant role of vocabulary has a profound impact on English language skills, including listening, reading, speaking, and writing. Schmidt and McCarthy (1993) explain that vocabulary knowledge is one of the components of language skills, such as reading and speaking. This implies that vocabulary usage is closely related to language skills in reading and speaking. On the other hand, Long and Richards (1987) elaborate further on vocabulary, where reading skills generally fall into four categories: grammar, sentences, vocabulary, and comprehension. Adequate vocabulary is believed to enhance language and reading skills. Furthermore, vocabulary is considered the initial stage to be taught before introducing other language aspects (Subiyati, 1992:18).

Module-Based English Language Learning Media

In higher education, the use of media as a means of teaching in English language learning has been well-established (Pribadi, 2019). Rezkiyah dkk. (2013) points out that the available materials are often unsuitable for students due to differences in social, geographical, cultural backgrounds, and most importantly, the students' prior competencies. This challenge can be addressed through the use of modules, where modules can be tailored to the specific needs of students to accommodate the subject matter. Modules are a component of planned learning programs designed in printed materials that aid students in achieving the goals or skills required for each subject (Kustandi & Darmawan, 2020). According to Daryanto (2013:9), a module is systematically packaged teaching material that contains a set of planned learning experiences designed to assist learners in mastering the content.

Based on expert definitions, it can be concluded that a module is a structured and systematic set of learning media used to facilitate the learning process for students, whether independently, in groups, or with guidance from instructors.

According to Prastowo (2015:107), modules serve four essential functions in supporting the teaching and learning process: 1) as independent learning materials that enhance students' self-learning abilities without depending on the presence of educators or teachers, 2) as teaching materials that must effectively explain the learning content and be easily understood by learners according to their knowledge levels and ages. Therefore, the use of modules can replace the role of facilitator/teacher, 3) as evaluation tools that can measure and assess one's mastery of the learned material because modules often contain answer keys, 4) as reference materials for students, containing various subjects that need to be learned. From these objectives, it can be concluded that modules aim to facilitate students'

understanding of the material and serve as an evaluation tool for assessing students' learning progress.

In English language learning at the higher education level, the use of modules plays a crucial role. Modules can be used as an initial identification tool for assessing students' English language abilities. Moreover, using modules as a means of learning English in higher education also serves as guidelines for students to understand the skills, knowledge, and materials they will acquire throughout the English language learning process over a semester. Equally important, the use of modules as a learning tool facilitates the evaluation of students' proficiency in mastering the materials provided in the English language course through the questions and assessments included within the modules.

RESEARCH METHODOLOGY

In this research, the researcher applied the ADDIE model, which includes five stages: analysis, design, development, implementation, and evaluation. Besides, the data collection techniques were implemented in this research such as interview, observation, documentation, and questionnaire. Two questionnaires were distributed in this research namely validation questionnaire and respondent questionnaire. The validation questionnaire was given to two English lecturers from some Bali universities. Meanwhile, the respondent questionnaire was delivered for students in IV C class at Communication Studies Program-STAHN Mpu Kuturan Singaraja.

Furthermore, some instruments used to gain the data included interview guide, observation sheet, and questionnaire. In addition, the researcher combined qualitative and quantitative as data analysis technique. In this case, the researchers collected qualitative data by collecting the interview result, observing learning activities and suggestions from validators. Besides, quantitative data were used to measure and determine the suitability of the media and student responses after implementing English Vocabulary Module.

Furthermore, there were three components of quantitative data in this research: the analysis of expert validation, the analysis of respondent validation, and the analysis of the effectiveness of English vocabulary module. The results of the expert validation questionnaire were measured using a Likert scale. In addition, the respondent questionnaire analysis were obtained using the Guttman scale. And the analysis of the effectiveness English vocabulary module were gained by comparing the pre-test and post-test scores. The researcher also found the result of normality tests, homogeneity tests and hypothesis tests using SPSS version 16.

FINDINGS

The Development of English Vocabulary Module as Learning Media for Applied English for Communication

The results of this research are in the form of an English vocabulary module as a learning media for Applied English for Communication. The researcher implemented the ADDIE model, which consists of five stages: analysis, design, development, implementation and evaluation. The explanation of the research procedures can be presented as follows:

1. Analyze

At the analysis stage, the researcher carried out observations and interviews with several parties involved in this research. Observation activities were carried out during the "Applied English for Communication" course in the IV C class. In this case, the researcher used an observation sheet and recorded several important things that could become the researcher's findings and strengthen the data in this research.

The researcher also interviewed lecturers who taught the course and several students who participated in the learning process. Based on the results of observations and interviews conducted by researchers, the data and findings obtained are:

- a. The learning materials are still limited. This is supported by researchers' findings, which showed that the lecturer gained the learning material from the internet resources.
- b. Researchers found the Applied English Communication course was the newest course for students at Hindu's Communication Studies Program-STAHN Mpu Kuturan Singaraja in the academic year 2022/2023.
- c. The learning material is still general. In this case, the material presented in class does not accommodate students' high-order thinking skills.
- d. The learning material presented in class does not yet internalize the vision and mission of the Hindu Communication Science Program. Thus, it is expected that some learning media are relevant for students' in Hindu's Communication Studies program-STAHN Mpu Kuturan Singaraja
- e. The researcher found that some students had limited vocabulary during the Applied English Communication course. This situation made students difficult to understand the material in the classroom session.

Based on the findings above, researchers are interested in developing an English vocabulary module as a learning media for Applied English for Communication. By developing this module, it could help the lecturers and students to improve their English vocabulary in Applied English Communication course as well as it could be used as guidance in the English daily conversation.

2. Design or plan (Design)

At the design stage, the researcher created some relevant drafts for the Applied English for Communication course. The researcher also observed the syllabus and lesson plans in preparing the draft module. In this case, there were 6 materials presented, including Self Introduction, Describing Famous Places, Making Requests and Offers, Posters, and

Pamphlets. Based on this material, the researcher prepared an initial design for the module and added several elements to characterize the Hindu's Communication Studies Program.

3. Development

The third stage in research is development. There were two activities, including the production stage and post-production stages. At the production stage, researchers will complete the entire contents of the English vocabulary module. In this case, the researcher presented English vocabulary exercises related to the material. These exercises include Fill in The Blank, Read Dialog or Text, Match the Meaning of Each Word, Find Out The Meaning, etc.

After completing the contents, the researcher continued to the post-production stage, including submitting the design to the editor and the validation process by two experts. In the editing process the editor carries out the editing process in terms of grammar and content of the module that has been produced. Besides, the researcher used a material expert and a media expert to validate the module. These experts were English lecturers in Bali University.

There are several suggestions or notes given by experts. The following suggestions or notes are shown in Table 1.

Table: 1 Suggestions/notes from material experts and media experts

No	Expert	Suggestion
1	Material Expert	a. Provide Language Expression in each chapter b. Add an index at the end of the module.
2	Media Expert	a. Provide several references/sources for the images that have been displayed

Meanwhile, a summary of the results of the assessments carried out by experts can be seen in Table 2 below.

Table: 2 Experts Validation Results

No	Expert	Average	Category
1	Material Expert	4.9	Very good
2	Media Expert	4.45	Very good
Overall Average		4.7	Very good

As a result of the validation assessment of the English vocabulary module, the researcher got a final score of 4.9 regarding the material displayed and 4.45 regarding the appearance/media of the English vocabulary module. Meanwhile, the overall average obtained by the two experts was 4.7. Based on these results, the English vocabulary module produced in this research is categorized as Very Good. Thus, this module can be implemented as a learning media to improve students' English vocabulary skills in the Applied English for Communication course at the Hindu Communication Studies Program-STAHN Mpu Kuturan Singaraja.

4. Implementation

The next stage in this research is implementation. This activity was carried out twice by taking 2 materials, namely Posters and Pamphlets. During the activity, the researcher observed that most students could improve their English vocabulary according to the material being taught. In addition, it can be seen that students actively answer the questions provided in the vocabulary module.

Furthermore, researchers also distributed students' questionnaires to determine the effectiveness of the English vocabulary module. In calculating the average score, researchers used the Guttman scale with the provision that the answer "Yes" is worth 1 and the answer "No" is worth 0. In this case, the average score obtained from student responses to implementing the English vocabulary module in Applied English for Communication course is 0.85 from the maximum score of 1. Based on this data, the English vocabulary module is suitable for learning media in the Applied English for Communication course at the Hindus' Communication Studies Program-STAHN Mpu Kuturan Singaraja.

5. Evaluation

The final stage carried out by researchers was evaluation. In this case, the researcher used questionnaire results and several suggestions obtained during the implementation of the English vocabulary module. In this case, the researcher made revisions by adding relevant images to increase students' understanding during teaching and learning process.

The Effectiveness of English Vocabulary Module as Learning Media for Applied English for Communication

In order to determine the effectiveness of the module for the English language course in the Hindus' Communication Study Program, a pre-test and post-test were carried out on 10 students. The researcher used a random technique to select the respondent. In addition, the researcher also instructed the lecturer to give a pre-test before implementing the module. After the respondent answered the pre-test, the lecturer continued the learning activity. In this case, the lecturer implemented an English vocabulary module as learning media in the classroom session. The students are invited to understand and answer the exercises in the English vocabulary module. Besides, the lecturer also gave post-test to measure the student ability after implementing the product.

Based on the data collected and analyzed, the following results were found to determine the effectiveness the English Vocabulary Module for student in Hindu Communication Studies Program-STAHN Mpu Kuturan Singaraja. The analysis results are shown in Table 3, as follows.

Table: 3 Pre-test and Post-Test Assessment

No.	Statistics	Experimental Class	
		Pre-test	Post-test
1	Lots of data	10	10
2	Lowest score	30	50
3	Highest score	60	100
4	Mean (average)	42.5	80
5	Median	40	80
6	Mode	40	80

Mean Different = 37.5

Source: Processed Primary Data, 2023

Based on table 3, the mean difference between the pre-test and post-test scores was 37.5. This showed the significance of the implementation of modules on student grades. It was evidenced by the students' average in the pre-test was 42.5 and increased into 80 on the post-test. This score indicates student improvement after implementing the English vocabulary module in Applied English for Communication course. The effectiveness of the module can also be seen from the score comparison obtained during the pre-test and post-test in Figure 01 below:

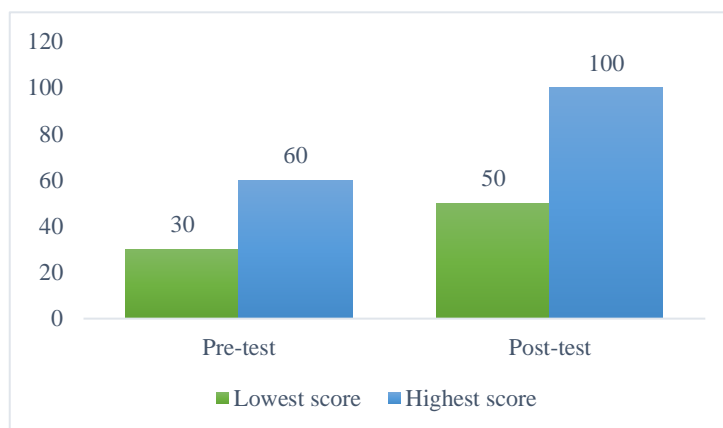


Figure 01. Diagram of Pre-Test and Post-Test Scores

Figure 01 showed there was an improvement result between pre-test and post-test. The lowest score on the pre-test was 30 while the post-test was 50. The highest score on the pre-test was 60 and the post-test was 100. Therefore, it can be concluded that the development of an English vocabulary module positively impacted students at IV C for Hindu Communication Studies Program-STAHN Mpu Kuturan Singaraja.

Test Assumptions

The researcher also carried out normality and homogeneity tests in this research. The explanation of each step can be seen below:

1. Normality Test

Researchers carry out a normality test to determine whether the variables in the research have a normal distribution. The results of the normality test can be seen in Table 4 below:

Table: 4 Normality Test Results

Variable	t-statistics	Sig.	Information
Pre-test	0.924	0.395	Normal
Post-test	0.880	0.129	Normal

Source: Processed Primary Data, 2023

The researcher used one sample Shapiro Wilk Test in the SPSS program version 16. The data showed that the t-statistic probability value is > Level of Significant = 0.05, indicating that the data meets the normality assumption.

2. Homogeneity Test

The researchers also conduct homogeneity tests to determine whether the data obtained has homogeneous variants. The homogeneity test result can be seen in table 05 below:

Table: 5 Homogeneity Test Results

Levene Statistics	df1	df2	Sig.
,550	1	18	,468

Source: Processed Primary Data

The data above was processed using One Way Anova in the SPSS Program version 16. Based on the homogeneity test results, the F-statistic probability value was > Level of significance = 0.05, so the data met the assumption of homogeneity. Thus, it can be concluded that the population studied in this research is similar or homogeneous.

3. Hypothesis test

The following are the results of hypothesis testing carried out by researchers using the Two Paired Sample T-Test.

Table: 6 Two Paired Sample T-Test

Pair	1	pre-	Paired Differences				t	df	Sig.(2-tailed)	
			Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
						Lower				Upper
post			-3.75000E1	7.90569	2.50000	-43.15539	-31.84461	-15.000	0	.000

Source: Processed Primary Data

Based on the calculation, the Paired Sample t Test value is obtained with sig. 2 tailed 0.00. In this case, sig <0.05 (smaller than) means significant. Thus, the researchers concluded that there was a significant difference between the tests obtained by students in the pre-test

and post-test activities. It could be stated that the application of the English vocabulary module can positively increase student vocabulary in the Applied English for Communication course.

DISCUSSION

English lessons can be done through various techniques and strategies relevant to local situations and conditions. Learning English can start by introducing simple vocabulary in daily activities. The introduction of vocabulary can be supported by several learning media, for example, the English vocabulary module. Thus, it is expected that English language learners can understand the context and actively use the language in the daily communication.

In this research, researchers produced an English vocabulary module as a learning media for Applied English for Communication course. The process of developing modules is carried out using the ADDIE model, which consists of analysis, design, development, implementation and evaluation. In the analysis process, the researcher observed the learning process in the Applied English for Communication course. In this case, the researcher choose one class namely IV C class at Hindu Communication Studies Program-STAHN Mpu Kuturan Singaraja. During the observation, the researcher found that there was minimum learning media that supported the Applied English for Communication course. This is connected by several phenomena, such as English lecturers implementing learning sources from the Internet.

Beside that, the researcher noticed that some students have inadequate English language skills. These students were not able to understand the material presented in the classroom session. Based on the results of observations and interviews, the lack of English vocabulary caused students difficulty in following the lesson. In order to minimize this situation, the lecturer was expected to use appropriate learning media during teaching and learning process. In this case, modules became an important part of understanding a second language (Nunan, 2003). Thus, the more English vocabulary they have could stimulate students to understand the structure of foreign language.

Furthermore, the researcher continued to the design stage as the second part of ADDIE model. In this stage, the researcher designed some drafts of the English vocabulary module. There are 6 materials displayed and adapted to the syllabus and lesson plans that are implemented in the Applied English for Communication course. This material includes Self Introduction, Describing Famous Places, Making Requests and Offers, Posters, and Pamphlets. The entire draft material will be developed in the development process of this research.

The next stage is the development process, which includes production and post-production stages. In the production stage, the researcher prepared the material presented in the English vocabulary module. Five to eight practice questions are adapted to the six materials in the module. Apart from that, researchers also added elements of Balinese culture and traditions to internalize the vision and mission of the Hindu Communication Studies

Program-STAHN Mpu Kuturan Singaraja. Then, the researcher continued the post-production stages, including editing by an editor and validation from two experts, namely a material expert and a media expert. Some of the suggestions given by the two experts included adding language expressions, adding indexes, and adding several references/sources in the images. The researcher have added all of these suggestions to increase the effectiveness of the module in the English vocabulary learning process. Besides, the researcher also calculated the results of vocabulary module assessments from material experts and media experts. The calculation of the average result is 4.7. This value shows that the English vocabulary module can be used as a learning media for Applied English for Communication.

Furthermore, researchers carried out the fourth stage in the ADDIE development model, namely implementation. The researcher implemented the module material twice in the Applied English for Communication course. In this situation, the researcher noticed that the students could improve their vocabulary skills after applying the module. This is proven by students understanding the instructions given in the English vocabulary module. The exercises displayed in the module include individual and group exercise. In this case, the English vocabulary module is in accordance with the essential function of the module, where the module can be an independent teaching tool/material, a substitute for the function of educator/teacher, as an evaluation tool, and as a reference material for students (Prastowo, 2015).

In addition, in the implementation process, researchers also distributed questionnaires to students to determine the effectiveness of the English vocabulary module. In this case, there are 20 question items. The researcher used Guttman scale to calculate the result of students' questionnaire. The data showed that , the average score obtained from student responses to the implementation of the English vocabulary module in the Applied English for Communication course is 0.85 from the maximum score of 1. It could be indicated that the English vocabulary module was an effective learning media to increase student vocabulary at Hindu Communication Studies Program-STAHN Mpu Kuturan Singaraja.

And the final stage in this research is evaluation. At this stage the researcher reflects or improves the product that has been produced in the research. The researcher added several pictures to increase students' understanding during teaching and learning process. The process of adding images is adjusted to the material listed in each chapter. In this way, it is expected that students can improve their abilities regarding the material or exercises presented in the English vocabulary module.

Moreover, the researcher also analyzed the effectiveness of the English vocabulary module as a learning media for Applied English for Communication. This effectiveness is achieved by comparing students' pre-test and post-test scores. The data showed a mean difference between the pre-test and post-test scores is 20. In addition, researchers found that the lowest pre-test score was 30 and the score increased to 70 during the post-test. Meanwhile, the highest score on the pre-test was 60 and the highest score on the post-test was 10.

Besides, researchers carried out normality tests, homogeneity tests and hypothesis tests to determine the effectiveness of implementing the English vocabulary module. The data was processed using the SPSS version 16. In this case, the data showed that the normality test at the pre-test stage was 0.39 and at the post-test stage was 0.12. Meanwhile, the homogeneity test obtained a significant value of 0.468. And the hypothesis test in this study produced a significant value of 0.000. From these results, the researcher concluded that the English vocabulary module produced in this research could be an effective learning media to increase student vocabulary in the Applied English for Communication course.

CONCLUSION

Vocabulary is one of the fundamental aspects that can help students to master language. In this research, the researcher present an English vocabulary module as a learning media for Applied English for Communication. The development of english vocabulary module is carried out by using the ADDIE model, which includes analysis, design, development, implementation and evaluation. There are six materials presented in this module such as Self Introduction, Describing Famous Places, Making Requests and Offers, Posters, and Pamphlets. Beside that, the modules implemented for students have been validated by material and media experts. The average score from the expert validation was 4.7. Meanwhile, researchers also distributed questionnaires to find out student responses regarding the implementation of the module. The data presented that the overall average score of the student questionnaire results is 0.85. Besides, the researcher also carried out the module effectiveness through pre-test and post-test. In this case, there are student improvements before and after using the English vocabulary module. Besides, the researcher measured normality, homogeneity, and hypothesis tests using the SPSS version 16. The data showed that the normality test at the pre-test stage was 0.39 and at the post-test stage was 0.12. Meanwhile, the homogeneity test obtained a significant value of 0.468 and the difference test in this study produced a significant value of 0.000. Thus, the researcher concluded that the English vocabulary module developed in this research could be an effective learning media to support Applied English for Communication course at the Hindu Communication Studies Program-STAHN Mpu Kuturan Singaraja.

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