

# Designing instructional vocabulary material based on fishbone for university students of English in Parepare

*by* Abdul Haris Sunubi

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Designing Instructional Vocabulary Material Based on Fishbone for University  
Students of English in Parepare, Indonesia

Abdul Haris Sunubi, Email: [muasifa75@gmail.com](mailto:muasifa75@gmail.com). Arifuddin Hamzah, Email:  
[arifhamra@yahoo.com](mailto:arifhamra@yahoo.com). Baso Jabu, Email: [basojabu@gmail.com](mailto:basojabu@gmail.com)

**Abstract**

This study aims at finding out the implement of designing instructional vocabulary material based on fishbone model. This research used research and development design by mixing quantitative and qualitative method. This research was conducted at STAIN Parepare. the subject of this reseach were lecturers of STAIN Parepare and the students of English program in academic year 2015-2016. Based on the analysis, the reseacher found that explanation the existing material between old material and new material, developing vocabulary in the skeleton of fish by using fishbone model, the model instructional material for vocabulary supported by suitable topics such as: Synonym, antonym, homophone, homograph, and part of speech. Instructional material based on fishbone model for vocabulary meet the criteria of acceptability. It is concluded based on the result of expert validation, the students' perception, and teachers' perception which are obtained from the limited test and fiel test were categorized good.

**Keywords: Design, Instructional, Vocabulary, Fishbone Model.**

**Introduction**

English is an instrumental function in getting scientific knowledge and technological development, so teaching of English is expected to get four skills: are speaking, reading, writing, listening, and the level of vocabulary. Vocabulary is one of the component of language which very important to study and to acquired by the students. In the past, vocabulary teaching is usually conducted by giving the students list of words to memorize, however, such conventional teaching has changed dramatically over the past several decades. School have gone from blackboards and chalks to white board and board maker, even in some University, the students use laptop instead of textbooks.

Teaching vocabulary is one important aspect in learning a foreign language. With limited vocabulary anyone will also has a limited understanding in terms of speaking, reading, listening, and writing. It is true that it might be impossible to learn a language without mastering vocabulary. Vocabulary is one of the problems confronted by English language learners. Because the limited vocabulary, The students cannot communicate to other clearly. Sometimes it is difficult to group the idea transmitted to them. The acquisition of large number of vocabulary can help the

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students read, speak, listen, and writing. Teaching vocabulary as a foreign language seems easy but some students feel fear. The teacher of English should find out solution by creating an effective technique of teaching in teaching English vocabulary, beside that, the teachers should establish condition which makes teaching vocabulary possible. The learning will occur within reasonable period of time.

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According to Tarigan (1989:145-147) the quality of language skill depends on the quantity of vocabulary. The more vocabulary we have, the bigger possibility to have the skill to use the language. Krashen (1989:73) states that: "vocabulary is highly effective. To develop vocabulary intentionally, students should be explicitly taught both specific words and word meaning strategies, specific words instruction should be seeing vocabulary in rich contexts provided by authentic text, rather than in isolated vocabulary drills".

While English teaching in the university. All the study programs study English, even though it is only two semesters, but it is different with English program. They start from the first semester to the last semesters. They study about the skills of language, the scientific of language, and it is also the component of language. The component of language is translation, pronunciation and vocabulary. In teaching English vocabulary at English department start from the first semester to the fourth semesters. Even though start from the first to fourth semester But there were many students still lack of vocabulary even though their lecturers have good strategies, techniques, and methods in teaching English vocabulary because they do not realize that English vocabulary is fundamental important in teaching English. If the lecturer ask to express their idea, the students cannot express their idea because their vocabulary was limited.

Especially at Parepare University. The lecturer is difficult to develop and increase the students' vocabulary because some factors. They are (1) their students' mother tongue, (2) their social background, (3) the course book. In teaching English specially English vocabulary, a course book is very important to the students because it can help the students to improve their performance in language learning. A course book should have the content, assesment, and teaching and learning approaches in course material to support the aims and learning outcomes.

Ur penny (1999) suggested that some criteria of a good course book among others, objective explicitly laid out in an introduction and implemented in the material, approach educationally and socially acceptable to target community, interesting topic and task, varied topic and task, so as to provide for different learners level, learning style, interest, etc, plenty of authentic language, encourage learners to develop own learning strategies and to become independent in learning.

In this unsatisfied condition, the lecturer is placed as the main cause of unsuccessful in vocabulary teaching. By this critics, the lecturer has to push aside the

handicap by creating innovation in teaching English vocabulary such as, use authentic material, any material that has not been specifically produced for the purpose of language teaching such as TV show, News paper, and Radio Broadcast. Beside that creating the interesting model which can motivate and help the students to feel at easy in learning English vocabulary.

## **LITERATURE REVIEW**

### **1. What is Vocabulary**

Vocabulary is knowledge of word and word meaning. As Steven Sthal (2005) puts it, vocabulary knowledge is knowledge, the knowledge of words not only implies a definition, but also implies how that words fits into the world. Vocabulary knowledge is not something that expand and deepens over the course of lifetime, instruction in vocabulary involves for more than looking up words in dictionary and using word in the sentence.

Brockman (1970) stated vocabulary is the everest of Language, for this reason, a person who wants to be able to communicate in the certain language has to master the vocabulary of that language for the first time. Vocabulary as one of the language aspect have to be learned when people are learning a language. Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing, and reading beside grammar. A students of the foreign language will speak fluently and accurately, write easily, or understand what he or she or hears if she enough vocabulary.

### **2. Types of Vocabulary**

There are four general and related vocabularies which school and university teacher must deal four of them, listening vocabulary, reading vocabulary, writing vocabulary, and speaking vocabulary. These four interrelated and frequently confused vocabularies have their origins in the early most an infants' refers and develop continously although of different rates into adulthood and Donoghue divides as follows:

#### **a). Listening Vocabulary**

Acording to Nation (1990) listening vocabulary refers to the words a person understands when he hears them when most childern enter first grade their listening vocabularies is relatively large and surpasses their other vocabularies. It means substantially larger than their visual one untill the pupil reach the age often after that the size of the difference continues to remain the larger of the two. Listening vocabulary is all the words they can recognize when listen to speech. People may still

understand words they were not exposed to before using cues such as tone, gesture, the topic of discussion and the social context of the conversation.

#### b. Speaking Vocabulary

Suter (2004) stated the speaking vocabulary includes the words a person used in expressing himself orally. It usually begins when a child reached the age of 12 to 18 months and is of the first importance in the school because it forms the basis for the development of reading and writing vocabularies. Although children need a sizeable speaking vocabulary before they start to learn to read. By the time they reach the fourth or fifth grade his reading vocabulary overtakes and passes the speaking vocabulary. Since the speaking vocabulary is subdivided into the formal category (reserved for use with strategies or audience situation) and the informal category (covering everyday living and family situation), the child must learn under guidance of his teacher to use the vocabulary that is most appropriate for the occasion. Speaking vocabulary is all words they use in speech. It is likely to be a subject of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused. This misuse, though slight and unintentional may be compensated by facial expression, tone of voice, or hand gesture.

#### c. Reading Vocabulary

The reading vocabulary embraces the words that a person understands when he sees them in print or in writing as a child enters school his reading vocabulary is probably nonexistent or, at best, consists of only a few words because it requires both ability to identify the words as well as knowledge of its meaning. The reading vocabulary is built on listening and speaking vocabularies with words identification added. It can never average individual encounters in reading. Many words that he is unlikely to use in speech or in writing. Reading vocabulary is all the words they can recognize when reading. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening.

#### d. Writing Vocabulary

Singleton (2008) stated writing vocabulary which is chronologically acquired last only includes the words a person uses in writing composition it depends upon sufficient familiarity with words used in speaking vocabulary. Again, like speaking vocabulary, the writing one includes both formal words (employed in business correspondence and diaries). When the children enter school, their writing vocabulary is probably nonexistent or at best, consists of only a few words because it is essential that the writer be able to spell and produce the words legibly. Writing vocabulary are used in various forms of writing from formal essays to twitter feeds. Many written words do not commonly appear in speech. Writers generally use a limited set of words when communicating.

### **3. The concept Mind Mapping and fishbone model**

#### **a. Mind Mapping**

Mind mapping is firstly develop by Tony Buzan, a mathematician, psychologist and brain researcher, as special technique for taking notes as briefly whilst being interesting to the eye as possible. Since then, mind mapping turn out to be usable in many different ways others than just simple not taking. Mind mapping have among other things, been used in education, but despite their usefulness.

Mind mapping is diagram used to usually organized information. A mind mapping is often created a single concept, drawn as image in the center of bland landscape page, to which associated representation ideas such as image words and parts words are added major ideas are connected directly to the central concept, and other ideas branch out from these.

Mind map can draw by hand either as rough not during a lecture, meeting or planning session, for example, or as higher quality pictures when more time is available. Mind map is powerful graphic, technique which provided a universal key to unlock the potential of brain. It harness the full range of cortical skills word image, number logic, rhythm, color and spatial awareness in a single uniquely powerful manner. In so doing, it gives you the freedom to roam the infinite expanses of your brain. The mid mapping can be applied to every aspect of life where improved learning and clearer thinking will enhance.

#### **b. Fishbone Model**

Ishikawa stated that Fishbone is a tool for analyze and provides a systematic way of looking at effect and cause that create or contribute to those effect. Because of the function of the fishbone, it may be referred to as a cause and effect diagram. The design of the diagram looks much like the skeleton of a fish. Therefore, it is often referred to as the fishbone diagram. A cause and effect diagram can help to identify the reason why a process goes out of control. The fishbone diagram can be used to summarize the result of a brainstorming session, identify the causes of a specified undesirable outcome. It helps to identify root causes and ensures a common understanding of the causes.

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outcome. It helps to identify root causes and ensures a common understanding of the causes.

#### **4. Material Development Model**

Material development relates to all activities or process of creating instructional material used by lecturers in the teaching and learning process. They may be in any forms of teaching media, flash card video, diagram, etc. Material development refers to all the process made use of by practitioners who produce and use material for language learning, including material evaluations, their adaptation, design, production, exploitation and research” material development can be in form of a course book and a set of teaching material for specific use. The [resent study present course book secondary school students basrd on the need analysis and school curriculum.

#### **METHODOLOGY**

In this research, the researcher use <sup>3</sup> research and development (R&D). Richard (2002) stated research and development is the process of researching consumer needs and then developing products specially designed to fulfill those need. The purpose of R&D efforts in education is not to formulate or test theory but to develop effective products for use in school. Such products include teacher training material. Setting and Subject of the research. This research was conducted at STAIN Parepare. The subject were the secod semester who enrolled in 2014-2015 academic year. The Instrument of this research were indept interview and questionnaire. Technique of data analysis qualitative data and quantitative data. They were consequently analyzed differently.

#### **RESULTS AND DISCUSSION**

##### **The Existing Instructional Vocabulary Material**

The result of t<sup>6</sup> need analysis in terms of instructional material used by the teachers or lecturers. Some existing problems faced by the teacher were identified through semi structure interview. Based on the interview, some of English lecturers, expecially in STAIN Parepare only one lecturer teaches the students English vocabulary. The lecturer vocabulary of STAIN Parepare use textbook “Penguasaan <sup>9</sup>osakata”. The contents of the book have some strategies and activities. Such as Dasar-Dasar Penguasaan Bahasa Inggris melalui Your Basic Vocabulary provides twelve parts. In part one about vowel, in this case how to pronouce words, in part two basic articles, in the part three question key in English. These parts focus how to arrange sentences and how to make question by using question words. Parts four, five,

six, seven, eight, and nine focus on list of vocabulary. Actually the content of this book most list of vocabulary.

No	Existing Instructional Vocabulary Material			
1	Word	Basic Article Personal Pronoun	Synonym	Reading Test List of Vocabulary Developing vocabulary by using fish bone model' Exercise. Grammar focus
2	Pronunciation	Phonetic symbol Consonan/ vowel	Antonym	Reading Test List of Vocabulary Developing vocabulary by using fish bone model' Exercise. Grammar focus
3	Part of Speech	Adjective Noun Verb Advern Conjuntion	Homophone and Homograph	Reading Test List of Vocabulary Developing vocabulary by using fish bone model' Exercise. Grammar focus
4	Meaning	Meaning of words	Part of Speech	Reading Test List of Vocabulary Developing vocabulary by using fish bone model' Exercise. Grammar focus

Table 1. Existing Material

**General Information of learners Vocabulary subject**

The general information which were obtained here were the information about the students' goals in learning English. Their foreign language experiences, the levels of their English courses, the frequency of using English, the frequency of using English in academic and non-academic activities, and the levels of their vocabulary competence.

Goals of learning English. indicates that students have some principle goals in learning English. They expressed their own purposes of learning English through filling out the questionnaires. Almost a half of the students 14 (35%) students expressed that they wanted to master English as their main goal. There were 10 (25%) students wanted to be a teacher. Few of them, 3.(7.5%), wanted to go abroad; 4.(10%) wanted to enrich their knowledge; 3.(7.5%) wanted to understand the international language; 2.(5%) wanted to interact with the native speakers; 3.49% wanted to go international; and only 3.(7.5%) wanted to understand the international news.

No	Types of Course	Frequency	Percentage
1	To be teacher	10	25
2	Master of English	14	35
3	To go abroad	3	7.5
4	Go international	1	2.5
5	Understand international language	3	7.5
6	Interact with native speaker	2	5
7	Enrich Knowledge	4	10
8	Understand international language	3	7.5
Average		5	12.5

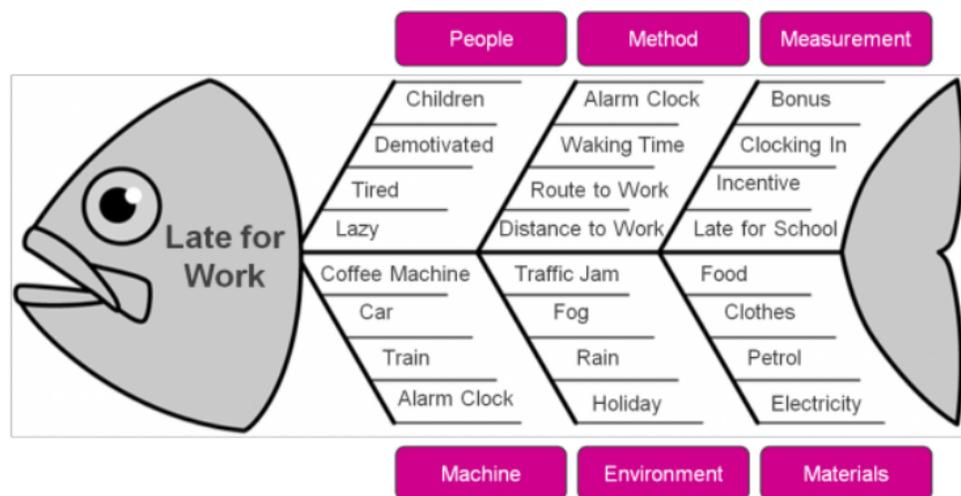
Table 2. General information Learners' Vocabulary

The data reveals that most of the students (75.67%) wanted to learn English because of non-academic reasons. These non-academic reasons were their eagerness

to interact directly with the native speakers of English, to go abroad, and to access the international news. Meanwhile, only a few student (24.42%) wanted to learn English because of academic purposes. They were the students' desire to be teachers of English and to enrich their knowledge. To sum up, we can say that the students learn English because they want to actualize their performance and competence both in academic and non-academic activities. Therefore, they need support to achieve these desires such as the availability of a standard curriculum with its supporting components.

**The model of Instructional Materials for Vocabulary Based on Fishbone model.**

5 Based on the need analysis and the theories of teaching Vocabulary, the researcher offers the following model instructional vocabulary based on Fishbone for vocabulary development.



**Figure 1. The model of the instructional vocabulary materials**

Based on fishbone model vocabulary can developed through this study. The materials were accessed from internet, books, and jour<sup>5</sup>l. The materials are firstly selected by using some criteria. In addition, these materials were selected by considering the results of the needs analysis. Therefore, this model represents materials which were constructed not only based on theories of teaching vocabulary but also based on the analysis of learning needs.

**The students' perception**

At the end of the limited test section, the researcher distributed a questionnaire of the students' perception. The aim of the questionnaire was to measure the students' perception towards the materials that they had learned in the limited test section. The material which they learned, as explained before, was a material such as: Prophet Muhammad, Status of Woman, Lesson Life, The Power of Istigfar. In this material consist of list vocabulary, developing vocabulary based on fishbone model. And the students do exercise.

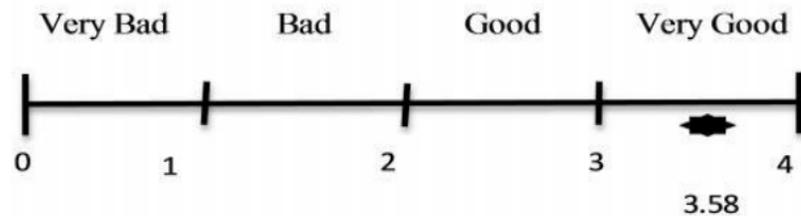


Figure 2. the Critical Area of the Students' Perception

The result of the students' perception is described in Figure 4.5 above. The figure reveals that the gained score of the students' perception is 3.88. If this score is converted by using the Likert Scale, the score is located at very good level. It means that the students perceived the material performance very good.

### **The Lecturers' perception**

Another way to assess the criteria of acceptability of the product or the materials which were designed through this study was by obtaining data about the teachers' perception. To get the data, the researcher distributed a questionnaire about teachers' perception which consists of 48 (forty-eight) numbers of items. The questionnaire covered some perception statements which were related to eight aspects of the materials. They were course map, lesson plan, teachers' manual, topic, students' worksheets, learning activities, and evaluation. The questionnaire had been validated in content and face by two validators. The questionnaire was filled out by six lecturers.



**Figure. 3 Teacher'perception score**

The lecturers have positive perceptions and seem to have a positive response towards the materials and its components. After accumulating the teachers' response, the researcher found that gained score the average of the gain score was 3.58. This score was classified through Liker Scale division into a range of the critical area from 0 to 4. The final positioning of the gained score shows that the lecturer response is in very good area of perception.

### **Conclusion**

The instructional vocabular materials based on fishbone model was designed based on the needs analysis illustrates the mutual interrelation between the materials themself and some aspects which supports them, namely: topics, contents, strategies, activities, and testing strategy. The unity and the solidity of these aspects determined the success of the material. The instructional vocabulary material based fishbone model also shows the integration of three elements in the instructional process, namely: venues, activities, and strategies.

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