



Online-Based English Vocabulary Learning Model in the New Normal Era

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Abstract. This article is part of the research results entitled “Online-based Student English Learning Model in Facing Curriculum Changes in the New Normal Period.” This research was conducted to see and identify the vocabulary learning model. English-based online for students. Descriptive qualitative research will be conducted using a questionnaire and the course’s final product (Lesson Plan and Instruction). The number of samples used was 52 students who took the Project (Lesson Plan and Instruction) course. Of the 52 people, six students chose vocabulary learning. Data analysis includes observation, open coding, and axial coding. The results reveal that the media students use to learn English vocabulary is divided into online (50%) and offline (50%). Applications selected for use by students in learning vocabulary are divided into Zoom online (66.67%) and offline learning outside the network (33.33%). The learning methods students choose and apply in vocabulary learning include Silent Way, Problem-based Learning (PbL), Total Physical Response, and Communicative Language Teaching. The topics brought by the students in teaching vocabulary knowledge (Vocabulary) included: Oral and written texts to express and ask about people’s behavior/actions; Animals, Fruits, and Vegetables; Vocabulary; Describing animals; and memorizing vocabulary.

Keywords: Learning model · Vocabulary · Online · Curriculum · New Normal

1 Introduction

The method of learning English has developed since the time of Ancient Greece until now. Several well-known types include grammar-translation, direct, reading, audiolingual, communicative, and contemporary methods, including task-based and content-based language teaching [1].

Teachers must be able to choose the correct learning method for teaching English to students [2]. There are many methods applied and developed in the teaching and learning process. The methods used to achieve writing and speaking skills will differ because each skill’s objectives differ. Writing focuses on the ability to produce written language while speaking focuses on producing spoken language [3]. To get the desired outcome, it is also necessary to adapt how English skills are taught to each competence [4]. Students need the correct method to obtain material from the teacher. The method used by the teacher must be by the abilities and conditions of the students. The teacher’s

learning method in seventh grade will differ from the teacher's strategy in eighth and ninth grades. The teacher's strategy in a class where students have high motivation differs from a class with low learning motivation [5].

In Indonesia, it is more common for English to be taught and studied as a foreign language. This indicates that English is learned and taught more in the classroom than in casual conversation. Indonesian English language learners cannot easily access English as a language for communication outside of the classroom. As Rebecca Oxford and Martha Nyikos [6] argue, a foreign language in this context is a language that is learned only during formal education. Teaching and learning English in Indonesia presents unique challenges not encountered in countries like Hong Kong, where English is more commonly used daily.

The Indonesian government's education policy, like Research on English as a Foreign Language (EFL), has been criticized for its lack of focus on teacher training, curricula, and student outcomes. Claims that the Indonesian government's proposed definition of "professional competence" is too narrow, for example, highlight the importance of situating discussions of teacher professionalism in their broader social context. [7]. Furthermore, there is less uniformity in several policies and practices in EFL classrooms across Indonesia. Consequently, there has been a call for more thorough guidance on developing, delivering, and assessing EFL courses [8]. As was previously stated, the goal of the competency-based English curriculum in middle and high schools is to provide students with opportunities to read and study English literature and develop their English language skills to participate more effectively in the global economy.

The policy of changing the curriculum in Indonesia has occurred several times for a long time, also during the COVID-19 pandemic. The Covid-19 pandemic's effects are just now getting to the education system [9]. To stop COVID-19 from spreading, this is done. It is strongly recommended that all schools and universities stop operating as usual. It can help slow the spread of the COVID-19 virus. Countries exposed to this disease have taken similar measures, instituting lockdown or quarantine policies to limit the number of people in contact with one another and thus the spread of COVID-19. Several unanswered questions concern the coronavirus's spread and its effect on educational plans [10].

Based on the description above, it is necessary to pay close attention to the teaching methods of English teachers in teaching EFL in curriculum changes that occur in Indonesia. Therefore, this research needs to be carried out with the following focus: "How is the online-based English vocabulary learning model for students in the face of curriculum changes in the New Normal?".

2 Methods

2.1 Research Approach

Depending on the perspective from which the research is viewed, the term "qualitative research" can refer to various types of research. This research is more accurately referred to as qualitative descriptive research from the perspective of the nature being researched. The qualitative study design is an approach to qualitative research that uses objective criteria to describe and interpret objects. Due to the descriptive nature of the data analysis

and the collection of qualitative rather than quantitative data, a descriptive approach was chosen.

According to this concept, the purpose of this study is to investigate how English learning models used by online students respond to curricular changes made during the New Normal era in terms of vocabulary, grammar, listening, speaking, reading, and writing. This research was conducted by providing a Questionnaire and a Final Project, namely the Final Project of making lesson plans and video implementation of lesson plans based on online learning.

2.2 Research Subjects

This study focused on students in the sixth semester of the English Education Study Program, majoring in English because there was a Project (Lesson Plan and Instruction) course in that semester. This research wants to see how the online-based student English learning model is in the face of curriculum changes in the new standard period designed by students. Sixth-semester students of the 2021/2022 academic year who take the course 1 class consist of 52 students.

2.3 Data Collection

2.3.1 Giving Questionnaire

Many methods of data collection can be used in qualitative descriptive research. The methods include document review, interviews, and observation. Additionally, administering tests and surveys is another way this data-fishing strategy is used. Each method is used in conjunction with the others to gather complete information on the learning model created by students for English language instruction in junior and senior high schools. Questionnaire tests are given to see and identify the selected school level, methods, and language skills to be taught in schools.

2.3.2 Interview

Interview techniques are carried out in several activities, including evaluative, open, focused, and selective interviews. Evaluative interviews were conducted during teaching studies to find students who met the criteria as research subjects, namely having proficiency in English. Therefore, evaluative interviews were conducted with several students the English teacher judged outstanding abilities. This activity is conducted in English.

Open interviews were conducted with several prospective subjects identified as having outstanding achievements in English based on the results of evaluative interviews and document reviews. In open interviews, prospective subjects were asked to describe experiences that led them to English proficiency. Then, based on the results of the open interview, subjects with the most exciting experiences that deserve to be investigated further are selected. After the open interview, a focused interview was conducted to gather information related to the research focus. This interview activity was carried out in a structured manner using interview guidelines.

The next type of interview is a selective interview. This activity is carried out to complete the information that needs to be explored in more depth. In addition, selective interviews were also conducted to confirm previously obtained information. Selective interviews were also conducted with interview guidelines that included questions about the relationship between one incident and another. The interview questions are structured around the paradigmatic relationship pattern: causes, significant phenomena, the surrounding environment, additional factors, and outcomes.

2.3.3 Giving Final Test

The assignment of a final project in the form of a project is carried out to identify and identify the learning model designed by students in teaching English in schools. This information is needed to complete the data relating to the individual background conditions of the subject. This task was also carried out to adjust the results of the previous questionnaire with the type of Open-Ended Questions.

2.4 Data Analysis

The results of qualitative research are created by inductive data analysis, one of its characteristics. First, the researcher gathered concrete evidence through pre-and post-testing, interviews, and observation. In order to create a concept, particular evidence is gathered and connected. The theme description is then provided as the study's findings. According to Anselm Strauss and Juliet M. Corbin [11], to these characteristics, this research goes through a variety of analytical processes known as "codification." Open codification, axial codification, and selective codification are all processes. Initially, specific phenomena were gathered using the three interactive codification types. After that, these phenomena are put into categories.

The categories created are generally still quite basic. Therefore, it is required to investigate the category's related features and dimensions to be great. The researcher employs inductive and deductive reasoning during this analysis process [11]. Mention it along with the expression alternating between reasoning inductive and deductive.

After that, axial codification is used to reassemble the disassembled categories. Categories are recombined and linked in this classification system according to a paradigm pattern that includes causes, phenomena, contexts, concomitants, actions, and results. Then, a selective codification is used to search the primary categories. After the primary category has been chosen as the focus, various secondary categories are used as extensions.

An analysis primarily focused on naming and categorizing phenomena through a comprehensive evaluation of the data is known as open codification. The data is divided into portions to determine the similarities and differences further and then thoroughly reviewed and compared. Several significant actions were taken to facilitate such an open codification. The first step is to pinpoint phenomena deemed pertinent to the research topic. Bolding the field notes sentences that describe these phenomena completes this phase. Consequently, a list of phenomena will be produced as a result of this phase.

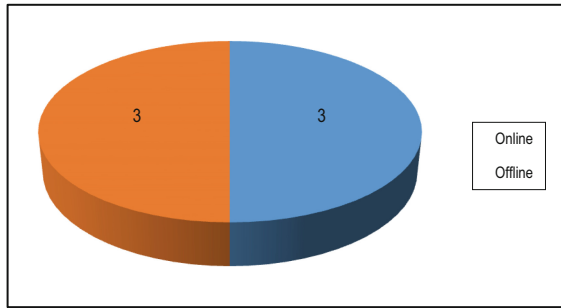


Fig. 1. Vocabulary Media

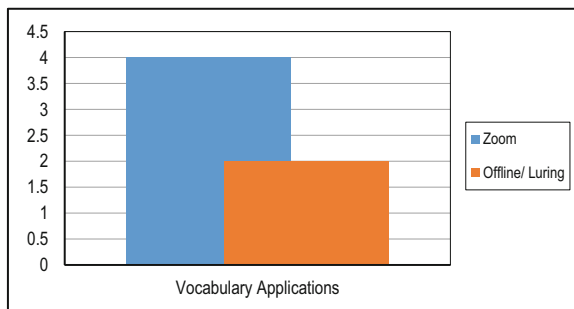


Fig. 2. Vocabulary Applications

3 Results and Discussion

Online-based English vocabulary learning model in the face of curriculum changes in the New Normal era.

3.1 The Media Used in Learning Vocabulary

Figure 1 shows that students choose to use online and offline media in vocabulary learning 50% (3 people).

3.2 Applications Used in Vocabulary

See Fig. 2.

3.3 Learning Methods Used in Vocabulary

According to Fig. 3, it can be seen that the methods that six students in learning English vocabulary will use are divided into Silent Way (16.67%), Problem-based Learning (PbL) (33.33%), Total Physical Response (33.33%) and Communicative Language Teaching (16.67%).

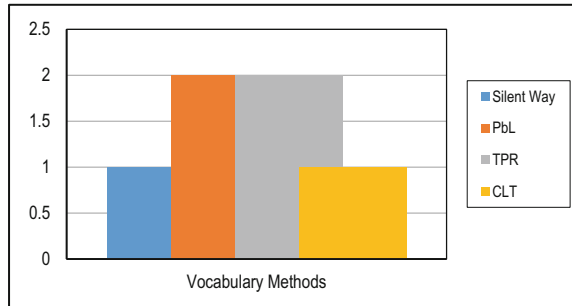


Fig. 3. Vocabulary Methods

3.4 Topics and Objectives of Vocabulary Learning

The topics and learning objectives used by six students in learning English vocabulary include:

Subject 5:

- a. Learning topics: Oral and written texts to state and ask behavior/actions of people.
- b. Learning objectives:
 - They listen or read expressions or words used to express and ask about body parts.
 - Listening or reading expressions or words used to express and ask about someone's character.
 - Identify the expressions used to express and ask about people's behavior/actions according to the context of their use.
 - Identify the structure of the noun phrase in describing people.
 - Make short written texts to express the nature of people.
 - Make short written texts to state and ask about behavior/actions.
 - Answer questions based on the text.

Subject 16:

- a. Learning topic: Animals
- b. Learning objectives:
 - Students can confidently pronounce animal names' in vocabulary by listening to the teacher's explanations and examples.
 - Can understand wild animals and tame animals.

Subject 22:

- a. Learning topic: Fruits and Vegetables
- b. Learning objectives:
 - Students can name vegetables in English correctly and fluently.
 - Students can answer questions using: Yes, it is or no, It is not.

Subject 35:

- a. Learning topic: Vocabulary

b. Learning objectives: The goal is to add insight into a vocabulary.

Subject 44:

- a. Learning topics: Describe animals, memorize vocabulary
- b. Learning objectives: to increase students' vocabulary.

Subject 45:

- a. Learning topic: Vocabulary
- b. Learning objectives: to increase students' vocabulary.

Students currently employ electronic or e-learning resources in their learning practices to teach students vocabulary. They benefit from recent technological improvements. Students can be motivated and encouraged to learn language skills and listen, speak, read, and write English using e-learning [12]. The techniques they employ to support vocabulary instruction are delivered online today.

The media used by students in teaching their vocabulary knowledge are Zoom and offline (face-to-face) media. Their learning methods include the Silent Way, Problem-based Learning (PbL), Total Physical Response, and Communicative Language Teaching.

This is similar to Language Learning Strategies (SBB) classification into metacognitive, cognitive, and social/affective strategies [13]. Selective attention techniques such as paying attention to specific language features like words or phrases, planning techniques such as organizing spoken or written discourse, monitoring techniques, and assessing techniques are examples of metacognitive tactics (e.g., re-check understanding after reading or listening to a discourse). Techniques used by the mind include drilling, categorizing, inferring, summarizing, applying, seeing, believing, and other visual aids, as well as using specialized language knowledge. Additionally, cooperative activities, clarifying queries, and self-reinforcement are all examples of social/affective methods.

4 Conclusion

The media used by students to learn English vocabulary is divided into online and offline. Students who choose to use online and offline media in vocabulary learning each 50% (3 people). The applications selected for use by students in learning vocabulary are divided into using Zoom online (66.67%) and offline learning outside the network (33.33%). The learning methods that students choose and apply in vocabulary learning include Silent Way (16.67%), Problem-based Learning (PbL) (33.33%), Total Physical Response (33.33%), and Communicative Language Teaching (16.67% %). The topics brought by the students in teaching vocabulary knowledge included: Oral and written texts to express and ask about people's behavior/actions; Animals, Fruits, and Vegetables; Vocabulary; Describing animals and memorizing vocabulary.

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