

The Impact of Indonesian Language Module Utilization on The Vocabulary Acquisition Skills of Students at Serang Raya University

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Abstract.

This study investigated the impact of Indonesian language module utilization on vocabulary acquisition and speaking skills among Management Class A2 students at Serang Raya University, motivated by observed challenges in their verbal expression and communication benchmarks. Recognizing language's fundamental role in national development and effective communication, the research specifically aimed to ascertain the modules' influence on students' vocabulary acquisition. Utilizing a quantitative descriptive and correlational design, data were collected from 21 Management Class A2 students through Google Forms questionnaires, classroom observations, semi-structured interviews, and documentation analysis. The study assessed student perceptions of the Indonesian language module's effectiveness in improving vocabulary, its application, retention, and impact on writing skills, noting a majority of students actively used the module over extended periods. The study's findings unequivocally demonstrate a significant positive influence of Indonesian language modules on students' vocabulary acquisition. A robust correlation was established, indicating that enhanced vocabulary mastery directly improves speaking abilities and fosters more active learning participation. Quantitative analysis of questionnaire results, yielding an 18.97% score, categorized the module as "Very Helpful," thereby strongly supporting its perceived effectiveness. This direct correlation between higher vocabulary and more responsive speaking facilitates improved lecturer-student communication and overall academic engagement. Consequently, the study concludes that Indonesian language modules are highly effective in developing students' vocabulary, which in turn significantly boosts their speaking proficiency and academic communication, underscoring their critical role in fostering essential linguistic competencies for personal growth and national development.

Keywords: Indonesian Language Module; Vocabulary Acquisition; Speaking Skills; Higher Education and Correlational Research.

I. INTRODUCTION

Education is universally recognized as a critical pillar for the sustainability and advancement of any nation, and Indonesia is no exception. As stipulated in Law Number 20 of 2003, education in Indonesia is defined as a conscious and planned endeavor to foster a learning environment and process, aiming to actively develop the full potential of learners. This comprehensive development encompasses spiritual-religious strength, self-control, personality, intelligence, noble character, and the essential skills required for their personal growth, societal contribution, and national development (Falaq, 2020). According to the National Education Standards Agency (Al-Ghozali, 2023; Muslihah, 2023), the primary objective of Indonesian language learning is to enhance students' ability to communicate accurately and correctly in both spoken and written Indonesian. Concurrently, it seeks to cultivate an appreciation for Indonesian literary works. The curriculum for Indonesian language also aims to develop integrated skills in listening, speaking, reading, and writing. Language itself constitutes a system of speech sounds, serving as a fundamental tool for symbolizing human thoughts and feelings, thereby conveying meaning to others. It is an indispensable element of communication, without which effective communication and social interaction would be severely hindered. The absence of language prevents individuals from articulating and transmitting messages, underscoring its role as one of the most distinctive characteristics differentiating humans from other living beings on Earth (Rosemberg et al., 2025; Wegdell et al., 2025; Youngblood, 2025). Consequently, language plays a pivotal role in communication, whether oral or written, enabling the expression of desires, the clarification of thoughts, and the transmission of ideas.

Through language, individuals can comprehend the emotions of others and articulate their own thoughts and ideas. Moreover, Indonesian language instruction in schools is designed to cultivate students' linguistic competencies, specifically in listening, speaking, reading, and writing. Writing proficiency, in particular, is frequently impeded by an insufficient command of vocabulary, despite vocabulary being a determinant of one's speaking ability. As (Rosemberg et al., 2025; Wegdell et al., 2025; Youngblood, 2025) posits, the quality of an individual's language proficiency is directly proportional to the quantity and quality of their vocabulary, with a larger vocabulary significantly enhancing communicative capabilities. Empirical observations at Serang Raya University, however, reveal noticeable challenges in students' verbal expression. The verbal proficiency levels among students vary considerably, ranging from fluent to moderate and even poor. While some students articulate their opinions fluidly, effortlessly conveying emotions such as sadness, joy, fatigue, or longing, others exhibit hesitation and shyness, leading to stuttering during speech. A subset of students even demonstrates reluctance to speak in front of the class. Furthermore, there is a tendency for students to intermix regional dialects with standard Indonesian vocabulary during verbal communication. A recent assessment indicated that, out of 20 students, the oral (speaking) scores of 10 students did not meet the Minimum Completeness Criteria (KKM) of 75. Given this background and recognizing the critical importance of vocabulary in overall language proficiency, particularly in spoken communication, this study aims to investigate the impact of utilizing Indonesian language modules. Specifically, the research seeks to answer whether the utilization of Indonesian language modules significantly influences the vocabulary acquisition of students at Serang Raya University.

II. METHODS

Research Methodology

Research methodology encompasses the scientific procedures and principles guiding the research activities undertaken by a scientific investigator, particularly in the systematic and measurable steps of evidence verification pertinent to their study. This research employs a quantitative descriptive approach, systematically, accurately, and precisely depicting various social phenomena with the objective of detailing existing facts and information. A correlational research method is utilized to achieve the primary objectives of the study. (Ishtiaq, 2019; Klassen et al., 2012; Younas et al., 2025) elucidates that correlational designs are quantitative and qualitative strategies for determining the relationship between two or more variables, incorporating correlational discussions. This model is well-suited for testing objective theories and examining inter-variable relationships. Descriptive statistics provide techniques for transforming raw numerical data into readily usable forms. Based on the arguments of several experts, the correlational model was adopted for this study.

Research Location and Time

A research location refers to the site where a researcher can gather necessary information. The selection of a research site should be predicated on considerations of interest, uniqueness, and suitability to the chosen subject. By carefully selecting the site, the researcher anticipates discovering significant and novel findings (Al Muchtar, 2015; Irawan et al., 2025). This study was conducted at Serang Raya University. This specific location was chosen due to the presence of identified problems and the underlying rationale for these problems as previously outlined.

Population and Sample

a. Population

A population constitutes a group of individuals sharing similar or identical characteristics. According to (Dharavath, 2025; Mukumbang & Wong, 2025; Raju & Kumari, 2025), "a population is defined as a domain of generalization comprising objects or items with specific properties and characteristics determined by the researcher for study and conclusion drawing." The population for this research consisted of 224 students from various study programs.

b. Sample

A sample, as defined by (Dharavath, 2025; Mukumbang & Wong, 2025; Raju & Kumari, 2025), is "a subset of the total number and characteristics of a population." A sample represents a portion of the

population, such as a population in a specific region, the number of employees in a particular organization, or the number of teachers and students in a certain school. A sample is utilized when the population is large, and the researcher cannot examine every single member. The selection of a representative sample is crucial for the researcher. Random sampling was employed to obtain optimal results. Random sampling is a technique for selecting groups rather than individuals, where all members of the chosen group share similar characteristics. This justification led the researcher to randomly select sample classes using this method.

To determine the number of samples required to calculate the percentage of questionnaire responses in this study, the following was established:

- a. A total of 21 students were sampled from classes X A-H.
- b. The response indicators for the questionnaire were: "*not helpful*," "*neutral*," "*helpful*," and "*very helpful*."

For the analysis of questionnaire data using a Likert scale, the following formula was employed by the researcher to calculate the percentage of respondent results(Wibawa & Mahendra, 2025):

$$T \times P_n$$

Where:

T= Total number of respondents who chose a particular option

P_n = Numerical score assigned to the Likert option

Data Collection Techniques

Data collection techniques refer to the methods and tools used to gather data, such as checklists, questionnaires, interview guides, still cameras, video cameras, and so forth. In this research, observation, questionnaires, and documentation techniques were utilized(Guest et al., 2013; Taherdoost, 2021).

a. Observation

Observation involves systematically noting, recording, and reflecting upon the relationships among various aspects of a phenomenon. Observational knowledge of a problem is used to understand it, as a tool for re-examination, or to demonstrate prior knowledge. According to Subagyo, observation is "a deliberate, systematic observation of social phenomena with psychological symptoms, followed by recording." Margono defines observation as the systematic observation and planning of visible symptoms in a research object. Observations and recordings are made at the location where the events occur, thus placing the observer in proximity to the investigated object. The researcher conducted observations to optimize data collection regarding the vocabulary and speaking skills of Management Class A2 students at Serang Raya University.

b. Interview

Interviewing involves gathering information from data sources by directly engaging with them and asking research-related questions, with the expectation of receiving relevant information. According to Margono, "An interview is a tool for collecting information by asking several questions orally and receiving oral answers." The researcher employed semi-structured interviews. In these interviews, the researcher outlined the most crucial points and questions to guide the discussion, ensuring that all planned key points were thoroughly covered and the interview achieved its objectives. This research utilized interviews to assess students' speaking abilities, providing information on the correlation between vocabulary data and students' speaking skills, specifically in the context of Indonesian language module usage and vocabulary application in speaking ability.

c. Documentation

Documents serve as information sources for research, including written sources, films, photographs, and monumental works that inform the study. Document technology refers to the method of collecting information from literary heritage, such as archives, books on opinions, theories, theses, or laws, and other materials related to the research problem. This research employed documentation methods to supplement information regarding student documents and archives from Management Class A2 at Serang Raya University.

Data Analysis

Following successful data collection, the subsequent step involves data analysis. The collected data, being quantitative and derived from surveys and documentation of learning outcomes, were processed to draw conclusions. According to (Dharavath, 2025; Mukumbang & Wong, 2025; Raju & Kumari, 2025), "In quantitative research, data analysis is the activity performed after data has been collected from all respondents or other data sources." This study collected data from interviews and speaking skills assessments to determine the influence of Indonesian language modules on students' vocabulary acquisition and speaking skills.

The following formula was used for calculating the t-statistic (t-test for correlation)(Alamer, 2025; Chicco et al., 2025):

$$\text{Rumus } t_{\text{count}}: \\ t_{\text{count}} = \frac{r\sqrt{(n-2)}}{1-r^2}$$

Where:

r = correlation coefficient

n = number of respondents n-2 =dk (represents the degrees of freedom).

III. RESULT AND DISCUSSION

Data Results

The data obtained from the data collection was gathered using a questionnaire distributed via Google Forms. The total number of respondents was 21. The data collected had been previously verified to remove invalid data that could affect the results and analysis of the research.

A. Respondent Profile

The respondent profile in this study was observed to provide an overview of the sample characteristics. Respondents were categorized based on several groups such as gender, class, module usage, and duration of use. The following is the Gender Data:

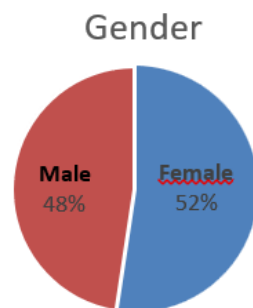


Fig 1. Gender

Based on the gender of the 21 respondents, there were 11 females, accounting for 52%, and 10 males, accounting for 48%. This indicates that female respondents were slightly more involved in the study than male respondents, with a difference of only one person.

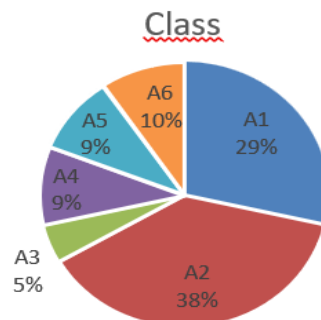


Fig 2. Class

Based on the class of the 21 respondents, there were 6 respondents from class A1 (29%), 8 from class A2 (38%), 1 from class A3 (5%), 2 from class A4 (9%), 2 from class A5 (9%), and 2 from class A6 (10%). This shows that the majority of respondents were from class A2 with 38%, while the fewest respondents were from class A3 with 5%.

Have you used the Indonesian language module in your learning?

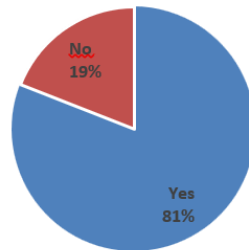


Fig 3. Module Usage

Based on the question regarding the use of the Indonesian language module, 17 respondents used the module, while 4 respondents did not. This indicates that more respondents involved in the study used the Indonesian language module, with a difference of 13 respondents.

How long have you been using the Indonesian language module?

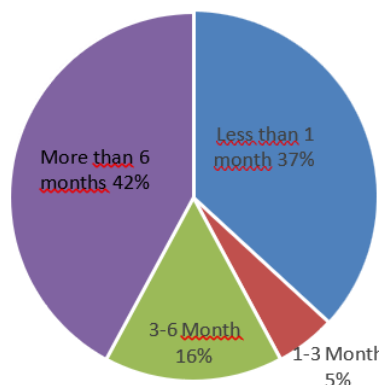


Fig 4. Duration of Module Usage

Based on the question about the duration of using the Indonesian language module, 7 respondents had used it for less than 1 month, 1 respondent for 1-3 months, 3 respondents for 3-6 months, and 8 respondents for more than 6 months. This shows that most respondents had used the Indonesian language module for more than 6 months, accounting for 42%.

B. Questionnaire

The questions asked in the questionnaire, which was distributed to the students, are as follows:

Question	TM	N	M	SM
What is your opinion about the use of the Indonesian language module in improving your vocabulary skills?	-	3	6	12
Do you feel the Indonesian language module helps you apply new vocabulary in daily activities or writing?	-	2	11	8
Do you feel the Indonesian language module helps you understand and remember new vocabulary?	1	4	11	5
Do you feel the Indonesian language module helps you improve your writing skills?	1	2	11	7
In your opinion, is the Indonesian language module effective in improving students' overall vocabulary skills?	-	7	7	7

Based on the above questions, there were 5 questions that students had to answer via Google Forms to determine the final results of the analysis on the influence of using the Indonesian language module on students' vocabulary usage skills.

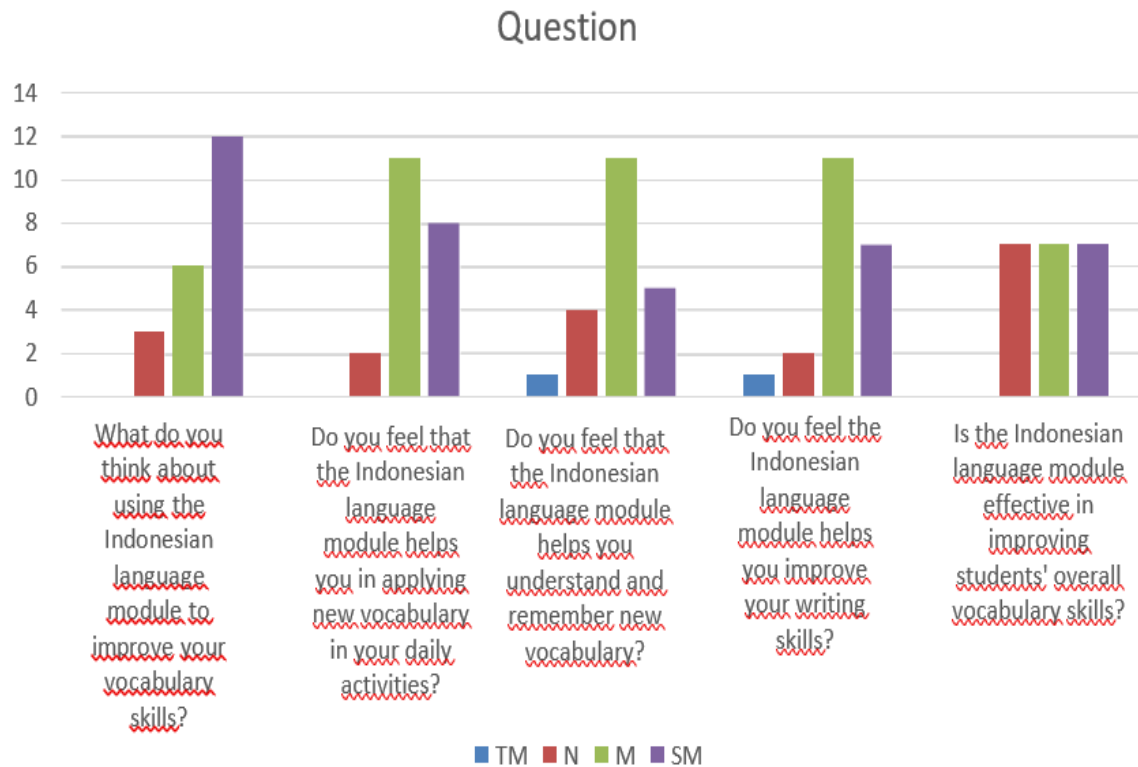


Fig 5. Questions

C. Questionnaire Results

Questionnaire scoring guidelines:

Table 1. Score Frequency

Score	Frequency	Description
1		Not helpful
2		Neutral
3		Helpful
4		Very helpful

a. Calculations:

- Respondents who answered "Not helpful" = $2 \times 1 = 2$
- Respondents who answered "Neutral" = $18 \times 2 = 36$
- Respondents who answered "Helpful" = $34 \times 3 = 102$
- Respondents who answered "Very helpful" = $39 \times 4 = 156$
- Total score from all respondents = 296
- Highest possible score = 156
- Lowest possible score = 2

The index percentage formula is:

$$\text{Index \%} = (\text{Total score} / (Y)) \times 100$$

Before calculating, we need to determine the interval range and percentage interpretation to assess the score using the percentage score interval method (I).

Interval formula:

$$I = 21 / \text{number of Likert scale scores} = 21 / 4 = 5.25$$

This interval represents the range from 0% to the highest 10%. The score interpretation based on the interval is:

Table 1. Range Score Frequency

Score	Frequency	Description
0% - 5.25%		<i>Not helpful</i>
5.25% - 10.5%		<i>Neutral</i>
10.5% - 15.75%		<i>Helpful</i>
15.75% - 21%		<i>Very helpful</i>

Final calculation of the closed questionnaire:

$$= (\text{Total Score} / Y) \times 100$$

$$= (296 / 156) \times 100$$

$$= 18.97\%$$

The final result of the questionnaire is 18.97%, which falls into the category of "**Very Helpful**" regarding the influence of using the Indonesian language module on the vocabulary usage skills of students at Serang Raya University.

Discussion

The findings of this study unequivocally demonstrate that the utilization of Indonesian language modules exerts a highly significant and beneficial influence on the vocabulary acquisition capabilities of students in the observed class. This study reveals a robust correlation between students' vocabulary proficiency and their speaking skills. Specifically, a higher level of vocabulary mastery is associated with more responsive speaking abilities, which in turn fosters more active participation in the learning process (Ni'mah et al., 2025; Nuemaihom et al., 2025; Wang et al., 2025). Effective communication between lecturers and students is paramount for successful classroom learning, and this communication is facilitated when both parties actively exchange messages. Lecturers, as primary message senders, play a crucial role; their mastery of vocabulary directly impacts the achievement of learning objectives (Ayana et al., 2024; Bobkina et al., 2025; Dewi, 2023; Dewi et al., 2024). Similarly, students' vocabulary command significantly influences their engagement in learning. When students possess a strong vocabulary, they tend to be more interested, communicate more actively, and are more confident in asking questions.

An analysis of the average scores for vocabulary mastery and speaking skills among Serang Raya University students indicates that they fall into a "good" classification. Building upon these findings, the research further underscores the intrinsic link between the Indonesian language module, vocabulary acquisition, and speaking skills. As supported by (Hastomo et al., 2025; Karakuş, 2025; Nuemaihom et al., 2025; Zeng et al., 2025), vocabulary knowledge facilitates language use, and conversely, language use can enrich one's vocabulary. This reciprocal relationship highlights the deep interconnectedness between vocabulary and speaking ability. Proficient daily language use is contingent upon a solid vocabulary base, and an expanding vocabulary naturally enhances everyday communication. This assertion is further corroborated by Nation and Waring (as cited in Mehring), who contend that vocabulary knowledge enables language use, and an understanding of the world subsequently enhances both vocabulary and language application. The structured use of vocabulary through the module thus complements language development, as increased social vocabulary knowledge in daily language use directly translates to improved speaking skills. Mastery of vocabulary encompasses a comprehensive understanding of synonyms, antonyms, specific terms, and their contextual meanings. (Rosemberg et al., 2025; Wegdell et al., 2025; Youngblood, 2025) emphasizes the utility of tests as a pedagogical technique for teachers to impart essential vocabulary to their students, citing several advantages:

- Students are compelled to focus diligently on exercises, ensuring accuracy.
- Students engage actively and concisely in examinations.
- Students perceive the tangible benefits of practice as their skills are rigorously assessed.
- Training sessions are typically brief and dynamic.
- Teachers are equipped with a rapid means to evaluate student progress.

Furthermore, effective oral communication necessitates attention to both linguistic and non-linguistic factors (Mendoza et al., 2025; Nuemaihom et al., 2025). Linguistic factors include the ability to use language appropriately and manage intonation, pronunciation, and tone. Non-linguistic factors encompass the capacity to define a topic and purpose, develop the content of a speech, and appropriately initiate and conclude conversations. A fundamental prerequisite for persuasive speech, therefore, is a robust vocabulary. Students can learn and perform more effectively when they possess an adequate lexical repertoire. The vocabulary acquisition and speaking skills of students in Management Class A2 are notably strong. According to (Rosemberg et al., 2025; Wegdell et al., 2025; Youngblood, 2025), the quality of a student's speech is directly dependent on their mastery of words; a richer vocabulary correlates with greater linguistic competence. Vocabulary is thus critical as it profoundly impacts overall language ability. Consequently, vocabulary acquisition is essential for students to articulate themselves effectively, and a broad vocabulary enables them to express their thoughts and ideas with clarity and precision. Students in the Management class, with their enhanced vocabulary, demonstrate greater ease in comprehension and oral expression.

IV. CONCLUSION

This study concludes that the utilization of Indonesian language modules significantly contributes to, and positively influences, the vocabulary acquisition capabilities of Management Class A2 students at Serang Raya University. The findings unequivocally demonstrate a substantial correlation between students' vocabulary proficiency and their speaking abilities. Specifically, a higher level of vocabulary mastery is directly associated with more responsive and effective speaking skills. The research highlights that active student engagement in the learning process is fostered by proficient communication between lecturers and students, facilitated through effective message exchange. Consequently, a lecturer's strong command of vocabulary is essential for achieving optimal learning outcomes. Furthermore, students' vocabulary mastery profoundly impacts their learning experience; a robust vocabulary correlates with increased interest, more active communication, and greater confidence in posing questions. The assessment of vocabulary mastery and speaking skills among the participating students indicates a generally good level of proficiency. Consistent with prior research, this study reinforces the notion that vocabulary knowledge is fundamental for enhancing language use.

Both oral vocabulary and overall language proficiency are observed to improve in direct proportion to an individual's vocabulary and general world knowledge. Therefore, vocabulary is a critical determinant of overall language ability, and its acquisition is paramount for students to develop effective speaking skills. It is expected that students equipped with an extensive vocabulary will be better able to express themselves clearly and comprehensively. Ultimately, a strong vocabulary empowers students with greater ease in both comprehension and oral communication. Given the unequivocally demonstrated significant positive influence of Indonesian language modules on students' vocabulary acquisition and their subsequent speaking abilities, it is strongly recommended that Serang Raya University not only sustains but also strategically enhances the integration and optimization of these modules within its curriculum, particularly for Management Class A2 students. This sustained and strategic emphasis on structured vocabulary development is crucial for further elevating students' linguistic competencies, fostering more active and confident communication in academic and professional contexts, and ultimately contributing to superior learning outcomes and broader national development objectives. Furthermore, to maximize the benefits derived from these modules, it is advisable to support lecturers in continuously refining their own vocabulary mastery, thereby ensuring effective communication and cultivating an even more engaging and impactful learning environment.

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