

CHAPTER I

INTRODUCTION

Chapter I presents detail explanation about background of the research, research question, research objective, scope and limitation, significance of the research, and definition of key terms.

A. Background of the Study

English can be learned by taking the first step, namely knowing vocabulary, because vocabulary is the basic component of learning English. To know vocabulary in English, the researcher can convey an opinion or idea in English. Because vocabulary plays an important role and can also be trained in four skills: writing, reading, speaking, and listening. Based on the study, vocabulary was discussed and divided into different types. Some are divided into two types of him: Active Vocabulary and Passive Vocabulary. (Gruneberg and Sykes,1991, as cited in Susanto, 2017) defined about two types of vocabulary. The first type of vocabulary referred to vocabulary that students were taught and expected to use. The second word, on the other hand, referred to words that students would likely recognize but not pronounce when encountered. So, with the vocabulary obtained, if students don't learn, they can't form a sentence according to the order of the language and the function of the sentence. Vocabulary learning can be done in various ways according to the media provided, but if it is done at school or at home, it can be done by using electronic books.

Electronic books are an effective and concise learning medium to be worked on independently or in groups. According to Imtihana et al. (2014), alternatives include book-based learning media such as e-booklets. The

booklet contains clear, firm, engaging, and easy-to-understand language, and contains many images that can embody material to help students understand concepts (Devi et al., 2021). So, e-books are a very simple thing to do in this advanced technological era. Moreover, after online classes, it is not an excuse or a difficult thing for students to do. Electronic books can also be a relief; the students don't need to spend money and only need a quota on the student's handphone to be downloaded anytime and anywhere. The quota required is also not much to download electronic books to support student learning. Furthermore, (Ruddamayanti, as cited in Devi et al., 2021) states that e- booklets can be easily accessed through gadgets without space or time restrictions. E-booklets are also provided for independent practice by downloading files and working on them at home. So, e-books are supportive of students learning independently.

There are difficulties for students with vocabulary mastery. According to Hersalina (2021), learning vocabulary is challenging for a variety of reasons. Students' struggles with vocabulary mastery are shown by their pronunciation, spelling, grammar, and understanding. It's critical to understand the vocabulary learning challenges that pupils face. Students will understand the idea of English vocabulary itself as a concern in learning English, and the teacher will be able to tackle the problem in an acceptable manner.

The school's target is for students to master English vocabulary in SMPN 2 Ngadiluwih, especially in the seventh grade. The problem for students, as the teacher told the students don't master vocabulary because of the lack of supporting books to practice a lot of vocabulary. With this, it is

necessary to introduce more independent learning about vocabulary mastery through e-booklets. The introduction of e-booklets can be shared for students to study independently at home through class groups.

There are some studies on the development of English books as supplementary books to keep with school books. For example, in the research by Kusumawati et al. (2018), "Developing English for Specific Purposes (ESP) Module for Computer Science Students' Vocabulary Mastery,". This study created a module as a learning media for computer science students. Another piece of research was also created by Roskos et al. (2014), entitled "E-Books in the Early Literacy Environment: Is There Added Value for Vocabulary Development?". This study aimed to explore the introduction of e-books into early literacy settings as a resource that can enhance children's vocabulary learning opportunities. Then, this research by Connor et al. (2018), entitled "Building word knowledge, learning strategies, and metacognition with the Word-Knowledge e-Book," This study aimed to suggest that the affordances offered by technology, which are unavailable in paper-based books, can support students' development of metacognition, including word knowledge calibration, strategy use, and word learning skills. Other study by Sucipto et al, (2022) entitled "Development E-booklet Media to Improve Students' Self-Regulated Learning," The purpose of this study was to create an e-booklet for self-regulated learning that is effective and useful, an ebooklet medium that is more likely to boost student self-regulation and a useful tool for delivering information for counseling and assistance. The study by Ningsih, (2022) entitled "Developing English Speaking E-booklet for

Second Semester students of English Department in IAIN Kediri.” This study aims to help students learn on their own by creating new supplementary materials, especially for academic speaking..

Based on the previous explanation about English learning book, the author of this research is interested to conduct a study about English vocabulary booklet entitled *Developing a Supplementary E-booklet For Students' Vocabulary Mastery In SMPN 2 NGADILUWIH*. Furthermore, this study aims to provide students with another way of learning English vocabulary. Furthermore, this research should facilitate the teaching and learning process and ensure that it runs smoothly.

B. Research Question

Based on the background of this research, the problem can be stated as follows: How is the English Vocabulary E-Booklet for 7th-grade students developed?

C. Research Objective

From the problem stated in the research question, the objective of this study is to develop an English Vocabulary E-booklet for 7th-grade students in SMPN 2 Ngadiluwih.

D. Scope and Limitation

This study focuses on developing an English vocabulary e-booklet. E-booklet created for 7th-grade students in SMPN 2 Ngadiluwih. The contents of the e-booklet are based on the basic theory of CTL (Contextual Teaching and Learning). In conducting this research, the researcher used the ADDIE

model, introduced by Branch, which has four steps, analysis, design, development, implementation, and evaluation.

E. Significance of The Research

This research is expected to be useful for:

1. Students: The result of this research is purposed to help the students know and learn about vocabulary English independently
2. Teachers: The results of this study offer teachers to train students in learning English vocabulary so that teachers are helped in delivering material because students have mastered a lot of material.
3. Further researchers: The result of this research is expected to be used as reference in conducting further research.

F. Definition of key terms

To help you understand the terms used in the study title, researchers have explained some terms as follows:

1. Supplementary material

Supplementary materials is [Books](#), [articles](#), [handouts](#), [mechanical devices](#), [etc.](#), which are used as [references](#), for [manipulation](#) and [practice](#), etc. Teaching aid products are developed on the premise that teaching aids are suitable for the needs and interests of students and help students acquire vocabulary. According to (Reddy 2003 as cited in Dini and Supriyanti, 2016) The advantages of supplementary material are that it can help to find activities to do, can give the learner extra language practice, can encourage situational English, enhances language skills, and gives the

learners experiences doing new tasks. Supplementary material is taken from handbook 2-semester (English for Nusantara) for 7th grade.

2. Vocabulary

According to Nurdini and Marlina (2017), vocabulary is the core element of all aspects of language proficiency. A person's vocabulary greatly influences their ability to acquire a language, primarily for reading. The type of method of vocabulary learning used by the researcher to build an e-booklet is CTL (Contextual Teaching and Learning). So, vocabulary is a collection of several words that are arranged into one sentence in a language. The vocabulary learning was done in two semesters: describing people, describing animals, describing places, and describing things.

3. E-Booklet

E-booklet that attracts students. Azinar & Fibriana (2019) define e-booklets as media easily accessible on electronic devices such as computers, tablets, and smartphones. Then e-booklets are very concise learning media that can be used anywhere and anytime. According to (Setiawan & Wardhani 2018 as cited in Gultom et al., 2022), e-booklets can also be used for in-class and out-of-class learning processes. This e- booklet corresponds to material from the 7th-grade handbook for 2- semester and is taken from several other sources. So that this e-booklet helps to support books for students' independent practice at home.

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