

## CHAPTER II

### LITERATURE REVIEW

Chapter II presents the detail explanation about some literature reviews. These are about vocabulary, Teaching and Learning Vocabulary, Vocabulary mastery, e-booklet, and previous study.

#### A. Vocabulary

A sentence must consist of various kinds of vocabulary so that it has meaning both written and spoken. In developing language teaching materials, it is necessary to learn the basics of a language, namely vocabulary. A vocabulary word is a word combined in a sentence to have meaning. Vocabulary is also important because it is part of learning a language. According to the Oxford Dictionary, vocabulary is a "list of words with their meanings, especially in a book for learning a foreign language." Vocabulary needs to be studied properly because vocabulary is important in learning because, in all learning, vocabulary must be used. Increasingly enriching vocabulary shows the level of knowledge in school. Language knowledge comes in two forms: receptive and productive. Receptive vocabulary includes words that you recognize when you hear or see them, while productive vocabulary includes words you use when you speak or write (Nikijuluw, 2020). The formation of vocabulary into a sentence is an interesting and educative intelligence value because it is necessary to train thinking to form good and correct sentences. According to Salawazo et al. (2020), without a large vocabulary, students cannot understand others or express their thoughts. With this, learning a lot of vocabulary makes it easier to speak, write, read,

and listen. The complete meaning of vocabulary is a list of words that have the meaning to request expressions or ideas that are in the mind and conveyed orally or in writing, which also supports language learning.

## **B. Teaching and Learning Vocabulary**

Teaching vocabulary helps increase students' vocabulary knowledge, and teachers play an important role in applying accurate strategies in teaching vocabulary (Nikijuluw, 2020). If students have more vocabulary knowledge, it will be easier to convey the material. According to Susanto (2017), below are some techniques for teaching vocabulary from some experts:

### 1. Vocabulary lessons using objects

This technique helps learners to remember vocabulary better because remembering objects and images is very reliable, and visual techniques can serve as cues for remembering words. The use of this technique includes the use of visual aids and demonstrations. (Takač and Singleton, 2008). Furthermore, Gearn and Redman (1986) stated that the Real Object Technique is well suited for novice and young learners and the presentation of concrete vocabulary. If the vocabulary consists of concrete nouns, use objects to indicate meaning. Introducing new words with physical objects helps learners remember the words through visualization. The students can use classroom supplies and belongings.

### 2. Vocabulary learning through practice, spelling and active participation

Punching is used to familiarize learners with word forms, especially how they sound. The spelling of English words does not always come from pronunciation, so the spelling of words must be taken into

account. (Pinter 2006 as cited in Susanto, 2017) argues that because teachers are advised to systematically present as much variety of vocabulary as possible, it is better to combine multiple techniques to present word meanings and forms.

### 3. Learn vocabulary with drawing and pictures

Using pictures to teach vocabulary helps students connect their previous knowledge to new stories and learn new words. There is a wealth of vocabulary that can be introduced through illustrations and photographs. A great tool for clarifying the meaning of unfamiliar words.

### 4. Learn vocabulary through facial expressions, facial expressions, and gestures

The term 'mimicry or gesture' is meaningful when emphasizing the importance of gestures and facial expressions in communication (Alqahtani, 2015). According to (Tellier, 2007, as cited in Susanto 2017), there are several forms of teaching gestures. Hand gestures, facial expressions, pantomimes, body movements, and more. It imitates or symbolizes something to help learners guess the meaning of spoken words and phrases. Clear and easy to understand. This educational strategy is therefore related to comprehension. Vocabulary is a big problem for language learners who learn to acquire new words in different ways in the classroom, through the language of the teacher, the language of other learners, or learning materials. has long been thought of as block language learning pathways. Learning strategies also play an important role in conveying material so that students not only know but also understand it

so that it can be stored in brain memory. According to (Ruutments, 2005, as cited in Bakti, 2017), however, VLS focuses not only on how learners learn new vocabulary but also on how words are stored in long-term memory, used, and produced in appropriate contexts.

In learning each language, students need to have an understanding of the vocabulary in the language, the students want to learn. If students learn a lot of vocabulary in English, the students can do four skills in English. Vocabulary can be learned independently and with teacher guidance. According to (Thornburg, 2002, as cited in Salawazo et al., 2020), vocabulary practice has two steps, which are: The first is learner training. Learner training has five activities that you can use: Pay attention to shape and meaning, be good at guessing, don't be afraid to make mistakes, and know how to organize learning, like using a dictionary to find out the meaning of words in the language. Second, (Thornbury, 2002, as cited in Salawazo et al., 2020). Word games can be used to teach vocabulary using word categories. For example, the theme is animals.

### **C. Contextual Teaching and Learning (CTL)**

The learning model carried out by teachers is very diverse and pleasant for the students to easily understand the learning ongoing. One of the learning models used is contextual teaching and learning. This contextual teaching and learning strategy is able to develop students' thinking about learning. According to Rajab et.al. (2020), The idea of contextual teaching and learning, or CTL, encourages teachers to relate the information teaching to real-world scenarios and inspires students to draw connections between

what they are learning and how it will apply to their lives as workers, family members, and citizens.

In order perceptions' contextual teaching and learning is learning that is adapted to a real object so that students can absorb learning well. Contextual Teaching and Learning (CTL) is an educational process that aims to help students see the meaning in the academic material they learned by connecting the academic subjects they studied in the context of their daily lives, specifically in terms of personal circumstances, social and cultural contexts (Hyun et al., 2020; Johnson, 2007; Afni, 2020 as cited in Syaifuddin et al., 2021).

The Principles of Contextual Teaching and Learning emphasize the importance of actively constructing learners' understanding based on their knowledge, prior experiences, and real-life concepts, using authentic assessment to correlate material with real-life contexts and learning objectives. After that, the researcher must first identify students' learning objectives before developing materials. Good materials should include engaging texts, enjoyable activities, opportunities for learners to apply their existing knowledge and skills, and content that both learners and teachers can handle (Dini and Supriyanti, 2016).

#### **D. E-Booklet**

In learning, there must be rules for the provisions of the material conveyed. A collection of several materials is made into a book, which is a supporting book for learning. There are various types of books, both printed and digital. One of the learning media used in this digital era is electronic

books and e-booklets, but e-books and e-booklets are different. According to (Hardiyanto, 2020, as cited in Asri 2022), e-booklet are designed to be as simple as possible so that you can open them anytime and anywhere. E- booklets can be accessed by smartphones, computers, and tablets and are very efficient to use in learning without any obstructions. E-books are called digital books, where electronic books have a coherent presentation format, good language, a high level of knowledge, and a broad discussion (Us and Mahdayeni, 2019), whereas e-booklets prepared according to student needs in accordance with the curriculum, and validation results are required (Amalia et al, 2020). So, e-booklets also do not hinder student learning, either at school or at home. According to Setiawan & Wardhani (2018), e-booklets can also be used for in-class and out-of-class learning processes. This is supported by the work of Pujiasih et al. (2021), who found that e-booklets were effective in improving students' critical thinking skills and enhancing students' feelings of green attitudes. E-booklets can also be referred to as small-sized accompanying books whose presentation is more concise than printed books. E-booklets are also developed and contain materials in which the language is easy to understand. This learning medium can grow the student's learning activity and interest in learning independently. E-booklets should also be tested in terms of material, media, and language before being used by students so that they can be used as an appropriate and efficient learning medium. Learning e-booklets can be accessed through electronic media such as mobile phones, smartphones, and laptops. However, this e-booklet is different from

books that support learning in that e-booklets only contain exercises to develop knowledge or sharpen the brain.

**Table 2.1 Differences between Printed book and E-booklet**

<b>Printed Book</b>	<b>E-booklet</b>
Physical Object	Digital Media
May not have colorful illustration	Includes colorful illustration
No Environment friendly	Environment friendly
No instant because should be space	Less Space
Can be Expensive	Free download access

### **E. Previous Studies**

Some previous studies on similar topics were done by some researchers as follows :

The first similar study was conducted by Kusumawati et al. (2018), entitled “Developing English for Specific Purposes (ESP) Module for Computer Science Students' Vocabulary Mastery.” The researcher created this because there is a need for more supporting books to help students learn English well. The subjects used in this study are Muhammadiyah University of Metro.

The second research, entitled “E-Books in the Early Literacy Environment: Is There Added Value for Vocabulary Development?” was written by Roskos et al. (2014). 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. The research shows that e-book increase learning vocabulary for students. Then, the added value was seen in the

conditions of (1) reading books, (2) instruction, and (3) printing only. In the end of the research, the researcher showed that students in e-book-filled classrooms learned about 25% of the target words, and children with low vocabulary showed similar progress. So, e-books are used for learning new vocabulary.

The third research was also conducted 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. Researchers found that many children fail to understand what they read due to a lack of monitoring, which requires an accurate assessment of what they know and then implementing corrective strategies when comprehension fails. So, from that researcher's perspective, the W Ke-Book can support students' development of metacognition, including word knowledge calibration, strategy use, and word learning skills.

The fourth research entitled "Development E-booklet Media to Improve Students' Self-Regulated Learning" was written by Sucipto et al, (2022). 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. Researchers chose e-booklets for COVID-19 in- person meetings due to their efficiency, accessibility, and simplicity. The



researchers offer e-booklets as a more engaging and accessible method for students to learn material at any time and location, reducing time and energy consumption.

Other study, was also conducted 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. The researcher identifies student needs in vocabulary, pronunciation, grammar, and academic phrase mastery and offers a product to address these challenges.

Several studies have shown that using e-booklets is very effective for learning. Based on the reasons mentioned before, the researcher tries to make supplementary material for vocabulary mastery into e-booklets, namely innovations utilizing technology in the digital era.