

CHAPTER I

INTRODUCTION

A. Background Of The Problems

Nowadays it is important for second language students to not only learn language skills, the students must also learn language elements. Vocabulary is an important component of a language. We will not be able to escape the term "vocabulary" when learning English. The most important aspect of learning English is vocabulary. Vocabulary is a meaningful element of language. The number of words that make up a language is referred to as its vocabulary. To learn English, we must first acquire and understand vocabulary. One of the most common issues that students face is a lack of vocabulary. Vocabulary is critical for students to learn the language since without their vocabulary, they cannot understand others or communicate their own ideas.

Vocabulary is essential in English language teaching because the students cannot understand others or communicate their own thoughts without it.¹ The main problem encountered by students is

¹Michael Lessard-Clouston, *teaching vocabulary*, (USA: Tesol press 2021) page 2

vocabulary. When students use a second language in communication, they can discover new vocabulary and unfamiliar words.

Indonesia has been using Curriculum 2013 (K-13) since 2013, which is a common curriculum in the Indonesian education system. English is one of the subjects that must be studied at school. According to Curriculum 2013, English learned in secondary school covers four skills: speaking, listening, writing, and reading, and vocabulary and grammar are taught through skill mastery.

According to Brigitta Estianasari Windyaningrum, The problem discovered in the writer's research is that the students have different vocabulary knowledge due to their different English learning backgrounds. From the interview with the English teacher of SMP BOPKRI 2 Yogyakarta, it is known that the students already have a background of learning English since elementary school. The majority of students had studied English for one to three years, with only a few having studied English since first grade.²

According to the writer observations seventh grade students of SMP Bina Mandiri, understanding of vocabulary in English is still difficult, because the writer discovered that the learning media and

² Brigitta Estianasari Windyaningrum, *“Supplementary Materials To Teach Vocabulary Based On Task Based Learning For Seventh Graders”* (Yogyakarta, 2011) 2.

techniques used by teachers in the classroom are ineffective, and students do not understand the course. As a result, learning is less effective and students misunderstand the lesson, particularly the terminology. The majority of seventh graders appear to be uninterested in the teaching-learning process. It occurs for a variety of causes. One of the causes is because they have a limited vocabulary, because the students come from diverse educational backgrounds, their language mastery varies. According to the findings of an interview with the English teacher and students at SMP Bina Mandiri, it was found out that students began learning English at Junior High School because they had not previously studied at Elementary School. They only started learning English in junior high school. Then, in school textbooks, task or exercises are very deficient. The writer believed that in order to encourage students to participate actively in class activities, they must first understand the basics of the language, especially vocabulary. Therefore, the writer decided to develop a supplementary material book for 7th grade at SMP Bina Mandiri to provide students with supplementary material to engage them in their English classes.

Teaching vocabulary is difficult, since teachers become one of the most important components in the effectiveness of the

educational process. To ensure the effectiveness of the teaching and learning process, the teacher must decide on the most appropriate teaching strategy to utilize when acquiring vocabulary. To teach vocabulary, there are numerous teaching methods available. One of these methods is task-based learning.

Supplementary material is additional material that relates to the main material. Supplementary materials can be textbooks, videos, or presentation slides. In scholarly works, supplementary materials are described as additional data files that contain information that directly supports the textbook, such as audio clips, movies, databases, spreadsheets, applets, or other external files. Supplementary material, also known as additional or supplementary resources, is a collection of test questions and answers, videos, or exam simulations that can be used in conjunction with an open textbook.

Task-based Learning (TBL) is a language teaching method that focuses on assigning levels of work based on the learner's ability. Task-based learning can provide a solution to current problems. Teachers can use task-based learning to teach vocabulary to their students. This strategy can be used as additional material and practice for students to improve their vocabulary knowledge. This strategy is

valuable because it can be used as homework for students. This research aims to assist secondary school students and teachers in providing interesting materials for vocabulary development. The strategy also helps students to learn and understand words communicatively.

Based on this background, the writer is interest in doing development research on supplementary materials in learning vocabulary based on task. Therefore, in this research the writer will raise the tittle **“Developing Supplementary Materials to Teach Vocabulary Based on Task for Seventh Grade Junior High School”**.

B. Identification of Problem

Based on the background above, the writer will make the identification of problem as follows:

1. Students have difficulty understanding the vocabulary.
2. The techniques used by teachers in the classroom are not effective.
3. The lack of student learning time and learning material in the classroom.

C. The Statement of Study

1. How to design supplementary materials to teach vocabulary based on task?
2. How to develop supplementary materials to teach vocabulary based on task?
3. How to implementation supplementary materials to teach vocabulary based on task?
4. How effective is the development task as supplementary material in learning vocabulary?

D. The Objective of Study

1. To know how to design supplementary materials to teach vocabulary based on task.
2. To know how develop supplementary materials to teach vocabulary based on task.
3. To know how to implementation supplementary materials to teach vocabulary based on task.
4. To know how efective is the development task as supplementary material in learning vocabulary.

E. Significance of Study

Research and development of supplementary materials to teach vocabulary based on task has the following benefits:

1. To the teachers

Can save teachers time in teaching, changing the role of the teacher from a teacher to a facilitator, and improve the learning process to be effective and interactive.

2. To the students

Can learn without having to have a teacher or friend, can study anytime and anywhere, can learn at his own pace, and can study in the order he chooses.

3. To the schools

Providing input for the development of teaching materials and improving the quality of English Language Education learning.

4. To the researcher

It is a means of learning and training in an effort to make a scientific contribution, especially in English education.

F. Writing Organization

CHAPTER 1 INTRODUCTION consists of: Background of Problems, Statement of Problem, The Objective of Study, Significance of Study, Writing Organization.

CHAPTER II THEORITICAL FRAMEWORK consist of: Theories, Previous Study.

CHAPTER III RESEARCH METHODOLOGY consists of: Research Methode, Research Respondent, Research Model, Collecting Data, Research Instrument, and Data Analysis.

CHAPTER IV FINDING AND DISCUSSION Consist Of: Supplementary Materials Based On Task.

CHAPER V Consist of Conclusion and Suggestion.