

CHAPTER 1

INTRODUCTION

1.1 Background of Study

Supplementary material is additional to core material. According to Riasati & Zare (2010) the use of supplementary materials is important because in the teaching situation there are many of different group of students that has different learning needs and styles, and commonly the classroom used textbook as main source. However, the topic that provided by teacher through textbook may not be relevant and interesting to the students. As stated by Riasati & Zare (2010) textbook is limiting and restricting the students' creativity. It can be said, supplementary material is needed for students to learn about the topic that hardly to understand in the textbook.

Second language acquisition is one of the compulsory subjects for semester 4 students in English Education Department at Jambi University. In learning about second language acquisition, many crucial terms that as prospective teacher has to know. Moreover, Lessard-Clouston (2018) states that the terms in Second Language Acquisition allow the readers to reflect to their prospective classroom and it also outlines Second Language Acquisition helps the teachers understand the role of being teacher and the learners in the class. Then, SLA also introduces to the prospective teachers about major concept and issues in the field (Lessard-Clouston, 2018). Therefore, it can be said that the terms in second language acquisition crucial for the teacher since it reflect about what will happen in the field.

However, in fact, based on the preliminary research data that conducted by Mardiah & Anastasia (2020) found out the students that enrolled in Second Language Acquisition class are still lack of understanding of the terms in Language Acquisition. One of the main factors of it is the way the terms explained in the textbook since the textbook quite difficult comprehend for the students (Mardiah & Anastasia, 2020).

The students commonly learn second language acquisition key terms through a book title “Introducing Second Language Acquisition by Muriel Saville-Troike”. Beck, McKeown, and Kucan (2013) classified the words into 3 tiers and this book classified into tier 3 which contains content-specific vocabulary that often used in textbook or glossaries. Area reading materials presents the students with the new and difficult words, additionally in this kind of vocabulary, it contains familiar words but used in new ways (Beck, McKeown, and Kucan, 2013).

For addition, Second Language Acquisition book contain the words that specifically related to each topic or content area, for instance; *Fossilization*, *Interlanguage*, or *Poverty of the Stimulus*. The words that used in this textbook are not familiar for students in their daily life and it can be said the words difficult for the students. As stated by Beck, McKeown, and Kucan (2013) if the student does not know the words in the reading material, it could make the student frustrated and skip important words that can make the comprehension impossible. Moreover, students in second language acquisition class tend to rely on the textbook and lecture’s presentation and this class does not have additional resource that has simple explanation for it.

Therefore, the students need supplementary material that can help them to learn the terms by using simple words to learn by themselves. The process of the individuals take initiative to learn with or without other assistance is defined as *self-learning* (Knowles, 1975). In self-learning the students actively to search for the information and find in their own way in order to master the topic (Zimmerman, 2010). However, to do self-learning, the material is needed as source to assist them and the material is a medium to stimulate the learner in learning to make learning process become easier and fun.

Then, as reported by Mardiah & Anastasia (2020) in preliminary research data that found out the students need the material that have a brief explanation, then the words that easy to understand, and the design of the material should be interesting and eye-catching. Based on explanation above, the supplementary material that suitable for the students is e-flashcards. E-flashcards is suitable for the students need since it is used the words that easy to understand or use the points of the definition of the term. It also has brief explanation of the term that shows in the card. Moreover, the design of e-flashcards also interesting and eye-catching that motivate the students to learn it. It can be said that e-flashcards is suitable for the students' needs to learn the term related to second language acquisition that makes students easily to learn about it.

Cambridge Dictionary defined e-flashcards is a card with neither word nor picture on that which use to help the students to learn. Then, the e-flashcards that developed into electronic commonly said as e-flashcards. According to Azabdaftari & Mozaheb (2012) the used of mobile phone to learn vocabulary is engaging, effective, and entertaining. The used of e-flashcards makes the

learning available anywhere and anytime or it can be access flexibly. Hung (2015) found out the students positive attitudes towards the use of e-flashcardss in the categories of perceived usefulness, ease of use, and intention to use.

Commonly, e-flashcards used by students in kindergarten, elementary school, nor high school students. However, in research that found out by Golding, Wasarhaley, and Fletcher (2012) shows that the used of e-flashcards for college students can help them to increase their understanding towards the topic that discussed. It means, it is possible to use of e-flashcards for college students since it can help them to learn and understand easily about the topic.

Therefore, from the discussion above, the researcher become interest in developing the e-flashcards for semester 4 students at Jambi University to learn the terms related to the second language acquisition. The researcher believes that the e-flashcards will support students in their self-learning to learn the terms related to second language acquisition. This e-flashcards will be different from the other e-flashcards since it will improvise to make it clear and understandable. Then, the e-flashcards will base on the students' needs and it contains words and pictures that will easily understand for the students.

1.2 Research Question

1. How is the e-flashcards as supplementary material to learn key terms in second language acquisition developed?
2. How is the validity of this e-flashcards as supplementary material to learn key terms in second language acquisition?

1.3 Purpose of the Research

The purposes of this study are:

1. To develop e-flashcards that suitable for students as supplementary material to learn key terms in second language acquisition
2. To know the validity of this e-flashcards as supplementary material to learn key terms in second language acquisition

1.4 Limitation of the Research

The limitation of the research are explained in the following points above:

1. This product developed for the students as independent learning media to learn the key terms related to second language acquisition.
2. The product will use for semester 4th students in second language acquisition subject to learn about the key terms related to second language acquisition.
3. The product developed based on the textbook that teacher used which is "Introducing to Second Language Acquisition by Muriel Saville-Troike" and students' needs.

1.5 Significance of the Research

The result of this research is expected to be useful for the students in Second Language Acquisition class to learn about the terms related to the second language acquisition. Then, this research might be used as reference for further researcher who will conduct the research related to this topic. Furthermore, it might be used for the other researcher who will continue this research.

1.6 Definition of Key Terms

In order to avoid misunderstanding and misinterpretation, the researcher present the definition of key terms applied in this research. The key terms explained in these following points:

1. **Supplementary Material** is the learning media that created for additional learning source and it can be used to do independent learning.
2. **Self-Learning** is the process of the individuals take initiative to learn with or without other assistance.
3. **E-flashcards** is the electronic cards, which has words and picture on that card.
4. **Second Language Acquisition** is the process to acquire other language in addition to the mother language or native language.