

STUDENTS' INSIGHTS ON A-Z GLOSSARY OF BOOK AND PUBLISHING TERMS FOR JUNIOR HIGH SCHOOL

Asni Deswita¹, Widya Syafitri¹

Correspondence :

Email :
aandeswita96264@gmail.com

Authors Affiliation:

¹Universitas Islam Negeri Sjech
M. Djamil Djambek Bukittinggi,
Indonesia

Article History :

Penyerahan : 18-11-2024
Direvisi : 22-11-2024
Diterima : 24-12-2024
Diterbitkan

Keyword : supplementary
English book, publishing,
vocabulary

Kata Kunci : buku tambahan
Bahasa Inggris, penerbitan,
kosakata

Abstract

In the Indonesian educational system, English is a mandatory subject at both primary and secondary levels, as seen at SMP N 3 Ampek Angkek. Established as the first literacy based school in Agam Regency in 2018, the institution hosts an annual literacy expo and implements the "Satu Siswa Satu Buku, Satu Guru Satu Buku" (SASISABU) program, meaning "one book, one student" and "one book, one teacher." This study aims to identify the students' perception on supplementary English books designed to support students' understanding of publishing related vocabulary, aligned with the schools' emphasis on literacy. Using a qualitative descriptive method, data were collected through questionnaires. Findings reveal positive response from the students, essential for students engaged in the literacy program. The lack of relevant publishing vocabulary in existing materials limits students' ability to talk about literacy programs. This study highlights the potential for ESP (English for Specific Purposes) materials to enhance literacy-focused education by aligning language learning with real-world applications. The resulting glossary provides a model that other literacy-based schools may adopt.

Abstrak

Dalam sistem pendidikan di Indonesia, bahasa Inggris adalah mata pelajaran wajib di tingkat sekolah dasar dan menengah, seperti yang terlihat di SMP N 3 Ampek Angkek. Didirikan sebagai sekolah berbasis literasi pertama di Kabupaten Agam pada tahun 2018, lembaga ini menyelenggarakan pameran literasi tahunan dan mengimplementasikan program "Satu Siswa Satu Buku, Satu Guru Satu Buku" (SASISABU). Penelitian ini bertujuan untuk mengidentifikasi persepsi siswa terhadap buku tambahan Bahasa Inggris yang dirancang untuk mendukung pemahaman siswa mengenai kosakata terkait penerbitan, sejalan dengan penekanan sekolah terhadap literasi. Dengan menggunakan metode deskriptif kualitatif, data dikumpulkan melalui kuesioner. Temuan menunjukkan adanya respon positif dari para siswa, yang sangat penting bagi siswa yang terlibat dalam program literasi. Kurangnya kosakata penerbitan yang relevan dalam materi yang ada membatasi kemampuan siswa untuk berbicara tentang program literasi. Penelitian ini menyoroti potensi materi ESP (English for Specific Purpose) untuk meningkatkan pendidikan yang berfokus pada literasi dengan menyelaraskan pembelajaran bahasa dengan aplikasi dunia nyata. Glosarium yang dihasilkan memberikan model yang dapat diadopsi oleh sekolah-sekolah berbasis literasi lainnya.

INTRODUCTION

English is one of the languages used as a medium of international communication. Reference materials in the form of books, articles, journals and information media at an international level and recognized in the world are all written in English. This makes English one of the compulsory subjects in education units. English language learning was eliminated as a compulsory subject in elementary school units in the 2013 curriculum, but then re-learned in the Merdeka Curriculum, showing how English is considered as one of the important fields of knowledge for students to learn.

Students need to master English in all skills, be it reading, speaking, listening, and writing. This competency is mastered of course by carrying out the learning process at school appropriately and in accordance with the target of students' mastery of English. The growing level of the needs of the world of work and industry today requires English language learning that touches the interests, talents, and potential of students.

Teaching English based on the students' interest could be included as English for Specific Purposes. English for Specific Purposes (ESP) is an approach to course design and teaching that targets groups of learners who have a common goal or purpose in learning English (Woodrow, 2018). The teaching of English for specific purposes (ESP) at the junior high school level presents certain challenges, largely due to the age and limited experience of the students. Conversely, this approach has the potential to prove an effective means of engaging students by establishing connections between the language studied and the school program, students' interests and their future career aspirations.

Using only available textbooks is not enough to fulfill students' knowledge and vocabulary needs about books and publishing. Textbooks are indispensable instruments for the teaching of English, particularly in contexts where the teaching population may lack the requisite training or time to assess students' needs (Rubdy, 2014). They serve as accessible resources, offering a range of benefits that guide teachers in their instructional practices. Textbooks provide invaluable support for learning activities, and the selection of an appropriate one is of paramount importance. It is incumbent upon teachers to evaluate textbooks in order to create effective teaching materials (Crawford, 2003)

Therefore, supplementary books are needed to fulfill students' needs. A supplementary textbook should be based on authentic source materials and tasks that mirror the target situation or the skill focus of the textbook syllabus. The term "authentic" is used to describe materials that have been created in the context of the target situation or skill focus, and therefore reflect the source materials in question. In the field of ESP, the term 'authentic materials' is used to describe spoken and written texts that have been created for a specific, expert audience (Woodrow, 2018).

Learning English for Specific Purpose about the language of book and magazine publishing will not only benefit students while attending SMP Negeri 3 Ampek Angkek, but will continue to be useful for students when they enter the work environment. It is possible that students will work in the field of journalism. The vocabulary mastered will be very useful and used and support students' academic and professional future.

A strong desire for supplementary materials has been identified. The findings of the research study indicated a distinct and pronounced desire among the student population for supplementary English reading materials beyond the scope of the standard textbooks. This indicates the necessity for supplementary resources to facilitate their literacy development.

The supplementary book is aligned with the school's stated educational objectives. The production of the A-Z Glossary of Publishing Terms is aligned with the school's mission as a literacy-focused institution and its annual literacy expo. Such books may be considered a valuable instrument for the advancement of reading and writing among students.

The supplementary book has been created with the specific intention of meeting the needs of students who are members of the Bengkel Literasi club. This ensured that the A-Z Glossary Book of Publishing Terms was pertinent and engaging for the intended audience. One of the challenges encountered was the limited resources available for producing the glossary books. However, innovative solutions were devised, including the utilization of digital publishing tools and collaboration with local organizations. Balancing the development of the A-Z Glossary Book of Publishing Term with the regular school curriculum proved to be a significant challenge.

Effective time management and prioritization were essential. It was of paramount importance to address the diverse needs and abilities of the students.

The creation of the glossary book constitutes a core component of the literacy curriculum. Literacy represents a substantial set of competencies that students are expected to demonstrate. The American Library Association (Association, 2018) defines information literacy as "a set of skills that require individuals to recognize when information is required and to be able to locate, evaluate and utilize that information effectively." Literacy enables students to read a variety of helpful materials and expand their knowledge base. It is of the utmost importance for students to be aware that there are alternative avenues for learning that extend beyond the conventional textbook format. The objective of literacy instruction is to facilitate students' developing ability to draw inferences from the texts they read.

There are advantages to literacy work conducted within the classroom setting. Such activities may also facilitate the expansion of students' vocabularies. Students will have greater opportunities to learn new words if they engage with them in a more intensive manner. The acquisition of a substantial vocabulary is of paramount importance for effective language learning, particularly in the context of studying English as a foreign language. The implementation of literacy exercises will enhance the capacity to interpret information. The literacy training provided to students is designed to facilitate the development of critical thinking skills, which are essential for effective learning. Furthermore, it enhances students' capacity to communicate verbally, to concentrate and focus, and to express meaningful ideas.

The glossary book is in the form of a pocket book. In its simplest definition, a pocket book is a small, paperback book that can be carried in a pocket (Webster-Miriam, n.d.). Consequently, the students are able to take the book with them wherever they may go. It is more straightforward for students to commit vocabulary to memory if they have immediate access to the source book whenever they require it.

One of the challenges faced by English learners or those with a keen interest in the language is the vast array of vocabulary to be acquired (Lessard-Clouston, 2013). Lexical acquisition can be optimized through the creation of a word list, which serves as a crucial instrument in lexical instruction and a fundamental learning methodology (Schmitt, 1997). In the context of education, instructors utilize specific words from the word list to educate learners with respect to their distinctive interface or particular domains (Schmitt, 1997). Lexical recall is optimized when learning occurs in a meaningful or communicative setting (McCarthy, 1990). Nevertheless, the vast number of words in a language makes it impractical to expect learners to commit them all to memory. Consequently, a considerable number of researchers have assembled a selection of words that are fundamental to language learners and grouped them into word lists. (Browne et al., 2013; Coxhead, 2000; Gardner & Davies, 2014). The primary objective of a learning lexicon is to memorize all the words contained within the Common Benefit List (West, 1953), the Scholastic Word List (Coxhead, 2000), and any specialized words utilized in a field dependent on the learner.

Word lists have long been employed in language instruction, both as standalone lists and as a component of textbooks and other pedagogical resources (Nation, I. S. P., & Waring, 1997). This is due to the fact that both native and non-native speakers learn vocabulary in accordance with its frequency of use (Nation 2016). The most commonly used English terms across a range of texts are provided to learners through General English (GE) lists. As Coxhead and Demecheleer (2018) observe, current research on "specialized or technical vocabulary has been primarily focused on the compilation of word lists of technical vocabulary in professional fields of expertise in English for Specific Purposes."

In her 2001 study, Nation divided words into four categories. The initial category comprises high-frequency words, which are frequently utilized in everyday contexts. The

second category comprises academic terminology, which is fundamental for enhancing vocabulary in academic contexts. The Academic Word List (AWL), developed by Averil Coxhead (Coxhead, 2000), is the most widely recognized list in this category. The list comprises a variety of academic texts spanning 28 disciplines, organized into four principal categories: The disciplines of the arts, commerce, law, and science. The AWL comprises 570 word families that frequently appear across diverse academic texts (Coxhead, 2000).

The third group comprises low-frequency words, which are infrequently encountered in texts. These words are not grouped with the high-frequency, academic, or technical words. Despite their infrequent occurrence, low-frequency words remain a significant component of the English lexicon for learners and should be acquired subsequent to the mastery of high- and mid-frequency words (Schmitt, 1997).

The final group of words is designated as technical or specialized terminology and is also referred to as the Outside Word List (OWL) (Coxhead, 2000). These specialized terms are characterized by a specific meaning and are prevalent in particular fields, often appearing frequently in specialized texts or subject areas while being less common in others (Nation, 2001). A number of researchers have produced a variety of specialized word lists.

It is of great importance for students in a literacy-based school to be able to comprehend crucial vocabulary and communicative language in the field of book publishing. Moreover, students at SMP N 3 Ampek Angkek, the inaugural school in Agam Regency to adopt a literacy-based curriculum, will be expected to demonstrate proficiency in this area during the annual literacy expo. At this event, the books produced by students and teachers will be announced and published. A select group of students will be assigned to the book booth, where they will be responsible for providing information about the literacy and publishing program.

This supplementary book is expected to fill the knowledge gap in English related to publishing that is not found in standard textbooks used in schools. This A-Z glossary book will be very useful for students because it supports the school's literacy goals, one student one book and one teacher one book. In addition to increasing students' vocabulary in publishing, this A-Z glossary book will also increase students' motivation and confidence when learning English. This companion book can enhance students' ability to communicate effectively for academic purposes.

METHODS

The researcher used a questionnaire consisting of 10 questions regarding students' opinions about supplementary books used to improve students' vocabulary on important terms related to books and the publishing world. The population of this study were members of the literacy club workshop of SMP Negeri 3 Ampek Angkek consisting of 30 students who had an interest in literacy, books and publishing. The members of this literacy workshop consisted of 7th, 8th and 9th grade students who were selected through interest and talent screening. The results of this questionnaire were then converted into percentage form. The questionnaire used was adapted from the questionnaire used by Hidayat (Hidayat, 2016) in his writing entitled *Improving Students' Vocabulary Achievement through Word Game*.

RESULT AND DISCUSSION

The A-Z glossary book was designed and printed by the researcher for use by members of the literacy club workshop. This supplementary book is used as a reference for members of the literacy workshop during extracurricular activities every Saturday of the week. The use of this book encourages students' readiness to master vocabulary related to books and publishing so that they can present the school literacy movement in two languages during extracurricular activities and the literacy expo which is held regularly every year.

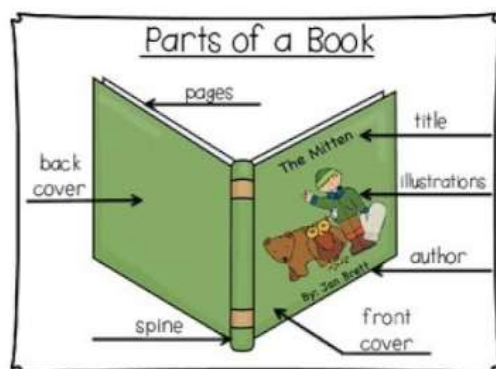
A-Z GLOSSARY BOOK
BOOK AND PUBLISHING TERMINOLOGY



SMP NEGERI 3 AMPEK ANGKEK
2024

Figure 1. Cover of A-Z glossary book

The front cover of the A-Z glossary is complemented by the logo of SMP N 3 Ampek Angkek with the school motto 'religious school of the future'.



PART OF BOOK:

1. FRONT COVER : sampul depan
2. BACK COVER : sampul belakang
3. PAGES : halaman
4. TITLE : judul
5. ILLUSTRATION : ilustrasi / gambar
6. AUTHOR : pengarang
7. SPINE : punggung buku

Figure 2. The sample of a page about book terminology

The book comes with attractive color pictures. These pictures are to fulfill the learning needs of students with visual type, students who like pictures will more easily understand the vocabulary provided.

PUBLISHING TERMS

ARC. Advance reader copy—an early version of the book sent out to media outlets for possible reviews and interviews.

Biweekly. Every two weeks.

Blurb. The copy on book covers or book dust jackets, promoting the book and the author or featuring testimonials from book reviewers or well-known people in the book's field. Also called flap copy or jacket copy.

Category Fiction. A term used to include all genres of fiction.

Figure 3. The sample of a page about publishing terminology

The terminology of printing books is arranged in alphabetical order to make it easier for students to find the vocabulary they need. The book also includes simple conversations about books and publishing.

All members of the literacy club workshop were given a questionnaire about the supplementary books provided to them. The supplementary book is provided in two forms, printed and digital. Students can access this book whenever they need it. The results of the questionnaire summary can be seen in the table below.

NO	QUESTIONS ABOUT HANGMAN GAME	Yes	No
1	Is your English textbook interesting?	10	20
2	Is the supplementary book A-Z glossary interesting?	28	2
3	Can you understand all the words in the A-Z glossary?	29	1
4	Were you able to understand all the sentences in the A-Z glossary?	27	3
5	Do you think that A- Z glossary motivates you in learning English?	30	0
6	Does that A- Z glossary help you to memorize English vocabulary?	29	1
7	Does that A- Z glossary help you to understand English easier?	28	2
8	Are there any words or sentences that you can't understand?	2	28
9	Is the content of the A-Z glossary book what you need?	28	2
10	Is this book useful for members of the literacy club workshop?	30	0

Table: The data from questionnaire

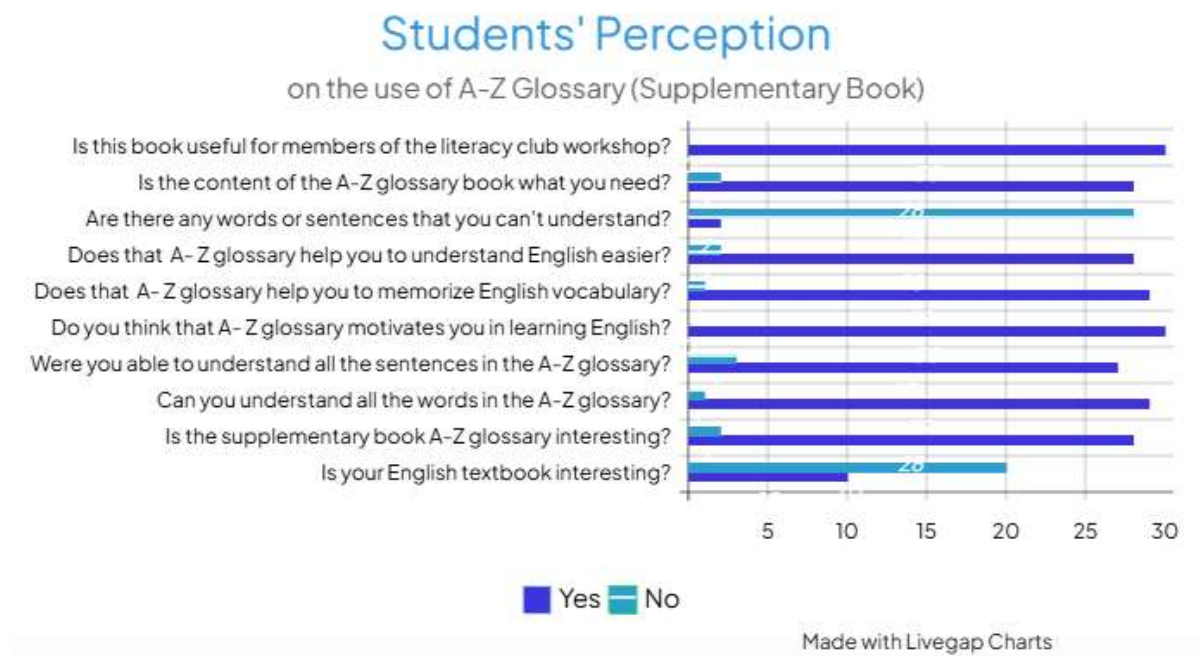


Figure 4. Students' perception on the use of A-Z Glossary Book

From the table and figure 4, we can conclude that only 10 students stated that the English textbook they used in class was interesting. It can be concluded that only 33% of students are interested in learning from their textbooks. This suggests that students need additional books that suit their learning needs. As for the second question about whether the A-Z glossary is interesting, 28 students answered 'yes' which means 93% of students like the supplementary book they use. This answer is strongly influenced by their interest in literacy, books and publishing.

For the third question about whether they understood every word in the A-Z glossary, 29 students (96%) answered 'yes' and 27 (90%) students stated that they understood all the sentences in the A-Z glossary book. Understanding sentences is more challenging than words which are shorter and easier to memorize.

100% of students stated that the A-Z glossary book was able to motivate them to learn English. Vocabulary with pictures attracts their attention so that it is easier to remember new vocabulary, this is stated by 96% of students. 28 or 93% of students stated that this book is able to help them understand English more easily. The vocabulary contained in the book are terms that are close to their daily lives. However, when asked if there were any words or sentences that they did not understand, there were 2 students who answered 'yes'. The next question about whether the content of the A-Z glossary book is what they need, only 2 students answered 'no', so 93% agreed that this book is what they need. Finally, the last question was answered with 100% of students stating that this book is very useful for all members of the literacy club workshop.

With the help of this supplementary book, students will be freer to practice their mastery of English. Students are very likely to improve their language competence not only in the classroom but also outside the classroom (Rahayu *et al.*, 2020). By producing supplementary books that are favored by students, researchers were able to solve one of the problems that arose in a previous study that teachers were unable to design appropriate teaching materials because they were not taught in college

(Noho et al., 2018). Creative and innovative teachers who produce work that will be used in the learning process.

CONCLUSION

Textbooks constitute an indispensable component of the learning resources available to students, facilitating the acquisition of knowledge and skills throughout the learning process. Although textbooks are no longer the sole reference for teachers and students, it is essential that textbooks align with the curriculum and learning objectives are available. Furthermore, additional handbooks, specifically designed to meet the requirements of the student population, are required. The use of A-Z glossary book is one of the strategic steps to increase students' motivation and confidence in using English. It is a real step to change the learning situation to be more fun with interesting media (Nurhidayat & Rofi'i, 2019)

The English for Specific Purpose curriculum at the junior high school level can be adapted to align with the school program. As a pioneering educational establishment and a catalyst for literacy, students at SMP Negeri 3 Ampek Angkek require specific supplementary literature on technical terminology pertinent to the publishing industry and vocabulary related to book publishing. This publication has been developed in collaboration with teachers and students alike. It is hoped that it will provide valuable support to the school program and enhance students' comprehension of the English language. By contextualizing English within their everyday lives, students will be able to gain a deeper understanding of its practical applications.

It can be seen from the results of the questionnaires filled in by literacy workshop members that supplementary books on terminology about books and publishing are needed by students in order to understand and master vocabulary related to the activities they participate in while at school.

References

- Association, A. L. (2018). *No Title*. <https://literacy.ala.org/information-literacy/>
- Coxhead, A. (2000). A new academic word list. *TESOL Quarterly*, 34(2), 213–238.
- Crawford, J. (2003). *The Role of Materials in the Language Classroom: Finding the Balance*. In Jack C. Richard & Willy A. Renandya (3rd Ed.). *Methodology in language teaching: An Anthology of Current Practice*. Edinburgh, UK: Cambridge University Press.
- Hidayat, N. (2016). Improving Students' Vocabulary Achievement through Word Game. *Journal of English Teachers Society*, 1(2), 95–104. <https://doi.org/http://dx.doi.org/10.21070/jees.v1i2.446>
- Lessard-Clouston, M. (2013). Word lists for vocabulary learning and teaching. *The CATESOL Journal*, 24(1), 287–304.
- McCarthy, M. J. (1990). *Vocabulary*, Oxford University Press.
- Nation, I. S. P., & Waring, R. (1997). Vocabulary size, text coverage and word lists. In N. Schmitt & M. McCarthy (Eds.). *Vocabulary, Description, Acquisition and Pedagogy*, 6–19.
- Noho, H., Fatsah, H., & Talib, R. (2018). Developing supplementary English reading materials for Vocational High School. *International Journal of Humanities and Innovation (IJHI)*, 1(2), 39–45. <https://doi.org/10.33750/ijhi.v1i2.12>
- Nurhidayat, E., & Rofi'i, A. (2019). Developing English Supplementary Materials through Instructional Conversations. *Vision: Journal for Language and Foreign Language Learning*, 8(2), 156–168. <https://doi.org/10.21580/vjv8i24431>
- Rahayu, N., Wigati, F. A., Suharti, D. S., & Pohan, E. (2020). Esp textbook development for vocational school in indonesia. *Proceedings of the International Conference on Industrial Engineering and Operations Management, August*, 2229–2237.
- Rubdy, R. (2014). *Selection of Materials*. In B. Tomlinson (Ed.), *Developing Materials for Language Teaching Chapters from the first edition*. 37–57, Cambridge University Press.
- Schmitt, N. (1997). *Vocabulary learning strategies*. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, acquisition and pedagogy*. 199–228, Cambridge University Press.
- Webster-Miriam. (n.d.). *Thesaurus Dictionary*. <https://www.merriam-webster.com/dictionary/pocketbook>
- West, M. (1953). *A general service list of English words*. Longman.
- Woodrow, L. (2018). *Introducing Design in English for Specific Purposes*. UK: Routledge.