

FEATURES OF VOCABULARY EXERCISES CONTENTS IN FIRST GRADE SENIOR HIGH SCHOOL TEXTBOOK

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Learning vocabulary is not only learning what the vocabulary means, but also understanding what the word means and how to convey it correctly so that when we convey the information we convey it would be understood properly.

As we all know that knowledge of vocabulary is not something that we can instantly master. The vocabulary that we understand is vocabulary that we may have studied for a long time, such as when we understood vocabulary when we were in elementary school, then until adulthood the meaning of the vocabulary has not changed. Let's take a look at what (Adger, 2002) says that states that, "Vocabulary is not only confined to the meaning of words but also includes how vocabulary in language is structure". According to (Graves, 2006) Wikis have much potential in the teaching of vocabulary. Therefore, students can follow the different methods in learning vocabulary:

1. Students should supply the information included the context and the meaning.
2. Students would be engaged and should have given enough time to learn the word.
3. Students should have many disclosures by practicing and reviewing the word.
4. Students would have conversation about the meaning of the word.

Teaching and learning vocabulary is an important part of the classroom and in teaching. We will therefore briefly list three aspects that are relevant in vocabulary acquisition and learning: (i) vocabulary acquisition from a cognitive perspective, that is, as conditioned by the processes our brain has to follow; (ii) the role of frequency in vocabulary acquisition or learning and how this questioning affects the textbook, and (iii) the distribute of vocabulary would be studied throughout the textbook. The words would be studied must pay attention to the learning situation. This requires newness in exposure, words being introduced gradually and gradually, and at the same time as before presented and learned would be reintroduced later to support repetition.

Teaching techniques for adult and novice learners are very different. A teacher must really understand the situation and condition of his students. According to (Harris, 1969) there are several methods in the English learning process they are (a) Giving total physical activity (example games

and total physical response activity). (b) Providing hands on activities (example to three learn words, sentences, and practice meaningful language), (c) Internalizing the concept through visual aids (example video, picture, tapes, music, flash card, and puppet toys), and (d) Explaining things with nonverbal language (facial features, gestures) will fail.

Textbook is one of the materials that is often used in teaching and learning activities. Textbooks are also a source of knowledge that is easy to get and can help students get learning material (Widianingsih, 2009) nevertheless, points out that vocabulary mastery would be the first priority in English language teaching and learning. Textbooks can also cover a variety of materials would be taught. On the other hand, textbooks also support the learning process regularly and effectively, without textbooks teaching and learning activities will not run smoothly and effectively.

In educational activities in Indonesia, textbooks are a major part of learning tailored to the existing curriculum. In educational activities in Indonesia, textbooks was preparing by authorities based on the latest curriculum. According to (D, 2003) textbooks are vitally important, they play a significant role in shaping teachers', students' and families' views of school subjects. Textbooks would be defined simply as books which for teaching and / or learning. According to (Tomlinson, 2011), “textbook is the one of tools that used to help teachers to teach the learners”.

The textbook should also have qualities by the material would be taught. The qualities from the textbook can also be seen from the aspects of the content, presentation, graphics, and linguistic aspects of the textbook. Existing material should also be by the curriculum and be equipped with attractive illustrations, so that students interesting and can more easily understand the subject. Do not escape the use of words from the material presentation so that it is not monotonous and developed according to the student's school level.

Currently, various types of textbooks have been publish to meet the needs. (Awasthi, 2006) offers more detail definition, saying that “textbook is a teaching and learning material for both the teachers and the learners to rely on the process of teaching and learning” students in learning activities. Therefore, the task of a teacher is to choose a book to guide students. In addition to book choice, teachers must also understand that curriculum is the main source of teachers in knowing competency standards, basic competencies, learning materials, learning activities, indicators and time allocation.

The benefit of this textbook analysis is to help the reader understand what the intent and purpose of each learning material is. Here the writer describes what is analyze before knowing what kind of vocabulary to study. In addition, the researcher hopes that with the analysis of this textbook, it can improve critical thinking so that understanding in reading textbooks can increase. Textbooks

also have an important role for students or teachers, but (E, A, & R, 2004) provide a basic outline for the role of textbook intermediaries:

1. To teach and encourage students to construct new knowledge
2. To balance detail and precision of information
3. To provide logical and consistent mathematical systems
4. To bring about new questions
5. To provide students with active, creative, many sided information

1.2 Research Questions

The study aims to discuss the research question: The question was address by the following sub-questions.

1. What types of vocabulary contents that has been stated in “Let’s Learn English “Textbook for Senior High School students in First Grade?
2. How are vocabulary exercise contents represented in “Let’s Learn English “Textbook for Senior High School students in First Grade?
3. Have the vocabulary material contents been relevant to 2013 English Curriculum for Senior High School.

1.3 The Objective of the Study

Based on the problems research questions above, the objectives of this study are:

1. To describe the types of vocabulary exercises stated in “Let’s Learn English “ Textbook for Senior High School students in First Grade.
2. To describe vocabulary exercise contents represented in “Let’s Learn English“ Textbook for Senior High School students in First Grade.
3. To describe how relevance vocabulary exercise contents to 2013 English Curriculum for Secondary School level.

1.4 The Scope and Limitation of the Study

This study exercise contents was limit to analyze the vocabulary on the English textbook entitled "Let's Learn English" that is use in the first level of high school. Which published by PT. Bumi Aksara in 2014 with the 2013 curriculum with the 2016 revised edition written by Drs. H. Sophia Fanany, M. Pd and Dra. Aisyah Anwar, M. Pd. In this study, the data obtained or obtained came from the textbook "Let's Learn English", which is in the form of vocabulary content where the

vocabulary content is like what was present in the textbook and determines what vocabulary exercises are like in the textbook and whether it is suitable with the 2013 curriculum.

1.5 Significance of the Study

This study is necessary for the following reasons:

1. To improve the mindset critical to study analysis.
2. Get to know new vocabulary with some of the exercises in the textbook.
3. Increase understanding of the meaning of new vocabulary that has been analyzed.

Learning vocabulary does not mean only understanding what the word means, but also understanding when and its application in different contexts. Therefore, vocabulary is the key to communication. A leading linguist (P, 2001) notes: "Vocabulary is not an end in itself. A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform."

Knowledge of vocabulary is very important in various aspects such as in reading, writing, listening and speaking. Without vocabulary, no information would be conveyed, and vice versa, if there is no sufficient knowledge of vocabulary, there will be little understanding about information. (P, 2001) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge. The more new vocabulary you know, the more you can learn. When you discover new vocabulary, remember them and develop them into new sentences.