

# **Analysis of Vocabulary Material in “Bahasa Inggris Kelas XI” (KemenDikBud) Textbook**

## **CHAPTER I: INTRODUCTION**

### **1.1 The Background**

Teaching and learning activities between teachers and students won't be separated from the teaching materials. Teaching materials are an important part of the implementation of teaching and learning activities in the classroom. By using teaching materials the teacher will find it easier to convey the learning objectives to students therefore students will be better in understanding the topic they're going to study.

Textbook is one of the form of teaching material and a significant guide for teachers and students. For teachers, textbook is a guideline for teaching because the learning objectives that must be mastered by students are stated in the textbook. Meanwhile, for students in doing the assignments that given by the teacher, makes textbook as a problem-solving.

According to Richard (2001), teaching materials are claimed as a key factor in most learning programs. This statement actively demonstrate that one of the factors determining student success in learning activity is the quality of the textbook, the particular reason for this circumstance is high quality textbook can provide optimal results in the learning process.

Flanagan & Foreman (1995) claimed that, there are 5 advantages of using textbook as a media in learning activity as follows: Firstly, textbook provide an organized study. Secondly, textbook provide guidance for teacher. Thirdly, textbook emphasize important aspects of a topic. Fourthly, textbook summarize relevant information into a single unit. Fifthly, textbook contain suggestions for further learning activities that can aid individual learning.

In line with the statement above, Ornstein & Lasley (2000) claimed that textbook can provide things as follows: Firstly, provide ideas about information and activities. Secondly, provide precis of many things related to information. Thirdly, provide a common resource that can be followed by all students. Fourthly, provide a description for the lesson plan that can be used by the teacher. Fifthly, provide all the material (in the proper form) for study that can be brought home by all students.

Borg (2003) stated that, lack of available qualify resources is another important factor that undermines language teachers' instructional abilities. This statement means that textbook must have qualify content which in accordance with both, in terms of content standards, as well as in terms of whether or not the teaching material is easily understood by the teacher and students, and also presented in an attractive way.

Furthermore, according to Decarrico (2001), vocabulary mastery is central to language acquisition, whether the language is first, second, or foreign. In line with this statement, Nation (2001) stated that, gaining vocabulary is essential for successful foreign language use and plays an important role in the formation of complete spoken and written text. These statement means, to master vocabulary, students have to fully comprehend vocabulary of each word they encounter because it plays a vital role in listening, speaking, reading, and writing.

Moreover, according to Adolphs & Schmitt (2003), language learners need to master, at least, 3,000 word to communicate and understand 95% of the language communicated by native speaker. In line with this statement, Laufer & Goldstein (2004) stated that, the associate of a large vocabulary constituted the skeleton of the linguistic system into a language fluency. These statement actively demonstrate that if students lack of vocabulary, they soon discover that their ability to comprehend or express themselves clearly is limited.

The sum up of every statement of the experts that has been elaborated so far is that, vocabulary is the core in learning a language because vocabulary provides most of the basis for the exact purpose of communication, in which students can mastered it through the learning material that displayed in their textbook.

Thus the author assured that, it's important to analyze the vocabulary materials in Indonesian High School textbook, namely "Bahasa Inggris Kelas XI". This research conducted to prove whether or not this textbook has sufficient quality to develop students' vocabulary by measuring the quality of the vocabulary material in this textbook.

## **1.2 The Research Problems**

1. What are the topics of vocabulary material in "Bahasa Inggris Kelas XI" textbook?
2. How are students' activities stated in vocabulary material in "Bahasa Inggris Kelas XI" textbook?
3. How are vocabulary material tested in "Bahasa Inggris Kelas XI" textbook?

## **1.3 The Research Objectives**

1. To describe the topics of vocabulary material in "Bahasa Inggris Kelas XI" textbook.
2. To describe students' activities that stated in vocabulary material in "Bahasa Inggris Kelas XI" textbook.
3. To describe the tested vocabulary material in "Bahasa Inggris Kelas XI" textbook.

## **1.4 The Research Significance**

The results of this study, theoretically, are expected to broaden scientific insight regarding the assessment of textbook. In practical terms, it is hoped that it can be used as a way for students to obtain optimal learning by using textbook. For teachers it can be used as a reflection on teaching

English in schools, especially in using quality textbook. For other parties it can increase insight about the selection of textbook and as a comparison in upcoming research.

### **1.5 The Clarification of Term**

There are 4 terms that will be used in this research namely:

- Content Analysis is defined as a technique of making conclusion by identifying the characteristic of certain thing objectively and systematically.
- Vocabulary refers to the entire word that is owned by a language.
- Teaching Material refers to all forms of tool and information that used by teachers in carrying out teaching and learning activity in the classroom.
- Textbook refers to a book that prepared for the learning process, and contain material of subject matter that will be taught.

## **REVIEW OF LITERATURE**

### **1.6 Theoretical Framework**

#### Vocabulary

According to Neuman & Dwyer (2009), vocabulary is the words we must know to communicate effectively: words in speaking ‘expressive vocabulary’ and words in listening ‘receptive vocabulary’. Thornbury (2002) stated that, vocabulary is all the words known and used by a particular person, nevertheless a person knowing a word doesn’t mean that they’ll be able to comprehend or utilize the word in a proper manner.

Moreover Hornby (1995) stated that, vocabulary is the amount of words in a language and their meanings that known and used by a person. In conclusion vocabulary is the entire word that is owned by a language and used by people to communicate with one another.

#### Teaching Material

According to Ruhimat (2011), teaching material is basically the ‘content’ of the curriculum, that in the form of subject with topic/subtopic and their details. Majid (2009) stated that, teaching material is an information that is presented in various media, whether it’s in book, video, software or a combination of various formats that can be used by students and teachers to support learning activity as an embodiment of the curriculum.

Moreover Panen & Purwanto (2001) stated that, teaching material is a subject matter that are systematically arranged, which are used by teachers and students in the learning process. In conclusion teaching material is all forms of tool and information that are systematically arranged,

which used by teachers in carrying out teaching and learning activity in the classroom as an embodiment of the curriculum.

### Textbook

According to Tomlinson (2011), textbook is one of the tools that used to help teachers to teach the learners. Cunningsworth (1995) stated that, textbook is a source in achieving aims and objectives that have already been set in terms of learner needs. Moreover Crowther (1995) stated that, textbook is the book that provide instructions in a lesson, especially in school. In conclusion textbook is a tool or source that prepared in achieving learning objectives because it contains material of subject matter that will be taught by teacher in school.

## **1.7 Conceptual Framework**

### Vocabulary Theme

Vocabulary theme is a basic idea that supports the main core of the entire vocabulary that would be introduced in learning process. Vocabulary theme is further developed by connecting it with the list of vocabulary that will help students to be able to express their thoughts through communication. Vocabulary theme can be moral, social, culture, technology and anything that related to life. Basically vocabulary theme is also called the topic of vocabulary.

### Vocabulary Exercise

A student must be able to master a lot of vocabulary. Having sufficient vocabulary will make it easier for students in any activity to express ideas competently. In communication, it must be supported by the use of good and correct language. Exercise is one of the solution because this method is structured clearly, systematically and effectively. Exercises are tasks that must be done by students, usually contain instructions for solving a problem.

### Form of Vocabulary Material

Form of vocabulary material is the various type of material that has been prepared in a textbook which functions to convey information in the learning process. In the textbook that used as the research object, there are 3 forms, namely text reading, vocabulary understanding and vocabulary exercise.

#### Text Reading

The introduction of new vocabulary is done through text reading. The ability to read is the main asset in the learning process. Armed with this ability, students will gain knowledge and easier for them to think critically. Through reading, students are expected to provide appropriate responses to the information that has been read. With a strong reading interest, students will come up with words that can build their vocabulary mastery that will be useful for communication.

#### Vocabulary Understanding

The understanding of new vocabulary is done by comprehending both pronunciation and meaning. In language learning, vocabulary is taught first before others, because the ability to master vocabulary is the basis for learning language. The indication that someone has mastered vocabulary can be seen from the ability to pronounce and knowing the meaning of the word. Therefore, it is very necessary for students to master all of the pronunciation and meaning of their vocabulary wealth.

### Students' Activity

Teacher must be able to convey knowledge through learning activities. Learning activity is an effective act both physically and mentally which carried out by students to build their knowledge and skills in learning process. Students' learning activities are classified as follows:

Oral activity, such as stating and asking both suggestion and opinion.

Motor activity, such as conducting experiments, solving problem and exercise.

Visual activity, such as reading and paying attention to demonstration.

Mental activity, such as responding, remembering, and analyzing.