

CHAPTER I INTRODUCTION

This chapter consists of the background of the study, scope of the study, statements of the problems, the objectives of the study, significance of the study, and organization of the study. A description of each section is provided below.

A. Background of the Study

Education is the key to all progress and quality development. Humans can realize their potentials both as individuals and as citizens of society. One of the main factors for the success of education is the subject matter. The subject matter is the core of learning¹. Based on content standards, the subject matter has been mapped into standards of competencies and basic competencies that must be achieved by students. One of the principles of assessment in the competency-based curriculum is to use certain criteria in determining student achievement. The lowest criterion for stating that students reach completeness is called the Minimum Completeness Criteria (*Kriteria Ketuntasan Minimal /KKM*)². This shows that the learning process in the classroom will not reach the main goals without careful preparation. The selection of the right material according to the level of the student must be decided carefully so that the delivery of the material can be easily accepted by students.

One of the supporting learning in the delivery of subject matter is using textbooks. The textbook is a printed written content for teachers and students that contains lessons in the form of school books, course books, workbooks, or subject books as a source and guide³. In the teaching and learning process, textbooks are very relevant

¹ Rajathurai Nishanthi, "The Importance of Learning English in the World," *Journal of English Education* 3, no. 1 (2018): 74.

² James Dean Brown, "Language Curriculum Development: Mistake Were Made, Problems Faced, and Lessons Learned," *Second Language Studies* 28, no. 1 (2009): 85.

³ Tri Wiratno, "Mencerna Buku Teks Bahasa Inggris Melalui Pemahaman Gramatika, 3rd ed. (Yogyakarta: Pustaka Pelajar 2010): 8.

because they will facilitate implementation. Its presence affects facilitating the learning method for teaching. One of the major variables in learning success is the textbook. It will improve students' skills. As a basis of instruction, teachers and learners should use the textbook to find insights and practices.

In the educational system of Indonesia, textbooks are deemed to be the curriculum's core elements. The curriculum specifies the quality of books, techniques, and teaching and learning procedures in the classroom. The Indonesian Ministry of Education and Culture has agreed that the 2013 curriculum must be implemented in education in Indonesia. The goal is to build generations of intellectuals who have noble, autonomous, democratic, and responsible characters. The 2013 curriculum is a further step in the introduction of the competency-based program introduced in 2004 and the school-level curriculum introduced in 2006, which involves competency in behavior, knowledge, and integrated skills⁴.

Once the National Education Department of Indonesia introduced a newly conceived curriculum, a range of competitive publishers will provide experienced educational content authors to design or produce new curriculum-conforming textbooks. The materials and exercises given in the textbook should be compatible with the current needs of the program and learners. As in Curriculum 2013, teachers were expected to create an environment of an open, comfortable, and student-centered learning classroom to allow students to evaluate, observe and produce what they learn from either instructor or textbook learning media⁵. The essence of the curriculum and the learners' need still have to be in total consideration for teachers in delivering the learning materials from the textbook or any other media because students are different from one to another. It is

⁴ Yokie Prasetya Dharma, Thomas Joni, and Verawanto Aristo, "An Analysis of English Textbook Relevance to the 2013 English Curriculum," *Journal of English Language Teaching* 1, no. 1 (2018): 33.

⁵ Lina Atika, "The Analysis of Reading Exercise in Pathway to English an English Textbook for the Tenth-Grade of Senior High School Published by Erlangga" (State Islamic Institute of Surakarta, 2017): 34.

important to view student-centered language learning because students are individuals who differ from each other in significant ways. Furthermore, to fit the current program, the teachers must apply new approaches, processes, and techniques in teaching.

The aims of the 2013 curriculum in the classroom not only focus on what students learn from the textbooks but also learn religious principles and other student character development values in the classroom. They are mentioned by the Ministry of Education and Culture are contained in Permendikbud Number. 69 the Year 2013 concerning the Basic Framework and Structure of the Senior High School Curriculum which reads:

" The 2013 Curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and effective and able to contribute to the life of society, nation, state, and world civilization⁶".

Dealing with the purpose of this curriculum, students are required to think more creatively, innovatively, quickly, and responsively. In addition, students are trained to foster their courage within themselves. They will be trained in logical skills to solve a problem. In the 2013 curriculum, elements of social, national, and state life, as well as religious elements are also provided or included to form their characters. Methods of teaching and learning have been updated comprehensively to be student-centered. For example, asking them to interpret and then generate it from what they have already learned, exposing them to understand what they learn by themselves, and encouraging them to be socially conscious of their peers, surrounding, and esthetic variables. Teaching students English makes language skills focus on the exercises to introduce them to English as much as possible in different topics, contexts, and themes.

In language classrooms when English is taught as a foreign language as in Indonesia, students need to learn at

⁶ James Dean Brown, "Language Curriculum Development: Mistake Were Made, Problems Faced, and Lessons Learned," *Second Language Studies* 28, no. 1 (2009): 87.

least three languages. They are the mother tongue, the national language, and the international language⁷. English is likely to be taught only in the classroom by Indonesian learners as a foreign language. As a result, English textbooks are the only language access for students in the classroom. Many educators also use it as a key guide for concepts and educational practices, as well as offering instructions about what they do. Besides, textbooks can also make learning English easier both for the teachers and learners. One of the keys in learning a language such as English is that understanding the meaning of English by studying vocabulary and memorize them.

In learning English, vocabulary development is an unquestionable essential factor. Having sufficient vocabulary can help students form correct sentences. By self-exploration or formal schooling, English vocabulary may be acquired. Students realize that having low vocabulary knowledge will affect their abilities to express the desired meaning using the target language in conversation⁸. In addition, students usually face difficulty speaking and writing in English. As a result, they are unable to write and speak English well. Paying attention to English lessons at school is very important to increase their new vocabulary. Vocabulary acquisition may be considered to be the main problem in learning the English language. Rich vocabulary will help students mastering English and its four major skills which cover listening, speaking, reading, and writing⁹. Nonnative English speakers who demonstrate limited English proficiency need to be provided with adequate language processing skills and instructional

⁷ Imam Gunawan, "Indonesian Curriculum 2013 : Instructional Management , Obstacles Faced by Teachers in Implementation and the Way Forward," *Journal of Economic Development, Environment and People* 128, no. 15 (2017): 63.

⁸ Leni Marlina, "Learning English As Foreign Language In Indonesia Through English Children's Literature," *International Journal of Literacies* 19, no. 4 (2017): 42.

⁹ Dewi Nur Asyiah, "The Vocabulary Teaching and Vocabulary Learning: Perceptions, Strategies, and Influences on Students'," *Journal of English Language Teaching* 9, no. 2 (2017): 318.

practice. Moreover, specific instructions for acquiring new words will help second language learners expand their vocabulary and also improve their reading ability.

Vocabulary knowledge is foundational to good reading. Vocabulary exercises are one of the approaches frequently used by English teachers to improve learners' vocabulary¹⁰. To improve vocabulary skills, the use of English textbooks and exercise books should be used as they support them in improving their language skills as well.

From the description above, it can be concluded that textbooks are very important in language learning activities, including English. The exercises contained in the textbook can improve the vocabulary of the students. Accordingly, referring to all of the above explanations, this study is carried out to see The Analysis of Vocabulary Exercises in Pathway to English, an English textbook for the tenth grade of the senior high school published by Erlangga. Teaching English at this level can be done by using listening methods, group discussions, role-playing, individual and group assignments. The teacher can also use a laptop, computer, LCD, recordings for listening, speakers, films/pictures, PowerPoint presentations with guidance from the book Pathway to English for Class X SMA as a learning medium¹¹.

Therefore, realizing the importance of textbooks in the teaching-learning process, and the fact that not all English textbooks can be classified as good teaching material, the key things to do are to assess the English textbook and evaluate whether the English textbook is appropriate to the criteria as a good teaching medium and is following the objectives of the 2013 curriculum. The result of the evaluation can help the teachers determining their action toward the textbook being evaluated e.g. adapting, adopting, or rejecting. So, the purpose of learning English will be

¹⁰ Adrian Wallwork, English for Academic Research: Vocabulary Exercises (Springer New York: Springer Science+Business Media, 2013): 58.

¹¹ Linda Astuti as an English teacher, online interview "English Textbook Used In Vocational High School" 3 October 2020.

achieved since the teachers know what to do to make the teaching-learning process effective.

B. Scope of the Study

This study will focus on vocabulary exercises in English textbooks which are analyzed based on the types of tests used in vocabulary exercises, to determine the feasibility of vocabulary exercises based on the four components of Graves' Comprehensive Approach. The object of this research is the Analysis of Vocabulary Exercises in "Pathway to English", Class X Middle School English Textbook, Published by Erlangga.

C. Statements of the Problem

1. What is the kind of vocabulary found in Pathway to English, an English textbook?
2. What types of tests are used in the vocabulary exercises of the Pathway to English, an English textbook?
3. How is the eligibility of vocabulary exercise instructions in Pathway to English, the English language textbook according to the four components of Graves' Comprehensive Approach?

D. The Objectives of the Study

The aims of this study are :

1. Knowing the kind of vocabulary found in Pathway to English, an English textbook
2. Knowing types of tests are used in the vocabulary exercises of the Pathway to English, English textbook.
3. Finding out the eligibility of vocabulary exercise instructions in Pathway to English, the English language textbook according to the four components of Graves' Comprehensive Approach.

E. Significance of the Study

1. Theoretically, this research is to provide knowledge in developing English, it is expected to provide a scientific contribution to the study of Analysis of

Vocabulary Exercises in “Pathway to English”, an English Textbook.

2. Practically, Teachers: this study is expected to be useful through the analysis presented by the researcher to increase knowledge that can provide insight or can inspire teachers on vocabulary exercises in teaching English using textbooks. Students: this study is useful for testing students' vocabulary skills through exercising in English textbooks, besides that students can find out what types of vocabulary exercises are contained in textbooks.

F. Organization of the Study

Systematic writing is a skeleton or principal pattern that determines the shape of the thesis. This thesis is systematically structured, consisting of five chapters, In addition, a systematic set of principal that shows each section and the relationships between the parts of the thesis. So that this thesis may contribute to the objectives that have been set.

The first contains the beginning of respect formalities that include: page title, page validation, weather statement of authenticity, abstract, motto page, dedication page, preface, table of contents, list of figures, tables, and list of attachments.

The second contains a core part consist of five chapters are:

Chapter I is introduction consists of background of the study, scope of the study, statements of the problems, the objectives of the study, significance of the study, and organization of the study.

Chapter II contains the theoretical foundation consists of description of literature, previous researches, theoretical framework.

Chapter III is the method of the research consist of research method, research subject, data source, instrument of collecting data, the technique of collecting data, data analysis technique.

Chapter IV is research finding and discussion. Research finding consists of general data description, and specific data description.

Chapter V is closing as the final chapter, this chapter will briefly present conclusions obtained from the discussion and also contain suggestions for interested parties for the development of further research.

