

## CHAPTER II

### VOCABULARY EXERCISE IN ENGLISH TEXTBOOK

#### A. Description of Literature

##### 1. Vocabulary

###### a. Definition of Vocabulary

Vocabulary is one of the components that learners require to be able to understand a second language. It has always been an important part of teaching languages. In language acquiring, learning vocabulary plays an important role, since "learning a second language means learning its vocabulary"<sup>1</sup>. No matter how well the student knows grammar, no matter how successfully the second language sounds are learned, conversation in a second language will not happen in any practical way without words to communicate the language of meanings. Mastering vocabulary will likely be one of the greatest obstacles students will encounter in their studies. Vocabulary learning is as critical as being difficult in language learning across all language skills. Without grammar, communication will be difficult to convey, but none can be conveyed without vocabulary. Vocabulary is important to the learners of the language. A lack of understanding of language will result in a lack of effective communication<sup>2</sup>.

The fundamental language element that must be learned before mastering English skills is vocabulary. In learning to read, succeeding in all school subjects, and achieving in the world outside school, the size of the vocabulary of learners is very important. Vocabulary is the first vital part of learners' learning English, so they can communicate both orally and written well by

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<sup>1</sup> Wallwork, *English for Academic Research: Vocabulary Exercises*, 60.

<sup>2</sup> Mitra Hashemzadeh, "The Effect of Exercise Types on EFL Learners' Vocabulary Retention," *Journal of Theory and Practice in Language Studies* 2, no. 8 (2012): 67.

acquiring vocabulary<sup>3</sup>. For English learners, learning English vocabulary is one of the most crucial activities. Learners need significant assistance on three general levels with their English skills, which are: vocabulary growth, word comprehension, and irrational awareness<sup>4</sup>. It means that students should always practice their vocabulary and add them. In addition, the vocabulary should be defined and differentiate the meaning of the word varieties and language structures, so that the words can be used precisely. Furthermore, there are several types of vocabulary division<sup>5</sup>.

They are two types of vocabulary, namely active vocabulary and recognition vocabulary. The active vocabulary is made up of words that are used in speaking and writing, while the recognition vocabulary is made up of words that one knows when they are heard or read but does not use in speaking or writing or in everyday activities. There are four different types of vocabulary definitions. They are words with a high frequency, academic, technical, and low frequency<sup>6</sup>. High-frequency words appear frequently in a variety of contexts and are required in both informal and formal language usage. Learners who will use English for academic studies in upper secondary schools, universities, or technical institutes will benefit from the academic words. Anyone who works in a specialized field needs to know technical terms. Low-frequency terms make up the largest group.

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<sup>3</sup> Erna Listiani, "The Feasibility Of Vocabulary Exercise Instruction In Hello English Application" (State Islamic Institute of Ponorogo, 2020): 24.

<sup>4</sup> Sedita Joan, "The Effectiveness of Vocabulary Instruction," *International Journal of Research in English Education* 2, no. 1 (2005): 10.

<sup>5</sup> Ching-Ying Lin and Wei Shu Hsu, "Effects of Hierarchy Vocabulary Exercises on English Vocabulary Acquisition," *Journal of English Language Teaching/English Language Teaching* 6, no. 9 (2013): 119.

<sup>6</sup> James. Nam, "Linking Research and Practice: Effective Strategies for Teaching Vocabulary in the ESL Classroom," *TESL Canada Journal* 28, no. 5 (2010): 122.

They include (1) terms that aren't too common or diverse enough to be labeled high-frequency words, (2) technical words from other areas (one person's technical vocabulary is another person's low-frequency vocabulary), and (3) words that only arise on rare occasions.<sup>7</sup>

## 2. Source of Vocabulary

In teaching language, vocabulary becomes an essential factor. To strengthen vocabulary, the students must know where the root of vocabulary comes from. There are sources of vocabulary, as follows<sup>8</sup>:

### a. List Of words

Most students enjoy learning words from lists. One explanation is that it is very easy to master vast quantities of terms in a comparatively small amount of time<sup>9</sup>.

### b. Books for the Course

The handling of vocabulary in coursebooks varies considerably. For an active study on the group of usefulness, frequency, learner ability, and teacher ability<sup>10</sup>.

### c. Books on Vocabulary

Supplementary vocabulary books are typically arranged thematically, but they cover a lot of vocabulary<sup>11</sup>.

### d. The teacher

The teacher is an incredibly effective person. Learners also pick up a lot of incidental language from their teachers, especially terms and

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<sup>7</sup> Joan, "The Effectiveness of Vocabulary Instruction" 13.

<sup>8</sup> Brian Tomlinson, *Materials Development in Language Teaching Second Edition*, second (Cambridge: Cambridge University Press, 2011): 68.

<sup>9</sup> Asyiah, "The Vocabulary Teaching and Vocabulary Learning: Perceptions, Strategies, and Influences on Students' 320.

<sup>10</sup> Wallwork, *English for Academic Research: Vocabulary Exercises*, 60.

<sup>11</sup> Mofareh Alqahtani, "The Importance of Vocabulary In Language Learning And How To Be Thought," *International Journal of Teaching and Education* 3, no. 3 (2015): 34.

phrases linked to processes in the classroom, such as, let's see, is that clear now? Did you finish yet? Besides, the teacher's own stories will also act as a vocabulary input vehicle<sup>12</sup>.

e. Other pupils

An especially fertile source of vocabulary feedback is other learners in the <sup>13</sup>class. Learners also pay more attention to what other students sit on than either the coursebook or their instructor does<sup>14</sup>.

### 3. Kinds of Vocabulary

The kinds of vocabulary are divided into two. Those are word classes, and word families<sup>15</sup>. The explanation is as follows:

a. Word Classes

Word classes are also known as part of speech, word groups are important for every grammatical explanation. The noun, pronoun, verb, adjective, adverb, preposition, conjunction, and determiner are part of the part of speech. In a language, words play various positions, which means that words in a text have different purposes<sup>16</sup>.

1) Noun

One of the most crucial parts of speech is the noun. A noun is a word (or a set of words) that describes someone, a place, an item or action, or quality or idea. The examples are

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<sup>12</sup> Iman Alizadeh, "Vocabulary Teaching Techniques : A Review of Common Practices," *International Journal of Research in English Education* 1, no. 1 (2016): 30.

<sup>13</sup> Tunku Muhtar, Mohd Tahir, "The Effectiveness of Using Vocabulary Exercises to Teach Vocabulary to ESL/EFL Learners," *Journal Social, Science, and Humanities* 24, no. 16 (2016), 542.

<sup>14</sup> Jia W Y, Tsae T W, "The Effect of Different Techniques of Vocabulary Instruction on Fifth Graders' Vocabulary Learning and Retention," *Journal of Theory and Practice in Language Studies* 14, no. 6 (2016): 76.

<sup>15</sup> Hashemzadeh, "The Effect of Exercise Types on EFL Learners' Vocabulary Retention", 69.

<sup>16</sup> Lin and Hsu, "Effects of Hierarchy Vocabulary Exercises on English Vocabulary Acquisition", 121.

father, girl, teacher, friend, house, street, room, cat, flower, floor, beauty, justice, mankind, etc<sup>17</sup>.

## 2) Pronoun

The Pronoun is a word that has the function to take the place of a noun and noun phrases. In other words, the pronoun is used in place of a noun or a noun phrase that is already known or has already mentioned like me, you, his, that, yours, what, whose, etc<sup>18</sup>.

## 3) The verb

The most dynamic aspect of expression is the verb. It can be said that the verb communicates a mechanism that can be categorized in one of three broad forms<sup>19</sup>. First of all, they can denote acts, such as walking, painting, observing, working, feeling (pulse), listening (horn), to the degree that they include someone does something and can be defined by questions such as 'What is X does/did X do?' Secondly, events that involve something happening or a change of state can be recorded, e.g. occurring, collapsing, melting, becoming, seeing, and are identified by 'What is happening/happened?' The last, they can refer to states that are (a state of affairs, state of mind...). For example, be, seem, like, feel (ill), sound (noisy), related to any point in time past, present or future-and defined by 'What is/was/will be the subject's state?'<sup>20</sup>

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<sup>17</sup> Listiani, "The Feasibility Of Vocabulary Exercise Instruction In Hello English Application", 28.

<sup>18</sup> Alizadeh, "Vocabulary Teaching Techniques : A Review of Common Practices", 32.

<sup>19</sup> Amiryousefi, "A Way to Boost Vocabulary Learning and Recall," *Journal of Language Teaching and Research* 2, no. 1 (2011): 178.

<sup>20</sup> Mohd Tahir, "The Efectiveness of Using Vocabulary Exercises to Teach Vocabulary to ESL/EFL Learners", 545.

#### 4) Adjective

The adjective, as a 'describing' word, has the effect of ascribing a characteristic or attribute to a noun. A modifier with the grammatical property of comparison is an adjective. An adjective modifies a noun or pronoun. In other words, an adjective is a term that defines a noun or pronoun by adding descriptive or specific details, such as diligent, smart, pricey, black, thin, pretty, and so on. For example, She drinks her tea black?<sup>21</sup>.

#### 5) Adverb

Adverb refers to a single word that modifies verb, adjective, and adverb. It means that adverb is a word that is used to give information about a verb, adjectives, or another adverb like always, never, here, quickly, generally, ever, etc. For example, She sings beautifully/tunefully/clearly<sup>22</sup>.

#### 6) Preposition

A preposition is a connecting word in a sentence that indicates the connection between a noun, a noun replacement, or a combination of a word in a sentence<sup>23</sup>. Prepositions are characterized by the fact that they are generally accompanied by a competitive variable in the form of a (single or multiple words) phrase or clause. It means that a preposition is a word that comes before a noun or pronoun and expresses a connection to another word, such as after,

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<sup>21</sup> Jodee And Neval Bozkurt Walters, "The Effect of Keeping Vocabulary Notebooks on Vocabulary Acquisition," *International Education Studies* 13, no. 4 (2009): 312.

<sup>22</sup> Atika, "The Analysis of Reading Exercise in Pathway to English an English Textbook for the Tenth-Grade of Senior High School Published by Erlangga", 37.

<sup>23</sup> Alqahtani, "The Importance of Vocabulary In Language Learning And How To Be Thought", 36.

close, of, to, and so on. For example, she went in/outside/past/through the house<sup>24</sup>.

7) Conjunction

A conjunction is a word that is used to related units of speech, such as sentences or clauses. Conjunctions are traditionally thought of as grammatical connectors and are split into two types: organizing and subordinating. In other words, a conjunction is a word that is used to connect statements, clauses or sentences, or to coordinate words within the same clause, such as and, but, if, since, till, though, and so on. For example, Ruth plays the flute and Jill sings. He is either very clever or very lucky<sup>25</sup>.

8) Determiner

The determiner is a grammatical element that characterizes nouns and modifies them or makes them refer to specific objects or actions<sup>26</sup>. In other words, a determiner is a word that introduces a noun and appears before a noun like a, an, the, this, every, many, those. Determiners are required before a singular noun but are optional when it comes to introducing plural nouns. For example, I ate the chocolate cookie for dessert, The bunny went home<sup>27</sup>.

b. Word Families

Word families are collections of words that share a common characteristic or pattern, such as some of the same letter combinations and a similar tone<sup>28</sup>. Players, replay, and playful are each derivative of

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<sup>24</sup> Nunan, *Task Based Language Teaching* (Cambridge: Cambridge University, 2004), 49.

<sup>25</sup> Amiryousefi, "A Way to Boost Vocabulary Learning and Recall", 180.

<sup>26</sup> Tsae T W, "The Effect of Different Techniques of Vocabulary Instruction on Fifth Graders' Vocabulary Learning and Retention", 78.

<sup>27</sup> Walters, "The Effect of Keeping Vocabulary Notebooks on Vocabulary Acquisition", 315.

<sup>28</sup> Hashemzadeh, "The Effect of Exercise Types on EFL Learners' Vocabulary Retention", 71.

play. The mechanism of affixation creates both derivatives and inflections. Affixes consist of suffixes and prefixes. Suffixes at the end of words, such as *-ful*, *-er*. At the beginning of a word, prefixes such as *re-*, *un-*, *pre-*, and *de-*<sup>29</sup>.

## B. Vocabulary Exercises

The teaching and development of learners' interpretation of word meaning is known as a vocabulary exercise<sup>30</sup>. In the past, vocabulary learning was often unplanned and incidental such as in a textbook or language program. Vocabulary mastery does not happen by accident. Achieve good vocabulary mastery requires a gradual process. The capacity of students to produce and comprehend words in their everyday lives indicates their mastery of a language's words.

Vocabulary development is a minor subject in second language programs, even though it is critical to enhance students' proficiency. The student must seize every opportunity to learn new words, especially during English classes at school. Different types of exercises and context are used in vocabulary learning is crucial in understanding the meaning of unfamiliar words. This will assist students in learning new words and remembering them in their long-term memory. The use of English textbooks and exercise books can be used to improve vocabulary skills because they are intended to assist learners of all levels of proficiency. Through vocabulary enhancement exercises and experiences that help them to understand the meaning and purpose of the word, learners can concentrate on a particular word. For vocabulary learning, using various activities and exercises is needed by students. Vocabulary exercises have five hierarchies<sup>31</sup>:

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<sup>29</sup> Nunan, *Task Based Language Teaching*, 52.

<sup>30</sup> Scott Thornbury, *How to Teach Vocabulary* (England: Cambridge University Press, 2002), 95.

<sup>31</sup> Glenn Fulcher and Fred Davidson, *Language Testing And Assessment: An Advanced Resource Book* (London: Routledge & Kegan, 2007), 100.



- a. Selective Attention: A list of vocabulary is presented to learners before a text and asked to read the words in the text and to check for them.
- b. Recognition: The word form and its context need to be related by learners.
- c. Manipulation: When pointing to their morphological and grammatical information, learners are obliged to rearrange the components of sentences.
- d. Interpretation: There is a need for learners to establish a link between the item of vocabulary and other words that appear in the text.
- e. Production: The vocabulary pieces must be remembered, restored, and recovered by learners<sup>32</sup>.

In a study, the importance of context in understanding the meaning of unfamiliar words needs to be emphasized with a variety of exercises in vocabulary learning. Vocabulary lessons and tasks that are focused on text can be more accurate and productive than simply reading the text. These vocabulary-building tasks and activities attract students' attention to a specific word, allowing them to comprehend its meaning and purpose, resulting in vocabulary acquisition. As a result, a variety of exercises are necessary and helpful for vocabulary learning and retention.

### **1. Kinds Of Vocabulary Exercise**

Teachers usually assess language learners because they need to make decisions about these students. They collect the evidence to make good decisions. Teachers may need to determine if all the students have learned the material they just taught them through exercise. When teachers make judgments about students' language abilities in the classroom, they must first gather facts. Teachers produce proof by giving students language-based exercises. While learners can be asked to complete a wide variety of exercises, they can all be defined in

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<sup>32</sup> Nurdiana, "Language Teacher Literacy: A Current Review," *Journal of English Language and Culture* 11, no. 1 (2020): 97.

terms of a common characteristic. There are three parts of exercise in textbook<sup>33</sup>:

- a. Instructions: the direction that tells students what they need to complete the assignment.
- b. Input: the material that learners must look at, read, or listen to answer the exercise.
- c. Expected response: what the learner is supposed to do in response to the feedback to show that he or she understands the language.

A task is a popular form of assessment and evaluation in school, and there are several types of exercise. This exercise includes a summary of type forms of questions used in the textbook, consist of 1) multiple choice, 2) true/false, 3) matching, 4) short answer, 5) fill in the blank<sup>34</sup>

a. Multiple Choice

A multiple-choice question (MCQ) is made up of two parts: a stem that defines the question or problem, and a collection of potential answers that include a main, which is the best answer to the question, and a variety of distractors, which are probable but incorrect answers<sup>35</sup>. Students respond to MCQ by indicating the alternative that they believe is the best answer. There are many benefits of using MCQ as a form of exercise. One significant benefit is that the questions are easy to mark and can also be graded by a computer, making them an appealing evaluation method for large groups. MCQ that are well-designed can be used to assess a wide range of content and goals while providing an objective measure of student ability<sup>36</sup>.

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<sup>33</sup> Setiawati, "A Content Analysis on "Wonderful World", an English Textbook for Eleven Graders of Senior High School" 235.

<sup>34</sup>Fulcher and Davidson, *Language Testing and Assessment: An Advanced Resource Book*, 120.

<sup>35</sup> Thornbury, *How to Teach Vocabulary*, 56.

<sup>36</sup> Amiryousefi, "A Way to Boost Vocabulary Learning and Recall" 183.

Example:

1. I .... tennis every Sunday morning
  - a. Playing
  - b. Play
  - c. Played
  - d. Am play
  - e. Am playing

The correct answer: B

2. She ..... a bread every morning
  - a. Eating
  - b. Ate
  - c. Eats
  - d. Eat

The correct answer: C

b. True/false

A true or false question asks for a true or false answer to an argument. Such variants of the True or False format include "yes" or "no," "correct" or "incorrect," and "agree" or "disagree," which is often used in surveys<sup>37</sup>. True or false questions that are effective are fact-based rather than opinion-based, and they're built to measure students' knowledge of a specific idea or concept easily and efficiently. Example:<sup>38</sup>

My Activity

On Sunday, John gets up at 8 o'clock. Then he reads his newspaper in the kitchen. He has breakfast at 09.30, and then he telephones his mother in Swiss. In the afternoon, at 1.30, John plays tennis with his sister and after that, they eat dinner in a restaurant. At 7.00, John swims for one hour, and then he goes by bike to his brother's house. They talk and listen

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<sup>37</sup> A Nemati, "Memory Vocabulary Learning Strategies and Long-Term Retention," *International Journal of Vocational and Technical Education* 1, no. 2 (2015), 69.

<sup>38</sup> N Rashidi, N., & Khosravi, "Assessing the Role of Depth and Breadth of Vocabulary Knowledge in Reading Comprehension of Iranian EFL Learners," *Journal of Pan-Pacific Association of Applied Linguistics* 13, no. 2 (2009), 245.

to music. John watches television in the evening and drinks a glass of coffee. He goes to bed at 12.30.

Read the text first, choose the following statements

True or False!

1. John gets up at 8 am on Sundays (T/F)
2. John reads the newspaper in the lounge (T/F)
3. His father lives in Swiss (T/F)
4. John plays tennis with his sister (T/F)
5. John and his sister eat before playing tennis (T/F)

c. Matching Exercise

The matching exercise consists of two parts, consists of premises (questions) and responses (answers).. Typically, one column is on the left and one column is on the right. The objective is to pair the clues on the left side with their matches on the right<sup>39</sup>.

Matching Questions Have the Following Benefits:

- 1) Great for pupils with a poor reading level
- 2) Less likelihood of guessing than other question kinds
- 3) Capable of covering a significant amount of knowledge
- 4) Simple to read and comprehend
- 5) Simple to grade on the paper
- 6) More interesting for users<sup>40</sup>

Disadvantages of Matching Questions:

- 1) Can take time to create questions
- 2) The process takes time for students who take the test.

Those columns typically look something like this:<sup>41</sup>

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<sup>39</sup> Nemati, "Memory Vocabulary Learning Strategies and Long-Term Retention", 71.

<sup>40</sup> Rashidi, N., & Khosravi, "Assessing the Role of Depth and Breadth of Vocabulary Knowledge in Reading Comprehension of Iranian EFL Learners", 247.

Instructions: Write the letter of the Capital on the line next to its State. Each capital may be used once, more than once, or not at all.

States	Capitals
___ 1. California	A. Boise
___ 2. Idaho	B. Carson City
___ 3. Nevada	C. Olympia
	D. Sacramento

d. Short Answer

Short answer questions usually consist of a brief prompt followed by a written response ranging from one or two words to a few sentences<sup>42</sup>. They're most often used to assess basic knowledge of keywords and information. Higher-thinking skills can be tested with short answer questions. Short answer questions according to many teachers, are relatively simple to create and can be easier than multiple-choice, matching, and true/false questions. The short answer also makes it harder for students to guess the answer. Students have more freedom to clarify their interpretation and show ingenuity with short answer questions than they would with multiple-choice questions. Short answer questions have more structure than essay questions, making them easier and faster to mark. They often cover a wider variety of material than complete essay questions<sup>43</sup>.

An example of this kind of short answer question follows:

Instruction: For questions 1-5, read the text carefully. Then, fill in the blanks.

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<sup>41</sup> Indrawati, "The Use of Flashcard in Improving Vocabulary Mastery of Students," *Journal of Theory and Practice in Language Studies* 34, no. 12 (2017), 111.

<sup>42</sup> Nam, "Linking Research and Practice: Effective Strategies for Teaching Vocabulary in the ESL Classroom" 34.

<sup>43</sup> H. Kargozari, H., & Ghaemi, "A Reappraisal Perspective on Written Tasks Types and Vocabulary Acquisition and Retention of EFL Learners," *World Applied Sciences Journal* 4, no. 2 (2014): 142.

Singapore is a city-state; it is a city but it is also a state. It is a Republic. Along with Indonesia, Malaysia, Thailand, The Philippines and Brunei, it belongs to ASEAN, the association of South-East Asian Nations. Like Indonesia, Singapore is a country of “Bhineka Tunggal Ika”. Chinese, Malaysia, Indians, and Eurasians make up its citizens. Other Asians, including Indonesia, Japanese, Philippines, Koreans, Thais, and Arabs also live on that tiny island. Singapore is sometimes called 'Instant Asia' because you can see varieties of customs, cultures, and foods or nearly all Asia in Singapore<sup>44</sup>.

1. Singapore is not only a city but also a ....
2. Singapore and others countries in Southeast Asia from an organization called ....
3. According to the text, Singapore is sometimes called ....
4. Singapore is a country of.... The synonym of the bold word is ....
5. Singapore is not big in ... because it only has a small island and the smaller ones.

e. Fill in the blank

A Fill in the Blank question consists of a sentence, phrase, or paragraph with a blank spot where the missing word or words must be filled in by the student<sup>45</sup>. The learner was given the task of filling in the gaps with the correct responses. They had to pick the answer from a list of options. An example of this kind of fill in the blank question follows:

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<sup>44</sup> Indrawati, “The Use of Flashcard in Improving Vocabulary Mastery of Students”, 114.

<sup>45</sup> H Douglas Brown, *Language Assesment: Principles and Classroom Practices* (Longman, 2004).

1. Once upon a time there \_\_\_\_\_ (live) a man called Bryan
  - a. Lived
  - b. Was lived
  - c. A lived
  - d. Live
2. She held the bag \_\_\_\_\_, even though her arm hurt \_\_\_\_\_
  - a. Tight, badly
  - b. Tightly, bad
  - c. Tight, bad
  - d. Tightly, badly

### C. Textbook

#### 1. Definition of Textbook

A textbook is one of many different types of educational media that are used in schools. The textbook is generally written in a concise, well-organized, and condensed manner. In classrooms, the textbook is the most prevalent source of information. Textbooks are well known as a regular element in schools all over the world and are critical learning tools for pupils. In Indonesia, every school is required to utilize a textbook in order to enhance the learning process. Teachers can propose pupils who can have textbooks within the provisions of Article 8 of Minister of Education Regulation No 11 of 2005<sup>46</sup>. This means that the government is particularly requested to provide each student with a textbook in order to complete the learning process. The education unit shall provide each grader with at least ten copies of textbooks for each topic to be used as a library collection. It means that every school should try to have at least 10 copies of textbooks in its library. Students who cannot

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<sup>46</sup> Amrina, "An Analysis Of 'Bahasa Inggris' Textbook Used In The Second Grade Of Senior High School" (UIN Ar-Raniry Banda Aceh, 2018), 72.

afford to purchase a textbook will borrow one from the library in order to study the material.<sup>47</sup>

The textbook is a book written by accomplished and well-qualified people and is normally carefully reviewed before publishing the material contained in the textbook<sup>48</sup>. Textbooks are thought to be at the heart of educational activities since they provide students with a wide of knowledge while also allowing them to engage in hands-on learning. In the teaching-learning process, textbooks are frequently used as a foundation and deciding factor. The textbooks serve as a foundation for both language input and language exercise in the language school. The student's success or failure would be determined by the textbooks they chose. In other words, one of the criteria for measuring the quality of the learning process is textbook selection.<sup>49</sup>

## 2. The Important Role of Textbook

A good textbook is very crucial for both teacher and student. The language learning textbook consists of several chapters. Different forms and levels of language abilities were explored in each chapter. All students and teachers were helped to focus on the materials they were learned. Textbooks will not only provide teachers with general ideas for designing activities appropriate for each subject but also provide students with a brief view of what they can prepare for the next learning session and serve as a guide in practicing their abilities<sup>50</sup>.

The textbook plays an important part in the teaching-learning process since it deals with the material

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<sup>47</sup> Ni'mal Fuyudloturromaniyah, "A Textbook Analysis : An In-Depth Analysis Of Efl Textbook For Seventh Grade," *Journal of English and Education* 3, no. 2 (2015): 64.

<sup>48</sup> Lisa Okeeffe, "A Framework for Textbook Analysis," *Journal of Language Teaching and Research* 4, no. 3 (2016): 172.

<sup>49</sup> Rani Arba'ati, "An Analysis On English Textbook Entitled 'When English Rings A Bell' For The Eight Year Students Of Junior High School Based On The 2013 Curriculum" (Universitas Muhammadiyah Surakarta, 2015), 67.

<sup>50</sup> Amrina, "An Analysis Of 'Bahasa Inggris' Textbook Used In The Second Grade Of Senior High School" 75.



that will be provided to the students. The importance of textbook contents in language instruction. The following are some of them:<sup>51</sup>

- a. A source to get presentation materials (spoken and written).
- b. A resource for learning activities and communicative interaction.
- c. A grammar, vocabulary, and pronunciation guide for students.
- d. A source of inspiration and ideas for language exercises in the classroom.
- e. A guideline syllabus (where it reflects learning objectives that have already been determined).
- f. A self-directed or self-access work resource.

Assistance for inexperienced teachers who are still gaining confidence<sup>52</sup>.

Textbooks are also seen as a teacher's collaborator. When a teacher and a textbook share common goals and each side contributes something special, the collaboration is at its best. As a result, the textbook's objective must be to follow the teacher's goals in order for each to try to meet the demands of pupils. It may be established that a textbook can assist both teachers and students in achieving their language learning objectives.<sup>53</sup>

### 3. The Advantages and Disadvantages of textbooks

The use of textbooks in the classroom has benefits that will help both teachers and students. Many good textbooks are presented attractively and are prepared with a good structure, a consistent syllabus, satisfactory

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<sup>51</sup> Intan Permata Sari, "An Analysis Of The Activities In Bahasa Inggris Textbook For Tenth-Grade Students," *Journal of English Language Teaching* 7, no. 3 (2018): 435.

<sup>52</sup> Fuyudloturromaniyah, "A Textbook Analysis: An In-Depth Analysis Of Efl Textbook For Seventh Grade", 67.

<sup>53</sup> Yokie Prasetya Dharma, Thomas Joni, and Verawanto Aristo, "An Analysis Of English Textbook Relevance To The 2013 English Curriculum" 1, no. 1 (2018): 24.

control of language, and inspiring texts<sup>54</sup>. In addition, many students prefer textbooks because they believe that as they complete chapter after chapter, they have completed something and eventually the whole book. After all progress positively inspires them.

Using textbooks saves a great deal of time for the teacher. Instead of creating content themselves, teachers will use this time for instruction. The teacher would be very difficult to teach and give instructions from one day to the other without the help of textbooks and teachers' guides. Therefore textbooks are very helpful for teachers in teaching<sup>55</sup>.

However, the textbook has several limitations that can make students and teachers bored during the teaching-learning process. For starters, a textbook is intended to be the exclusive source of information, limiting students to only seeing one side of an idea or issue. Second, there's an old textbook that's out of date. The material is no longer relevant as a result of this circumstance. Next, textbook questions are usually of a low difficulty level. In this example, the pupils assume that learning is merely a collection of facts and figures. Fourth, the textbook does not take into consideration the student's past background and does not inspire the teacher to tailor lessons to the students' personalities and desires. Fifth, reading the textbook is too tough, causing the students to not understand the ideas presented in the reading material<sup>56</sup>.

#### 4. Criteria of Good Textbooks

In the teaching-learning process, the textbook becomes one of the most important media, it needs careful selection to accomplish its key purpose. Not only

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<sup>54</sup> Josilda Papajani, "The Evaluation of the EFL Textbooks Used in the High Schools of Elbasan , Albania," *European Journal of Language and Literature Studies* 1, no. 1 (2015): 15.

<sup>55</sup> Fuyudloturromaniyah, "A Textbook Analysis : An In-Depth Analysis Of Efl Textbook For Seventh Grade:.", 68.

<sup>56</sup> Okeeffe, "A Framework for Textbook Analysis", 175.

does inappropriate selection waste time and money, but also demotivate both the students and the teachers. It implies that the right textbook to be used in the teaching and learning process must be analyzed and evaluated according to the criteria to become a good textbook. Evaluation is a set of dynamic processes for evaluating the suitability of a certain practice<sup>57</sup>. This suggests that appraisal deals with the process of determining whether or not the assessed objects are deemed acceptable for a certain purpose. The textbook appraisal may also be the method of finding knowledge about the suitability of the teaching and learning process depending on a certain context. Some good textbook criteria must be known before textbooks can be evaluated. These criteria let the evaluator build a textbook appraisal instrument that may be utilized to determine the features that are being assessed. Here are some thoughts on what makes a textbook considered a good textbook.<sup>58</sup>

A good textbook must meet five characteristics. First and foremost, textbooks should be written by qualified educators. Second, they must be appropriate for the level of the students. Third, textbooks should be pleasing to the eye and well-designed. Fourth, they should include thought-provoking issues that will push students to think. Finally, kids should have a variety of and well-balanced language, skill, and pronunciation exercises.<sup>59</sup>

The process of determining the criteria for a good textbook from another point of view, including teaching and learning theory can be utilized as an alternative to developing the criteria in the initial stage of evaluating the material. The subjective analysis is the second stage.

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<sup>57</sup> Dharma, Joni, and Aristo, "An Analysis of English Textbook Relevance to the 2013 English Curriculum", 33.

<sup>58</sup> Sari, "An Analysis Of The Activities In Bahasa Inggris Textbook For Tenth-Grade Students", 438.

<sup>59</sup> Y.P. Fitria, "The Content Analysis of English Textbook Used by First Grader of Senior High School Level 'Look Ahead' Published by Erlangga" (2011), 56.

It includes the accomplishments of the criteria that are expected in the classroom teaching and learning process. For example, it can define subjective analysis using the syllabus. After completing the subjective analysis, the material can be evaluated using objective analysis as the third stage. It describes how the criteria shape the content. The procedure of matching is the final stage. It specifies if the materials correspond to the expected criteria in the class. It could be a matching process between subjective and objective analysis.<sup>60</sup>

A good textbook should fit three components including aligning curriculum with textbook, students with textbook, and teacher with textbook.<sup>61</sup> The first factor, the curriculum and textbook fit, is that textbooks must consider the curriculum in both a larger and smaller educational context. Textbooks should contain four aspects: substantive material, functional illustrations, feasible and varied assignments, and textbook presentation, as determined by the fit between teachers and texts. The last factor, the fit between students and texts is influenced by four factors: attractive content, diverse assignments, and presentation.<sup>62</sup>

A good textbook must meet several criteria, including, <sup>63</sup>:

- a. It has a foundation, principle, and specific point of view that is based on the textbook's concepts.
- b. It must be relevant to the curriculum.
- c. It's intriguing and piques the reader's curiosity.
- d. It has the ability to motivate the reader.

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<sup>60</sup> Papajani, "The Evaluation of the EFL Textbooks Used in the High Schools of Elbasan , Albania", 16.

<sup>61</sup> Rani Arba'ati, "An Analysis On English Textbook Entitled 'When English Rings A Bell' For The Eight Year Students Of Junior High School Based On The 2013 Curriculum"<sup>69</sup>.

<sup>62</sup> F. Setiawati, "A Content Analysis on "Wonderful World", an English Textbook for Eleven Graders of Senior High School" (Semarang State University, 2015), 233.

<sup>63</sup> R. O'Neill, "An Analysis of The English Coursebook Entitled "Grow With English," *Language Teaching Journal*. 32, no. 12 (2010), 34.

- e. It has the potential to increase student activity.
- f. It has attractive illustrations for readers.
- g. Conveyed clearly so that it is easy to understand.
- h. The book's content supports the other topic.
- i. It values individual differences.
- j. It attempts to strengthen the societal value system.
- k. It has a clear point of view<sup>64</sup>.

#### **D. Previous Researches**

Research about vocabulary exercises in English textbooks has been conducted by several researchers, they are as follows:

1. Lin, Ching-Ying and Hsu, Wei Shu conducted research entitled "Effects of Hierarchy Vocabulary Exercises on English Vocabulary Acquisition". The purpose of this study was to compare the effects of hierarchical vocabulary activities and copying vocabulary exercises on EFL students' vocabulary knowledge and reading comprehension. The researchers looked at two specific factors: (a) vocabulary acquisition and retention from various activities, and (b) reading comprehension performance from various exercises. The results showed that hierarchical vocabulary exercises were more helpful for vocabulary learning and comprehension of reading passages. The commonality is that both studies compare the efficiency of hierarchical vocabulary activities with vocabulary copying tasks on students.
2. The research is also carried out by Rosija Pasaribu, Elma Gibra Br. Ginting, Melany Lorenza Sirait, and Erikson Saragih entitled "Features of Vocabulary Exercises in English Book at Ten Grade Students". The goal of this study was to see how hierarchical vocabulary activities and copying vocabulary exercises affected students' vocabulary and reading comprehension. The researchers looked at two specific factors: (a) vocabulary acquisition and retention from

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<sup>64</sup> Faisal, "Teachers' Perception Toward English Student' Textbook Used at School" (UIN Ar-Raniry Banda Aceh, 2014), 345.

different activities, and (b) reading comprehension performance from different exercises. The findings revealed that hierarchical vocabulary exercises were more beneficial for vocabulary learning and reading comprehension. The two studies have one thing in common: they evaluate the effectiveness of hierarchical vocabulary exercises to vocabulary copying tasks on students. Similarities with the research that the researchers conducted, namely to train the effectiveness of vocabulary exercises in English textbooks. The difference is the textbook used.

3. The next research from Thania Fransisca Br Saragih, Erikson Saragih, and Rutmelina Sianipar is entitled "Features Of Vocabulary Exercises Contents In First Grade Senior High School Textbook". The study's goals are (1) to see if the contents of the Let's Learn English textbook are relevant to the 2013 curriculum. (2) To determine what types of new terms are encountered in the textbook. (3) Investigating and assessing how the textbook's practice of word forms aids in the learning of English. According to the findings of this study, the substance of the Let's Learn English textbook for class X is excellent. Researchers can easily find lexical information in the form of exercises. (1) Content textbooks are particularly relevant to the 2013 curriculum, according to these findings. (2) Researchers find it simple to find knowledge about new words by evaluating the contents of textbooks. (3) The format of vocabulary drills based on the material According to the researcher's examination of this textbook, the reader should not only read the material in the text but also grasp the meaning and purpose of the material in order to acquire accurate knowledge. The similarity of research conducted by researchers is to use a qualitative study approach and analyze textbooks using the exercise method in textbooks. However, the book used by the researcher is different from the research conducted by previous researchers.

## E. Theoretical Framework

Textbooks are one of the many educational media used in schools. Textbooks are generally written succinctly, organized, and very dense. students can learn many things with the media of textbooks, including vocabulary exercises. Vocabulary is one of the components that learners require to be able to understand in a second language. It has always been an important part of teaching languages. In learning to read, succeeding in all school subjects, and achieving in the world outside school, the size of the vocabulary of learners is very important. Vocabulary is the first vital part of learners' learning English, so they can communicate both orally and written well by acquiring vocabulary. In the past, vocabulary learning was often unplanned and incidental such as in a textbook or language program. Vocabulary mastery does not happen by accident. Achieve good vocabulary mastery, requires a gradual process. The capacity of students to produce and comprehend words in their everyday lives indicates their mastery of a language's words.

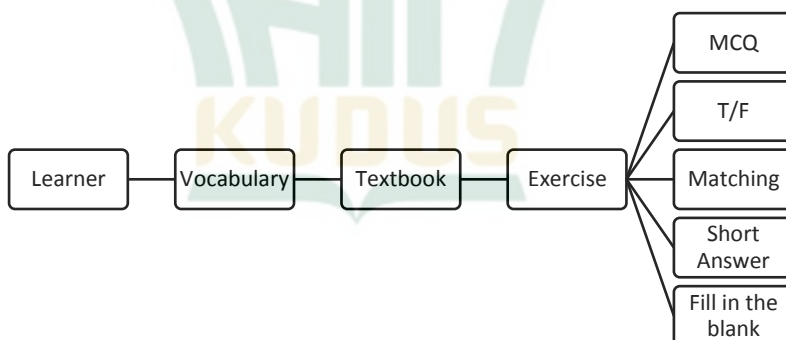


Chart 1, Chart of how to learn English in a textbook

English skills can be learned by students through vocabulary because the key to learning a second language

is vocabulary. Students can learn vocabulary in various ways, one of which is through the medium of an English textbook. Students will learn vocabulary through reading text. In addition, the student can test their English skills in textbooks by doing exercises. In the textbook itself, there are several forms of exercise, namely multiple-choice questions, true/false questions, matching questions, short answers, and fill in the blank.

