

CHAPTER IV RESEARCH FINDING AND DISCUSSIONS

A. General Data Description

The researcher describes the research conclusions based on the data obtained in this chapter. The presentation will be based on the research topics in the English textbook entitled *Pathway to English* published by Erlangga for tenth-grade senior high school students. The data will be presented and interpreted as research findings in this study. Which are 10 chapters of vocabulary exercises from textbooks that are studied and graded in their whole.

1. Pathway to English An English Textbook

The *Pathway to English* elective program is a three-level set of English coursebooks for senior high school students that provides exciting and varied language study opportunities. The teachings are based on the lives of teens and are presented by adopting a radio program format. *Pathway to English* is a new four-skills program that allows students to practice listening, reading, writing, and speaking in order to improve their discourse competency. Its goal is to give teachers and students a framework for teaching and studying English based on the Improved 2013 curriculum. They will be able to survive and obtain information in an English-speaking setting if they have this ability. It also allows themselves to express themselves through various types of text.

Students will participate in interesting activities that relate to other disciplines such as natural science and social science during the learning activities. Content-based readings and task-based exercises linked to various topic areas are included in unique cross-curricular resources in each unit. This series allows students to apply their English abilities to a variety of events and activities that will lead to the usage of English in everyday situations.

Features,

- a. Genre-based approach: stimulating learners to various text type

- b. Meaningful activities: motivating the students to use English in real life
- c. Extensive reading: stimulating discussion and promote communication in the classroom
- d. Character building: exposing the students to various ,orals.

In this data, there are 10 chapters in the pathway to English textbook. Every lesson had different chapters that will be studied.

Table 1, Table of contents in Pathway to English textbooks

Chapter	Title
1	Would you fill out this form, please?
2	What should I do?
3	Whatever will be, will be
4	Both you and I
5	Why were they famous?
6	Too hot, too cold
7	Calendar of events
8	Inventions make life easier
9	Why is water like a horse
10	Make a peaceful world through songs

Contents of chapters in English textbook:

1. In chapter 1 you will be able to:
 - a. Distinguish various kinds of forms
 - b. Mention the parts of forms in general
 - c. Identify their functions
 - d. Fill in various kinds of forms
 - e. Categorize and analyze some information based on the type and content of the form
 - f. Speak to get information from a questionnaire
 - g. Complete forms based on context¹.

¹ Eudia Grace, Theresia Sudarwati, *Pathway to English* (Erlangga, 2016), 1.

2. In chapter 2 you will be able to:
 - a. Show confidence in communicating in English about asking and giving obligation, recommendation, advice, or opinion.
 - b. Show discipline, honesty, and responsibility in accomplishing all the tasks and working in group discussions
 - c. Identify the social function, text structure, and language features of monologue and written text about asking, and giving obligation, recommendation, advice, or opinion
 - d. Respond to the textual meaning of monologue text and written text about asking and giving obligation, recommendation, advice, or opinion
 - e. Use English as a means of communication about asking and giving obligation, recommendation, advice, or opinion².
3. In chapter 3 you will be able to:
 - a. Listen to identify the sentence form of an act/activity that will occur, is already occurring, or has occurred in the future.
 - b. Compare the cultures of the zodiac signs to develop cross-cultural knowledge among pupils.
 - c. Create a simulation based on the numerous scenarios provided, utilizing an act/activity that will occur, is currently occurring, or has occurred in the future.
 - d. Analyze some statements concerning an action that will occur, is already occurring, or has occurred in the future.
 - e. Compare and contrast the meanings of English and Indonesian phrases concerning an act/activity that will take place, will be taking place, or will have taken place in the future.
 - f. Use an act/activity that will take place, is taking place, or has taken place in the future to demonstrate a conversation.
 - g. Write a personal letter³

² Grace, Theresia Sudarwati, 17.

³ Grace, Theresia Sudarwati, 37.

4. In chapter 4 you will be able to:
 - a. Listen to sentences that use correlative conjunctions
 - b. Read and identify the correlative conjunction used in the text
 - c. Write the sentences using correlative conjunction with the guidance
 - d. Analyze the sentences according to the pattern
 - e. Choose the correct verbs
 - f. Correct incorrect sentences
 - g. Choose the correct correlative conjunction for sentences
 - h. Complete the text with the appropriate correlative conjunction
 - i. Compare correlative conjunction in English and Indonesian
 - j. Write sentences using correlative conjunction based on situations and pictures⁴
5. In chapter 5 you will be able to:
 - a. Copy spoken biographies of some famous persons
 - b. Read and listen to various texts about some famous persons to get specific information and main ideas.
 - c. Identify social function, text structure, and language features of biography texts
 - d. Find and collect various geographical facts from various sources, such as the internet, films, newspapers, magazines, and books.
 - e. Read references from various sources to learn more about social function, text structure, and language features of biography texts.
 - f. Compare the social function, text structure, and language features of a biography from other sources
 - g. Read some biographical texts
 - h. Write or copy biographical texts
 - i. Discuss biographical texts⁵
6. In chapter 6 you will be able to:
 - a. Listen and read various statements to express sufficiency and excess

⁴ Grace, Theresia Sudarwati, 59.

⁵ Grace, Theresia Sudarwati, 77.

- b. Identify social function, text structure, and language features to express sufficiency and excess
 - c. Compare the expression “too...” in the English language with ones in the Indonesian language to improve students’ cross-cultural understanding and provide activities to use the expressions.
 - d. Use too/enough to ask and give responses
 - e. Use too/enough in various activities during lesson
 - f. Compare too/enough learned in the class with the same expression found in other resources
 - g. Use too/enough by doing a role play in pairs
 - h. Use too/enough in their daily life⁶.
7. In chapter 7 you will be able to:
- a. Listen and repeat various spoken advertisements to remind students’ experiences about advertisement in mass media by considering social function, the structure of the text, language features, and form of text
 - b. Repeat and write essential expressions used in advertisement
 - c. Read to find the main idea and specific information from various advertisements by skimming and scanning
 - d. Identify social function, the structure of the text, and language features of advertisements
 - e. Read various written advertisements from different books or resources through suitable strategies.
 - f. Practice reading advertisements with your friend with correct intonation
 - g. Analyze the forms of advertisements advertising events in mass media
 - h. Compare advertisements advertising events in mass media given in the class with one from other resources.
 - i. Receive feedback from the teacher, friends, about social function, the structure of the text, and language features of advertisements.
 - j. In groups, write advertisements advertising events

⁶ Grace, Theresia Sudarwati, 101.

- k. Do a presentation on their advertisements by considering social function, the structure of the text, and language features of advertisements
 - l. Make a self-reflection about some difficulties to understand an advertisement⁷.
8. In chapter 8 you will be able to:
- a. Listen to various texts/videos about inventions
 - b. Identify social function, text structures, language function of various texts/videos about inventions
 - c. Read the factual report and compare them by giving an analysis of the purpose, the generic structure, and the language features of the various factual report
 - d. Give an analysis of the purpose, the generic structure, and the language features of various factual reports
 - e. Group the purpose, the generic structure, and the language features of various factual reports according to their functions
 - f. Write a factual report from other sources
 - g. Report on factual reports from other sources
 - h. Assess factual reports
 - i. Engage in self-reflection⁸
9. In chapter 9 you will be able to:
- a. Listen to some proverbs from various sources by considering social function, text structure, language feature, or form of writing
 - b. Compare the use of English and Indonesian proverbs and riddles and increase students' cross-cultural understanding.
 - c. Find proverbs and riddles from other sources
 - d. Identify proverbs and riddles
 - e. Analyze proverbs based on their usage
 - f. Compare proverbs learned in class with ones from other sources
 - g. Present the proverbs you like
 - h. Create a clipping of proverbs in groups⁹

⁷ Grace, Theresia Sudarwati, 119.

⁸ Grace, Theresia Sudarwati, 145.

⁹ Grace, Theresia Sudarwati, 177.

10. In chapter 10 you will be able to:
 - a. Listen to a song to find the missing words
 - b. Listen to an English song to find parts of the song
 - c. Listen to get better pronunciation
 - d. Identify the social function and characteristics of an English song
 - e. Analyze a song to find its theme and category
 - f. Analyze the parts of the song
 - g. Analyze the main ideas of each verse
 - h. Compare songs
 - i. Sing an English song
 - j. Present the message delivered by the song¹⁰.

B. Research Findings

In this data description, the researcher discussed the kinds of vocabulary found in "Pathway to English" the English textbook for the tenth grade of senior high school, the type of exercise and the eligibility of vocabulary exercise instruction in "Pathway to English" the English textbook based on four Graves' Comprehensive Approach.

1. Kind of Vocabulary in Pathway to English textbook

In this data, the researcher found that there are 10 chapters in the Pathway to English English textbook for the tenth grade of senior high school which contains a lot of vocabulary.

Table 2, Vocabularies found in each chapter

Chapter	Vocabularies
1	Mrs. Amalia, you, I am, form, institution, ticket, occasions, what, when, purchase, medical, order, place, hospital, Mr.Surya.
2	Sleep, sun, playing, eaten, parents, children, answer, difference, advice, expression, recommendation, people, refuse, dictionary, limit, tired, Mr. Terry, headache, paper, change, opinion, think.
3	When, said, girl, children, my own, write, sentence, you, camping, someone, dialogue, friend, will, singers, performance, tomorrow, warning, birthday, everything, money, home, health.

¹⁰ Grace, Theresia Sudarwati, 191.

4	I, we, tennis, speak, intelligent, library, browsing, driving, nerve, manager, quiet, compose, neat, famous, correction, anger, rich, handsome, talented, guitar.
5	Description, calling, wondering, facts, author's, book, watching, questions, statements, information, actress, education, includes, received, purpose, result, Adam Malik, Sanusi Pane, confident.
6	Swimming, enough, exam, graduate, many, high, fat, expensive, difficult, important, expressions, stupid, advantages, we, Mrs. Ayu Putri.
7	Music, place, time, date, radio, cards, banners, following, performance, advertisement, songs, father, dancers, event, viewers, party, famous, presentations remember.
8	Inventions, easier, life, make, gadget, machine, television, commonly, connected, find, consist, protected, cutting, meaning.
9	Why, water, waste, ignore, live, black, good, saying, disappointed, situation, make, towel, table, man, woman, look.
10	World, listen, better, peace, lyrics, heard, sad, happy, arrangement.

From these data, the researcher identified vocabulary into several types of vocabulary. The types of vocabulary found in the Pathway to English English textbook for the tenth grade of senior high school are word classes: verbs, nouns, adjectives, adverbs, pronouns, prepositions, conjunctions, interjections, and determiners; word family: inflection and derivative.

Table 3, Kind of Vocabulary

Kind of Vocabulary		Vocabulary
Word Classes	Verb	Regular verb: book-booked, open-opened, accept-accepted, play-played, call-called, follow-followed, start-started

	<p>Irregular verb: come-came, give-gave, say-said, take-took, make-made</p> <p>Transitive verb: take, has, watch, cleans</p> <p>Intransitive verb: appeared, coughed, grew</p> <p>To Be Verb: is, am, are</p> <p>Auxiliary verb: be, do, does, don't, doesn't, have, has</p> <p>Phrasal verb: pick up, take off, turn off, fill out</p>
Noun	<p>Proper noun: Risky, Mrs. Atika, Wayne, Ben, Fiona, Mrs. Amalia, Mr. Surya, Mr. Terry, San Francisco, Indonesia, English, Chinese,</p> <p>Common noun: man, woman, mother, father, music, a girl, Actress, Authors, singer, president, teacher, song, book, school, movie, language</p>
Adjective	<p>Worried, famous, quiet, small, blue, sharp, big, happy, awesome, good, old, smart, beautiful, handsome.</p>
Adverb	<p>Adverb of time: yesterday, soon, tomorrow, today</p> <p>Adverb of frequency: sometimes, always, usually,</p> <p>Adverb of place: near, here, there</p> <p>Adverb of degree: quite, too, enough</p>
Pronoun	<p>Personal pronoun: I, you, they, we, she, he, it,</p> <p>Interrogative pronoun:</p>

		who, whom, what, which
	Preposition	On, by, to, as, at, in, below, above
	Conjunction	And, but, nor, or, for, so, neither, either
	Determiner	Article: a, an, the Numerals: one, two, three Possessive: my, your, his, their
Word Family	Inflections	Speak-speaks, write-writer, make-makes, walk-walked
	Derivative	Play-player, sing-singer, drive-driver

2. Kind of Vocabulary Exercise in Pathway to English Textbook

Each lesson in this chapter is divided into sections: look around, let's learn more, find it out, cultural awareness, ways to say it, act it out, link it to, put it in practice. The material contained in the textbook is simple so that it is easily understood by students. This book also contains more exercises to train students' ability to understand the material. The researcher found several types of vocabulary practice instructions in Pathway to English textbooks, such as multiple-choice questions, matching questions, true or false, fill in the blanks, and short answers.

a. Multiple-choice questions

This exercise consists of 50 questions, but in this table, the researcher just give 5 samples of Multiple-Choice Questions as follow:

Table 4, The Data Sheet of Multiple-Choice Questions:
Choose the correct options from a,b,c,d, or e

No	Sample of Questions	Code
1	Why did Intan complete this form? a. To enroll in a design course b. To apply for a designer's job c. To receive magazines d. To win an award	QN1/P9/C1
2	Not only was the millionaire kidnapped, he was murdered a. But	QN2/P67/C4

	<ul style="list-style-type: none"> b. And c. Nor d. Or e. But also 	
3	<p>Nani and Ali entered a university three years ago. Nani got married last week, so she is not able to concentrate on her studies. Ali, on the other hand, is more interested in business. "I think I am going to quit my studies", he said to himself.</p> <p>From the text above we know that....</p> <ul style="list-style-type: none"> a. Both Nani and Ali are going to leave the university b. Both of them are not students anymore c. Neither Nani nor Ali has graduated d. Neither Nani nor Ali is a student e. Either Nani or Ali is a student 	QN11/P68/C4
4	<p>The early men, as we know, were hunters. They had to kill or be killed, for there were savage animals all around them.</p> <p>From the sentence, we know that....</p> <ul style="list-style-type: none"> a. Either hunters killed animals, or they were killed by animals b. Hunters killed not only men but also animals c. Both men and animals killed hunters d. Both men and hunters killed animals e. Neither men or animals were killed 	QN13/69/C4
5	What is the purpose of the advertisement?	QN2/P122/C7

	<ul style="list-style-type: none"> a. To entertain all readers with reasonable prices b. To give a special price for all teenagers c. To persuade consumers to attend the concert d. To attend the concert from 7 am to 9 am e. To welcome all consumers to the free concert 	
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Description of the code above:

QN : Question Number

P : Pages

C : Chapter

b. Matching questions

This exercise consists of 35 questions, but in this table, the researcher just give 5 samples of matching questions in chapter 2 page 21 as follow:

Table 5, The Data Sheet of Matching Questions:

Match the sentences in the left column with the rest in the right column.¹¹

No	Questions	Answer
1	My purse has been stolen	a. She should have given me a warning
2	My eyes hurt very much	b. It should be open by now
3	The driver in front of me stopped suddenly and I drove into the back of his car	c. He shouldn't be driving over the limit
4	The notice says that the store opens at nine, It is still closed	d. You should have been careful in such a crowded place
5	The speed limit is 55 miles an hour, but tom is driving at 70.	e. You shouldn't spend so much time in front of a computer

¹¹ Eudia Grace, Theresia Sudarwati, *Pathway to English* (Erlangga, 2016), 21.

c. True or false questions

This exercise consists of 35 data, but in this table, the researcher just give 5 samples of matching questions in chapter 3 page 56 as follow:

Read the postcard and check your comprehension.¹²

Dear Kaleo,

I can't wait to see you. I'll meet you at the central station at 2 p.m. on Friday. From there we'll go straight home, so you can meet my family. Then we'll all go to dinner at a Korean restaurant. We want you to feel comfortable on your first day in Chicago. After dinner, we'll probably go to a music concert.

Saturday, we can sleep late if you want to. In the afternoon, we can take a ride around Chicago so you can see what it looks like. Later we'll visit a couple of museums. Tom and Sue want to have dinner with us Saturday night. We'll probably meet them at a French restaurant on 56th street.

I'm sorry you have to go to New York so soon. I'll go to the airport with you on Monday morning. To say goodbye.

Have a safe trip

Jimmy

Circle T for True and F for False.

- | | |
|---|-----|
| 1. Kaleo will arrive on Saturday | T-F |
| 2. They will eat at an Italian restaurant | T-F |
| 3. They will get up early on Saturday | T-F |
| 4. They will visit some museums | T-F |
| 5. Kaleo will leave on Monday | T-F |

d. Fill In The Blank Questions

This exercise consists of 40 questions, but the researcher just give 5 samples of fill in the blank questions in chapter 5 page 83 as follow:

Listen to the following monologue and fill in the blanks with the words provided.¹³

¹² Grace, Theresia Sudarwati, 56.

¹³ Grace, Theresia Sudarwati, 83.

<p style="text-align: center;">Adam Malik</p> <p>Did you know that Adam Malik (1)_____ in Pematang Siantar, North Sumatra, Dutch East Indies to Abdul Malik Batubara and Salamah Lubis? He was from a Batak Mandailing family, of the Batubara clan. After completing Junior High School, he (2)_____ his first job as a shopkeeper, filling in time by reading books and increasing his knowledge.</p> <p>Adam Malik quickly (3)_____ an interest in politics and when he was 17, he became the Chairman of the Pematang Siantar branch of Partindo (Indonesia Party). In this position, he (4)_____ for the Dutch Colonial Government to grant independence to Indonesia. As a result of this, he (5)_____ in prison for disobeying the Colonial Government’s ban on political assemblies. Once he was freed, Adam Malik left Pematang Siantar for Jakarta.</p>			
Received	Was put	Was born	Campaigned
developed			

e. Short Answer

This exercise consists of 40 questions, but in this table, the researcher just give 5 samples of Short answer questions in chapter 7 page 130 as follow:

Discuss the following questions with your friends and your teacher.¹⁴

1. Have you ever advertised an event?
 2. When did you do it?
 3. Why did you think you should do it?
 4. Who were your target consumers?
 5. How did you advertise it?
3. The Feasibility of Vocabulary Exercise Instruction in Pathway to English An English Textbook based on the Four Components of Graves’ Comprehensive Approach

In this part, the researcher discusses the eligibility of vocabulary instruction in Pathway to English an English textbook based on Graves’ Comprehensive Approach that had four components namely Frequent, Varied, and Extensive

¹⁴ Grace, Theresia Sudarwati, 130.

Languages Experiences, Teaching Individual Words, Teaching Word-Learning Strategies, and Fostering Word Consciousness.

a. Frequent, Varied, and Extensive Languages Experiences

Exercise is very important in teaching vocabulary to help students master language skills. Students' language skills can be trained through reading, listening, writing, and speaking so that students will get a good understanding of the language. Frequent, varied, and extensive language experiences can be obtained through daily communication, and how often students listen to English. In this book, there are speaking and listening exercises to train students' abilities as in chapter 1 page 5.

Table 6, the data sheet of speaking and listening exercise
Ways To Say It¹⁵

No	Asking personal data	Responding
1	What's your name sir?	My name is Richard Burner
2	How do you spell your last name?	B-U-R-N-E-R Burner
3	What is your first name?	Richard
4	What is your last name?	Burner
No	Asking Address or place of origin	Responding
1	Where are you from?	I am from Singkawang, Kalimantan
2	Where do you live?	I live in Surabaya
3	What's your address?	435 Mawar Street, Palangkaraya
No	Asking Occupations	Responding
1	What do you do?	I am a teacher
2	What's your job?	I repair car
3	Where do you work?	I work at Universal bank
4	How long you have been working in a bank?	I have been working in this bank for 5

¹⁵ Grace, Theresia Sudarwati, 5.

No	Asking Place/Date of Birth	years Responding
1	Where/when were you born?	I was born in Kudus on the 28 th of November 1975

The lesson above trains students to be able to communicate properly and correctly about how to asking for personal data, asking for addresses, asking for occupations, and asking place/date of birth, and how to answer these questions. Learning vocabulary in this way is very interesting for students and teachers to be more active and can add to the Frequent, Varied and Extensive Language Experience. So, the student got profit for increasing vocabulary growth.

b. Teaching Individual Words

Teaching individual words is an effective way to teach the meaning and the definition of the words. Vocabulary exercise is most effective when it is rich, deep, and extended. In other words, to teach individual or specific words, the teachers should give definitional and contextual information to those words to make an effective vocabulary exercise¹⁶. The vocabulary exercise should be consistent and routine by pronounce the words, explain the words, study examples of the words in a variety of contexts, encourage elaboration of word meaning by generating the learners to own examples, and assess the learners understanding of the words by simple memorization.

Teaching Individual Words does not mean that Pathway to English an English textbook teaches all the words students need because vocabulary exercise is most effective when students are provided with definitional and contextual information. In this lesson, the teacher must guide students to pronounce words with the correct intonation, explain the meaning of words, and give

¹⁶ Michael F Graves, *Teaching Individual Words* (New York: Teachers College Press, 2009), 65.

examples of words in various contexts. An example of an exercise is in chapter 2 page 18.

Listen and repeat these sentences. Pay attention to their intonation.¹⁷

1. The government **should do** something about the economy.
2. You **should go and see** for yourself.
3. You **shouldn't smoke** so much.
4. I don't think you **should work** so hard.
5. Do you think **I should apply** for this job?
6. Yes, I think **you should obey** your parents.
7. Those children **shouldn't be playing** online games at this hour.
8. They **should be** at school.
9. I feel sick. I **shouldn't have eaten** so much spicy food at the party
10. What **should I have done** to win the match?

An example of an exercise is in chapter 1 page 5. Repeat these words after your teacher.¹⁸

1. Withdraw some money
2. Savings accounts
3. Withdrawal slip
4. Security guard
5. Write the date
6. Write the amount
7. Signature

c. Teaching Word-Learning Strategies

There are three Word Learning Strategies for students. The first use context to infer the meaning of the unknown word, the second uses the word part to reveal the meaning of the unknown word, and the third uses a dictionary. Effective vocabulary learning in using these strategies can be through reading texts. Reading can enrich students' vocabulary and train students' understanding of a text.

Example of reading text in chapter 5 page 84.¹⁹

¹⁷ Grace, Theresia Sudarwati, 18.

¹⁸ Grace, Theresia Sudarwati, 5.

¹⁹ Grace, Theresia Sudarwati, 84.

Table 7, the data sheet of reading exercise
The Early Life of Marie Curie

<p>Marie Curie (Maria Sklodowska) was a polish-born French physicist. She was born on November 7, 1867 in Warsaw. She was the youngest of five children. Her mother passed away due to tuberculosis when she was 11. Then, she was brought up by her father, Ladislas. Like her father, she had an interest in math and physics.</p>	<p>Structure: Orientation: The main character is introduced</p>
<p>She was an outstanding student in secondary school. Despite of her intelligence, she could not attend the University of Warsaw because it was only for men. Therefore, she attends Warsaw’s “floating university,” an informal and secret higher education institution. That’s the reason why she and her sister, Bronya, dreamed of studying for a formal degree abroad. However, they did not have any money for that. Then, she made a deal with her sister. Curie would support Bronya’s education. She would reciprocate after completing her studies.</p>	<p>Events: Curie’s life story</p>
<p>For about five years, Curie work as a tutor and a governess while she was studying. At that time, she read a lot of physics, chemistry, and math books. Finally, she had an opportunity to realize her dream. She registered herself at Sorbonne in Paris. She was very serious about learning in Paris. She dedicated most of her time to studying. She did not care about her health. She had to survive in Paris with a little money, so buttered bread and tea were her only diet. That’s the reason why her health sometimes suffered.</p>	<p>Education</p>
	<p>Work</p>

<p>Curie had a master’s degree in physics and mathematics. In the 1890s, she was assigned to carry out a study on different types of steel and their magnetic qualities To do so, Curie did her experiments in Pierre Curie’s laboratory. Then she married Pierre Curie. They became a scientific dynamic duo.</p>	<p>Curie’s personality</p>
	<p>Relationship</p>

Discuss the questions with your friends.²⁰

1. What is the text mainly about?
2. What is the purpose of the text?
3. What did Marie Curie do?
4. What was the relationship between Marie Curie and her sister?
5. What can you infer from Curie’s personality?
6. Underline the use of pronouns in the text.
7. Underline all ‘to be’ and verbs found in the text.
8. Underline the writer’s opinion about Marie Curie.

Table 8, Study the text structure and the language features of the text.²¹

The main character	Curie’s life story			
	Education	Work	Curie’s personality	Relationship
Marie Curie	1. Secondary school 2. Floating university	1. A tutor and governess	1. Curious 2. Hard-working 3. Serious 4. Helpful	1. Bronya, sister 2. Pierre Curie, partner

²⁰ Grace, Theresia Sudarwati, 85.

²¹ Grace, Theresia Sudarwati, 85.

	<p>3. Master's degree in physics in 1893</p> <p>4. Degree in mathematics in 1894</p>	<p>2. To carry out a study on different types of steel and their magnetic properties</p>	<p>5. Loyal</p>	
<p>The language features</p>	<p>The use of the pronoun</p>	<p>The use of was, were</p>	<p>The use of the simple past tense</p>	<p>Writer opinion</p>
	<p>1. <u>Her</u> parents were both teachers.</p> <p>2. <u>She</u> was the youngest of five children.</p>	<p>1. Her parents <u>were</u> both teachers.</p> <p>2. She <u>was</u> the youngest of five children.</p>	<p>1. She <u>had</u> a bright, curious mind, and excelled at school.</p> <p>2. Both Curie and her sister Bronya, <u>dreamed</u> of going abroad to earn a formal degree.</p>	<p>1. She had a <u>bright, curious</u> mind, and <u>excelled</u> at school.</p> <p>2. A romance developed between the <u>brilliant</u> pair.</p>

Pathway to English an English textbook provides the student with more reading text. This book gives some questions to students at the end of reading it. Those questions will lead the student to get reading comprehension. So the student has learned rich vocabularies from this book. students also learn about the structure and linguistic features of a text. Thus, Pathway to English an English textbook made the student motivated to learn vocabulary through wide reading.

d. Fostering Word Consciousness

In Fostering Word Consciousness, the learners are expected to have the motivation to learn words and be aware of words with their meanings. To gain Word Consciousness, Pathway to English an English textbook as a language-learning has provided wide reading. This book had many activities that will not make the student bored to learn English as the target language. This book had divided those activities into some parts such as look around, let's learn it more, find it out, cultural awareness, ways to say it, act it out, vocabulary, link it to, and put in practice. All those activities in this book include listening, speaking, writing, and reading activities.

1) Listening Activities

Listen to the statements or questions and choose the correct responses.²² This exercise is in chapter 3 pages 51.

- a) No, don't bother. The office boy will be going out in a minute to post the letter and I'll ask him to buy me some.

Dialogue

- b) By the end of next year, I will have worked for this bank for 45 years.

Dialogue

- c) All right, ma'am. I'll have my hair cut as soon as I get home.

Dialogue

- d) All right. I'll type it for you now.

Dialogue

- e) Thanks very much. I'll put it back on your desk this evening.

²² Grace, Theresia Sudarwati, 51.

Dialogue

2) Speaking Activities

Practice it with your friends²³. This dialogue is in chapter 5 page 95.

- Man : I think Nelson Mandela was a great man.
 Woman : Nelson Mandela? He was a musician, wasn't he?
 Man : Oh no! He wasn't a musician. He was a freedom fighter.
 Woman : Was he? Where did he come from?
 Man : He comes from South Africa. He was a South African politician.
 Woman : I've never heard about him. What did he do?
 Man : He fought for the rights of his people in South Africa.
 Woman : Freedom fighter? Did you mean he got involved in the war against colonialism?
 Man : No... no... It's not like what you think. Nelson Mandela fought the freedom for his people politically. He went against the South African government who had a policy of apartheid. He wanted to free South Africa without violence.
 Woman : That's awesome.
 Man : Yes, and because of this he was put in prison for over 26 years. Eventually, his fight was successful. He became the first black president of South Africa.
 Woman : Tell me more about him.
 Man : Why don't you search his biography on the Internet?
 Woman : Oh, that's a great idea. Let's go to the library.

3) Writing Activities

Write your factual report text about the invention that you like most.²⁴ This exercise is in chapter 8 page 174.

²³ Grace, Theresia Sudarwati, 95.

²⁴ Grace, Theresia Sudarwati, 174.

- a) Plan a certain text of a factual report.
- b) Show the draft to your teacher.
- c) Copy the text on a piece of paper.
- d) Let your friends evaluate your composition.

Use this checklist to write your factual report.

What invention am I going to choose: a gadget?
the machine? Another invention?

I will write most of the sentences in the simple
present tense.

To connect the subject and the rest of the
sentences, I will use relating verbs.

e.g. _____ :

.....
.....

I will also mention some technical terms for my
report.

e.g. _____ :

.....
.....

The topic of paragraph 1 is

The topic of paragraph 2 is

The topic of paragraph 3 is

The topic of paragraph 4 is

.....
.....

Have I used the structure of the text correctly?

Have I used correct spelling and punctuation in my
writing?

4) Reading Activity

Read this text carefully. Then pay attention to the text organization and the language elements.²⁵ This text on chapter 8 page 152.

²⁵ Grace, Theresia Sudarwati, 152.

Table 9, Reading activity
The Electric Torch Or Flashlight

General clasification	A flashlight, sometimes known as an electric torch, is a portable, battery-powered light source.
Description of use	It's often used for detecting keyholes, augmenting dark-adapted eyesight, or assisting you in finding your way in the dark.
The inventor (optional, if available)	Conrad Hubert, also known as Akiba Horowitz, created the electric torch in 1902.
Part of the device	<p>A standard flashlight consists of a light bulb set in a reflector that is protected by a clear cover. A plastic case supports and protects the source and reflector, a battery, and a switch.</p> <p>The battery is the most important component of a flashlight. The bottom of the bulb sits on the battery's positive contact. The negative terminal is formed by the zinc casing of the battery. A metal strip connects the battery's negative end to the switch. From the switch to the bulb's metal casing, another brass strip runs.</p> <p>A filament is an extremely tiny wire that runs through the bulb. A vacuum is created around the tungsten alloy filament. Two glass</p>

	columns support the filament. Two wires run between the columns, and the whole thing is protected by a thin glass envelope.
--	---

Complete this table with the information from the text

N o	PART	MATERIAL
1	Torch
2	Zinc
3	Strips
4	Bulb case
5	Tungsten alloy
6	Columns

C. Research Discussion

In this part, the researcher discussed the kinds of vocabulary, the kinds of vocabulary exercises, and also the eligibility of vocabulary exercises in Pathway to English an English textbook based on Graves' Comprehensive Approach.

1. The Kinds of Vocabulary in Pathway to English an English textbook

There were two kinds of vocabulary found in Pathway to English an English textbook which is still divided into some categories. The kinds of vocabulary were word classes and word families. Word classes contain nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunction, and determiner. Word families contain inflections and derivatives. Some of them were still divided again into some categories. Verbs that had some categories such as regular verb, irregular verb, transitive verb, intransitive verb, to be a verb, auxiliary verb, and

phrasal verb. Noun had some categorizes such as common nouns, and proper nouns. Adverbs had some categories such as adverb of time, adverb of frequency, adverb of place, and adverb of degree. Pronoun had some categories such as personal pronoun and interrogative pronoun. Preposition, conjunction, and determiner. Determiner had some categories such as article, numerals, and possessive. Next about word family had some categories such as inflections and derivatives. The following was the discussion of those kinds of vocabulary.

a. Word Classes

Words can be classified by various criteria, such as phonological properties, social factors, and language history²⁶. All of these are classes of words, but as a technical term, word-class refers to the traditional categories (noun, pronoun, verb, adjective, adverb, preposition, conjunction, and determiner), most of which go back to the Greek and Roman grammarians²⁷. Besides the term word class, the older term part of speech is still often used, although it is now rarely used. Words play different roles in a text. It means that words have different functions in a text. The kinds of word classes found in this book as follow.

1) Verb

The verb is the most complex part of speech. The verb describes what a person or thing does or what happens. In other words, A verb is a verb that is used to indicate an action or state²⁸. In this research, the researcher classifies verbs into some subcategorized such as a regular verb, irregular verb, transitive verb, intransitive verb, to be a

²⁶ Mohammed Nasser, "Process of Word Formation in English and Arabic," *Journal of the College of Education*, 11, no. 8 (2018), 52.

²⁷ Bas Aarts and Liliane Haegeman, *English Word Classes and Phrases. The Handbook of English Linguistics* (New York: Wiley-Blackwell, 2008), 47.

²⁸ Kathryn Bock, "Number Meaning and Number Grammar in English and Spanish," *Journal of Memory and Language* 8, no. 5 (2012), 82.

verb, auxiliary verb, and phrasal verb as the following discussions.

1) Regular verb

Regular verbs are the bulk of English verbs that seldom change form. Regular verbs are those that have the -d or -ed suffix added to the past tense or past participle.²⁹ These verbs are more consistent than irregular verbs and are larger in number. Example on page 36 chapter 2: After I studied this chapter, page 39 chapter 3: I asked my mother, page 39 chapter 3: She will meet us at the bus stop. The words studied, asked, and meet are regular verbs because they have the same modified form. the word studied is a change in the past tense and past participle which has the base form is study, the word asked is a change in the past tense and the past participle has the base form is ask, and the regular verb meet is in base form, the change in the past tense and the past participle is met.

2) Irregular verb

Irregular verbs are verbs that do not use the regular -d, -ed, or -ied spelling patterns of the simple past (V2) or past participle (V3)³⁰. Many forms of V2 and V3 are equally irregular, such as: cut - cut, have - have, let - let, hurt - hurt, eat-eat, sell-sell. The following are examples of verbs found in English textbooks as follows in chapter 3 page 42 Let's drink some of this lemonade, in chapter 3 page 43 I want to build a sandcastle, in chapter 3 page 47 It's dinner time. The irregular verb drink is in base form. Drank is the past simple and drunk is the past participle of drink. The irregular verb build is in base form. Built is the change in the past simple and past participle.

3) Transitive verb

²⁹ Nasser, "Process of Word Formation in English and Arabic, 54."

³⁰ Alqahtani, "The Importance of Vocabulary In Language Learning And How To Be Thought."

A transitive verb is a verb that has a thing to receive the action. A transitive verb is a verb that expresses action or is received by an object which can be a noun, pronoun, or a noun clause or phrase³¹. It means that a transitive verb is a verb that needs an object which can be a noun or a noun phrase. Transitive verbs found in this book as follow take, has, watch, and cleans. The examples were page 5 in chapter 1: would you please take a withdrawal slip from the desk, page 11 chapter 1: your hotel has a good sea view with plenty of water-sport activities, page 20 chapter 2: Atika watched the music concert yesterday, page 24 chapter 2: she cleans the bedroom every morning. Verbs take, has, watch, and cleans, each of them needs an object. Take needed an object a withdrawal, has need an object a good sea view, watch need object the music concert, and cleans need object the bedroom. So, take, has, watch, and cleans are transitive verbs.

4) Intransitive verb

An intransitive verb makes complete sense by itself and does not require any words to be added to it for this purpose³². It means that an intransitive verb is a verb that does not need an object to have a sense sentence. The example is page 26 in chapter 2: The car appeared out of nowhere, page 27 in chapter 2: his grandfather coughed during the movie, page 29 in chapter 2: She grew quickly. Appeared, coughed, and grew does not take an object. So, appeared, coughed, and grew in that sentence is an intransitive verb.

5) To be a verb

To be verb is a verb that acts as the main verb. To be verb is an irregular verb with several forms, are

³¹ Teddy Fiktorius, "The Relationship between Transitive and Intransitive Verbs in English Language," *Journal of Linguistics, Literature, and Culture* 1, no. 2 (2009), 116.

³² Tanielle Fordyce-Ruff, "Beyond the Basics: Transitive, Intransitive, Ditransitive and Ambitransitive Verbs," *Journal of the College of Education*, 8, no. 21 (2015), 98.

present (is, am, are) and past (was, were, been)³³. To be a verb belongs to the auxiliary verb that acts as a helping verb to the lexical verb. To be a verb found in this book was is, am, and are. The example is on page 30 chapter 2, I am not hungry. That negative sentence use to be verb am because subject I is a singular pronoun that always following by am in present tense form, page 30 chapter 2, batman is mine!. That sentence used to be a verb is, because subject he is a singular pronoun and always following by is in present tense form. The last example is page 34 chapter 2, Mary and George are going to a party. That sentence use to be a verb are, because Mary and George can be replaced by plural pronoun.

6) Auxiliary verb

Auxiliary verbs are verbs that are used to help clarify the main verb. In other words, these auxiliary verbs function to form or add meaning to a clause or sentence³⁴. In a clause or sentence, the auxiliary verb usually appears before the main verb. The auxiliary verbs found in this book do, does, did, has, could, should. For example, on page 61 of chapter 4, I do not write Arabic, on page 58 of chapter 3, She has passed the test. On page 63 of chapter 4, I will buy some cupcakes tomorrow. the word do is included in the auxiliary verb (do, does, did). The word has is included in the auxiliary verb (have, has, had). The word will is included in the modal auxiliary verb (can, could, may, might, must, ought to, shall, should, will, and would).

³³ Kargozari, H., & Ghaemi, "A Reappraisal Perspective on Written Tasks Types and Vocabulary Acquisition and Retention of EFL Learners."

³⁴ Sultan Athalhab, "Short and Long Term Effects of Repetition Strategies on Vocabulary Retention," *Advances in Language and Literary Studies* 8, no. 11 (2018), 211.

7) Phrasal verb

Phrasal verbs are verbs and particles that together have a special meaning³⁵. Particles here mean small words like off, on, far, etc. Phrasal verbs are phrases that have the same properties as verbs. Phrasal verbs can be completed with prepositions and adverbs, usually phrasal verbs can consist of two or three words. For example is on page 68 chapter 4, please help me to look for my bag. Another example is on page 69 chapter 4, she comes across the country to check your condition. The words look for and comes across are phrasal verbs because they consist of two words that have different meanings, but after becoming one they will have a new meaning that is different from the previous meaning.

2) Noun

Noun consists of proper nouns and common nouns. Proper nouns are the names of certain people, places, things, or ideas. Proper nouns can consist of one or two words that start with a capital letter. This noun is used to refer to institutions, organizations, days, months, countries, religions, and places³⁶. While common nouns are the names of people, places, things, or ideas in general. A common noun is the name of a group of similar or similar nouns. Because common nouns don't mention anything in particular, they are not capitalized unless they are at the beginning of a sentence. Example of proper noun on page 65 chapter 4 Wayan excels in Balinese dance. The word Bali here indicates the type of dance that comes from the Bali area. So the word Bali here is an example of a proper noun. Another example on page 67 of chapter 4 Father has a favorite perfume. The word perfume here shows a noun in general or does not mention something in particular, which is usually

³⁵ Scott Thornbury, *How to Teach Vocabulary* (England: Cambridge University Press, 2002), 45.

³⁶ Haegeman, *English Word Classes and Phrases. The Handbook of English Linguistics*, 50.

called a general noun. So it doesn't start with a capital letter.

3) Adverb

Adverbs are a very important part of speech. Adverbs provide additional information about the adjective and the adverb itself. In addition, adverbs can also explain verbs and sentences. Adverbs are words used to describe adjectives, adverbs, verbs, and sentences³⁷. There are various types of adverbs such as adverb of time, adverb of manner, adverb of place, adverb of degree, adverb of frequency, interrogative adverb, and conjunctive adverb. In the English textbook *Pathway to English*, researchers found adverbs of time, adverb of frequency, adverb of place, and adverb of degree.

1) Adverbs of time

Adverb of Time is an adverb that is used to express the time when an activity or event occurs³⁸. Adverbs of time include after, always, before, during, early, later, never, now, often, tomorrow, etc. In this textbook, the writer finds the words later, now. Example sentences on page 78 chapter 5 Please call me later, another example on page 75 chapter 4 I am studying now. Later and now are words that express adverbs of time.

2) Adverb of frequency

Adverb of frequency is an adverb that states the frequency of an event or occurrence in a certain time. Adverb of frequency is a type of adverb used to express how often an activity or event occurs or is done by someone³⁹. Adverbs of frequency consist of

³⁷ Athalhab, "Short and Long Term Effects of Repetition Strategies on Vocabulary Retention, 215."

³⁸ F. Setiawati, "A Content Analysis on "Wonderful World", an English Textbook for Eleven Graders of Senior High School" (Semarang State University, 2015), 56.

³⁹ Sabeeha Hamza Dehham, "Errors Made by Iraqi EFL College Students in Using Adverbs of Frequency," *Journal of Literature, Languages and Linguistics* 15, no. 9 (2017), 49.

every, often, once, twice, three times. Example sentences can be found on page 81 of chapter 5 we often arrive late. The word often here denotes an event that occurs at a certain time.

3) Adverb of place

Adverb of place is one type of adverb sentence element that functions as a description of where an activity occurs or is carried out (location), the direction to which someone or something moves (direction), how far away someone or something (distance), or a combination of places⁴⁰. In short, the adverb of place is an adverb that shows a place. Adverb of the place consists of above, anywhere, behind, below, downward, everywhere, forward, here, in, inside, left, near, outside, over there. The researcher found the word there in the sentence we are watching a movie there on page 89 chapter 5. Besides that on page 85 chapter 5 Study the text structure and the language features of the text above. The words there and above show adverbs that indicate a place.

4) Adverb of degree

Adverb of degree serves to express the strength and intensity of something that is happening⁴¹. Adverbs of degree include almost, completely, very, quite, a little, a lot, etc. Adverbs of degree answer the question How many?. The researcher found the word in the sentence in page 18 chapter 2, I was almost caught off guard by Lisa yesterday. Besides that in a sentence on page 51 chapter 3, the girl is very smart. words almost and very including words that aim to express the intensity of something that is happening.

4) Adjective

Adjectives are modifiers that have comparative grammatical properties. Adjectives

⁴⁰ Karen Bromley, "Nine Things Every Teacher Should Know about Words and Vocabulary Instruction," *Journal of Adolescent & Adult Literacy* 21, no. 7 (2017), 101.

⁴¹ Wenyuan Gu, "Five Basic Types of the English Verb," *Journal of Literature, Languages and Linguistics* 17, no. 9 (2018), 128.

modify nouns or pronouns by providing descriptive or specific details. Adjectives answer the following questions such as What? How many?. Adjectives are words used to describe nouns or pronouns that can be in the form of a person (person), place (place), animal (animal), and object (object)⁴². The adjectives found in this book are short, heavy, strong, beautiful, handsome, intelligent, smart, heavy, shy, quiet, fair, tall, famous, honest, awesome, cheerful, funny, white, good, hungry, well, good, nice, and old. The researcher found the word in the sentence on page 103 chapter 6, the building's not too tall. Beside that in a sentence, the traffic is not too heavy. words tall and heavy including words that aim to describe the noun or pronoun.

5) Pronoun

A pronoun is a word that functions to replace a noun. In other words, pronouns are used to replace nouns or noun phrases that are already known or have been mentioned⁴³. The pronouns that the researcher found in this book are personal pronouns and interrogative pronouns.

1) Personal pronoun

Personal pronouns can function as Subject (I, you, they, we, she, he, it) and object (me you, us, them, her, him, it)⁴⁴. For examples of personal pronouns on page 107 chapter 6 are found in the sentence, it was she who called you. another example on page 70 of chapter 4, John and I will go to school.

2) Interrogative pronoun

⁴² Jutharat Jitpranee, "A Study of Adjective Types and Function in Popular Science Articles," *International Journal of Linguistics* 9, no. 2 (2017), 47.

⁴³ Gu, "Five Basic Types of the English Verb, 130."

⁴⁴ Ricardo Casan-Pitarch, "The Use of Personal Pronouns," *International Journal of Language Studies* 10, no. 4 (2016), 88.

Interrogative pronouns are interrogative pronouns that are used to ask nouns and pronouns⁴⁵. Interrogative pronoun who and whom are the function to ask the subject. Interrogative pronoun what is the function to query subjects and objects (non-person). Interrogative pronoun which is the function to ask for options. Interrogative pronoun whose is function to ask for ownership. For examples of interrogative pronouns what on page 108 chapter 6, What is Mrs. Tina's response?. Another example is on page 112 of chapter 6, Who wrote the transcript?. What and who are included in interrogative pronouns.

6) Preposition

Prepositions are words that are placed before nouns, pronouns, noun phrases, noun clauses, and gerunds (objects of prepositions). Prepositions are conjunctions that show the relationship between a noun or substitute noun with another word or combination of words in a sentence⁴⁶. The prepositions consist of, at, from, from, to, and to. Example sentences can be found on page 152 of chapter 8, Let's wait for her to come. The preposition for begins the pronoun her. another example on page 158 chapter 8, Sharil likes listening to music. The preposition to is followed by music (noun).

7) Conjunction

A conjunction is an immutable part of speech that connects other parts of speech⁴⁷. The function of conjunctions is to connect units such as parts of phrases or clauses of speech. Examples of conjunctions include after, because, if, that, although,

⁴⁵ Bromley, "Nine Things Every Teacher Should Know about Words and Vocabulary Instruction, 105."

⁴⁶ Sependi Napitupulu, "On Translating Prepositions from English into Indonesian: A Case Study of Indonesian EFL Students," *International Journal of Linguistics* 9, no. 3 (2016), 38.

⁴⁷ Abraham Sunday. Unubi, "Conjunction in English: Meaning, Types and Uses," *International Journal of Language Studies* 8, no. 11 (2015), 73.

although, until, before, unless, when, then, whether, in order to, that, however, and, or, but, etc. Example sentences using conjunctions are found on page 93 of the book, chapter 4, Although my father does not have money, he wants to make me study overseas. In this sentence, use the conjunction although. another example is found on page 128 chapter 7, Neither Jono nor Bima does not likes that drama. This sentence uses the word neither as conjunction.

8) Determiner

Determiners are words or groups of words that are placed in front of a noun to limit the meaning of the noun⁴⁸. Determiners have six subcategories, namely, article, demonstrative, possessive, quantifier, distributive, and numeral. The researcher found three types of determiners in textbooks, including articles, possessives, and number.

a) Article

There are two articles in the use of determiners, namely the indefinite article and the definite article. Indefinite article Consists of two determiners, namely a and an only. This is used when the noun in question is not clear, in the sense that the other person does not understand the context being discussed. In addition, the use of a and an is distinguished according to the noun, if a noun when pronounced (pronunciation) begins with a vowel (a, u, i, e, o) then use an, otherwise use a⁴⁹. An example is found in the sentence on page 150 of chapter 8, A laptop is a portable personal computer suitable for office use. While the definite Article has only one determiner, namely the⁵⁰. Used when the noun in question is clear, in the sense that the interlocutor understands the context that is being discussed. an

⁴⁸ Joseph Mukoroli, "Effective Vocabulary Teaching Strategies for the English for Academic ESL Classroom" (SIT Graduate Institute, 2011), 25.

⁴⁹ Haegeman, *English Word Classes and Phrases. The Handbook of English Linguistics*, 50.

⁵⁰ Haegeman, 51.

example is found on page 150 of chapter 8, the motorized vacuum cleaner was invented by Hubert Cecil.

b) Possessive

Possessive is a word that shows possession. There are several determinants, including my, your, her, his, its, them, and our⁵¹. Example sentences are found in the textbook on page 179 chapter 9, She is getting a dentist to check her teeth. In the sentence using the subject She, the possessive determiner used is her. Another example is found on page 162 of chapter 8, I reported my project last night. The sentence uses subject I, so the possessive pronoun used is my.

c) Number

A number is a determinant in the form of an exact number or value that has been measured⁵². Determinants of numbers can only be used for countable nouns or in other words things that are measured. Numbers are used to counting things and appear before nouns. Numbers have two forms, namely cardinal numbers and ordinal numbers. The function of sequential numbers is to determine how many people or things there are, such as one, two, three, and so on. The function of serial numbers is to determine the position of people or objects such as first, second, last, and so on. Example sentences are on page 158 chapter 8, please give me 2 liters of vegetable oil. The word two liters indicates the total amount of vegetable oil. Another example is on page 162 of chapter 8, I saw a student with a perfect grade. The use of the article a can be a valid substitute for the number one and the under certain conditions must be used in front of the number.

⁵¹ Mukoroli, "Effective Vocabulary Teaching Strategies for the English for Academic ESL Classroom, 26."

⁵² Gu, "Five Basic Types of the English Verb, 131."

2. The Kinds of Vocabulary Exercise in Pathway to English an English textbook

There are 5 types of vocabulary exercises that researchers have found in the Pathway to English textbook. Among them are multiple-choice questions, true or false questions, matching questions, short answer questions, and fill-in-the-blank questions that have been shown in research findings. The following were the discussion of those kinds of vocabulary exercises.

a. Multiple-Choice Question

Multiple choice is a popular way of testing for easy to score and easy to design. Multiple-choice is easy to score because when the users choose the correct answer, they will get the score that has been settled meanwhile they choose the wrong answer, they will not get a score. For the easy to design, multiple-choice is simple to make because it only put some wrong answers between the correct answer.

Multiple-choice has a negative side. The first is the users may choose the answer by process of elimination which means that they are hardly constituted to knowing the right answer. The second is multiple-choice depends on the number of possible answers (called distractor), there is one in two or four chance of getting the answer right. The third, multiple-choice could not produce the word but only recognition. The last is multiple choice is not easy to design which has many considerations to choose the distractors⁵³. As the researcher explain above, multiple-choice is simple to design because it only put some wrong answers between the correct answer, but in fact, the exercises makers have much consideration to choose the distractor. Distractors make the users confuse to decide the correct answer because the distractors are put as the possible answer. The good distractors will make the exercises have a high level of difficulties that make it the users hard to eliminate.

⁵³ Lin and Hsu, "Effects of Hierarchy Vocabulary Exercises on English Vocabulary Acquisition."

This book contains 50 multiple choice questions contained in chapters 1, 4, and 7. In chapter 1 with the title would you fill out this form, please? the researcher found 15 questions, chapter 4 with the title both you and I contained 20 choice questions. doubles and the rest are in chapter 7 with the title calendar of events as many as 15 questions.

b. True or False Question

True or false questions are questions that consist of statements accompanied by alternative answers, namely stating whether the answer is true/false, agree/disagree, or good/bad⁵⁴. For a teacher, making true/false questions is very easy. A statement that is appropriate or not appropriate can be made based on the text as the researcher has shown in the research finding. In the English textbook Pathway to English, there are 35 questions scattered in chapters 3, 8, and 9. These true or false questions can train students' understanding of reading and can increase vocabulary insight. students are trained to adjust the statement with the text that has been provided. This true or false question practice is suitable for assessing students' understanding of knowledge.

c. Matching Question

Matching questions are included in the objective test group. Physically, the form of the matching question consists of two parallel columns. Statements are usually placed in two columns, the left column is the statement to the question and the right column is the answer to the statement. In the matching questions, students are required to match, adjust, or connect between the two statements provided. Matching questions are generally limited in their use to the measurement of knowledge that includes terminology, definitions or definitions, facts, and associations of related simple concepts⁵⁵. Matching

⁵⁴ 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), 127.

⁵⁵ Mohd Tahir, "The Efectiveness of Using Vocabulary Exercises to Teach Vocabulary to ESL/EFL Learners."

question is a great exercise for identifying relationships between things. So it can be concluded that the matching question is an exercise that has two interconnected lines. In principle, matching questions evaluate knowledge about facts that have a certain meaning, to be used as premise material or response columns, facts must be simple and clear.

In the English textbook *Pathway to English*, there are 35 matching questions contained in chapters 2, 5, and 6. Matching questions are questions that are simple to make. However, when working on matching questions, students must be careful because if they match one question incorrectly, it will affect other questions related to the selected answer.

d. Short Answer Question

Short answer questions are questions that require students to provide short answers in the form of words, phrases, place names, names of characters, symbols, or definite sentences⁵⁶. The form of short answer questions is very appropriate to be used to measure the ability of very simple students. The ability measured by short answers is the ability to mention terms, facts, principles, methods, or procedures, the ability to interpret simple data, the ability to solve problems related to students, and the ability to complete equations. The short answer questions in the *Pathway to English* textbook have 40 questions spread over chapters 6, 7, and 9. The short answer questions in this textbook are preceded by a reading text. Students must understand the meaning of the reading text provided to be able to answer the questions. So, reading often will increase the vocabulary skills of students.

⁵⁶ Adrian Wallwork, *English for Academic Research: Vocabulary Exercises* (Springer New York: Springer Science+Business Media, 2013), 69.

e. Fill in the blank Question

Fill in the Blank is a type of question or phrase in which one or more words are replaced with blank lines, allowing students to add missing words⁵⁷.

In the English textbook the path to English there are as many as 40 questions that are spread out in chapters 5, 8, and 10. One form of writing question is that there is a reading text with several paragraphs as shown in the research finding, one or more words are replaced with blank lines. Then, students must determine the right word to complete the text by choosing the correct answer in the box provided. The benefit of filling in the blank questions for students is that it can improve reading comprehension because students must read carefully to complete the missing words from the text. In addition, reading can expand students' vocabulary.

The researcher found that fill in the blank question makes the student remember or recall information about the meaning of the word and again include its grammar, thus the student will easier to fill the missing word. Fill-in-the-blank question requires the learners to recall the word from memory to complete a sentence or text⁵⁸. The student will recall information from the material that appears before the exercise. Fill-in-the-blank is not a productive test but recognizes test because in this term fill-in-the-blank does not ask the users to write or type the missing words directly but it provides some choices such as in matching question.

From the data description about vocabulary exercises instruction in the textbook, the researcher generates the kinds of vocabulary such in the following table.

⁵⁷ Hashemzadeh, "The Effect of Exercise Types on EFL Learners' Vocabulary Retention."

⁵⁸ Mohd Tahir, "The Efectiveness of Using Vocabulary Exercises to Teach Vocabulary to ESL/EFL Learners, 545."

Table 10, Total number of questions in Pathway to English textbook

No	Kind of Exercise	Chapter	Number of Questions
1	Multiple choice question	1,4,7	50
2	Matching questions	2,5,6	35
3	True or false questions	3,8,9	35
4	Fill in the blank questions	5,8,10	40
5	Short answers questions	6,7,9	40
Total number of questions from 10 chapters = 200			

The table shows that there are five types of vocabulary practice instructions in Pathway to English an English textbook. Teaching vocabulary exercises consists of 50 multiple-choice questions, 35 matching questions, 35 true or false questions, 40 blank questions, and 40 short answer questions. The total number of questions in this textbook is 200 questions. This means that the type of vocabulary exercise instruction that is given the most in this book is multiple choice questions that appear 50 times.

3. The Feasibility of Vocabulary Exercise in Pathway to English an English textbook based on the Four Components of Graves' Comprehensive Approach

In this part, the researcher tried to discover and discuss the effectiveness of vocabulary exercise in Pathway to English an English textbook based on Graves' Comprehensive Approach that had four components namely Frequent, Varied, and Extensive Languages Experiences, Teaching Individual Words, Teaching Word-Learning Strategies, and Fostering Word Consciousness.

- a. Frequent, Varied, and Extensive Languages Experiences

Frequent, Varied, and Extensive Language Experiences can be trained through four language skills, namely listening, speaking, reading, and writing⁵⁹. Students will have a great impact on vocabulary growth through listening and speaking. They will easily remember

⁵⁹ Graves, *Teaching Individual Words*. 67.

the words that are in their daily spoken vocabulary because they use them in everyday conversation in their mother tongue. As researchers have shown in research findings, there are questions and responses. Concepts made with tables such as exercises in books will make it easier for students to learn. In addition, a teacher is required to be able to make students active when carrying out teaching and learning activities. One way to help students improve their vocabulary is to increase the amount of reading. Extensive reading activities facilitate students' understanding of the meaning of words and understanding of text concepts.

b. Teaching Individual Words

Teaching Individual Words. Teaching Individual Words does not mean that teachers teach all the words that students need to learn, because teaching vocabulary is most effective when students are provided with definitional and contextual information. In this component, exercises should be explicit to improve word knowledge and reading comprehension. This means that teaching must have consistent activities. Activities such as teachers guide students to pronounce words correctly, explain the meaning of words and give examples of words in various contexts. Researchers have shown that in research findings, students are asked to listen and repeat the sentences provided in the textbook, and pay attention to intonation in reading. In carrying out the exercise, it must be under the supervision of a teacher, so that if there is a discrepancy between intonation or pronunciation, the teacher can correct it.

c. Teaching Word-Learning Strategies

Graves recommends three strategies to teach Word-Learning Strategies to the learners. The first is using context to infer the meanings of unknown words, the second is using word parts to unlock the meanings of unknown words, and the third is using the dictionary.

1) Using Context to Infer the Meaning of Unknown Words

Context clues are clues to the meaning of words contained in the text and the illustrations that surround it

that include definitions, examples, and restatements, such as charts, pictures, and feature types⁶⁰. Context clues as information will help students uncover the meaning of new or unfamiliar words in the text. Context should provide clues to help learners determine the meaning of new words.

Researchers have found a text in the *Pathway to English* an English textbook that is equipped with text sections, so that it will make it easier for students to interpret and understand the reading text. The text with the title *The Early Life of Marie Curie* has been grouped based on the sections consisting of Structure (Orientation: The main character is introduced) and Events (Curie's life story, education, work, Curie's personality, and Relationship). Besides Studying the text structure, students also learn about the language features of the text. After understanding the meaning of the text, students can be trained by answering the available short answer questions. This is very helpful for students in enriching and expanding their vocabulary.

2) Using word parts to unlock the meanings of unknown words

Using the part of the word that is meant here is that students can learn word-formation. The science that studies word formation is called morphology⁶¹. Morphology allows students to pay attention to the morphemes that make up words. The morpheme is the smallest unit in language. Knowledge of morphemes and morphology plays a valuable role in learning words from contexts where students can discover the meaning of foreign words from them. There are two morphemes, namely free morpheme and bound morpheme. Free morphemes are also known as root words that can stand alone. An example is playing. While the bound morpheme is an affix that includes a prefix and a suffix. Examples are -er, -re, and -ful⁶².

⁶⁰ Graves, 69.

⁶¹ Gu, "Five Basic Types of the English Verb, 136."

⁶² Thornbury, *How to Teach Vocabulary*, 47.

This book contains several word formation and grammar studies. As in chapter 2 the use of modals (should, shouldn't). In chapter 3 the grammar focuses (the simple future tense, the future continuous tense, the future perfect tense), and vocabulary lessons on the division of verbs and nouns. In chapter 4 studies correlative conjunctions (not only ... but also ..., both ... and ..., either ... or ..., neither ... nor ...). In chapter 5 the grammar focus (the use of the simple past, the use of to be (was/were)+verb3, the use of pronouns, the use of linking verbs was/were, the use of connectors). In chapter 6 studies the pattern of 'too ... to' and 'enough'. In chapter 8 studies the simple present, word formation (verbs, nouns, adjectives), and referring words. In chapter 9 studies proverbs and riddles. In chapter 10 studies vocabulary (rhymes).

3) Using the dictionary

The use of a dictionary will make it easier for students to learn the meaning of a language. In the dictionary, there are several choices of word meanings, students can choose the meaning of the right word or according to the context of the sentence. However, when students find a word in a different context to what they learned from the previous context, they will be confused to translate and understand the meaning of the whole text because they change the English text into their mother tongue with the direct meaning of the word. In this case, the dictionary in the English book *Pathway to English* must present several word meanings, so that students can independently choose the right meaning of the word when they meet in different contexts.

d. Fostering Word Consciousness

Fostering Word Consciousness involves both cognitive and affective attitudes toward words⁶³. In this component, students are interested in developing their interest and awareness of words. That is, in cultivating Word Awareness, students are expected to have the

⁶³ Graves, *Teaching Individual Words*, 70.

motivation to learn words and be aware of words and their meanings. The way to grow word awareness, students can be trained by improving the four language skills through reading, listening, speaking, and writing exercises as the researchers have shown in the research findings. These four language skills can be trained with the Pathway to English textbook guide. To gain word awareness and make it easier for students to learn English, this book has been divided into 10 chapters and each chapter is divided into several activities that will not make students bored in learning the language.

Each chapter is divided into several activities such as look around, let's learn more, cultural awareness, find it out, act it out, link it to, put it in practice, vocabulary, and how to say it.

- 1) First, look around activities that can be learned from the student experience. Students are asked to talk about the themes they encounter in everyday life. After sharing experiences, the teacher will deepen the theme with activities, let's learn more.
- 2) This second let's learn more activities is carried out by discussing between students and teachers whose results will be presented by students in front of the class.
- 3) The third activity is cultural awareness, Students' capacity to look outside themselves and be aware of cultural values and behaviors that enter is the focus of cultural awareness exercises. Following that, students can determine whether it is typical and acceptable in their culture, or odd and unacceptable in another society. As a result, it is important for students to comprehend other cultures, to be aware of their values and practices, and to be able to respect them.
- 4) The fourth activity is find it out, students are invited to listen to a recording and then write sentences on a piece of paper. This activity can train students' listening comprehension so they can focus on the lesson.
- 5) The fifth activity, namely act it out, students will play a dialogue as already available in the book. After

understanding the dialogue text, students will be invited to do exercises related to the text.

- 6) The sixth activity namely link it to, students will be trained to work together to discuss with their partners in solving a problem. They can ask and give advice, recommendation, or opinion that they find through discussion.
- 7) The seventh activity is put it in practice, this activity is not much different from the previous activity, students will be trained to work together in a group to solve a problem they face from the point of view of each student. After finding the conclusion, students will present in front of the class.
- 8) The eighth activity is Vocabulary, students will be taught vocabulary through several reading texts. Students will be trained to distinguish the word class of each word they encounter in the text. In vocabulary activities, students are also taught to understand the grammar of a text.
- 9) The ninth activity is how to say it. here the teacher will teach pronunciation to students, students can imitate it with the correct pronunciation.

These activities are summarized and presented briefly so that students do not get bored in learning English. The Pathway to English book is also equipped with a summary at the end of a chapter. so the concepts provided in the pathway to English book will make it easier for students to improve their English skills in accordance with learning objectives.