

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

<sup>1</sup>Norris S E Simatupang, <sup>2</sup>Theresia Adelina Sihombing, <sup>3</sup>Erikson Saragih  
Pendidikan Bahasa Inggris, Universitas Prima Indonesia  
Email: [norriselman@gmail.com](mailto:norriselman@gmail.com)

**Abstract.** *Textbook is one of the form of teaching material and a significant guide for teachers and students. One of the factors determining student success in learning activity is the quality of the textbook. Learning vocabulary plays a vital role in all language skills such as listening, speaking, reading, and writing. Thus the author decided to analyze the vocabulary materials in “Bahasa Inggris Kelas XI” textbook published by the Ministry of Education and Culture of the Republic of Indonesia. This analysis needs to be done to prove whether or not this textbook has sufficient quality to develop students' vocabulary. This research will be conducted using a qualitative research approach. The data collection method uses descriptive method because the author focuses on the vocabulary material in each chapter of the textbook. The data is analyzed using the instrument of textbook assessment by Houtz elements (1955). The results of the analysis that has been carried out shows that the textbook is suitable to be used as teaching material for the learning process in schools.*

**Keywords:** *Analysis, Material, Textbook, Vocabulary.*

### INTRODUCTION

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

Textbook is one of the form of teaching material and a significant guide for teachers and students. According to (Tomlinson, 2011) textbook is one of the tools that used to help teachers to teach the learners. (Cunningsworth, 1995) stated that “Textbook is best seen as a source in achieving aims and objectives that have already been set in terms of learner needs”. Which means, the learning objectives that must be mastered by students are stated in the textbook as a guideline for teachers. Meanwhile, for students in doing the assignments that given by the teacher, makes textbook as a problem-solving.

Furthermore, (Borg, 2003) adds that “Lack of available resources is another important factor that undermines language teachers' instructional abilities”. Therefore a textbook must have quality content which in accordance with the applicable curriculum, both in terms of content standards, as well as in terms of whether or not the teaching material is easily understood by the teacher and students, and also presented in an attractive way. One of the factors determining student success in learning activity is the quality of the textbook. Thus high quality textbook can provide optimal results in the learning process.

(Flanagan & Foreman, 1995) states the advantages of using textbook as a media in learning activity as follows:

1. Textbook provide an organized study.
2. Textbook provide guidance for teacher.
3. Textbook emphasize important aspects of a topic.
4. Textbook summarize relevant information into a single unit.
5. Textbook contain suggestions for further learning activities that can aid individual learning.

In line with the statement above, (Ornstein & Lasley, 2000) assert that textbook can:

1. Provide ideas about information and activities.
2. Provide precis of many things related to information.
3. Provide a common resource that can be followed by all students.
4. Provide a description for the lesson plan that can be used by the teacher.
5. Provide all the material (in the proper form) for study that can be brought home by all students.
6. Provide pictures, graphics, and illustrative content that make the material easier to understand.

(Neuman & Dwyer, 2009) defined vocabulary as “the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)”. On the other hand (Widianingsih, 2009) points out that, vocabulary mastery would be the first priority in English language teaching and learning. Moreover (Laufer & Goldstein, 2004) conclude that, the associate of a large vocabulary constituted the skeleton of the linguistic system into a language fluency.

(Nation, 2001) stated that “Gaining vocabulary is essential for successful foreign language use and plays an important role in the formation of complete spoken and written texts. Learning vocabulary plays a vital role in all language skills such as listening, speaking, reading, and writing”. It means that the more vocabulary we know, the more we’ll be able to communicate with other because vocabulary provides most of the basis for how well we listen, speak, read, and write.

Based on the various statement of the experts above, we can see that vocabulary is the core in language mastery, thus the author believes it’s important to analyze Indonesian High School textbook especially the vocabulary materials.

“Bahasa Inggris Kelas XI” textbook published by the Ministry of Education and Culture of the Republic of Indonesia discussed five skills in teaching and learning

English, namely listening, speaking, reading, writing and vocabulary. The author is interested in measuring the quality of the vocabulary material in this textbook to prove whether or not this textbook has sufficient quality to develop students' vocabulary. The reason why the author chose this book was because of:

1. The book suggested by the Ministry of Education and Culture.
2. The book used by private and public schools in Medan, North Sumatera.
3. The book is competency-based syllabus which helps students in their skills development through appropriate exercises.

To measure the quality of textbook, (Houtz, 1955) suggested eleven elements that were used as the basis for the assessment, namely the author and his background, content or material, vocabulary and sentences, meaning and understanding, material presentation, exercise and practice, individual differences, achievement measurement, problem solving, teacher goals, and the book’s physical. Afterward he deduced the elements into three aspects that are interrelated with each other regarding to the quality of textbook, namely material, material presentation, and language legibility.

First, “material” is the learning content that presented in textbook with criteria which is must be specific, clear, accurate, and up to date. The information presented doesn’t contain a biased meaning. Second, “material presentation” is a separate aspect that must be considered in textbook, regarding to the presentation of learning objectives, order in explanation, attractiveness of student interest, ease of understanding, material relations, as well as exercises. Third, “language legibility” is relation to the level of language (medium of conveying) convenience for students.

Based on background of the study above, the research question (problems of the study) in this research is formulated to describe the material of vocabulary; presentation of vocabulary material; and language legibility of vocabulary material in

“Bahasa Inggris Kelas XI” (KemenDikBud) Textbook.

## METHOD

This research will be conducted using a qualitative research approach. The data collection method uses descriptive method because the author focuses on the vocabulary material in each chapter of the textbook. Qualitative method is the most effective method used in this research process because the method of writing this article is systemic description. The purpose of using qualitative method not only to describe what is displayed in the textbook but also to analyze in detail what problems the author wanted to solve properly.

Here is the general description of the book used as a source of research:

1. Title of book : Bahasa Inggris Kelas XI
2. Author : Mahrukh Bashir
3. Reviewers : Helena I.R. Agustien and Emi Emilia
4. Publisher : Ministry of Education and Culture
5. Place of publication : Jakarta
6. Year of Publication : 2014
7. Number of pages : 112 pages
8. Book size : 25 cm x 17 cm
9. ISBN Number : 978-602-282-482-4

The research steps carried out by the author are as follows, first to obtain data in answering the research questions the author chooses an English textbook entitled "Bahasa Inggris Kelas XI", then studies vocabulary material that contained in each chapter of the textbook by analyzing it. Second, the author analyzes the obtained data using the instrument of textbook assessment by Houtz elements (1955). After that the author describes the results of the analysis in the form of descriptive sentences that are effective and systematic.

## RESULTS AND DISCUSSION

“Bahasa Inggris Kelas XI” textbook consists of 5 chapters and around 112 pages. Overall, the 5-chapters book is organized in variety of themes. Each chapter has its theme and structured into two different vocabulary

material, one of them devoted to introduction of new vocabulary called “Word Power” and the other one is an exercise called “Let’s Practice”.

After analyzing the textbook, the writer found the condition of the material in the textbook as follows:

1. The material is proportional, because the material isn’t similar and repeated.

Throughout Chapter 1 until Chapter 5 of the textbook, the author didn’t find any similarity and repetition of material both in the “Word Power” section and “Let’s Practice” section. Thus the author conclude that the material is truly proportional.

2. The material integrity presented is strong, because it fits the theme of each chapter.

Every vocabulary material in each chapter in the textbook is fitting the chapter’s theme. Here is the theme in each chapter of the textbook that the author found: Chapter I (Can Greed Ever Be Satisfied?) with a theme of ‘Folklore’, Chapter II (Bullying: A Cancer That Must Be Eradicated) with a theme of ‘Opinion on Bullying’, Chapter III (Hopes And Dreams!) with a theme of ‘Speech about Hope’, Chapter IV (Vanity, What Is Thy Price?) with a theme of ‘Invitation’, and Chapter V (Benefit Of Doubt) with a theme of ‘Letter’.

3. The discourse variety is correct, because it’s equated with the vocabulary presented.

The vocabulary material in each chapter is equated with the discourse in the “Reading Activity”. For example in Chapter I (Can Greed Ever Be Satisfied?) there’s a reading activity in a form of a discourse with a title “The Enchanted Fish” (p.3). Throughout this discourse there are ten unfamiliar vocabulary that would be presented in the “Word Power” section.

4. The material is in the form of information that leads to another learning process, because it’s applied to the writing activity.

The vocabulary material in each chapter is leading the students into

another activity such as writing activity. For example in Chapter I (Can Greed Ever Be Satisfied?) there's a writing exercise, by learning new vocabulary in the "Word Power" section, the students can use those new vocabulary as an information or even completing their writing.

Here is the discussion of the second aspect, the condition of material presentation in the textbook:

1. Steps to identify problems and how to solve them are developed effectively.

In the "Word Power" section the textbook introduces 10 new words to the students including its pronunciation and meaning. In the "Let's Practice" the textbook provides exercise for students, in this exercise students were asked to fill in blank sentences with the words that has been introduced previously. This method is carried out throughout the textbook.

2. The objectives are well formulated and clear for students, because the goals are fitting the material.

The way the textbook apply the vocabulary (Word Power) into the exercise (Let's Practice) is helping students to achieve the learning objectives, because by doing the exercise students learns not only new vocabulary but also how to arrange them in sentences.

3. Independent exercise developed effectively, because it's clear and operational moreover the questions match the material.

The vocabulary exercise in each chapter is developed very clear and operational, it can be seen by how the textbook instructed the students to do the exercise. This kind of exercise increase student's confident because they don't need teacher's help to finish the exercise.

4. Involves students to gain language experience, because the presentation is arranged in a way that allows students to conclude on their own.

The material in each chapter is arranged to guide students to have more language experience by concluding on their own. For example the vocabulary

material in Chapter II (Bullying: A Cancer That Must Be Eradicated) introduces vocabulary including its meaning (p.37), but these meaning is in English. If the student haven't understand the meaning they can search it out in their dictionary, by doing this student will conclude on their own, they even gain more vocabulary beside what have been display in the material.

The last discussion is the third aspect, the condition of language legibility in the textbook:

1. The use of language and grammar doesn't contain errors.

Throughout chapter 1 until chapter 5, the author didn't find any error both in the content and exercise of vocabulary material. The discourse in the reading activity which connected to the vocabulary material is also having no error.

2. Sources of discourse didn't rely on one source and the use fits the students.

Every discourse in each chapter of the textbook was taken from different sources. Here is the source of each discourse in the textbook: Chapter I's discourse title is "The Enchanted Fish" (p.3) it is adapted from (Grimm Brothers, 1812. "The Fisherman and His Wife"), Chapter II's discourse title is "Bullying: A Cancer That Must Be Eradicated" (p.28) it is arranged by textbook's author, Chapter III's discourse title is "President Sukarno of Indonesia" (p.50) it is taken from (Africa-Asia Speaks from Bandung, Djakarta, Indonesian Ministry of Foreign Affairs, 1955, 19-29), Chapter IV's discourse title is "Vanity and Pride" (p.70) it is arranged by textbook's author, and Chapter V's discourse title is "Letter to God" (p.92) it is inspired from ("Una Carta a Dios" by Por Gregorio Lopez y Fuente).

3. The readability of the reading material is high, marked by effective discourse.

Every discourse in each chapter of the textbook is readable because it doesn't contain any error, fits the chapter's theme,

and also attract student's interest. Thus these discourse are truly effective for student.

4. Discourse choices tell positive things that encourage innovation and creativity.

Here is the list of things that told by the discourse in each chapter of the textbook: Chapter I tells about life lesson, Chapter II tells about perspective on social issue such as bullying, Chapter III tells about hope and dream for the future, Chapter IV tells about vanity of the world, and Chapter V tells about keep on reacting positively no matter what happens.

## CONCLUSION

Based on the analysis results of the quality of textbook that has been carried out on "Bahasa Inggris Kelas XI" textbook published by the Ministry of Education and Culture of the Republic of Indonesia, this textbook is suitable to be used as teaching material for the learning process in schools to develop students' vocabulary. The analysis is in accordance with the instrument that has been determined by Houtz (1955), which includes three aspects that are interrelated with each other namely material, material presentation, and language legibility.

This book provides material that in accordance with the needs of students by providing variety topics that interesting for students and connecting vocabulary material with reading activity. Even in terms of attractiveness, the appearance of the material is quite interesting because it displays colored pictures that attract students' interest. The layout of the material in this book is also easy for teacher and students to understand.

It's clear that teacher can use this textbook as the main reference in the teaching process because it can make them easier to deliver material that has been directed to the learning objective. Students can also use this textbook as the main reference for learning at home because it helps to accelerate the process of understanding the material and achieve the learning objective.

Other textbook publishers can use the results of this research (or the vocabulary

material in "Bahasa Inggris Kelas XI" textbook published by the Ministry of Education and Culture of the Republic of Indonesia) as an example to increase the quality of vocabulary material in their upcoming published textbook, which meet the standards that's used to develop students' vocabulary.

## REFERENCES

- Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*.
- Cunningsworth, A. (1995). *Choosing Your Course Book*. New York: Macmillan.
- Flanagan, R., & Foreman, G. (1995). *Risk Management and Construction*. New York: John Wiley & Sons.
- Houtz, H. E. (1955). *Reading for Today's Children*. New York: Macmillan.
- Laufer, B., & Goldstein, Z. (2004). Testing Vocabulary Knowledge: Size, Strength and Computer Adaptiveness. *Language Learning*.
- Nation, I. S. (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.
- Neuman, S. B., & Dwyer, J. (2009). Missing in action: Vocabulary instruction in pre-K. *The Reading Teacher*.
- Ornstein, A. C., & Lasley, T. J. (2000). *Strategies for Effective Teaching*. Boston: Allyn and Bacon.
- Tomlinson, B. (2011). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.
- Widianingsih, R. (2009). Increasing vocabulary mastery using crossword puzzle technique in inclusion program. *Bachelor Degree of Education*.