



ENGLISH VOCABULARY MATERIALS IN VOCATIONAL SCHOOL TEXT BOOK

Endang Estarina Situmorang

endangsitumorang77@gmail.com

Universitas Prima Indonesia, Medan

ABSTRACT

This research purpose is to investigate the compatibility of materials in the textbook Bahasa Inggris based on Tomlinson's theory. The researchers use descriptive research as the type of the research. The data of the study are the content of English textbook entitled Bahasa Inggris SMA/SMK K-13. The analysis is done by using Three Level of Analysis by Little John (2011). They are: 1) Level 1 Analysis: 'What is There' (Objective Description), 2) Level 2 Analysis: 'What is Required of Users' (Subjective Analysis), and 3) Level 3 Analysis: 'What is Implied' (Subjective Inference). The result of this study shows that the English textbook Bahasa Inggris fulfills 15 criteria or 93,75% of Tomlinson's theory. Therefore the textbook is suitable to be used by the students

Keywords: *Compatibility, Textbook, Tomlinson's theory, Vocabulary, Vocational*

INTRODUCTION

Teaching English as a foreign language is a language which interesting to be explored in Vocational school or SMK. It becomes interesting because there is a different from some aspects between teaching English in Senior high school and in Vocational School. The aspects can see through the content of the books, the purpose of the teaching, the materials in teaching the appropriate books or textbooks, the learning media, but in their Syllabus, they have the similarity. In teaching English, there are some materials which support the students' ability. They are reading, listening, speaking, writing and Vocabulary materials. Both of the materials, researchers focused to evaluate the vocabulary materials in "Bahasa Inggris" textbook. Vocabulary in this discussion evaluated using Tomlinson's Theory. It consists of 16 principles of second language acquisition relevant to the development of materials for the teaching of languages.



THEORETICAL FRAMEWORKS

Some previous study also support the reason why this research conducted by researchers. Such as, the result in Sudartini, S (2016) stated that, “The available textbooks for SMK do not fit the learners’ need that teachers need to find additional materials from other sources, such as newspapers, magazines, internet websites, songs and movies.” And the conclusion of evaluated the Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia, revised edition in 2017 textbook stated “Among three aspects of language content namely grammar, vocabulary, and pronunciation, the textbook only covers little of grammar and vocabulary” Nurhamsih, Y. (2018). Another research which contribute this research such as, Salehi (2015) that revealed the content and the topics of the ESP medical textbook are suitable with the learners and instructors’ needs, Al harby (2017) make research in evaluated the textbook used in secondary school. Through the some researches above researchers focus on whether the vocabulary-materials in Bahasa Inggris Textbook are fulfill the Tomlinson’s Theory or not. How the percentage which makes the materials are fulfill with Tomlinson Theory. Based on the problem the researchers aims to find whether the vocabulary-materials in Bahasa Inggris Textbook are fulfill the Tomlinson’s Theory or not and how the percentage which makes the materials are fulfill the theory.

METHOD

The researchers use descriptive research as the type of this research. This research describes the analysis of the materials in English textbook entitled “Bahasa Inggris SMA/SMK K-13” published by Kemendikbud in 2018. The textbook is the whole source of the data in this research.

To collect data, the researchers use the content analysis method. The researchers select and encodes the materials of English textbook, then researchers select the textbook compatibility design based on Tomlinson’s theory about the good design material for student in textbook (1998: 7-21).

FINDING AND DISCUSSION

A good and compatible textbook for student based on Tomlinson’s theory observed by 16 criteria. In this textbook researchers found out the compatibility of the textbook by using the criteria.

1. Materials should achieve impact

The impact of the material will be seen by the new materials in the textbook that varied, interesting, and appealing. The new materials in the textbook



“Bahasa Inggris SMA/SMK K-13” are proved by the different themes for each chapters. The textbook has 11 chapters. The title of the chapters are: 1) May I Help You? , 2) Why Don't You Visit Seattle?, 3) Creating Captions, 4) Do You Know How to Apply for a Job?, 5) Who was Involved?, 6) Online School Registration, 7) It's Garbage In, Art Works Out, 8) How to make, 9) Do it Carefully!, 10) How to Use Photoshop?, 11) Let's Make a Better World for All. The varied materials design was proved by various vocabulary activities that found in page 2-3, 16, 44- 48, 51-54, 62-63, 69-70, 82, 94-95, 102-103, 110-112, 128, 133-134, 136-137, 153, and 155-156. The attractiveness and appealing materials design of the textbook are usually proved by picture, but in this book it attract students attention and enthusiasm by providing boardgame (p. 44-47), board race (p. 110) and wall race (P. 136).

2. Materials should help learners to feel at ease.

By providing some exercises for each materials or topics, the students will be helped to feel at ease. It also helps student to improving their knowledge and ability in vocabulary materials. This book provides exercise in many ways. We can find the exercise in page 8-10, 69-70, 94, 110, 120,133,150, and 155-156, blank spaces in page 3,16,48-49, 51-52, 62,82,9-95, 102-104,112,128,136-137, and 153, and figures and tables in page 44-47.

3. Material should help learners to develop confidence.

Relaxed and self- confident learners learn faster (Quoting Dulay, Burt, and Krashen 1982, Tomlinson (1998:9)). It means students feel confident if they think that the materials are not difficult to learn. There are many easy activities and task in the textbook that should stimulate students. The simple language uses in the textbook to accomplish every task. Therefore, Bahasa Inggris fulfills this criterion.

a. This textbook stimulate students confidence through some tasks which are are proved on page 8, 16, 48, 57, 62, 69-70, 82, 94, 102, 110, 112, 128, 133, 137, 153 and 155.

b. The used of simple language to accomplish every tasks are proved on page 8, 48, 57, 62, 69, 112, 128, 133, 137, 153 and 155.

4. What is being taught should be perceived by learners as relevant and useful.

The materials are relevant and useful for the students in real life. Textbook Bahasa Inggris provides materials which are related to the topics. Chapter 1



May I help you? is useful for the students to connect the the next material in chapter 2 to learn for asking and giving information. It is relevant with material for asking and giving information through chapter 3 creating captions. Students will learn about how to create cv in chapter 4 students learn how to apply for a job. In chapter 5 students analyse the news items in newspaper or Tv. In chapter 6 and 7 are relevant for writing the news item in radio, newspaper, and tv. In chapter 9 and 10 are the materials how to make the procedure text and how to differentiate the procedure text with the other text in oral or written. In chapter 11 students will learn about language features in song lyrics. Every vocabulary material of the chapters has relevant topics to each other start from the chapters 1 to 11. Therefore, all of the chapters in Bahasa Inggris are relevant and useful for the students to fulfill this criterion.

5. Materials should require and facilitate learner self-investment.

In the textbook providing students with choices of focus and activity, giving students topic control, and engaging students in learner-centered discovery activities. The textbook provides many activities and focus in each chapter. There are eleven chapters in the textbook. Besides consists of many activities, the textbook also provides controlled practices in each chapter and uses scientific approach in the textbook for teaching and learning. Therefore, the textbook can require and facilitate learner self-investment.

6. Learners must be ready to acquire the points being taught

The textbook Bahasa Inggris SMA/SMK K-13, provides sub-chapter entitled Vocabulary builder. There are some chapters which provide Vocabulary builder. Vocabulary builder is helping the students to increase and rich their vocabulary.

7. Materials should expose the learners to language in authentic use.

The textbook Bahasa Inggris SMA/SMK K-13 only provides a text which is from the authentic source. And it can make the the learning process is more engaging, imaginative, and motivating. Then can help students extend their vocabulary and memorize them in a number of meaningful vocabulary.

8. The learners' attention should be drawn to linguistic features of the input

“Bahasa Inggris” textbook SMA/SMK K-13 provides some chapters which have sub-chapter vocabulary builder. This sub-chapter provides learners attention to linguistics features of the input. Linguistic features refer to the use sentence construction grammar and mechanical with sentence structure and



also precise vocabulary. It helps students to identify the linguistic features to build the students' vocabulary in the correct form

9. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.

The communication interaction can be in the form of post reading creative writing and creative speaking activities. The Bahasa Inggris SMA/SMK K-13 provides chapters which cater those communicative interactions. They are a) chapter 1 provides vocabulary and speaking activities, b) chapter 2 provides vocabulary, reading, writing and speaking activities, c) chapter 3 provides reading and writing activities, d) chapter 4 provides vocabulary, reading and writing activities, e) chapter 5 provides vocabulary, reading, listening and writing activities, f) chapter 6 provides vocabulary, reading, writing and speaking activities, g) chapter 7 provides vocabulary, listening, reading and speaking activities, h) chapter 8 provides listening, vocabulary, and speaking activities, i) chapter 9 provides reading, vocabulary, speaking and writing activities, j) chapter 10 provides vocabulary, listening, reading and speaking activities, k) chapter 11 provides listening, writing, vocabulary and speaking activities

10. Materials should take into account that the positive effects of instruction are usually delayed.

Learning is a whole process to know something new. This process start from the easier to the most difficult step. This whole steps are important to instruct the language features to the learners. In this textbook, vocabulary materials do not only served gradually but also in repeated polas. Its proved from chapter per chapter. In chapter 1, student is being asked to find the words, to find the meaning of words, then to practice the pronunciation. In chapter 2, students is being asked to find the synonym, and to practice to pronounce. These patterns are being repeted again in the next chapter. Sum all up, there is 11 pattern to learn vocabulary in this book.

11. Materials should take into account that learners differ in learning style

There are many learning style. For students, age, gender, personality, and their environment are absolutely affect their learning style. Some students may be learn effectively by using visual experience, some may be on auditory experience, and some may be on field experience. The text book provides vocabulary material in many kind of exercises. Some of them are pronouncing the words, guessing the words, and mapping the words. Each style force student to do many activities. It means the book served the material not only in one style and it helps learners to learn effectively.



12. Materials should take into account that learners differ in affective attitudes.

Affective attitudes deal with feelings or emotions. The textbook provides 11 activities in learning vocabulary to motivate students to learn vocabulary. It can be found in each exercise that persuade student to learn by using an appealing vocabulary display.

13. Materials should permit a silent period at the beginning of instructions

The silent period is used to introduce new language points through activities which initially require comprehension before productions. It can help students to achieve proficiency. The textbook provides sub-chapter Vocabulary Builder in most of the chapter. It makes students gain new knowledge of vocabulary. It shows that the textbook help students to achieve proficiency. Therefore, textbook Bahasa Inggris fulfills this criterion.

14. Materials should maximize learning potential which stimulates both right and left brain activities.

According Tomlinson's theory, textbook must can stimulate the right and the left brain. Right and left brain have their own functions in human life. Right brain is functioned as spatial ability such as music, creativity, art, and shape. Meanwhile, left brain is functioned as logic thinking, language and mathematics. The textbook Bahasa Inggris does not provide activity which stimulate right brain. In the other side, textbook Bahasa Inggris provides a lot of activities which stimulates left brain. The activities in the textbook which stimulate left brain are vocabulary builder, pronunciation practice, and grammar review. Therefore, the textbook does not fulfill this criterion.

15. Materials should not rely too much on controlled practice

Free practice means that learner produces language using the target content freely. Meanwhile, controlled practice is a stage in a lesson where learner practices new language in a limited form. Controlled activities allow students to solely focus on the new vocabulary. Textbook Bahasa Inggris only provides one sub-chapter which is included in controlled practice and that is Vocabulary Builder. Vocabulary Builder are on page). Therefore, textbook Bahasa Inggris fulfills this criterion.

16. Materials should provide for outcome feedback.

The textbook should provides opportunities for outcome feedback by providing sub-chapter reflection in each chapter. Reflection is used by teacher for whether the learners understand or not with the materials which are learnt. Reflection in Bahasa Inggris are on page 23,39, 51,69, 88-89, 101, 117, 127, 143, 157 and 168. Therefore, the textbook fulfills this criterion.



Based on the finding data researchers found that the “The Bahasa Inggris SMA/SMK K-13” textbook only fulfill 15 of the criteria that Tomlinson gave. By the findings researchers calculate the result:

Matching:

The compatibility materials in the textbook with Tomlinson’s theory:

The number of criteria : 16

Total of criteria fulfilled by the textbook : 15

Percentage:

$\frac{\text{Total 15} \times 100 \%}{16}$

16

= 93,75 %

The fulfilled criteria are: 1) Materials should achieve impact, 2) Materials should help learners to feel at ease, 3) Materials should help learners to develop confidence, 4) what is being taught should be perceived by learners as relevant and useful, 5) Materials should require and facilitate learner self-investment, 6) Learners must be ready to acquire the points being taught, 7) Materials should expose the learners to language in authentic use, 8) The learners’ attention should be drawn to linguistic features of the input, 9) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes, 10) Materials should take into account that the positive effects of instruction are usually delayed, 11) Materials should take into account that learners differ in learning styles, 12) Materials should take into account that learners differ in affective attitudes, 13) Materials should permit a silent period at the beginning of instructions, and 14) Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement which stimulates both right and left brain, and 15) Materials should not rely too much on controlled practice. The one criterion that does not fulfilled by the textbook is the last criterion which states: materials should provide for outcome feedback. Therefore, the percentage of the compatibility materials in the textbook with Tomlinson’s theory is 93,75%.

An appropriate textbook has the distributed questioners that expected to gather information about objective needs before developing materials, has a specification of the content of the instruction course and list that will be taught and tested based on syllabus of curriculum, in this case 2013 curriculum, and has interactive material developments (Adam 2018, p. 62-63). The distributed questioner in “Bahasa Inggris SMA/SMK K-13” textbook can be found in point 4, 5, 6, and 9. The specification content can be found in point 1, 2, 8, and 10. The interactive material development can be found in point 3, 7, 11, 12, and 14. The findings shows that the Bahasa Inggris SMA/SMK K-13 textbook is already classified as an appropriate textbook to be used by the student. And by 93,75% of the first result



shows that this textbook is compatible and suitable to use by third grade students in senior high school.

CONCLUSION

Based on the research finding and discussion, researcher draw a conclusion that “The Bahasa Inggris SMA/SMK K-13” textbook is almost compatible with Tomlinson’s criteria of a good textbook. The textbook gains percentage 93,75% of the all the compatibility based on Tomlinson’s theory. The textbook also supports some language skills for learning. Therefore, the textbook is suitable to be used by third grade students in senior high school.

REFERENCES

- Adam, N. S. (2018). Developing English Materials Dealing With 2013 Curriculum of The Seventh Grade Student in MTsN Balang-Balang. *Asian EFL Journal*, 20(7), 53-65.
- Alizadeh, I. (2016). Vocabulary Teaching Techniques: A Review of Common Practices. *International Journal of Research in English Education*, 1(1), 22-30.
- Cunningsworth, Alan. 1984. *Evaluating and Selecting EFL Teaching materials*. Great Britain: Biddles Ltd.
- Kusumawardani, R., Santosa, R., & Roschsantiningsih, D. (2018). Explore The Use of Authentic Materials to Teach Reading for Junior High School. *International Journal of Multicultural and Multireligious Understanding (IJMMU)*, 5(4), 298-307.
- Mofareh Alqahtani. (2015). The Importance of Vocabulary in Language Learning and How To Be Taught. *International Journal of Teaching and Education*, 3(3), 21-34. Doi: 10.20472/TE.2015.3.3.002.
- Novianti, R. R. (2016). A Study of Indonesian University Students’ Vocabulary Mastery With Vocabulary Level Test. *Global Journal of Foreign Language Teaching*, 6(4), 187-195.
- Nur, A. N. (2015). Analyzing Vocabulary Level of The Students’ Essay Writing and Academic Textbokk Utilizing Lextutor. *English, Teaching, Learning, and Research Journal (Eternal)*, 1(1), 15-27. Doi: <https://doi.org/10.24252/Eternal.V11.2015.A6>
- Nurdini, H., Marlina, L. (2017). Vocabulary Jurnal as A Learning Tool For Students in Learning Vocabulary Through Reading at Junior High School. *Journal of English Language Teaching*, 6(1), 272-285.
- Ratnah. (2018). Improving Writing Skills by Using Authentic Materials in Indonesian Vocational School. *Asian EFL Journal*, 20(7), 124-129



- Richards, Jack C. 1985. *Language Curriculum Development*. University of Hawaii Working Papers in English as a second Language, 4/1.
- Ronaldo, O. (2016). Teaching Material for English Subject in Vocational High School. *Proceeding of The Fourth International Seminar on English Language and Teaching (ISELT-4)*, 170-179.
- Salehi, Hadi. 2015. *An Evaluating Study on ESP Medical Textbook: Instructor and Learners' Needs Analysis*. English Department, Faculty of Humanities, Najafabad Branch, Islamic Azad university, Najafabad, Isfahan, Iran.
- Teng, F. (2015). An Evaluation of EFL Students' Vocabulary Sizde and Their Textbooks: A Case Study of Vocational College Students in China. *Humanizing Language Teaching*, 17(5), 26-41.
- Wilson, A. (2015). The Effects of Vocabulary Mastery and Student's Perception on Teaching Material Towards Writing Skill. *DEIKSIS Jurnal Ilmiah Bahasa dan Seni*, 7(3), 171-246.
- Sudartini, S (2016) English Teaching Materials for SMK Students Majoring in Arts: Teachers' Perspectives. Yogyakarta State University.
- Nurhamsih, Y. (2018). Evaluation of English Teaching Materials used at a Vocational High School Based on Cunningsworth's Checklist. Postgraduate English Program, Faculty of Teacher Training and Education, University of Bengkulu.