

CHAPTER I

INTRODUCTION

A. Background of the Research

English is one of the most important international languages in education in Indonesia. Moreover, a number of references or learning resources are written in English, such as journals and books. Books have an important role in learning English. Accordingly, English books have to meet the criteria for a good book. Books are also a very good tool for students to improve their vocabulary where books can provide a list of new vocabulary that can improve students' English skills. In addition, a language is also a tool for students to learn a culture, both foreign culture and local culture. Colson et. al (2008) said that language learning cannot be separated from the introduction of its culture because language is always attached to the culture of its use. Through the introduction and development of cultural understanding of the target language, language learners will be able to perform their functions well in the language being studied. Therefore, this should be maximized by educators to be able to improve their students' quality to a higher level. Furthermore, their English language skills can increase significantly with good cultural knowledge.

As mentioned in the previous paragraph, books are considered the main source of learning materials. Moreover, books play an important role in the dissemination of culture or cultural elements through the learning process. In this globalization era, the development of foreign cultures that enter Indonesia is very rapid. Therefore, a number of local cultures that convey messages of nobility begin

to erode. This very rapid cultural development should be balanced with an increase or development of local culture. Thus, it will not be an inferior culture to the foreign ones.

One of the reasons why cultural development needs to be improved and integrated into language learning is that an individual's behavior or speech may be interpreted differently by interlocutors who come from different cultural backgrounds. It can be said that understanding other cultures will increase understanding of one's own culture (Brown, 2001). By introducing the diversity of the Indonesian nation, students will be invited to understand that the Indonesian nation has a very large cultural wealth.

The Indonesian culture must be introduced to the young generation to prevent the global culture in Indonesia. Moreover, it must be the true identity of the nation. However, its presence is at the stake due to the spread of foreign cultures. In this case, the responsibility to maintain the Indonesian culture goes to the society and government (Asfina and Ovilia: 2016).

In this case, books are one of the most effective media for students so that students can still learn about local cultures. Moreover, it will be much more appropriate for learning culture if teachers or material providers add cultural and sociolinguistic elements in learning materials and activities (Takagaki, 2005)

In this respect, Indonesia is one of the countries with a small number of English speakers. The status of which is not as a second language, but it is merely a foreign language. This statement is also supported by Huda (2000, cited in Oktora, 2015) which states that English is the main foreign language, although the

Indonesian government is reluctant to officially state this. The impact that we can see is the influence of the environment that does not support speaking in English as a means of communication. The use of English is only used when they are studying English subjects without being practiced directly in everyday life (Maduwu, 2016). As a result, English in Indonesia is generally taught as a foreign language.

The presence of English subjects in Indonesia is very important since it has been included in the Curriculum Merdeka even though it is only a foreign language. Kemendikbudristek said that Curriculum Merdeka (previously referred to as the prototype curriculum) was developed as a curriculum framework that is more flexible, while focusing on essential materials and the development of learners' characters and competencies. Therefore, the syllabus and lesson plans referred to from the curriculum should be arranged efficiently as a guide before carrying out teaching and learning activities (Hartati, 2020).

In this respect, vocabulary development is significantly crucial for English foreign language learners. The more a learner has sufficient English vocabulary knowledge, the more a learner has an English proficiency level. Vocabulary knowledge is able to enhance learners' writing and speaking skills. Moreover, it is for foreign language acquisition purposes (Viera: 2017). Therefore, the media used in the classroom has to support learners' vocabulary development. The book designer and the curriculum maker have to consider the significance of which to be implemented in the students' book. Thus, the need for books that support increasing vocabulary mastery by integrating Indonesian culture is very important for students. So, they are not only able to master English but also to get to know Indonesian

culture starting from school. Therefore, the researcher made a book that emphasizes increasing students' vocabulary by using Indonesian cultural learning.

B. Statement of the Problem

Based on the background of the research, there are some problems that can be formulated:

1. What are the needs of grade VII teachers and students of SMPN 2 Sokaraja for the book in enhancing students' vocabulary development?
2. How is the book developed?
3. How is the result of the developed book evaluation?

C. Objectives of the Study

1. To find out the needs of grade VII teachers and students of SMPN 2 Sokaraja for the book in enhancing students' vocabulary development.
2. To formulate the stages conducted in developing book.
3. To assess the outcomes of the developed book evaluation.

D. Significance of the Research

This research give some advantage to English teacher, students, and the school.

The first benefit of this research is for English teachers. Teachers can help students to improve their vocabulary through teaching vocabulary provided in the book. Teachers can also teach culture through reading texts that contain elements of Indonesian culture.

The second benefit of this research is for English students. They can learn vocabulary easily. It can encourage them to increase their vocabulary. In addition,

students can get to know various kinds of Indonesian culture through reading texts from the book.

The last benefit of this research is for the school. The school had a textbook that includes a lot of vocabulary and incorporates cultural values in it.

E. Outline of the Thesis

This study consisted of five chapters. In the first chapter, the researcher explained the background of the research. In addition, it contains the statement of the problems, the objectives of the research, the significance, and the outline of the thesis. The research questions of this research are, among them, what are the needs of grade VII teachers of SMPN 2 Sokaraja for the book in enhancing students' vocabulary development, what is the appropriate book containing Indonesian cultural bound text which meets the needs, and what is the validity of the book based on expert judgment. The result of this research is expected to benefit the English teacher, students, and school. The second chapter of this research presented a review of related literature, which discusses the development of vocabulary. This chapter contains some theories that explain Vocabulary Development, Teaching Material, Indonesian Cultures and Values, and Curriculum Merdeka and English Subjects. The third chapter explained of the methods of the study. It describes the subject of the study, data collection, the technique of data collection, and data analysis. Then, the fourth chapter explained the findings and discussion. The results came from a number of steps in building the book where the results of the needs analysis were taken into account for the content. The last, the fifth chapter explained the conclusion of this research.