

CHAPTER II

LITERATURE REVIEW

A. Vocabulary Development

Vocabulary in a language will always develop over time. Vocabulary development is the process by which people acquire new words. This statement is also mentioned by Meysitta (2018) that vocabulary development is a condition of increasing, decreasing, or changing the form and meaning of vocabulary in a language. Building and developing vocabulary is very important for every child. It not only helps to speak but also makes them easier to read. It also supported by Richard and Renandya (2002, p.255) that vocabulary is an important component of language skills and is the basis of how children can speak, listen, read and write. Without an extensive vocabulary and strategies to acquire new vocabulary, children may experience problems.

In the reading process, a reader will use his or her experience to understand a passage. This is because a person's experience is an influential thing in terms of interpreting a meaning. The existence of various vocabularies in every reading shows the need for a good understanding of these vocabularies. Therefore, learners have to develop their vocabulary skills to gain a better understanding. In fact, Suwartono (2006) has long stated that teaching or introducing English to young learners has a very positive impact which was reflected in their improved vocabulary mastery and their achievement. It becomes an evidence that the younger individual learn English, the more comprehensive they understand English.

One of the causes of a person's lack of vocabulary is a lack of intellectual stimulation and practice in language. In addition, weaknesses in speech and hearing also affect the acquisition of sufficient vocabulary, because it will reduce the opportunity to communicate orally. It also mentioned by Zuchdi (2008:32) that if a child only has a small amount of vocabulary, the first cause that can be investigated is intellectual intelligence.

For grade VII junior high school students, vocabulary development will be very significant in their English learning process. This is because the 2013 curriculum does not make English one of the subjects that must be studied at the elementary school level. As a result, many students are merely starting to learn English in grade VII of junior high school, and their vocabulary skills are very limited. On the other hand, Aziez (2011) states that junior high school students must master at least 95% of 4000 vocabularies so that they can pass the national exam in Indonesia. It shows that it needs to be an emphasis on vocabulary development for students. Thus, the gap between students' initial abilities and the targets they have in order to pass the national exam can be achieved.

B. Teaching Material

Teaching materials are the most important part of the learning process. Teaching materials contain knowledge and information that will be taught by teachers to students. The learning process will not run properly without teaching materials. According to Pranowo (2014: 236), a crucial problem often faced by teachers in teaching and learning activities in the classroom is teaching materials. Teachers need to consider choosing or determining the right teaching materials to

achieve learning objectives. The use of teaching materials that are not in accordance with the conditions of students, teachers, and existing facilities will result in the failure of learning objectives.

According to Widodo and Jasmidi (2008: 40), teaching materials are a set of learning tools, methods, limitations, and evaluation methods that have been systematically designed to achieve the stated goals. Teaching materials can also be referred to as tools used to complete a certain activity in the learning process. This statement is supported by Daryanto and Dwicahyo (2014: 171) that teaching materials are information and text tools needed by teachers in reviewing and planning the implementation of learning. The availability of quality teaching materials will be very influential for teachers in the learning process. Moreover, the current teacher becomes a facilitator who makes students more independent in seeking and obtaining information and knowledge.

It shows that teaching materials are teaching tools or materials that contain subject matter accompanied by various teaching methods and learning evaluations. The material contained in the teaching materials is systematically arranged in accordance with the conditions of the students and the existing environment. Furthermore, the teaching tools or teaching materials must be designed effectively to support students learning process. According to Nurhayati, et. al, (2022) There are five ways to create effective teaching tools. First, the worksheets use language that is easy for students to understand. Second, basic competencies and learning objectives on the worksheet must be aligned. Third, the worksheet must provide examples of working on the material. Fourth, the worksheet is equipped with

practice and a practice assessment process. Fifth, the worksheet must be equipped with instructions for each section to make it easier for students to do the exercises. Therefore, to obtain effective teaching tools or materials, the researcher must consider those five ways in the process of developing teaching tools.

There are several types of teaching materials. One of them is a textbook. According to Lappalainen (2011), textbooks are any book written and published for educational purposes. Textbooks are written, equipped with learning facilities, and arranged systematically to support learning programs. Therefore, various efforts to improve the quality of education are always carried out through the development of teaching materials. A good textbook should live up to expectations. They must follow the national curriculum, take into account the needs and expectations of teachers and students, and enable language learning (Harbi, 2017).

According to Nasution in Prastowo (2012: 169), there are some functions of textbooks. The function of which is as a reference of the materials by learners, as evaluation materials, a tool for educators to implement the curriculum, one of the determinants of teaching methods or techniques that will be used by educators, and as means to increase career and occupation. It can be concluded that textbooks can influence students, in terms of learning, motivation, and behavior.

C. Indonesian Culture and Values

It is certain that every country has a different culture. Indonesia as an archipelagic country is a nation-state that has the richness and diversity of the archipelago's culture. It becomes a special attraction in the eyes of the world. The diversity of cultures is a necessity that initially occurs naturally (nature) which then

changes culturally (nurture). Initially, humans live in their own groups in a certain area (enclave) that was apart from other human groups. The geographic conditions that require them to live in groups in accordance with their surroundings produce a different culture or language. This statement is supported by Selo Soemardjan and Soelaeman Soemardi that culture is defined as all the results of works, creativity, and also the sense of society. So, all forms of work from a community group is a form of culture. In one group of people then create many aspects of culture. According to Sihombing (2014), culture involves several elements such as language, myths, rituals, customs, artifacts, laws, and values. However, the most fundamental determinant of culture is value.

Language is considered as one of the elements of culture. It is a means used by humans to communicate each other and also to interact. A generation will inherit and pass down a culture to the next generation with language that provides an understanding of the details of culture (Devianty, 2017). Therefore, language is already so powerful that individuals cannot change. According to Encyclopedia Britannica (cited in Shynkaruk et. al, 2018), myth is

“A symbolic narrative, usually of unknown origin and at least partly traditional, that ostensibly relates actual events and that is especially associated with religious belief. It is distinguished from symbolic behavior (cult, ritual) and symbolic places or objects (temples, icons). Myths are specific accounts of gods or superhuman beings involved in extraordinary events or circumstances in a time that is unspecified but which is understood as existing apart from ordinary human experience”.

According to Bhugra (2004 cited in Crossman, 2019), a custom is a cultural notion that describes orderly behavior that is considered a feature of life in a social system. All habits such as shaking hands, bowing, and kissing are ways to greet people. The methods commonly used in a given society help to distinguish one culture from another. It is obvious that different cultures have different customs. It means that something that may be a tradition in one society may not exist in another.

According to its etymology, ritual ceremonies can be divided into two words, namely ceremony and ritual. The ceremony is an activity carried out by a group of people, and it has stages that have been arranged in accordance with the purpose of the event. Meanwhile, ritual is something related to spiritual beliefs, and the beliefs relate to a specific purpose. It can be concluded that a ritual ceremony is an activity carried out by a group of people related to spiritual beliefs and beliefs with a specific purpose (Situmorang, 2004:17.5 cited in Ngare, 2014).

A material artifact is defined by Smith (2007) as “(1) an object produced or modified by human agency, especially a tool or ornament. (2) A creation of a human conception or agent rather than an inherent element. (3) False effects, observations, or results, especially those resulting from the technology used or from experimental errors. (4) A structure or feature that is not normally present but is visible due to an external agent or action.

Meanwhile, values are the most basic determinants of culture. According to Hasanuddin (2017), values are general beliefs about desirable and undesirable behavior or a deep feeling possessed by community members that will often determine the actions or behavior of community members. Joesoef (1996:10, cited

in Hasanuddin, 2017) also adds several definitions of value; (1) something tangible and can be touched, in other words, it is something such as historical buildings, works of art, and other cultural objects. (2) Something that is intangible or cannot be touched such as customs, traditions, normative habits, morals, ethics, self-esteem, beliefs, disciplines, ideas, life guidelines, reason, scientific spirit, science, and others.

Indonesia is a country that has a number of different cultures, ethnicity, religion, and beliefs. Indonesia's cultural diversity has advantages compared to other countries. Indonesia has a complete and varied cultural portrait. There are around 1340 ethnic groups; 546 languages; 6 religious' adherents, and hundreds of religious systems (Hassanudin, 2017).

In this study, the researcher included all the elements of culture through in the reading text to be implemented in the material in the developed book. The vocabulary lesson contained in the Indonesian local stories, either it is fictions or non-fictions. Therefore, the students will not only be able to learn the vocabulary lesson, but also all the element of culture from the stories.

D. Curriculum Merdeka and English Subjects

The curriculum has developed from time to time. The development of which also occurred in the curriculum in Indonesia. In particular, this curriculum is considered very important for the development of education in Indonesia. The main purpose of implementing the curriculum is to prepare students to become individuals and citizens who are creative, innovative, faithful, and also affective when they are in the community. Therefore, incorporating cultural elements in the

material that students learn in class will prepare them to be ready to go directly in the community. The development of this curriculum is considered to be a determinant of the future of the nation's children. The curriculum is a set of learning experiences that will be obtained by students during the educational process. In addition, the curriculum is designed to be able to achieve the expected goals (Fujiawati, 2016).

The government has established the Curriculum Merdeka as the curriculum implemented in Indonesia. In this curriculum, the government shifted the paradigm from teacher-centred to learner-centred education. In other words, learners are a very important point of education. Implicitly, the government formulated this curriculum to adjust the learning corridor to the characteristics of learners and achievement levels. Learner characteristics and appropriate achievement levels are crucial (Kurka, 2022). The teaching module can be said to be an implementation of the Flow of Learning Objectives (ATP) developed from the Learning Outcomes (CP) with the Pancasila Learner Profile as the target. Teaching modules are structured according to the phase, stage of learner development, and consider what will be learned with clear learning objectives.

According to Setiawan et al. (2022), Curriculum Merdeka focuses on giving teachers the freedom to develop their modules. Teachers can choose or even modify their own teaching modules that have been provided by the central government. However, modifying the right teaching module is very necessary, such as adjusting the teaching module to the characteristics of students. Of course, this is in accordance with the Learning and Assessment Guidelines. He also explained

that the main purpose of developing teaching modules is to develop teaching tools. The function of teaching tools is to guide educators to carry out learning by fulfilling several criteria that are in accordance with the needs of learners. According to Tedjokoesoemo et al. (2020), the substantial essence of the Curriculum Merdeka is independence, liberating learners and educators to form a strong independent in facing this era of disruption.

Curriculum Merdeka has 3 components that are quite crucial and cannot be ignored. They are Meaningful Understanding, Sparking Questions, and Learning Sheets. Meaningful Understanding refers to statements that explore and describe the learning process so that a complete understanding is built. Lighter Questions refer to question sentences that are used to spark, stimulate and trigger learners' curiosity. Learning Sheets refer to sheets that can be used as reflection sheets, graphic organisation sheets, worksheets, or question sheets. So that students can not only connect concepts with concepts, but students can also be directed to the process to start discussions and start learning to research.

Therefore, the researcher tries to develop a grade 7 English vocabulary book by implementing the Curriculum Merdeka and integrating with Indonesian cultural bound text.

E. Previous Study

This research also related to several previous studies. Some of them are used as references and refine the ideas in this research. It can be seen from the same theme or method. In this study, the researcher showed seven related previous studies. The first study entitled "A Study of Vocabulary Building in English

Language Curriculum at Primary Level in Pakistan". This study aimed to evaluate vocabulary development in English textbooks. In addition, the study used a questionnaire as an instrument of data collection. However, this study evaluated English textbooks in public and private schools in grades I-V (Jamil et. al, 2014).

The second previous study was entitled "Developing English Vocabulary Application based on Local Folktales". This research was conducted by Nurchintyawati, et. al, (2019) and using Research and Development using ADDIE model. Even though the media developed was different from the one that was developed by the researcher, this research has similarities with research that has been carried out by the researcher. It was about developing media to improve students' vocabulary skills by using culture-based material. This previous study also showed positive results when the material developed was culture-based.

The third previous study entitled "A CDA Perspective of Cultural Contents in the English Junior high School Textbook. The research aimed to examine the cultural aspect in the English textbooks for junior high school students, to identify the evidence of global cultural manifestation in the textbooks, and to find out the space given to local culture in the textbooks. The data from latest revision of 'When English Rings a Bell' textbook for both 7th & 8th grade, and 'Think Globally Act Locally' textbook for 9th grade (Mandarani et. al (2021).

The fourth previous study entitled "Developing a Bilingual Thematic Vocabulary Workbook". The research aimed to develop a bilingual Malagasy-English vocabulary workbook based on themes from the Madagascar national English secondary-school curricula. The researcher wants to help her students and

her friends facing similar challenges. This research also explained the rationale and strategies to create useful vocabulary workbooks for multilingual students (Balderston & Rakotoarisoa, 2020).

The fifth previous study entitled “Developing English Vocabulary Cards for Teaching English Vocabulary to the Fourth Grade Students of SDN 02 Purwoyoso Semarang”. This research is kind of Research and Development research with questionnaire and interview as the research instruments. In this research, the researcher used the model of development research from Borg and Gall which consisted of 10 steps. However, by considering the time of the research, research fund, and also researcher’s ability, the steps were limited only from the first until the seventh steps. Those are need analysis, planning, developing preliminary form of the product, preliminary field testing, main product revision, main field testing and product revision.

The six previous study entitled “Developing Vocabulary Pocketbook for the Seventh Grade SATAP students at SMPN 02 Baebunta”. The research aimed to develop the appropriate English vocabulary pocketbook and to find out the students’ perception in using English vocabulary pocketbook to improve vocabulary for seventh grade SATAP students at SMPN 02 Baebunta. This research is kind of Research and Development. In this research, the researcher used ADDIE’s development model to develop the product. The Addie model consist of 5 steps in development, namely (1) need analysis, (2) design, (3) development, (4) implementation and (5) evaluation. In addition, this study used questionnaire and interview as an instrument of data collection technique.

The seventh previous study entitled “Development of English Big Book to Teach Vocabulary for Eight-Grade Students?”. The purpose of this study was to develop learning media in the form of recount text big books and to determine the feasibility of the media. The research method used Research and Development which uses the ADDIE model. The steps are (1) need analysis, (2) product development, (3) product design, (4) product implementation, and (4) product evaluation. To obtain the data for analysis, the researcher also conducted the unstructured interview and distributed the questionnaire.

In conclusion, based on the seventh previous studies, it can be concluded that the seven studies have several similarities, namely discussing about media development to improve students' vocabulary skills. Those previous researches showed that the development of media that uses culture-based material has a positive impact on students, especially their vocabulary skills. Therefore, it can be concluded that the seven previous studies support and strengthen the basic foundation for the researcher to develop learning media that can improve students' vocabulary skills by using culture-based texts.