

THE REQUISITE VOCABULARY 1 MATERIAL FOR COLLEGE STUDENTS OF STKIP – PGRI TRENGGALEK

Yudi Basuki

STKIP PGRI Trenggalek

Email : jude.q13@gmail.com

Jl. Supriyadi 22 KP. 66319 Trenggalek

Abstrak: Penelitian ini bertujuan untuk mengembangkan materi mata kuliah *Vocabulary 1* yang dibutuhkan oleh mahasiswa STKIP PGRI Trenggalek. Pada kenyataannya, saat ini mayoritas buku *vocabulary* yang telah ada kurang menampung kebutuhan dan minat mahasiswa akan materi belajar *vocabulary* serta kualifikasi dan fitur buku ajar yang telah tercantum dalam keputusan menteri pendidikan Indonesia nomor 36 tahun 2001. Penelitian ini merupakan penelitian pengembangan yaitu model pengembangan berbasis industri yang mana hasil dari penelitian ini dipergunakan untuk mendesain produk dan prosedur baru yang kemudian secara sistematis diuji cobakan, dievaluasi dan disempurnakan sampai memenuhi kriteria keefektifitasan yang spesifik, kualitas, ataupun standar serupa. Subyek penelitian ini ialah mahasiswa program studi bahasa Inggris semester genap yang sedang mengambil mata kuliah *Vocabulary 1* sejumlah 25 mahasiswa yang terdiri atas 9 pria dan 16 wanita. Sedangkan obyek penelitian ini ialah buku ajar *Vocabulary 1*. Metode pengumpulan data diperoleh dari kuesioner dan observasi lapangan. Hasil penelitian telah membuktikan bahwa produk buku ajar hasil pengembangan mampu memenuhi kebutuhan materi pembelajaran mata kuliah *Vocabulary 1* yang mana telah memenuhi standar kualifikasi buku ajar yang telah tercantum dalam keputusan menteri pendidikan Indonesia, telah menampung kebutuhan materi dan minat belajar mahasiswa, telah berisikan materi terkini tentang pembelajaran *vocabulary*, telah mencapai target pembelajaran *Vocabulary 1* sebagaimana tertuang dalam silabus, telah melewati 5 tahap proses pengembangan yang benar sesuai dengan teori yang ada, dan yang terpenting ialah telah diuji cobakan dengan hasil yang memuaskan.

Kata Kunci : kebutuhan, *vocabulary*, materi, sekolah tinggi

Abstract: This research aims at developing the requisite Vocabulary 1 material for college students of STKIP-PGRI Trenggalek. As a matter of fact, mostly books/textbooks/workbooks of vocabulary today do not accommodate what needs and interests of college students of STKIP-PGRI Trenggalek and the qualifications and features of *buku ajar* as been stated in Indonesian minister of education decree number 36 year 2001. This research, however, was research and development (R & D) as an industry-based development model in which the findings of research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards. Subjects of the research were 25 students learning Vocabulary 1, consisted of 9 male and 16 female students of the English department in the second semester of STKIP PGRI Trenggalek. Meanwhile, the object of this research was a Vocabulary 1 course book (*buku ajar Vocabulary 1*). Data collection methods of this research were obtained from questionnaires and observation. Research findings proved that the product was successful to obtain the requisite Vocabulary 1 material for college students of STKIP – PGRI Trenggalek since it met the government qualification of course book/*buku ajar* standard writing and features, accommodated the students' needs and interests, provided recent theories of vocabulary learning, acquired the learning outcome of Vocabulary 1 study area as stated in syllabus, was systematically developed into five steps development, and most importantly as the result of field-testing product resulted the supportive responses from teacher and students and they were satisfied with it.

Key Words: requisite, vocabulary, material, college

INTRODUCTION

Takac (2008:4) argues that “intuitively, vocabulary could be defined as a ‘dictionary’ or a set of words”. Similarly, Walter et.al (2008) defines vocabulary as “all the words that exist in a particular language or subject”. Meanwhile, Allen (1983:1) states that “fortunately, the need for vocabulary is one point on which teachers and students agree!” Thus, every experienced teacher of language should realize that vocabulary is important as it is seen as the ‘word’, the core of language complexities. Teachers must believe that having an adequate vocabularies is really useful for the language learners to stepping forward acquiring next level of language components and skills such grammar, pronunciation, semantic, pragmatic, phonetic, listening, speaking, reading, writing and others.

For many years teaching learning English words has been done for college students learning English in EFL context as Vocabulary subjects. We believe that students cannot study vocabulary alone (using dictionary), they need sufficient guidance of the teacher to at least master the most useful and frequent words to support further language acquisitions. As Allen (1983:5) says “as we have seen, then, the learning of word meanings requires more than the use of dictionary, and

vocabulary acquisition is a complex process”. Accordingly, we know in many EFL classes, even the teacher have taught an abundance vocabulary, the students’ English performance result is disappointing. Sometimes, after a month, a year, or longer time period many of the words needed are never learned and thus communication breaks down when the students do not use the correct words. In sort, learning vocabulary is necessary and it is life-longing study to pursue language development from time to time.

Meanwhile, Indonesian minister of education decree number 49 year 2014 verse 8 and 9 in nutshell outlines that standard content of learning process is the minimum criteria of the depth and coverage level of learning materials and it should be based on the description of the graduation learning outcome of the Indonesian national qualification framework (KKNI). The depth and coverage level of learning materials mentioned above for undergraduate program (S1) is at least to conquer the concept and theory of a certain knowledge and skill generally and the specific concept and theory in that knowledge and skill deeply. Henceforth, the English department of STKIP-PGRI Trenggalek curriculum which is based on the Indonesian national qualification framework (KKNI) states that the learning outcome of vocabulary area of

study is to make students able to analyze, distinguish and use most commonly English words used in writing and speech as the basis of interpersonal communication which is in line with the daily life norms. Accordingly, the vocabulary materials for college students of STKIP-PGRI Trenggalek should contain general and specific concept and theory of vocabulary knowledge and skill to finally achieve the learning outcome of vocabulary area of study that is to make the college students studying vocabulary able to analyze, to distinguish, and use most commonly words used in writing and speech as the basis of interpersonal communication.

Unfortunately, the content of the textbooks existing nowadays are not sufficient enough to fulfill the learning outcome of vocabulary area of study mentioned above. Mostly books / textbooks / workbooks of vocabulary today contain the general knowledge of vocabulary and do not accommodate what needs and interests of college students of STKIP-PGRI Trenggalek. Meanwhile, Grant (1991: 14) explains the communicative textbooks have the following characteristic: (1) they emphasize the communicative functions of language, (2) they try to reflect the students' needs and interests, (3) they emphasize skills in using the language, not just the forms of language, and they are therefore activity-

based, (4) they usually have a good balance among the four language skills, (5) they tend to be very specific in their definition of aims, (6) both content and methods reflect the authentic language of everyday life, (7) they encourage work in groups and pairs, and (8) they emphasize fluency, not just accuracy. In his another page of book, Grant (1991: 118) also states "the perfect textbook does not exist, but the best book available for the teachers and students certainly does." In line with these viewpoints, Chen (2006:81) confirmed that "an effective material should be integrated and coherence with the curriculum in which the design of the curriculum should emphasize practical and simple content in order to inspire student's interests and their self-confidence of English learning" Thus, the need of developing vocabulary materials for teachers and college students of STKIP-PGRI Trenggalek is highly demanded.

In accordance with it, Indonesian minister of education decree number 36 year 2001 verse 5 in nutshell states "*Buku ajar adalah buku pegangan untuk suatu matakuliah yang ditulis dan disusun oleh pakar bidang terkait dan memenuhi kaidah buku teks serta diterbitkan secara resmi dan disebar luaskan*" accordingly, *buku ajar kosa kata* (vocabulary course book) may become the best book available for teachers and college students teaching and

learning vocabulary in STKIP-PGRI Trenggalek since it may be a book written with the main aim is to be the upper most reference of vocabulary TLP; cover a certain science discipline (vocabulary); fulfill the regulations of science writing; be published and spread out; be written to achieve the learning outcome as demanded from policies; be sustainable and transfer knowledge; achieve the qualified and targeted learning; be a source of readings and exercises; enhance motivation and interest to read and understand knowledge; and decrease students' dependency on teachers.

Considering the background descriptions above, the researcher, henceforth is interested to develop the requisite English Vocabulary 1 material for college students of STKIP-PGRI Trenggalek.

In accordance with the description mentioned above, the statement of the problems of this research is how is the requisite Vocabulary 1 material for college students of STKIP-PGRI Trenggalek?

Most importantly, this research aims at developing the requisite Vocabulary 1 material for college students of STKIP-PGRI Trenggalek.

Then, the scope and the limitation of this research are limited on developing Vocabulary 1 material in the form of course book (*buku ajar*) for college students of

STKIP-PGRI Trenggalek in the second semester of 2015/2016 academic year. The material is designed based on college curriculum which is based on the Indonesian national qualification framework (*KKNI*). Course book (*buku ajar*) itself is limited on the book containing the uppermost reference of TLP; cover a certain science discipline; fulfill the regulations of science writing; be published and spread out; be written to achieve the learning outcome as demanded from policies; be sustainable and transfer knowledge; achieve the qualified and targeted learning; be a source of readings and exercises; enhance motivation and interest to read and understand knowledge; and decrease students' dependency on teachers. This research is also limited on the subject of research on the second semester of the English department students of STKIP – PGRI Trenggalek in 2015/2016 academic year.

This research, however, is expected to be useful for people especially in educational settings, in teaching and learning vocabulary, and give special contributions for students, English teacher, further researchers, and the researcher himself. For students, they will be motivated and get much better improvement on their vocabulary since the development of the material is based on their needs and interests. Meanwhile, for

teachers, the product of this research can be useful for references of vocabulary teaching learning and enlarge their knowledge of materials and techniques on teaching vocabulary. For next researchers, they may take the findings of this research as one of their references in conducting their further researches. Especially for the researcher himself, this research is beneficial to fulfill one of the *Tri Dharma Perguruan Tinggi*. Furthermore, the researcher will be knowledgeable and experienced on teaching and learning vocabulary.

Meanwhile, the product of this research is in the form of course book (*buku ajar*) which contains the uppermost reference of vocabulary TLP; vocabulary science discipline; fulfillment of the regulations of science writing; general and specific concept and theory of vocabulary knowledge and skill; sustainable and transfer knowledge; the qualified and targeted learning; a source of readings and exercises; motivation and interest to read and understand knowledge; decrease in students' dependency on teachers. Its features consist of some students' exercise activities, chapter summary, students' washback and feedback pages, guidance page of how to use the book for teachers and students, and communicative, systematic, flexible, and structured writing style based on students' needs and learning outcomes. Its features consist of direction

of use for teachers and students, explanation of each assigned topic, example of vocabulary usage with illustrations and pictures, evaluation in each topic, and students' feedback page in each chapter. It is a rectangular-shaped book with a hard cover. The book is A5 (21 cm x 14.8 cm) in size.

Getting to know vocabulary according to some experts that is as a 'dictionary' or a set of words" (Takac, 2008:4). Similarly, Walter et.al (2008) defines vocabulary as "all the words that exist in a particular language or subject". Meanwhile, Vygotsky in Thornbury (2008:1) states that "A word is a microcosm of human consciousness". Thus, vocabulary is words that exist in every language or subject as small part which has the same characteristics as something much larger

Further, vocabulary is seen as an important component of language. The linguist David Wilkins in Thornbury (2008:13) strictly argues that "without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed". In addition, Allen (2018:1) states,

Experience teacher of English as a second language know very well how important vocabulary is. They know students must learn thousand of words that speakers and writers of English use.

Fortunately, the need for vocabulary is one point on which teachers and students agree!

Thus, vocabulary is very important; it is as the core of language complexities and as a starting point of those who are learning new language. We have to believe that learner who wants to improve his or her language she/he will get most improvement if she/he learns more words and expressions than other language components.

However, learning vocabulary does not seem as simple as such way. The vocabulary materials must be selectively chosen. Whether it is to acquire a specific and/or general target of language learning or others. In addition, Thornbury (2008:13) argues that “vocabulary teaching has not always been very responsive to such problems and the teachers have not fully recognized the tremendous communicative advantage in developing an extensive vocabulary”. Despite all considerations of vocabulary materials that the students should learn, Thornbury (2008:106) headlines two major vocabulary materials to teach; word parts and word chunks, that cover some vocabulary materials such word formation (affixation), word combination (compounding, phrase, conversion), a lexical approach, lexical chunks, word grammar, phrasal verb, idioms, and etc.

Further, he explains word classes/word parts are words that play

different roles in a text. They fall into one of eight different word classes, such as; nouns, pronouns, verbs, adjectives adverb, preposition, conjunction, and determiner. Further, Thornbury (2008:4) divides those word classes into two groups; grammatical words and content words. Grammatical words (function word) fall into preposition, conjunction, determiner, and, pronoun. On the other hand, content words are words that carry a high information load. Content words are usually nouns, verbs, adjectives, and adverbs.

Next, word families are words that have the same base or **root** but take different endings: looks, looking, looked. These are a feature of the grammar of most languages. Further, Thornbury (2008:4) states that a word family comprises the base or root word **plus** its inflexions and its most common derivatives. Inflexion and derivatives are both formed by the process of affixation. Walter et.al (2008) defines affix as a letter or group of letters which are added to the beginning or end of a word to make a new word. Then, Walter et.al (2008) states that inflexion is a change in or addition to the form of a word which shows a change in the way it is used in sentences but it does not change the word classes. Meanwhile, Walter et.al (2008) explains that derivatives are a form of something, such as a word, made or developed from

another form and it changes the word classes.

Word formation is the way how word is formed. It covers some ways of word forming namely blending, compounding, clipping, acronym, and coining. Thornbury (2008:5) defines compounding as “the combining of two or more independent words, as in the case of *second-hand*, word processor, *paperback*, and so on”. Then, blending can be best defined as forming two words into one word: *breakfast* + *lunch* = *brunch*; *information* + *entertainment* = *infotainment*. Next, “new words can be **coined** by shortening or **clipping** longer words: *flu* (from *influenza*), *email* (from *electronic mail*), and *dorm* (from *dormitory*)” Thornbury (2008:5). Finally, acronym is “an abbreviation consisting of the first letters of each word in the name of something, pronounced as a word: *AIDS* is an acronym for ‘*Acquired Immune Deficiency Syndrome*’ Walter et.al (2008).

Meanwhile, “phrases are a short group of words which are often used together and have a particular meaning” Walter et.al (2008). Phrase consists of noun and verb phrase. Noun phrase is a noun followed by nouns and/or adjectives: *bookstore*, *beautiful girl*, and etc. Then, verb phrase is a verb followed by an adverb or preposition Walter et.al (2008): *look for*, *lay off*, *put on*, *run out of*, and etc.

For many years teaching learning English words has been done for college students learning English in EFL context as Vocabulary subjects. We believe that students cannot research vocabulary alone (using dictionary), they need sufficient guidance of the teacher to at least master the most useful and frequent words to support further language acquisitions. As Allen (1983:5) says “as we have seen, then, the learning of word meanings requires more than the use of dictionary, and vocabulary acquisition is a complex process”. Henceforth, Thornbury (2008:144) proposes some ways to train good vocabulary such; **usingmnemonics**, it is a technique for remembering things. Next, **wordcards**, it is imaging words. Then, **guessing from context**, this is to make intelligent guesses as to the meaning of unknown words. Then, **using dictionary**, it can be used as a last resort when guessing from the context strategies fail. But using dictionary can also be used productively, both for generating text and as resources for vocabulary acquisition. Its usefulness depends on learning able to access the information they contain speedily and accurately. The last but not the least is **motivation**. As language teachers, we must arouse interest in words and a certain excitement in personal development in this area.

Henceforth, college can simply mean “any place for specialized education after the age of 16 where people study or train to get knowledge and/or skills” (Walter et.al 2008). Meanwhile, Webster (2016) defines college as “a school in the U.S. that you go to after high school: a school that offers course leading to a degree (such as a bachelor’s degree of an associate’s degree)”. Thus, college is any school for specialized education after the age of 16 or after finishing high school to train people to get knowledge/skill and to lead to a certain degree.

Accordingly, college students are people who study at school for specialized education after the age of 16 or after finishing high school to train themselves to get knowledge/skill and to lead to a certain degree. Siregar in Hidayah (2012:4) notifies that college students are members of society who have some characteristics as follows; first, college students have ability and opportunity to study in college or university then they can be categorized as intellectuals. Second, in the future college students are expected to be able to be a skilful leader, whether leader in society or work place. Third, college students are expected to be able to be a dynamic motivator for modernisation process. Fourth, college students are expected to be able to get job as a qualified and professional employee.

Meanwhile, to achieve those expectations of college students ‘characteristics above, henceforth they must be well educated in college. Especially in Indonesia, the college education is based on college curriculum which is based on the Indonesian national qualification framework (KKNI) cited as Indonesian minister of education decree number 49 year 2014. Meanwhile, curriculum is a set of plan and regulation about learning outcome, learning material, process, and assessment which is used as the guidance to running the majority of college or university. Further, Indonesian minister of education decree number 49 year 2014 outlines that the College National Standard (SNPT) in chapter II (national education standard) covers some aspects of college education standard such as graduation competence standard, learning content standard, learning process standard, learning assessment standard, teacher and apparatus standard, and utilities standard. Those standards rule the education standard of any colleges or universities in Indonesia and any colleges or universities must obey the rule.

In dealing with teaching material as learning source, Harmer (2007:277) defines “learning resources as any items (dictionaries, worksheets, supplementary books, DVDs, etc.) which both teachers and students can use to learn in class”.

Meanwhile, Richard (2001:208) highlights that “English teacher needs access to a good range of current textbooks, resource books, or materials in order to update their professional knowledge and get new ideas to feed into their teaching”. Thus, it is noteworthy that appropriate materials as learning source must be well prepared by the teachers in order to promote learning.

On the other hand, the term course book used in this research carries meaning for “the main book for a term, semester or year” (Harmer, 2007:271). In addition, Ur (1996:183) defines the term course book as “course book is used to mean a textbook of which the teacher and each student have a copy, and which is in principle to be followed systematically as the basis for a language course”. Thus, ideally, a course book package consists of at least a student’s book and teacher’s book to run a better learning practice in a term, semester or year.

Interestingly, Indonesian minister of education decree number 36 year 2001 verse 5 in nutshell states “*Buku ajar adalah buku pegangan untuk suatu matakuliah yang ditulis dan disusun oleh pakar bidang terkait dan memenuhi kaidah buku teks serta diterbitkan secara resmi dan disebar luaskan*” accordingly, *buku ajar kosa kata* (vocabulary course book) may become the best book available for teachers and college students teaching and learning vocabulary

since it may be a book written with the main aim is to be the uppermost reference of vocabulary TLP; cover a certain science discipline (vocabulary); fulfill the regulations of science writing; be published and spread out; be written to achieve the learning outcome as demanded from policies; be sustainable and transfer knowledge; achieve the qualified and targeted learning; be a source of readings and exercises; enhance motivation and interest to read and understand knowledge; and decrease students’ dependency on teachers.

Dealing with material development as an accomplishment of the course book mentioned above, Tomlinson (2012: 143) stated that “materials development refers to all the processes made use of by practitioners who produce and/ or use materials for language learning; including materials evaluation, their adaptation, design, production, exploitation and research”. Tomlinson (2012: 143) also stated there are six steps of materials development such as materials evaluation, materials adaptation, production, exploitation and research.

RESEARCH METHOD OF DEVELOPMENT

The researcher conducts the research in STKIP – PGRI Trenggalek. It is located at Supriyadi street number 22 Trenggalek. Then, the subject of this

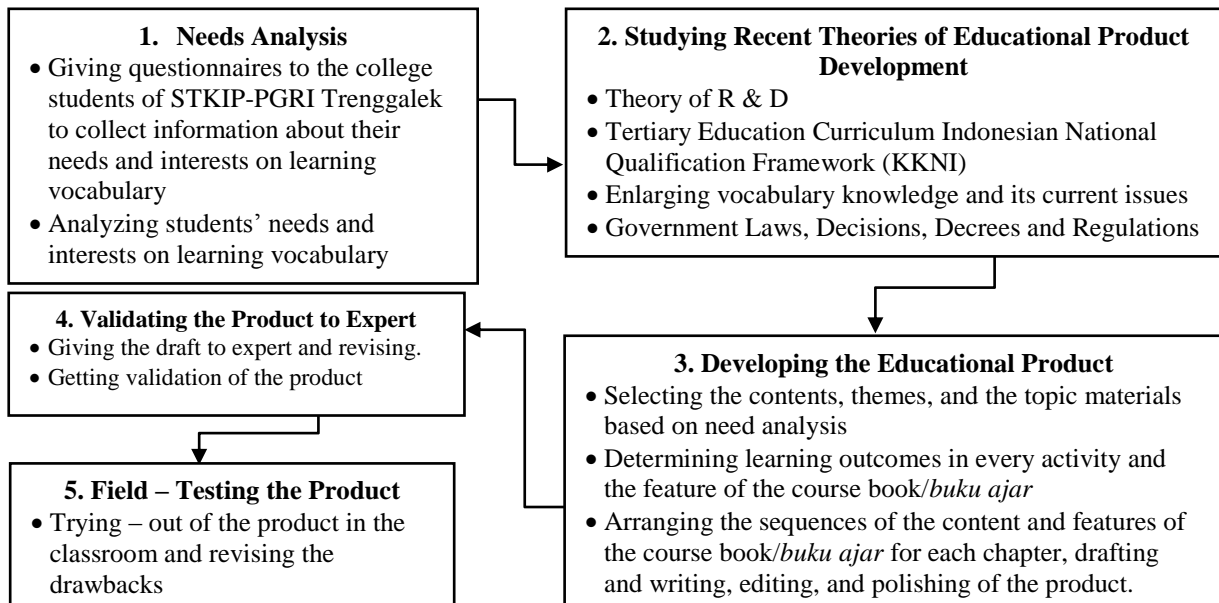
research is the second semester students of English department in 2015/2016 academic year. They are 25 students, consists of 9 male and 16 female students. Meanwhile, the object of this research is a vocabulary course book (*buku ajar vocabulary*) which the specifications have been explained previously.

The research design in this research is research and development (R & D). Gall et.al (2003) described educational R & D as an industry-based development model in which the findings of research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality,

syllabus, textbooks, instructional media, etc. Accordingly, research and development (R & D) is a research carried out by educational practitioners to get findings that is beneficial to design and/or develop new products/procedures/materials such as curriculum, syllabus, textbooks, instructional media etc., which then the new products/procedures/materials are systematically field tested, evaluated, revised, and refined until they meet specified criteria of effectiveness, quality, or similar standards.

To develop the requisite Vocabulary 1 materials for college students of STKIP-PGRI Trenggalek in this research, the researcher takes five steps adapted from

Figure 1. The Development Steps of Vocabulary Course Book



or similar standards. Latif (2012:171), additionally, defined educational R & D as one research design aimed at developing educational products, like curriculum,

Latif (2012:172), they are identifying the classroom problems (needs analysis), studying recent theories of educational product development, developing the

educational products, validating the products to experts, and field testing the products. The steps of development on this research are highlighted in the figure 1.

Meanwhile, in collecting the data of this research, the researcher implements two kinds of instrument: they are questionnaires and observation. The researcher uses questionnaire instrument three times. First, it is to obtain the data of students' needs. It is used in the process of needs analysis. It uses "Yes" and "No" questions. It consists of some questions to know students' opinions about their needs and interests on learning vocabulary. The second and the third, the researcher uses the questionnaires instrument to students and teacher to know whether the product is applicable in learning process or demanded to be revised after the product has been field-tested. Lastly, the researcher uses observation as an instrument in this research to observe the process of try-out of the product of materials development in class to get the data related to the applicability of developed material in the real vocabulary teaching and learning.

Further, the data collected in this research are analyzed quantitatively and qualitatively. The data in the form of questionnaire is analyzed quantitatively by using Guttman scale. Meanwhile, the collected data from observation is analyzed qualitatively by using descriptive

qualitative that the researcher describes the collected data based on the observation checklist sheet.

FINDINGS AND DISCUSSIONS

Table 1. Finding on Needs Analysis

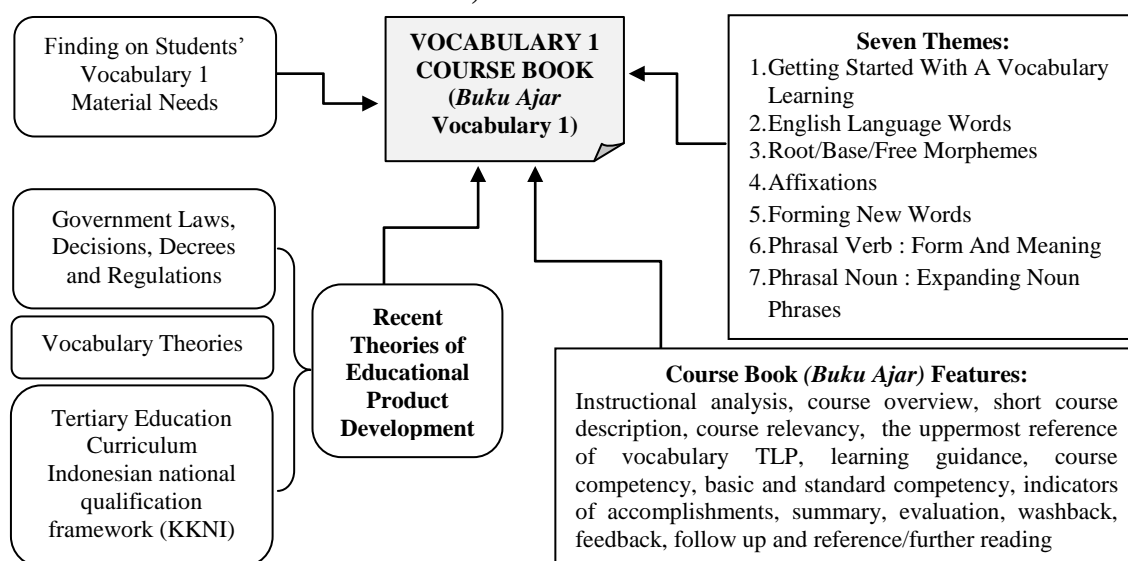
Finding on Students' Questionnaire on Vocabulary 1 Material Needs	<ul style="list-style-type: none"> Nearly 95% students expected to have a good grounding in theoretical and practical knowledge of vocabulary including part of speeches, morphemes, affixations, forming new words and phrases as a basis of language complexity
	<ul style="list-style-type: none"> More than 80% students needed sufficient strategies/techniques to research and preserve vocabularies for further language's skill developments
	<ul style="list-style-type: none"> Most students wanted to have content of the material presented contextually, usefully and meaningfully
	<ul style="list-style-type: none"> Nearly 90% students agreed to have materials that obtain the learning outcome of the syllabus which says "the learning outcome of vocabulary area of research is to make students able to analyze, distinguish and use most commonly English words used in writing and speech as the basis of interpersonal communication which is in line with the daily life norms"
	<ul style="list-style-type: none"> More than 85% students needed a course book to accommodate all required materials to accomplish the learning outcome so they may research with ease.
	<ul style="list-style-type: none"> Most students needed a course book which is completed by all required materials, basic and standard competence, indicators of accomplishments, summary, evaluation, washback, learning guidance etc. in one packet as the features of <i>Buku Ajar</i>

Thus, as the need of students on learning vocabulary had been found, then it could be taken as the basis of material development on Vocabulary 1 course book that was sufficed by theoretical and

eagerness to read and to finally acquire the learning outcome as mentioned in curriculum and syllabus. Each themes of the book was started from providing instructional analysis, course overview,

The Material Development

Figure 2. The Vocabulary Course Book's Characteristics, Contents and Features



practical knowledge of vocabulary including strategies/techniques to study and preserve vocabularies, part of speeches, morphemes, affixations, forming new words and phrases that meet the target of vocabulary study which is presented systematically with course book (*buku ajar*) standard writing in contextual, meaningful and useful way.

The material development (*Buku Ajar Vocabulary 1*) as the product of this research presented the themes communicatively and attractively with CMU (contextual, meaningful and useful) teaching learning principles, that was to boost students' interest, curiosity and

short course description, learning guidance, course competency, basic and standard competency, indicators of accomplishments and course relevancy to get the depiction of the theme materials. By the end of each theme, the students may have summary, evaluation, washback, feedback, follow up and reference/further reading to accommodating their learning accomplishment, learning issues and strengthening their knowledge.

Expert Validation

Having the materials completely developed, the researcher then consulted his product to the expert of English language material development to give evaluation,

suggestion, addition and subtraction in order to have a better officially acceptable and approved product. As a result of the expert judgements, he argued that the material content of the product was sufficient enough to promote the students' knowledge and had already acquired the learning outcome of the curriculum and syllabus of the English department of STKIP PGRI Trenggalek. Then, he also stated the systematic format and features of the course book (*Buku Ajar*) had already been in line with the systematic format of the higher education course book (*Buku Ajar*) writing standard. The last but not the least, the expert declared that the approach and orientation to develop the materials were communicative, attractive and persuasive enough to boost students' eagerness to read.

However, the expert noted some drawbacks of the product. He firstly stated that the writer should change the writing style into more formal English writing style and more academic. Secondly, the evaluation of each theme must accommodate all level of acquisition as mentioned in the higher education curriculum and/or based on bloom taxonomy of acquisition of bachelor degree. Thirdly, he suggested redesigning the cover of the book and the front page of each theme to be more attractive and noticeable. The fourth, if necessary the writer should

give sufficient illustration or picture of new words or concepts of the material in order to make the students study more easily. In addition, he also suggested checking spelling, punctuation marks, aligning, font size and line spacing should be more appropriate and consistent as well. The researcher, then, he revised the developed material based on the expert's suggestions on drawbacks to make a better officially acceptable and approved one.

Table 2. Product Comparison Before and After Validating to Expert

Before	After
The writing style was not formal and academic enough yet	Formal and academic writing style
The evaluation did not accommodate all level of Indonesian national qualification framework (KKNI) and/or bloom taxonomy of acquisition of bachelor degree	The evaluation accommodated all level of Indonesian national qualification framework (KKNI) and/or bloom taxonomy of acquisition of bachelor degree
The cover of the book and the front page of each theme were not attractive and noticeable yet	More attractive and noticeable book cover and front page of each theme
A little illustration and/or picture to support the material explanation	Enough illustration and/or picture to support the material explanation
Spelling, punctuation marks, aligning, font size and line spacing were not quite appropriate and consistent	Correct spelling and punctuation marks and consistent aligning, font size and line spacing

Field-Testing Product

Field-testing product was the last step in developing the requisite Vocabulary 1 material in the form of course book (*buku ajar*) for college students of STKIP PGRI

Trenggalek. It was noteworthy to investigate the applicability of the product in a real TLP in classroom. The following table shows the result of field-testing the product by implementing two research instruments; questionnaires and observation.

Table 3. Findings on Field-Testing the Product

Field-Testing the Product	
Finding on Students' Questionnaire after the Implementation of the Product	<ul style="list-style-type: none"> • The materials were meaningful for the students to promote their vocabulary knowledge as the basis of language skills' complexity • The students found the material was easy enough to understand since it might be presented contextually and usefully with sufficient illustrations, analogies and pictures • The book simplified the students' learning sources since it might become the book all they need • Attractive, handy, practical and applicable materials to boost the students' eagerness to read
Finding on Teacher' Questionnaire after the Implementation of the Product	<ul style="list-style-type: none"> • The materials in the book were applicable to teaching vocabulary subject since they might be arranged in good approaches and orientations and based on the current curriculum • The book reduced the students' dependency on teacher since it might be communicative enough to speak what the teacher was supposed to speak in delivering the materials • The teaching and learning processes were satisfying, easier, effective and efficient since the book might accommodate the learning guidance in what should the students achieve, do, measure, write on learning

issue and follow up

Finding on Observation during the Implementation of the Product

- The teacher and students merely grasped the materials in the book with ease
- The teacher and students merely followed on step by step from the description of the course to feedback of the course materials with ease
- The teaching and learning process by using the book in the classroom were successfully done by teacher and students which was just not listening and speaking activities done but living and breathy discussion, confirmation, quizzes, questions and answers and material enrichment based on assigned material being taught in the book since it might be the students had already read the book before and the materials might be communicative enough to speak what the teacher was supposed to speak in delivering the materials

Henceforth, as the expert validation and the field-testing product were finished and got the supportive responses from the expert, teacher and students, then, the research development on the requisite Vocabulary 1 material for college students of STKIP – PGRI Trenggalek was completely and empirically stopped and the book was ready to be printed, published and spread out to all people in educational setting who find the necessities of the book in order to to meet the qualification of *Buku Ajar* mentioned above.

Given the research findings elaborated above, the discussions of the findings on this research are highlighted in the following table.

Table 4. Discussion of the research findings

	Discussions
The Requisite Vocabulary 1 Material for College Students of STKIP PGRI Trenggalek	Concerning to the book content found on this research that was already in line with what expert, Thornbury (2008:5) in nutshell said that partly, vocabulary learning includes part of speeches, morphemes, affixations, forming new words and phrases
	Concerning to practicality of the course book (<i>buku ajar</i>) found on this research, as what Indonesian minister of education decree number 36 year 2001 verse 5 stated previously that the course book (<i>buku ajar</i>) might become the best book available for teachers and college students teaching and learning vocabulary since it may be a book written with the main aim is to be the uppermost reference of vocabulary TLP; cover a certain science discipline (vocabulary); fulfill the regulations of science writing; be published and spread out; be written to achieve the learning outcome as demanded from policies; be sustainable and transfer knowledge; achieve the qualified and targeted learning; be a source of readings and exercises; enhance motivation and interest to read and understand knowledge; and decrease students' dependency on teachers.
	Concerning to material development steps proved in this research that took five steps as Latief (2012:172) stated previously: identifying the classroom problems (needs analysis), studying recent theories of educational product development, developing the educational products, validating the products to experts, and field testing the products
	Concerning to perfection of the book proved in this research that might not be a perfect book as Grant (1991: 118) stated "the perfect textbook does not exist, but the best book available for the teachers and students certainly does". Thus, this course book (<i>buku ajar</i>) might be the best book for college students of STKIP PGRI Trenggalek studying Vocabulary 1
	Concerning to approach and orientations of the book found on this research which could be said as communicative book as Grant (1991: 14) explained the communicative textbooks have the following characteristic: (1) they emphasize the communicative functions of language, (2) they try to reflect the students' needs and interests, (3) they emphasize skills in using the language, not just the forms of language, and they are therefore activity-based, (4) they usually have a good balance among the four language skills, (5) they tend to be very specific in their definition of aims, (6) both content and methods reflect the

authentic language of everyday life, (7) they encourage work in groups and pairs, and (8) they emphasize fluency, not just accuracy

With regard to those discussions of the finding and sound of theories, it can be said that the product (the material development in the form of course book/*buku ajar*) was practically suitable with the sound of theories and regulations stated previously and the people who found the necessities of the product were satisfied with it.

CONCLUSIONS AND SUGGESTIONS

After all, a conclusion holds true is that the product of developing material in the form of course book/*buku ajar* was successful to obtain the requisite Vocabulary 1 material for college students of STKIP – PGRI Trenggalek since it met the government regulation of course book/*buku ajar* standard writing and features, accommodated the students needs and interests, provided recent theories of vocabulary and material development, acquired the learning outcome of Vocabulary 1 research area as stated in syllabus, was developed into five steps development, and most importantly as the result of field-testing product resulted the supportive responses from teacher and students and they were satisfied with it.

Given the findings, discussions and conclusion elaborated above, it is suggested

for the following people who may find benefits of this research. Firstly, for university teachers, it is suggestive of starting to develop their own course book/*buku ajar* since it might be beneficial to support teaching and learning process although there is no perfect book but the best book is always available for teachers and students. Secondly, for vocabulary teachers, it is suggestive of using the product of this research as a reference to promote vocabulary learning since it might be sufficed by a basic knowledge of vocabulary. Thirdly, for vocabulary teachers in university, the product may be taken as a reference book to use in their vocabulary TLP and the findings of the research may be taken as a reference as well to conduct a research on developing vocabulary course book/*buku ajar* of their own. The fourth, for students learning English, it is suggestive of using vocabulary course book/*buku ajar* vocabulary as a reference to study better. The last but not the least, for the next researchers, it is suggestive for them who may use the research findings as information or reference to conduct the research with the similar or different topic of vocabulary and/or research and development.

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