

Need Analysis on Lexical Units of Reading Material in An ELT Textbook

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ABSTRACT

Learning source is one of essential learning aspects for learning foreign or second language. Using learning sources is hoped to be able to enable learners increase the learners' language mastery exclusively in terms of vocabulary. The learning sources especially reading materials used in the teaching learning activity must be designed for accomplishing lexical units needed by the learners based on the learning objectives, satisfactory vocabulary in the relations of number and range. This research aims to evaluate whether the learning materials especially reading materials of the textbook, Developing English Competencies 3 fulfill can the learners' need on vocabulary acquisition. A descriptive quantitative study with the specific linguistic field, corpus was designed for this research. RANGE and FREQUENCY, a computational device as instruments created by Nation in 2001 and then, advanced by Heatley, Nation, and Coxhead in 2002 was used to count the lexical units. By comparing to general frequency list, Michael West's GSL (1953), it was found that the book was accomplishing the lexical needed by the learners of high school level in vocabulary quantity and range in the reading materials because of the amount of 5,064 tokens and 1,434 types only with the unfair distribution based on Nation 's three ranges. In brief, the book looks like very distant from the frame of the learners' needs. In addition, it is restricted to propose the possible comprehensive situations where the learners can present in the daily communication.

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1. Introduction

A core aim of English Language Teaching (ELT) for the secondary school is developing reading skill. Every foreign language learner wants to acquire the ability of reading a text in a target language. They often admit reading by means of the most significant purpose to be able to attain for news, knowledge, and amusement because comprehension is able to expose new experience and changes for both children and adult learners. Reading is considered in place of further revelation for foreign language, and it supports for the expanding and apprising vocabulary (Lindsay, 2000). It is very good method to enlarge the systemic information syntactically and morphologically along with the knowledge including encyclopedic, socio-cultural, topic, and genre. In order to reach this purpose, it is exceedingly required so sufficient vocabulary to master that the readers can comprehend what the messages delivered in the text.

Comprehending the text is ministered by cohesion around the text (Owens, 2005). Universally if the text is more cohesive, it can be more understandable. The explicit texts are more readable than the implicit ones. The readers who are more mature in interpreting will be more readily and have less difficulty with complex cohesion in oral development. On the other hand, less cohesion texts cause more complicated understanding. Some unclear topics, irrelevant passages, less cohesion and coherence reading passages in a certain EFL textbook for the seventh grade of high school (Setiawan, 2006). The lexical variation of the words is limited so that certain words only appear. However, some essential conditions that maintain vocabulary to acquire such as the lexical distribution and frequency along the manual, its comparison to the lexical frequency in general English, and its opportunities in rehearsal and repetition practices still do not center on the study yet.

Reading materials can provide a springboard for a range of vocabulary (Hedge, 2000). One criterion might be that vocabulary is well-contextualized. Any explanation of the used word meaning is not given in the text but provided in the context as the only source of information. Selective attention is given treatment for the learners to identify unknown words, then use cognitive strategy variety to comprehend and remember the words (O' Malley and Chamot, 1990). To

understand a text, 95 per cent of the lexical items should become familiar for the learners at any level (Koren, 1992). The readers approximately need 95 per cent of lexis of the whole text, if they want to understand the text well. Reading materials, which are dense with frequent words stimulates the learners in personalized learning that strengthens their individual learning process (Ro'ifah, 2019a).

Vocabulary is unavoidably an essential part in any system of language and its knowledge has a significant part in comprehension and production of language (Seddigh, 2012). This element is key in language to provide strong foundation in how to speak, listen, read, and write well. Second language readers of English need to have vocabulary of at least 3000word families in order to have some knowledge of 95 per cent of the running words in a text (Read, 2000). To understand a discourse, the readers should acquire minimally 3000word families that are 95 per cent of the words in the text at any kinds of level. In another word, learning language is essential and dependent very much on lexical units. Thus, a worthy textbook especially reading material is genuinely entailed to hold up the enrichment and development of vocabulary as an inordinate important objective in whole word ranges of EFL textbooks. It is broader conception of all the words used by a particular language. Even the standard view of language teaching was divided into grammar and vocabulary, many argued that language is made up most lexical units (Kavaliauskienė and Januleviėienė, 2001).

A comparatively small group from lexical units is the words and polywords. It can be safely stated that the knowledge level in a specific language is directly related to the amount of vocabulary that a speaker knows in that language. It is fairly relevant, therefore, to appear to the topic of how vocabulary must be learned and memorized. Larger lexical units must first be recognized, explained and conveniently opened in teaching and learning. Any lexicon includes a range from simple isolated words to formulaic cliché phrases, to tightly bound idioms (Hatch and Brown, 1995). Lexical entries contain the set of information necessary to identify understand and use the associated unit. They is conveyed pretty imprecisely; however arranging the form more specific are not part of the word-formulation in a book but to syntax in a book (McCarthy, 2002).

Lexical approach in teaching language is a guard for vocabulary learning in the form of individual, high frequency words, and word combination or chunks (Thornbury, 2002). The motion of lexical approach towards teaching language descends from the four standards. First, a syllabus is ought to be systematized nearby meanings. Second, the most frequent words can program the most frequent meanings. Third, words characteristically co-occur with other lexical units, Last, these co-occurrences (or chunks) are a relief in fluency (Kavaliauskienė and Januleviėienė, 2001). Lexical access is very rapid process which progress unconsciously (Caron, 1992). The lexicon is acquired in unconscious development in very high speed. The ability to recognize or produce a word presupposes that it has been recorded in memory. In other words, each speaker of the language possesses an 'internal lexicon', a set of representations corresponding to the meaningful units of the language. It is in the domain of cognitive process including how to access, transmit and memorize the data (Thornbury, 2003). The mental lexicon shares lexical gadgets in many various paperwork and in diverse complicated composites, with specific morphological and syntactical insinuations.

Many vocabulary items have predictable meanings, but these meanings tend to lose motivation over time. Therefore, words that do not begin as lexical items may eventually become lexical items. Conversely, many lexical entries that are phrases and sentences, including idioms and proverbs, have meanings that can be viewed as figurative extensions of their literal meanings. To this extent their interpretation remains motivated. In fact, there are no exact matches between words and lexical entries in dictionary glossary. The practice of most dictionaries reflects a compromise. A few are extra generous than others in listing idioms; some are greater beneficent than others in listing words with totally predictable meaning. Words in lexical methods to language teaching must be found out inside the context they appear in communicate, that is, the words ought to no longer be discovered in isolation, because it was the case inside the Grammar Translation technique. Most of Japanese EFL textbooks represented by three sets of textbook series for graded teaching from different historical periods are also greater emphasis upon grammar over vocabulary (Weir and Ozasa, 2009; 2010).

The total amount of lexical units in a language are known by individual and those words are used as a vehicle of the language to express one's thought. It may contain words and phrases of a language, with meanings or translations into another language that used as a means of the language to express thought. Language acquisition and vocabulary acquisition are collectively structured. Words are the formal symbols associated to standards, and storing and manipulation of standards. This is a key issues in communicate via language. Phrases are not the best units of that means bring with it some outcomes to language teaching and mastering. Words possess two features; They've meanings that are unpredictable and so should be indexed in dictionaries – lexical item, and they may be the building-blocks for words and phrases – word (McCarthy, 2002). The two characteristics do not always be together. A word has

more complex phenomenon because it can have same, similar, or different meanings but used in different situations or for different effects. Besides, it may have a variety of overlapping meanings. As a consequence, single word unit cannot be taken as the only lexical items present in our cognitive system, as traditionally assumed.

The sentence can be consisting of many words even repeated ones. In unwritten languages, the 'word' can be a very elusive thing. There are several ways of deciding what words will be counted; token and type. The term 'word' might be ambiguous among a 'type' and 'token' interpretation. Sentences not only spoken but also written could be stated to be composed of phrase-tokens, but they're in reality not word-tokens indexed in dictionaries. Words as listed in dictionary entries are, at one degree, types, and tokens. The type-token distinction is relevant to the concept of "word" (Hatch and Brown, 1995; Halliday, 2004). "Token" is singular or individual occurrence of a distinct word (McCarthy, 2002). It sometimes is called "running words". This is an easy way to count word forms in spoken or written language. If the same word form appears multiple times, each occurrence is counted as a token. Another way is type that is popular with the term 'different word'. The same word that appear again, it is not counted again (Nation, 2001). Thus, when it is found a repeated word, it is counted handiest a unmarried type.

In this case, frequency is a large number of times words often appear within a particular text. Vocabulary of every language has a set of very often words used frequently, along with a relatively long list of words used infrequently (Yule, 2006). Its rationale is fairly simply that the maximum common happening words in the English language is the maximum useful for learners (Hedge, 2000). The learners usually use those words used frequently, rather than infrequently. There is an influence of word frequency on language acquisition. The greater regularly a phrase is used, the easier it's far to procedure (Jay, 2003). The frequency of a word is related to the accessed rapidity. The higher the frequency, the faster it is identified. A clearer knowledge of the way dating of the frequency of phrases may affect very important on vocabulary acquisition. The phrases regularly occur within the analyzing substances or in teacher's rationalization give possibility for the learners to accumulate easily (Nurweni, 2000).

Lexical acces is helped very much by frequent words. Mastering frequent words happens in the area of cognitive tactics; how records are accessed, transmitted and memorized. Reminiscence is mainly imperative in cognitive methods in the intervening time it's miles a responsible tool for storing, retaining at disposal, and accessing facts whenever they're needed (Dörnyei, 2009). It is done by neural system that is known as a system working with two memorization device types; short-term memory and long-term memory (Thornbury, 2003). At first, information captured are given away to short-time period memory, a form of running reminiscence, which acts as an interface with the outdoor world. Input getting into the operating memory flows very fast and could not straight away misplaced if it enters long-time period memory (Criado, 2009). It could be said that working memory is the main entrance for input records, that's supplied with a filter out to assess, consider, and select very relevant or necessary data.

A behavioral model claims that practice-repetition and association is the key of the habit formation by operant conditioning (Brown, 2007). This is very efficient in vocabulary mastery. The extent of lexical statistics enters and consolidates in long-term memorial mainly by activating and strengthening across rehearsal or repetition practice and activation. All the school histories has presented repetitive practice and there may be absolute confidence of the effective method in teaching and learning. Repetitive practice forces rehearsal. The more the participants rehearse an item, then, they remembered it more. Rehearsal becomes more effective when it is meaningful and fully conscious and focused explicitly on the data being learned. It is caused by the structural changes in the repetition that take place in the neural synapses or connections among neurons. Repeated connections strengthen effectively the connection itself, then it makes the task is easier.

Regarding these a textbook containing teaching materials should be suitable for students' needs. A balance should be found between explicit and incidental vocabulary acquisition. In natural language learning environment, incidental learning is the rule. The textbook requires to be measured and decided on as a good e book whilst it plays eight classes; pursuits and techniques, layout and agency, language content, ability, subject matter, technique, teacher's e-book, and realistic concerns (Richards, 2001). On the third classification, language content material, exactly the second factor, asks whether or not the material for vocabulary teaching adequate in terms of first-rate and variety of vocabulary, emphasis placed on vocabulary development, techniques for character getting to know. Learning resources of EFL/ESL textbooks are expected to contain sufficient quantity and range of vocabulary, vocabulary improvement, and strategies for self-studying (McCarthy, 2004; McCarten, 2007).

In the seventh Indonesian TEFL curriculum, in learning a language, there are some literacy stages that need to be reached by using the freshmen (Depdiknas, 2006). Those are performive, functional, informational, and epistemic. In

the senior high school, the students are required to attain the informational degree including corpus. They're supposed with a view to get right of entry to the understanding the use of their language potential due to the fact they're prepared to go on college. In the case, reading materials should support the learners to achieve that level targeted. The reading substances for senior high faculty students, specifically twelfth grade need to be in line with the English standardized competence inside the curriculum.

It is the teachers' responsibility to check to look at whether all of the elements of the learning process are working well for learners and to adapt them if they are not. There is a limit to what teaching materials can be expected to do for us. Teachers, therefore, should not expect to work miracles with it. They should have the option of assigning supplementary materials based on their own specific needs in their own specific teaching situation. The teacher's role is to help learners learn. Teachers must follow the syllabus and provide, create, or select materials. You can also adapt, supplement, and elaborate on these materials, monitor student progress and needs, and ultimately assess students.

Therefore, it becomes the belief to advance the students' proficiency in language. The teachers of English subject or course must be selective in teaching and learning materials. It is very important for English teachers to choose the reading materials, especially reading materials that must be appropriate to the students' level. The learners can understand the meaning of text in all kinds of texts especially narrative text, explanation text, discussion text, and review text in day-to-day situation and for retrieving information as the goal. The texts used as teaching materials are expected to be suitable with the students' needs that the students are able to understand the idea conveyed with the aid of the vocabulary and the structural elements of the texts (McCarten, 2007). Then, they can apply the vocabulary in their daily communication.

Nevertheless, a few learners in high school level are still poor in comprehending English texts. The purpose of teaching English as a foreign language look likes being not achieved yet despite the fact, they have been being studied English in the formal education more than three years. It may result from having no sufficient vocabulary. Many EFL textbooks look to get less attention whether the vocabulary acquisition can be supported faster, easily and effectively (Criado, 2009; Prayitno, 2011; Setiawan, 2006; Takakubo, 2003; Weir & Ozasa, 2009 & 2010). Not little textbooks have an old tradition focused on grammar. The vocabulary of reading materials for the grade seven of SMP/MTs English textbook published by means of CV. Nadia Sarana Utama Balikpapan meets Only the standards of 500 words and the word variation is so restricted that certain words only appear (Setiawan, 2006). In addition, it also appears in *LOOK AHEAD 2* that is monotonous and inadequate vocabulary (Prayitno, 2011). The significance of vocabulary has no longer constantly been properly emphasized. How often the lexical units rise in the texts seems not to be considered.

Related to the reason above, the researcher would like to investigate the characteristics of vocabulary in an electronic book, entitled *Developing English Competencies 3*. Specifically, The objectives of this take a look at are to research the wide variety of lexical devices in the digital e-book keep in mind the maximum common words in English corpora and their relevance to the comprehension needs of the foreign learners.

2. Method

As regard to the related theories and previous studies, descriptive quantitative method was used in this research. Quantitative studies is characterized via using numbers to symbolize its records (Perry, 2005). This study s miles aimed to discover whether some of lexical gadgets presented within the textbook. fulfilling the learners' needs in supporting vocabulary acquisition (Dörnyei, 2007). There has been heavy emphasis on describing the data rather than just explaining it to make generalizations from the data.

Developing English Competencies 3 for Grade XII of natural and Social technology applications of senior high school (SMA/MA) was an object of this study. Ahmad Doddy, Achmad Sugeng, and Effendi were the writers of this ELT book but the copyright was bought by *Departmen Pendidikan Nasional* posted by means of *Pusat Perbukuan* (book centre), Jakarta in 2008. The e-book has been assessed and decided by *Badan Standar Nasional Pendidikan* (Countrywide widespread board of schooling) as one of school textbooks applying not only the School-Based Curriculum 2006 but also *Peraturan Menteri Pendidikan Nasional* No. 34 in 2008. Besides, it is available in *Jaringan Pendidikan Nasional* (national education website) and so easy to download, print, copy, or change into another media that all learners and teachers can use it.

The ELT book is miles designed to facilitate the students of senior excessive college (SMA/MA) to talk in English in step with the context of the language use. The method applied in the e-book is communicative approach assumed to be able to fulfill the learners' needs. Moreover, many senior high schools used the e-book in most of which set up natural

science (IPA) and social science (IPS) programs while language study program uses the other textbooks. The book, *Developing English Competencies 3* is expected to be able to empower the students to access various informations in 'informational level' to prepare to go to university. This matter inspired to find out whether the statement is in line with the content of the book in terms of lexical item needs.

Observation and a computational tool were utilized in the instrument of the research due to descriptive quantitative design. In this concern, observing the selected reading materials every chapter was used to find the data, i.e. reading and identifying. Furthermore, the computational tool was needed to collect the data easily (Groot, 2000). It was RANGE and FREQUENCY designed with the aid of Nation in 2001 and developed by Heatley, Nation, and Coxhead in 2002 that is available at <http://www.vuw.ac.nz/lals/staff/paul-nation/nation.aspx> (Heatley, Nation, and Coxhead, 2002). Besides, It was done to examine among the lexical devices recorded from the digital e-book and the most frequent words recorded in frequency lists based on English corpora. In addition, the lexical items were observed whether they are existed in repetitive practice and relevant to the comprehensive needs of the learners. More practice entails implementation is more effective and economical. Information regarding the 2 sorts of memory and the consolidation can be manufactured. Most of data flows thru the fast-term reminiscence will not be lost, pressed through the permanent drift of incoming facts if repetitive system and/or attention favors its choice to enter lengthy-term reminiscence (Jay, 2003). Iteration or repetition is, therefore, the recurring mechanism. It ensures permanency and avoids forgetfulness in storing information.

From the object, the data was amassed inside the shape of numbers in place of phrases, which are received from interpreting a number of lexical item frequency in reading substances selected. The data is in the form of corpus made up of short functional text and essay. The short functional texts, which are used as the data of the study consists of two only; advertisement and announcement. Then, essay involves two "narrative" texts in the chapter 1 and four "narrative" texts in the chapter 4, three "explanation" texts in the chapter 2, two "discussion" texts in the chapter 3, and two "review" texts in the chapter 5 as in The thesaurus that clearly contrasts towards the 1,434 types. Phrase range is in the length from 107 to three,994 words or tokens. With the whole period of the whole corpus are five,064 words.

The corpus accumulated become analyzed with the usage of a classic listing of high-frequency words, a GSL-based frequency listing. It is General Service List of English Words found Michael West's in 1953, which contains around 2,000word families (Nation, 2001). Almost 80% of the execution words in the text are high frequency words. The words of General Service List are considered suitable as the basis for gaining knowledge of English as a overseas language (Richards, 2001). It is a must that the most frequent word to be given first in teaching English as a foreign language as in Brown corpus, a one million-word American English corpus, the first one thousand more frequent lemmas cover 72% of the whole text, and the first five thousand lemmas conceal up to 88.6% of the total (Criado, 2009) as in the following table 1.

Table 1. Text coverage by the first 6000 lemmas of Brown corpus

First	1,000 Lemmas	72,0%
Second	1,000 Lemmas	79,7%
Third	1,000 Lemmas	84,0%
Fourth	1,000 Lemmas	86,7%
5,000		88,6%
6,000		89,9%

Source: Criado, 2009

To discover whether The lexical items within the digital book are taken into consideration of the learners' needs in supporting vocabulary acquisition through reading materials, comparing the found lexical units and the frequent lexical units to the 3 base-word vocabulary ranges (1,000, 2,000, and 3,000 most frequent words of English) identified by Nation in 2001 can give interesting information. Therefore, it can appear to be an indicator whether the lexical units of The textbook complement the 'expected' vocabulary in step with the frequency list of general English, and specifically with regards to the primary 3,000 most frequent words as defined by Nation (2001).

3. Result and Discussion

Lexical items found in the ELT e-book; *Developing English Competencies 3* can be seen like in the table 2 below.

Table 2. Tokens, types, and word families of *Developing English Competencies 3*

	Word Ranges	Tokens (%)	Types (%)	Word Families (%)
(1)	1000	3994 / 78.9	819 / 57.1	566
(2)	2000	343 / 6.8	213 / 14.9	186
(3)	3000	107 / 2.1	74 / 5.2	65
	Off-ranges	620 / 12.2	328 / 22.9	???
	Total	5064	1434	817

The ELT book consists of 5,064 walking word or tokens. From those number, the number of distinct phrases or types is around 1,434 words. The e-book introduces the tokens and types unevenly. Concerning the word ranges defined by using Nation, the tokens are classified as the word range 1 or 1000 word category. It is about 3994 or 78%. There are 343 or 6.8% as members of the word range two or 2000 word category. About 107 or 2.1% tokens belong to the word range three or 3000 word category. There are 620 or 12.2% tokens is owned by 'off ranges'. In addition, the distinct words are found about 1,434 types. Those numbers consist of the word range 1, the word range 2, the word range 3, and off ranges. There are 57.1% or 819 types embodies word range 1. The word range 2 represents 213 types or 14.9%. The word range 3 offers only 74 types or 5.2%. Then, "off-ranges" debts for 328 types or 22.9% in the reading texts. Furthermore, those numbers are classified into 817 word families.

The word range 1 of the ELT book is comprised of 3,994 tokens or 78.9% of the total. Though, it only envelops 819 distinct words or 57.1% in 566 word-families. It means there are 181 distinct words (types) of the word range 1 do now not arise inside the textbook. Tokens in the second word range are around 343 units or 6.8% of the total with 213 types or 14.9% of the total in 186 word-families. The amount of types, however, is not significantly equivalent, 213 types or 14.9%; this also makes the problem for word families. The word range 3 indicates a sharp contrast. It is only 2.1% of the total or 107 tokens with 5.2% or 74 distinct words. This word range contains 65 word family is only. It is dreadful numbers. 'Off ranges' that is a higher level. In this word range, the book encloses 620 tokens or 12.2% with 328 distinct words or 22.9% of the total distinct words.

The ELT book, *Developing English Competencies 3* introduces too small for both the amount and range of lexical units. It can be seen from 'token' and 'type'. "Token" is running words that are instance or personal occurrence of a distinct word (McCarthy, 2002). It is a easy technique to calculate since it counts every single word. The reading materials of the book encompass 5,064 running words. Then, type, which is a repeated word is considered only as one type (Nation, 2001), the amount of distinct words or types from 5,064 running words is only 1,434 words. The unequal state comes clearly in terms of percentage between the amount of types detected in the word range 1, the word range 2, and the word range 3 as defined by Nation (2001). The e-book appears a long way far from hopes in term of both types and word families. It is offered 819 types in the word range 1 about 213 types in the word range 2, and 74 types in the word range 3. The total types of the word range 1, the word range 2, and the word range 3 are 1106 words. If it is compared to the three word ranges or 3,000 words, the number of types within the textbook is only 36.8%, which derives from 817 word families.

The word range 1 and word range 2 are not balance. The word range 2 is just too low if it is compared to the total tokens in the book. The relative deficiency of stability in the quantity of tokens and types regarding the whole of lexical objects in the textbook infers critical poor effects. When the third word range is assessed with total number of tokens inside the reading materials, this sum indicates too small. Conversely, comparing the amount of 'off ranges' detected in the ELT book, *Developing English Competencies 3* and the total distinct words in the second word range and the word range 3 about 287 types or 20.1%, the numbers are upper than the total distinct words in both, the word range 2 and word range 3. The quantity of "off ranges" is greater than of the total distinct words. It means, the number of 'off ranges' is actually not in line with the goal of the textbook. If the textbook is to reach the completion of informational degree or 'independent users' (Depdiknas, 2006), this percent lies some distance away from expectancy, since This level requires fluent and extensive use of English in everyday life. It should match very well the third 1,000 words in word range 3 and the previous 2,000 words in the word range 1 and the word range 2.

Regarding to studying and knowledge, authentic written texts require a vocabulary of 3 to 5 thousand word families proposed by Brown corpus (Criado, 2009). The word family consists of a base word and its derivatives. By

knowledge of 4,000 frequent words, learners can understand 98% of the tokens in the input (Horst, 2010). A study of Russian-English indicated Nearly all participants memorized all 108 word pairs after 7 repetitions, and about 80% of the 216 word pairs after 6 repetitions (Yongqi Gu, 2003). The words appeared over 8 times in the text were more likely to learn than the words repeated less. It can be profiled that the learners have been able to apprehend and do not forget the words properly unless the phrases had been repeated 6 times minimally (Jones, 2004). In fact, Therefore, it is needed to determine a certain, average hierarchy of verbal frequencies in general expose.

Comprehending texts can be achieved minimally the first 3,000 most frequent words (1,000, 2,000, and 3,000 most frequent words of English) defined the vocabulary ranges of three base-word gained (Nation, 2001). The second thousand word stage usually has been set as the most appropriate restrict for high-frequency words. It is reasonable to assume that the green vocabulary mastering is attached to the quantity of the maximum frequent words and its learning to know which priority should be around 3,000 language families (Gardner, 2008; Halliday et. al., 2004; McCarten, 2007). On the other hand, the high-frequency words detected in *Developing English Competencies 3* only 143 words seem too far. There is not balance between words found in the textbook and the most frequent lexical items in general use of language. The words discovered in the textook like *acid, crane, sparks, lazybones...etc*, but, not so much for others, such as *students, beyond, suitable, appear, ...etc*. Some most frequent words in the ELT book, *Developing English Competencies 3* do no longer in shape the overall scale of frequency in general English, just like *abortion, peasant, serpent, pregnancy, ...etc*.

This case is in line with another analogous reality shown in a certain book that a clear unbalance in all the elements of vocabulary selection if this is compared to the predicted frequency list of general English (Criado, 2009). It does not appear to bear in mind some of the most primary troubles affecting vocabulary acquisition, both from the point of view of which words have to be discovered first and the situations, which govern vocabulary acquisition. The authors of the e-book, *Developing English Competencies 3* do not seem to consider the corpora, which are the satisfactory source to outline the words extra green in linguistic verbal exchange. In fact, frequency and repetition are all necessary for successful vocabulary learning. The better the frequency of the word makes the faster to identify as a phrase or named (Ro'ifah, 2019b).

Despite the advantages, there are also some drawbacks to using textbooks in the teaching and learning process. The ELT e-book looks like very distant from the frame of the learners' comprehensive needs since the total types in the word range 1 and the word range 2 is only 1,032 words; 819 words in the word range 1 and 213 words in the word range 2. To reach the completion of the "final informational level" expected in the Indonesian official syllabus especially learning a language (Depdiknas, 2006), the students of senior high school must be "independent users". They need a lot along the way the third 1,000 words included in the word range 3 and the 2,000 words from the previous word range 1 and word range 2 in order to be a good comprehensive use of English. This study, nevertheless, shows that the amount of the word range 2 and the word range 3 lies far away from the students' need. Accordingly, the word range 3 in the textbook have to equal at least the amount of words included within the second range. In any case, the vocabulary learned should follow a gradually going up line from the word range 1 till the third word range.

In addition, like the object of this research, the ELT book have not reflected students' needs yet. Evaluating between the amount of 'off ranges' and the total amount of the word range 2 and the word range 3 detected in *Developing English Competencies 3* on the learners' need analysis that is to increase their vocabulary also shows the unpleasant case. Since students' vocabulary is limited, the vocabulary of the textbooks should be controlled (Kitao, 1997). Textbooks should be used judiciously, as they cannot meet the needs of all educational settings equally (Ansary and Babaii, 2002). The textbooks ought to provide information to help students understand vocabulary that they may not be familiar with. The teachers need to be aware of the risks of teaching particular lexical items that reflect the biases of textbook writers that the teachers have to be evaluative in using a textbook. The second or foreign language learners actually need more words in the word range 2 and the word range 3 than 'off ranges'. In this case, the total distinct words in the second word range and the word range 3 are only 287 types or 20.1%. This total number is lower that the amount of 'off ranges', 328 types or 22.9%. Thus, the learners are reinforced to acquire new words of poor potential for comprehension.

Furthermore, the dissemination also divulges a toughly noticeable inequity Inside the new words brought within the first word range, the word range 2, and the word range 3 against the rest of words outside these word ranges, 'off ranges'. In the ELT book, *Developing English Competencies 3*, there is imbalance of distribution in terms of distinct words. The first word range proposes excessive sufficient types. Unfortunately, the downward curve for new vocabulary detaches in the second word range. Moreover, the curve falls down more in the third word range 3. The divergence

evidence is showed amid the number of “off ranges” and the second word range and the third word range. Nonetheless, it ascends so brusquely in “off-ranges”. Thus, the scattering is extreme from the ideal condition, which higher discern should belong to the second word range and the word range 3, while the interval of “off ranges” should account for a lower percentage. Word region 1 should be given moderate exposure for integration.

4. Conclusion

The assessment between the outcomes shown above from the textbook for teaching English as an overseas language and the use of language has not allowed for an optimistic conclusion. The convincing reason, the difference in the rank of lexical units analyzed in ELT 12th grade textbook, *Developing English Competencies 3* do not seem to fulfill the learners' comprehensive needs. The reading materials do not keep in mind some of the maximum fundamental vocabulary to acquire. The book is clearly unbalanced regarding not only the quantity but also the distribution of vocabulary supplied at some point of the 3 word-ranges. Therefore, it does not offer the expected and necessary opportunities for automating vocabulary for both teachers and learners. It is caused by the types and the word families in the word range 2 and 3 are less than the minimal limitation needed by the learners and lower than 'off ranges', which the learners must acquire new words of poor potential for comprehension.

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