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CONTENT ANALYSIS OF VOCABULARY MATERIAL IN *BAHASA INGGRIS* TEXTBOOK

Abstract

Most significant issues in teaching English is most English textbooks do not systematically deal with vocabulary. This research uses a content analysis study using descriptive qualitative analysis. The procedure used in collecting data was the observation of an English textbook entitled “Bahasa Inggris” textbook for Senior High School Grade XII Published by Kemendikbud 2018 as the subject of this study this study aims to determine how vocabulary material presented and what percentage of vocabulary material presented in “Bahasa Inggris” textbook. This study is focus of vocabulary material based on criteria vocabulary analysis proposed by Murcia (1991). The results of the study showed that, the vocabulary material are presented in form vocabulary builder. Next result, first, the vocabulary items were used in appropriate contexts with percentage 33%. Second, the vocabulary items are presented in variety ways with percentage 21%. Third, the new vocabulary is repeated in sub sequent lesson with percentage 27%. Last, there is vocabulary exercise in each chapter with percentage 19%. So, the conclusion from that result, the vocabulary material in “Bahasa Inggris” textbook was match with vocabulary analysis proposed by Murcia and appropriate

Keywords

Textbook, Vocabulary Analysis

INTRODUCTION

Learning English is still something that is considered difficult for the students. Currently, analysis vocabulary material is needed to support the improvement of student's communication in speaking English. Communication is very closely related to language because the function of language is as a communication tool. Most of students have lack vocabulary in English and think that English vocabulary is a difficult and boring subject. It is not rare case where students make some or many mistakes when they do a task in English and misunderstood or even don't understand material in English. Researcher can assume that using instructional device in teaching-learning English will be very important. One of the instructional that use in teaching-learning activities is textbooks.

Vocabulary refers to the collection of words that a person knows and uses. Vocabulary development is the process of learning new words. Building vocabulary is a complex process. In order to develop vocabulary successfully, there are several components to mastering new words. Richard argues that Vocabulary is a central component of language proficiency and largely determines how well learners speak, listen, read, and write take advantage of the language learning opportunities around them, such as listening to native speakers, using the language in different contexts, reading or watching films.¹ Cunningsworth state that students can communicate more effectively with knowledge of vocabulary than with knowledge of grammar.²

Many books are used for coaching and getting to know the English system, in particular the books posted through Kemendikbud 2018. This ee-e book became advocated through The Ministry of Education and Culture of Indonesia to assist instructors withinside the coaching and getting to know system and additionally to assist the trainer to enhance the student's skill. The phenomena that we discovered withinside the school, the abilities have been now no longer balanced withinside the coaching-getting to know system yet.

Students who learn English in Senior High School seemingly are not able to speak fluently and appropriately because of the lack vocabulary. Moreover, to have a good vocabulary, students seem to have difficulty using varied vocabulary, so that their vocabulary is very little. Based on researchers' field practice, the most common problem is most of student don't know what to do if they want to speak, or do the task in English. From that experience, researcher can assume that vocabulary in textbook for teaching and learning will be very important.

The lack of student understanding in learning the vocabulary in textbook is one of the most important problems that happened in this era. Students seemed unable to understand the content that served in the textbook so, they think English is a boring lesson. The teachers also get confused on choosing what kind of textbook and vocabulary material suitable with the students need. To this end, this study aims to answer the following two questions: (1) How is the vocabulary material presented in the English textbook at 12th grade Senior High School? (2) How is the percentage of vocabulary items of "Bahasa Inggris" textbook match with the vocabulary analysis criteria proposed by Celce Murcia?

¹ Richard, J.C.and Renadya, W. A. *Methodology in Language Teaching an Anthology of Current Practice*. (UK: Cambridge University Press, 2002), p. 255

² Alan Cunningsworth, *Choosing your Coursebook*, (New York: Macmillan, 1995), p,38.

METHOD

In this research, researcher will analyze textbook focused on vocabulary material. There are many criteria of good vocabulary materials created by experts. The criteria that will be use in this paper are criteria proposed by Murcia (1991). Murcia consist five aspect for textbook evaluation, there are subject matter, vocabulary and structures, exercises, illustrations, and physical make-up. According to Murcia, the topic of vocabulary material should appropriate to contexts. The presentation of vocabulary items should be graded from simple to complex. She also recommends that new vocabulary should be repeated in sub sequent lessons so, that they are reinforced. Most important of all, she maintains that there should be exercises to promote students' understanding.³

The design used in this study was the documentary analysis in relation to the vocabulary material. This study aims to analyze whether the vocabulary in the book matches the criteria of the book and the topic of each chapter. This study was categorized as a content analysis. Content analysis also a part of library research.⁴ Content analysis is the process of summarizing and reporting written data the main contents of data and their messages.⁵ So, this study is described as the material in the textbook and match them with the criteria proposed by the experts.

The source of data in this study is the English textbook "Bahasa Inggris" for Senior High School Grade XII published by Kemendikbud 2018. The data for analysis is collected from the "Bahasa Inggris" textbook. Because the source of the data is in the form of a document, the method used the gathered data is called the documentation method.⁶ The research instrument that has done by researcher is the indicators of vocabulary material analysis criteria based on Murcias' theory on analyzing the percentage of vocabulary material.

RESULTS

1. The Presentation of Vocabulary Material in English Textbook Grade XII

The book analyzed in this research is entitled "*Bahasa Inggris*" published by *Kementrian Pendidikan dan Kebudayaan Republik Indonesia* which contains 176 pages and 11 chapters. The vocabulary materials in every chapter are presented in various ways. In "Bahasa Inggris" textbook grade 12th, vocabulary material presented in the form of vocabulary builder and the pronunciation practice for new vocabulary are served in vocabulary builder. Presentation of the vocabulary builder in each chapter also served in different form. As example, in chapter 1 vocabulary served in the form of write down the meaning of each word and phrase that presented in the box.

One of the other forms of vocabulary builder is find the synonym of the word. These forms are presented in chapter 2, chapter 6, chapter 8, and chapter 10. As example, the students should find the synonym of the following words; *ingredient, combine, accurate, et al.* The other forms of vocabulary builder is in the chapter 4, students should match the English words with the Indonesian equivalentents that presented in the table and make mindmap from the new vocabulary.

³ Celce-Murcia Marine, 2001, "*Teaching English as a Second Language*", United States of America: Inc. Thomson Learning. p, 425

⁴ S.Ari Kunto, 2013, "*Prosedur Penelitian (Suatu Pendekatan Praktik)*", Jakarta: Rineka Cipta, p. 9.

⁵ Louis Cohen, et al, *Research Method in Education*, (New York: Routledge, 2007), p. 475.

⁶ S.Arikunto, 2013, "*Prosedur Penelitian (Suatu Pendekatan Praktik)*", Jakarta: Rineka Cipta, Hal 247.

In chapter 5 and chapter 9, vocabulary builder are presented in the form of find the meaning of the words. As example, in chapter 5 students should guess the meaning of following word; *obey, owner, regulation, et al.* In chapter 7 vocabulary builder is presented in the form tick the correct ones. Students should put a tick when the words and their meanings match.

Last form of vocabulary builder is match the pictures and match the meaning. These forms are presented in chapter 10 and chapter 11. Students should read the following list of words and their meaning. Then, check whether the words on the left match their meanings on the right.

2. The Percentage of Vocabulary Material in “Bahasa Inggris” Textbook Based on Murcia Theory

a. Appropriateness Vocabulary to Context

Based on table, it can be seen that the first criteria of analysis vocabulary material has percentage value 33% obtained from the assessment of each chapter. As example, Chapter I of this textbook entitled “May I Help You?”. This chapter discuss about offerings and suggestions. In this chapter new vocabulary are appropriate to the topic and situation. Lots of vocabulary related to the needs of students when they want to practice the material. In page 4 and 5 researcher found the appropriate vocabulary to context. For example, in page 4 there is sentence “What can I do for you?” “What’s the problem?”.

Table 4.1 Vocabulary Materials Analysis in “Bahasa Inggris” Textbook Based on Murcia Theory on chapter 1-11

Aspects	Chapter												Amount	Percent ages (%)	
	I	I	II	V	V	I	II	III	X	X	I	X			
Appropriate vocabulary to context	1	1	8	6	7	0	1	4	6	6	5	6	5	74	33%
The Presentation of Vocabulary Items	4	5	2	8	4	3	4	4	5	4	4	3	46	21%	
Repetition New Vocabulary	7	5	4	9	5	4	7	5	6	4	4	4	60	27%	
Vocabulary exercise	3	3	2	4	5	2	6	5	4	4	4	4	42	19%	

Table 4.1 Assessment of Each Chapter

b. Presentation of New Vocabulary

The second aspect is presentation of new vocabulary has percentage value 21%. Presentation of new vocabulary served in variety ways

There is vocabulary building and its pronunciation in each chapter except chapter 3. The presentation of new vocabulary also graded from simple to complex. As example, in chapter 1 new vocabulary was served in some dialog, next to chapter 2 until chapter 11, new vocabulary was presented in various text and picture.

c. Repetition of New Vocabulary

The third aspect is repetition new vocabulary has percentage 27%. It show that new vocabulary is repeated in each chapter. Many vocabularies that build in vocabulary building are repeated in dialog or in several texts. So the students can get the meaning easily and use it in the daily conversation. Students also can remember the vocabulary well because the vocabulary is often repeated. But, in chapter 3 new vocabulary in this chapter are different

each other. So between one caption and picture to another caption does not have similar vocabulary. But the vocabulary item is easy to understand.

d. Vocabulary Exercises

The last aspect is exercises of vocabulary. This aspect has percentage 19%, this is the low percentage of all aspect. Because in chapter 3 and chapter 6 just serve two exercises. Vocabulary exercise in chapter 1 is complete the blanks dialog. Students must read the following dialog boxes and fill in the gaps with the appropriate expressions. Another exercise is students should find the meaning of words and phrases in the book, finds synonym, complete the sentences, or match the meaning.

DISCUSSION

Researchers collected data of vocabulary material of “Bahasa Inggris” textbook using criteria from Murcia on good vocabulary material. The results of the analysis of vocabulary material are resources to see how the vocabulary material is presented in this book and how is percentage of vocabulary in “Bahasa Inggris” textbook. Particularly vocabulary information, vocabulary present in variety ways, new vocabulary repeat in each chapter or not, and about vocabulary exercise.

According the data finding, “Bahasa Inggris” textbook in grade XII presented the vocabulary material in form vocabulary builder and how to pronounce the new vocabulary that serve in the vocabulary builder. Every chapter has vocabulary builder except chapter 3.

“Bahasa Inggris” textbook in grade XII has percentage 33% for appropriate vocabulary to context, 21 % for presentation of new vocabulary, 27% for repetition vocabulary items, and 19% for vocabulary exercises. Where in this book have variation vocabulary and exercise that match to the student need. Amar Ma’ruf & Rika Rahim⁷ state the indicator of vocabulary has a good improvement almost the students know many vocabulary.

The result of analysis is showed that “Bahasa Inggris” textbook is appropriate in teaching learning process based on criteria of vocabulary analysis by Murcia. Therefore 8 chapters, provides exercises for vocabulary with various variations. For example, find the synonyms, matching words to their meaning. Another example are filling in the blank with the appropriate vocabulary, find the meanings of certain vocabulary words, making mind mapping to finding the synonym and their opposite. As a result, this category is an adequate to the Murcias’ theory.

The vocabulary contained in English textbook grade XII published by Ministry of Educational and Culture is interesting to discuss, for example in chapter 3, the topic discussed is “Creating Caption” then the vocabulary discussed should be related to situations. The vocabulary discussed in each chapter also various, namely adjective, noun, verb, and phrase.

In this study, researchers used four dimensions to find out the percentage of vocabulary items of “Bahasa Inggris” textbook match with the vocabulary analysis criteria proposed by Celce Murcia. The four dimensions are: appropriate context, presented in variety ways, repeated in each chapter, and there are vocabulary exercises. After collecting the data, the researcher can say that these four dimensions have been fulfilled by “Bahasa Inggris” textbook for 12th grade published by *Kemendikbud* is good fit, the same and in accordance

⁷ Amar Ma’ruf & Rika Rahim, *Increasing Students’ Speaking Ability Throught Bamboo Dancing Method*, Makasar, Muhammadiyah University, vol.2, 2013, p.2

with the results of the analysis that has been done by following the content analysis assessment by Celce-Murcia.

The result of this research was compared to some theories and related studies explained in chapter II to see whether there was similarity or different. After analyzing vocabulary material in “Bahasa Inggris” textbook, it could be seen that the result of this research was different from theories and related findings explained previously.

Ahmad (2013) conducted a research entitled “*A Content Analysis of the Vocabulary Items in ‘Action Pack 12’ for Twelfth Grade in Jordanian Schools*”. This study was intended to analyze the vocabulary items of “Action Pack 12” for the twelfth grade to investigate whether these vocabulary items agree with the vocabulary analysis criteria proposed by expert. The results of the study showed that: first, the vocabulary items were used in appropriate contexts. Second, they were inclusive per syllabus. Third, their accessibility was good, suitable in number, and reasonable to the students’ level.

Based on previous explanation at chapter II, the researcher found some component of criteria for vocabulary material that different with the criteria that researcher used. The criteria are inclusiveness vocabulary per syllabus and balanced distribution. Those components are different from the original criteria proposed by Murcia.

But, the result implies that the components can show the percentage of vocabulary in Textbook that used by students in learning English as foreign language. It means intended researcher able to comparing information of similar theories but from different source or version in order to identify common point or differences.

CONCLUSION

The vocabulary discussed in each chapter has variation, namely adjective, noun, verb, and phrase. In addition, based on the research results, the researcher concluded that the vocabulary presented in the textbook was suitable for class XII and suitable with the learning objectives. Based on the research, researcher can conclude that there is more appropriate vocabulary in each chapter in the XII grade books of the Ministry of Education and Culture, the existence of vocabulary are relevant to the learning objectives. Each chapter has a vocabulary builder, except in chapter III. There is no vocabulary builder in chapter III. Level of difficulty in discussion of vocabulary has increased in each chapter. Based on the analysis the researcher conducted, it can be seen that there is important of textbook to students in learning vocabulary. So, the textbook that learner used must fulfill the good criteria of textbook, especially in vocabulary material to develop the student ability in communicate.

Based on what this research has found, this textbook has met the need of students, the results can be concluded; Vocabulary appropriate to context is has percentage 33% state that this criterion is match to Murcias’ theory. Because the news vocabulary can described a topics well and in accordance with the students’ needs. Vocabulary items presented in variety ways has percentage 21% was match to Murcias’ theory this criterion in include in good fit. Because the new vocabularies presented in dialogues, texts and pictures. New vocabulary repeated in each chapter has percentage 27% that means this criteria match to the criteria proposed by Murcia. Vocabulary repeated in texts in ways using italicized and in bold. Vocabulary exercises have percentage 19% that means this criteria are lack to Murcias’ theory. Exercises in several chapter of this book are in variation but in some chapter there was lack exercise. Although this research has positive results, that does not mean this book has no weakness at all. It is very good if teachers are able to fill in gaps that cannot be

covered by textbooks. So, that learning can become more effective and students are increasingly interested in participating in learning vocabulary.

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