

ANALYZING THE VOCABULARY CONTAINED IN ENGLISH TEXTBOOKS FOR FIRST GRADE OF SENIOR HIGH SCHOOL

Silvania Sefaca Sipahutar¹, Raees Narhan², Ratna Paramita³, Erikson Saragih⁴

^{1,2,3,4} University of Prima Indonesia, Indonesia

¹silvaniasipahutar@gmail.com, ²raeesnarhan@gmail.com, ³ratnaparamita410@gmail.com,

⁴erikson.saragih@gmail.com

ABSTRACT

This research aimed to analyze the vocabulary contained in the English textbook for the first grade of senior high school. This study focused on the vocabulary presented in the English TextBook for First Grade High School. This research was conducted to solve the issues of the importance of vocabulary as a part of learning content. Based on Tomlinson's theory, appropriate vocabularies for learning content include textbook. The design of this research was a descriptive qualitative analysis with the book as the main source for gathering the data. The book consisted of fifteen chapters, and each chapter provided vocabulary content. The information on this exploration was the material of English textbook. The result of this research revealed that the English textbook fulfilled 15 measures or 93,7% corresponding with the Tomlinson's theory. In this way, the English textbook was suitable to be used for the students.

Keywords: *analysis, vocabulary, English textbook, Tomlinson's theory*

ANALISIS KOSAKATA BUKU MATERI BAHASA INGGRIS UNTUK KELAS X SMA

ABSTRAK

Penelitian ini bertujuan untuk menganalisis kosakata dalam buku teks Materi Bahasa Inggris untuk siswa kelas I SMA. Kajian ini berfokus pada kosakata yang disajikan dalam Buku Materi Bahasa Inggris untuk Kelas Satu Sekolah Menengah Atas. Penelitian ini dilakukan untuk memecahkan masalah pentingnya kosakata sebagai bagian dari konten pembelajaran dan kosakata yang sesuai untuk konten pembelajaran termasuk buku teks berdasarkan teori Tomlinson. yang juga di bawah teori Tomlinson. Desain penelitian adalah analisis deskriptif kualitatif dengan buku sebagai sumber utama pengumpulan data. Buku ini terdiri dari lima belas bab, dan setiap bab menyediakan konten kosakata. Informasi tentang eksplorasi ini adalah bahan dari buku teks Materi Bahasa Inggris. Hasil penelitian menunjukkan bahwa buku teks Materi Bahasa Inggris memenuhi 15 ukuran atau 93.7% sesuai dengan teori Tomlinson. Dengan cara ini, buku teks materi bahasa Inggris cocok digunakan untuk siswa.

Kata Kunci: *analisis, kosakata, buku teks bahasa inggris, teori tomlinson*

Submitted	Accepted	Published
02 Desember 2020	08 Februari 2021	26 Maret 2021

Citation	:	Sipahutar, S.S., Narhan, R., Paramita, R., & Saragih, E. (2021). Analyzing the Vocabulary Contained in English Textbooks for First Grade of Senior High School. <i>Jurnal PAJAR (Pendidikan dan Pengajaran)</i> , 5(2), 270-277. DOI : http://dx.doi.org/10.33578/pjr.v5i2.8235 .
-----------------	---	--

INTRODUCTION

Taking English since the beginning is essential to mastering English well. Mastering English means mastering the four skills in it as well as aspects of language, including vocabulary. As a part of the language, vocabulary has an essential part of the language. According to Juhendi (2011: 4) in his research stated that "vocabulary could be a crucial viewpoint in language, since it shows up in each aptitude of language counting listening, speaking, reading and writing skills. These viewpoints can be found

in the substance of the book, learning destinations, necessary showing materials for the book or course reading, showing assets, yet the educational plan shares practically speaking. There are a few assets accessible for learning English to help understudies' capacities. They read, listen, talk, and vocabulary materials. In the two materials, the specialist zeroed in on evaluating the lexical material contained in the course book of English. The vocabulary in this study was surveyed utilizing Tomlinson's theory

about the great design material for understudies' textbook. It covers 16 standards of the authority of a second language pertinent to the advancement of language educating materials.

The material textbook is a book that written by experienced and certified of many researchers as indicated by Cunningsworth (1984: 1). Material textbook is used as a measure of teaching and learning to be precise in teaching English. Several previous studies also upheld the motivation behind why experts directed this research. "Textbook are pleasant seen as a supply in accomplishing points and destinations which have been set in terms of learner needs" (Cunningsworth, 1995: 7) Material textbooks have a critical part in human life. Material books are a valuable learning resource for accomplishing learning objectives. Material books play a crucial part in teaching materials and learning resources for conventional students. Based on the materials book of 'Bahasa Inggris' for grade X, some students' activities listed in each chapter that the writer wants to analyze, which is chapters 2,4,5,6, and 7, and the activities are sum up by the "Vocabulary Builder." From this "Vocabulary Builder" activities, the writer wants to know that the activities are compatible with the textbook material based on Tomlinson Theory? Also, the writer wants to know do these vocabulary activities are difficult for students learning or not?

The aims of this study is to find out if the Textbook of English Language Materials for High School First Grade Students is according to Tomlinson's theory or not. Because there are several vocabulary words in the textbook that are not appropriate with the context of the lesson, therefore the researcher wants to see whether the English book is suitable for the students' needs or not.

REVIEW OF LITERATURE

1. Vocabulary is Important

In the field of language learning, vocabulary information has been comparing with accomplishment in the second language (SL) or foreign language (FL) concerning distinctive language abilities in countless examinations

(Saville-Troike, 1984; Nation and Meara, 2002; Laufer and Goldstein, 2004; to give some examples). Accordingly, the significance of vocabulary information has been accentuating, and vocabulary has been considered one of the most significant languages learning segments. A few examinations in the second language (L2) have indicated that vocabulary information is probably the best indicator of understanding capacity and the capacity to get new subtleties from the content (Read, 2000; Nation, 2001; Qian, 2002). Vocabulary is assumed as a significant function in learning a language. Pahuja (1994) revealed that to find why it is essential to have suitable vocabulary since using vocabulary can help us get the importance of what we state, make, listen, and read; to abstain from misinterpretation, to speak and write without trouble and fluidly; to create speech and writing more prominent exciting and to avoid utilizing complicated words or the utilize of the wrong word. Vocabulary words have various of definition. Wehmeier and Hornby (2000) have three implications for word vocabulary; at first, vocabulary as the most significant number of words in a language, at that point as unquestionably the number of words utilized by an individual, at last as a rundown of words utilized in a book or a bit of composing. Additionally, the signification of vocabulary is more than the words that compose a language (Wehmeier and Hornby, 2000). This way, vocabulary is the number of significant words to impart or speak to a thought.

2. Textbook Based on Tomlinson Theory

Tomlinson (1998: 7-21) gives excellent measures of the materials book. Choosing a materials book is essential. A materials book ought to be appropriate with an educational plan as well as for the understudies. These days, numerous cases are accounted for that materials book contains inadmissible substance or text for the understudies. based on Tomlinson best criteria for material textbook, that is ; 1) Materials should achieve impact, 2) Materials should help learners to feel at ease, 3) Materials should help learners to develop confidence, 4) What is being taught should be perceived by learners as relevant and

useful, 5) Materials should require and facilitate learner self-investment, 6) Learners must be ready to acquire the points being taught, 7) Materials should expose the learners to language in authentic use, 8) The learners' attention should be drawn to linguistic features of the input, 9) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes, 10) Materials should take into account that the positive effects of instruction are usually delayed, 11) Materials should take into account that learners differ in learning styles, 12) Materials should take into account that learners differ in affective attitudes, 13) Materials should permit a silent period at the beginning of instructions, 14) Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities, 15) Materials should not rely too much on controlled practice, and 16) Materials should provide opportunities for outcome feedback.

RESEARCH METHOD

This research uses the Qualitative Descriptive approach. The purpose in using this research method is to know whether the English Materials Book for First Grader of Senior High School matches Tomlinson's theory. According to M. Nazir (1988: 63), the descriptive study method is a method to research the status of the human group, a set of conditions, an object, a system of thought, or any class of current events. This descriptive method aims to create systematic, factual, accurate descriptions of researched facts, traits, and links between phenomena.

The researcher or writer will make several observations on the textbook, especially on the vocabulary contained in the textbook. The researcher collect the data with observe the textbook, determining the vocabulary builder on the textbook, analyzed the vocabulary builder activities from the textbook according to the learning theme or not, and determining which one of Tomlinson's theory that qualify to the vocabulary builder on The English Materials Textbook for First Grader of Senior High School.

RESULTS AND DISCUSSION

After analyzing the data, the researcher achieves the following result. According to 16 criteria of Tomlinson's theories, there are only 15 criteria of Tomlinson's theory that qualify for the analysis of vocabulary in the English Materials Textbook for First Grade of Senior High School and except for point number 14, which does not qualify for Tomlinson's theory. Based on the previous research the researcher also states that only 15 criteria of Tomlinson theory which are qualified for The English Material Textbook, and also the researcher state that the Materials of English textbook only provide three language skill, which is Reading, speaking, writing and not for the listening skill.

A decent and suitable materials book for students dependent on Tomlinson's theory saw by 16 standards. In this materials book, researchers discovered the similarity of the reading material by utilizing the rules which is the 16 standards of Tomlinson theory.

1. Materials achieve impact.

The material's impact will be seen by the course book's new materials that changed, fascinating, and engaging. Various subjects demonstrate the new materials in the materials book "Bahasa Inggris." The materials textbook has 15 sections, yet the researcher observed five parts. The title of the chapter's are: 1) Chapter 2 "Congratulations and Complimenting others", 2) Chapter 4 "Which One is Your Best Gateway?", 3) Chapter 5 "Let's Visit Niagara Falls", 4) Chapter 6 "Giving Announcement", 5) Chapter 7 "The Wright Brothers". The changed materials configuration was demonstrated by different vocabulary exercises found on page 21, 52, 56-58, 60, 70-71, 75-76, 82, 88, 95-96, 101. Pictures generally demonstrate the allure and engaging materials plan of the course reading. However, this book pulls in understudies' consideration and energy by giving a warmer such as conversation dialogue in front of the class and guessing the right word to the blank word from the box (p. 26-27) ball throwing. (p. 36), drawn and guess (p. 70)

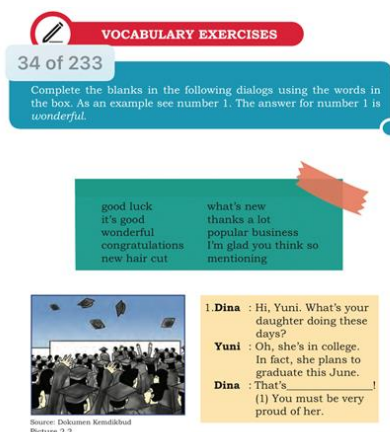
2. Materials help learners to feel at ease.

The English Materials textbook for First Grader of Senior High School helped learners feel at ease by giving the material followed by exciting pictures, tables, some conversation graphics, and the memo to motivate the students and make the students more comfortable to learn. As we can see, the pictures, tables, conversation graphics, and the note listed in each chapter students' activities. The example of tables in this textbook listed on pages 25, 29, 51, 55, 60, 61, 64, 76. The instance of pictures in this materials book list on page 27, 34, and 74. The standard was of a conversation graphic in this materials book list on page 100. And the middle of memos in this materials book is listed on pages 22, 37, 68, 107.

3. Materials should help learners to develop confidence.

Confident and fearless students learn quicker (Quoting Dulay, Burt, and Krashen 1982, Tomlinson (1998:9)). It implies understudies feel optimistic if they imagine that the materials are not hard to learn. There are numerous simple exercises and assignments in the coursebook that ought to animate understudies. The straightforward language utilizes in the coursebook to achieve each undertaking. The material book "Bahasa Inggris" satisfies this standard.

This materials book invigorated understudies' certainty through certain undertakings which are demonstrated on page 26, 27, 34, 79, and 87.



b. The utilization of straightforward language to achieve each undertaking is

demonstrated on pages 21, 25, 28, 63-64, 70, 74-75, 90-91, 95-96, 101.

Write down the English words for the following Indonesian words. Compare your work to your classmate's.

ce _ _ _ _ _ (verb)	= merayakan
_ _ _ _ _ ve _ _ _ _ (noun)	= prestasi / pencapaian
_ _ _ _ _ t (noun)	= rok
_ _ _ _ _ u _ _ (noun)	= blus, kemeja wanita
_ er _ _ _ _ (adjective)	= [informal] sangat bagus
_ _ nt _ _ (noun)	= isi
en _ _ _ _ _ nt (noun)	= penyemangat
_ pp _ _ _ _ _ (noun)	= penampakan, penampilan
app _ _ _ _ _ (noun)	= penghargaan
_ _ _ _ _ us (adjective)	= [informal] indah, atraktif

4. What does being taught should be perceived by learners as relevant and useful.

The material in this English materials textbook is beneficial and appropriate for students in their life. For Chapter 2 about Congratulating and Complimenting Others, as we can see, this chapter guides the students on how to communicate to others, how to use complimenting and congratulating, and shows the students when they use this congratulating and complimenting to the others. Chapters 4 and 5 show the student how to describe a thing, social life, phenomena, or others. Chapter 6 is about Giving Announcement, in this chapter, students learn how to make and describe some phenomena to be an announcement. Chapter 7 is about the Wright Brothers; this chapter guides the students on communicating and simultaneously explaining as they speak as usual. So from the chapter that the writer wants to investigate this English materials textbook explained about teaching the student how to make the proper communication and describe a phenomenon.

5. Materials should require and facilitate learner self-investment.

Materials books give students focus and activity options, give students control of the topic, and engage students in student-centered discovery activities in each chapter. There are fifteen parts of the materials book. However, the researchers only analyzed a few chapters; they are chapters 2, 4, 5, 6, and 7. every chapter of the book, there is a vocabulary builder, where students can translate some vocabulary from Indonesian to English. This exercise involves students in learning and effectively can help students learn to increase their vocabulary in English. It is normal that materials ought to require and encourage student self-venture.

6. Learners must be ready to acquire the points of being taught.

The materials book "Bahasa Inggris" of the first grade of senior high school have vocabulary-building features in every chapter. These features can help students focus their attention on the textbook's target language

features, thereby increasing and enriching the vocabulary of students.

7. Materials should expose the learners to language in authentic use.

The materials book 'Bahasa Inggris' of senior high school for first graders gives a book from the real source. What's more, it can make the learning cycle is additionally captivating, innovative, and rousing. At that point, they can assist understudies with broadening their vocabulary and remember them in various essential language.

8. The learners' attention should have drawn to linguistic features of the input.

The materials textbook "Bahasa Inggris" of the first grade of senior high school gives a few parts with sub-sections on vocabulary building. This segment focuses on understudies on the semantic attributes of the info. Phonetic highlights allude to the utilization of linguistic and mechanical sentence development with legitimate sentence structure and vocabulary. It causes understudies to recognize etymological highlights to manufacture understudies' vocabulary in the right form.

9. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.

The English Materials textbook for First Grade of Senior High School gives opportunities to students by the activities listed in the book. The materials book activities include some aspects of English, which are: 1) Reading, 2) Writing, and 3) speaking. The activities of Reading aspects guide the students to show how they can read some text from the textbook. Writing elements give the students some opportunities to write some paragraphs or text from their vocabulary. The activities of speaking aspects allow the students to have options for how they can communicate and can. Besides these aspects, this English textbook also gives the students some opportunities to extend their English word by the Vocabulary Builder activities.

10. Materials should take into account that the positive effects of instruction are usually delaying.

There should be some delay in the middle of the learning process that gives the students some positive effects. That means that in the middle of the learning process, several stages should not be done by once learning. As we can see from this textbook, the learning process listed on several stages guides the students from the easier to the difficult stages. This stage determines by the several students' activities from chapter one to the next chapter; the example is the vocabulary builder.

11. Materials should take into account that learners differ in learning styles.

Various methods and styles are used in learning. Moreover, it is adjusting to the gender, age, environment, and personality of the students. Some use auditory media more effectively in learning activities, some through visuals, some through field experiences. In the English textbook for First Grader of Senior High School, each chapter provides vocabulary with various activity styles so that learning can be more efficient and less monotonous.

12. Materials should take into account that learners differ in affective attitudes.

According to Popham (1995), affective attitude determines the success of students in learning. So, this affective attitude is related to the emotions and feelings of students. Materials book Bahasa Inggris for the First Grader of Senior High School has various vocabulary exercises to inspire students in learning activities.

13. Materials should permit a silent period at the beginning of instructions.

The silence period is used to encourage the improvement of handy disguised sentence structure or grammar and other language components. The materials book gives a subsection Vocabulary Builder to every chapter. It empowers understudies to gain new vocabulary. The book additionally incorporates subsection

perusing for certain sections before speaking and listening.

14. Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement, which stimulates both right and left brain activities.

Agreeing with Tomlinson's theory, textbooks should be able to stimulate the right and left brain. English materials books do not present the right brain-stimulating activity. On the other hand, English materials books provide many stimulating activities for the left brain. Activities in materials books that stimulate the left brain are vocabulary coaching, pronunciation exercises, and grammar reviews. Therefore, materials books do not meet this criterion.

15. Materials should not rely too much on controlled practice.

The English Material Book for First Grader of Senior High School has several practices listed in more than one of the students' activities, including the learning of English aspects (Reading, Writing, and Speaking). In this textbook, some of the controlled practice matches from the material, but not at all of the student activities from this textbook that have the controlled practice that should match the material; the example is the Vocabulary Builder listed in each chapter. For chapter 2, pages 21, 26, 27. Chapter 4, pages 52, 57, 60, 61. Chapter 5, pages 70, 71, 75, 76. Chapter 6, pages 82, 83, 88. Chapter 7, pages 95, 96, 101.

16. Materials should provide opportunities for outcome feedback.

In learning something to achieve some knowledge, there should be some feedback or reflection to know how far we understand the material. In this English Materials Book for First Grader of Senior High School that become the writer's researcher, it occurred some of the feedback or the reflection to know how far the students understand the material. Some of the feedback or reflection pages from the chapter are the writer do the research; 37, 67-68, 93, and 107.

In light of the examination discoveries, the analyst found that the "Bahasa Inggris" materials book just satisfied Tomlinson's 15 rules except for point number 14, which does not meet Tomlinson's statement.

CONCLUSIONS AND RECOMMENDATION

After the writer finishes this research, the writer can conclude that, by using Tomlinson's theory, the researcher found that this textbook is relevant for use in learning, especially for the first-grader of senior high school. The result shows from 16 standards Tomlinson's theory, only 15 theory matches in this English Materials Textbook for First Grader of Senior High School. The materials of vocabulary are also following the learning theme so that students can get more new vocabulary. The writer stated that this English Materials Book for First Grader of Senior High School falls into a good category. This study contributes to the teacher in making it easier to provide appropriate material to students, especially in applying vocabulary that is in accordance with the context of the lesson, while the contribution to students is to make it easier for students to understand vocabulary and develop student vocabulary. So that after doing this research, the researcher recommends this textbook is suitable for use in education.

DAFTAR PUSTAKA

- Achmad, D. (2014). Investigating elementary school pupils' proficiency in mastering English vocabulary. *Studies in English Language and Education*, 1(1), 1. <https://doi.org/10.24815/siele.v1i1.1116>
- Aziez, F., & Aziez, F. (2018). The vocabulary input of Indonesia's English textbooks and national examination texts for junior and senior high schools. *TESOL International Journal*, 13(3), 66–77.
- Biemiller, A. (2012). For Reading Vocabulary: *Research to Practice*. 1–25.
- Boers, F. (2000). Metaphor awareness and vocabulary retention. *Applied Linguistics*, 21(4), 553–571. <https://doi.org/10.1093/applin/21.4.553>
- Fakhomah, D. N. (2017). AN ANALYSIS ON ENGLISH TEXTBOOK ENTITLED BAHASA INGGRIS BASED ON TOMLINSON'S THEORY. *Electronic Theses and Dissertations*. Universitas Muhammadiyah Surakarta
- Furnas, G. W., Landauer, T. K., Gomez, L. M., & Dumais, S. T. (1987). The Vocabulary Problem in Human-System Communication. *Communications of the ACM*, 30(11), 964–971. <https://doi.org/10.1145/32206.32212>
- Getie, A. S. (2020). Evaluating Ninth Graders' EFL Textbook in the Ethiopian EFL Context: Vocabulary and Grammar in Focus. *IJEE (Indonesian Journal of English Education)*, 7(1), 1–21. <https://doi.org/10.15408/ijee.v7i1.15738>
- Herlina, H. (2016). The Effect of Interest in Reading on Mastery of English Vocabulary with Fifth Grade Elementary Students. *Studies in English Language and Education*, 3(2), 192. <https://doi.org/10.24815/siele.v3i2.4965>
- Kurniawan. (2015). The Implementation of the 2013 Curriculum in Learning Activities Conducted By the English Teacher of First Grade At Junior High School 17 Makassar, I (01), 131–144. Laufer, B., & Hulstijn, J. A. N. (2001). <Laufer-N-Hulstijn-Vocab2001.Pdf>. 1–26.
- Malverdi., Varzaneh, M., & Heidari Darani, L. (2018). EFL Textbook Evaluation: An Analysis of Readability and Vocabulary Profiler of Four Corners Book Series. *International Journal of Foreign Language Teaching and Research*, 6(22), 47–57.
- Mark, A. (2005). What's in Your Textbook? An Analysis of the Vocabulary in a Second Language Learning Textbook. *Bulletin of the Institute for English Language Education. CELE Journal*, 13, 13-25.
- Nagy, W. E., & Scott, J. A. (2016). Vocabulary processes. *Handbook of Reading Research*, 3, 269–284.
- Oxford, R., & Crookall, D. (1990). Vocabulary Learning: A Critical Analysis of

- Techniques. *TESL Canada Journal*, 7(2).
<https://doi.org/10.18806/tesl.v7i2.566>
- Pasaribu, M. F., Lubis, S. W. P., Siagian, M. M.,
Previna, S., & Saragih, E. (2020). Content
Analysis of Vocabulary Materials on
English Textbook at 10th Grade. *Yavana
Bhasha : Journal of English Language
Education*, 1(1), 43.
<https://doi.org/10.25078/yb.v1i1.1376>
- Rahayu, L. S., & Bram, B. (2020).
VOCABULARY LEVELS OF ENGLISH
TEXTBOOK. 5(2), 69–79.
<https://doi.org/10.22216/jcc.2020.v5i2.5201>
- Rizky., Setiawan, M., & Wiedarti, P. (2020). The
effectiveness of quizlet application
towards students' motivation in learning
vocabulary. *Studies in English Language
and Education*, 7(1), 83–95.
<https://doi.org/10.24815/siele.v7i1.15359>
- Schmitt, N. (2008). Review article: Instructed
second language vocabulary learning. *In
Language Teaching Research*, 12(3).
<https://doi.org/10.1177/1362168808089921>
- Sevy-Biloon, J. (2018). Integrating EFL skills for
authentically teaching specific grammar
and vocabulary. *Studies in English
Language and Education*, 5(2), 175–184.
<https://doi.org/10.24815/siele.v5i2.9705>
- Situmorang, E. E., & Indonesia, U. P. (2020).
English Vocabulary Materials In
Vocational. 8(02), 66–74.
- Susanto, A. (2017). Assessing the relationship
between Vocabulary Level Test (VLT)
and reading comprehension. *In Studies in
English Language and Education*, 4(2).
<https://doi.org/10.24815/siele.v4i2.5118>
- Tomlinson, B. (1998). *Material Development in
Language Teaching*. Cambridge:
Cambridge University Press.
- Widiati, U., & Rohmah, Z. (2017). *Bahasa
Inggris* (3rd ed., pp. 20-94). Pusat
Kurikulum dan Pembukuan, Balitbang,
Kemdikbud.