

# Content Analysis of Vocabulary Materials on English Textbook at 10<sup>th</sup> Grade

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## ABSTRACT

The purpose of this study was to analyze the vocabulary material in 10th grade English books in secondary schools published by the Ministry of Education and Culture. This research was conducted by solving three problems namely; what topics are available in grade 10 English textbooks; how vocabulary topics are presented; and why vocabulary content is important to discuss. The design of this study is descriptive analysis with book instruments as data sources and English teacher interviews. The books analyzed consist of fifteen chapters, and each chapter provides vocabulary content. The results of this study were conducted with the vocabulary analysis criteria suggested by Celce Murcia and showed that the vocabulary contained in the textbook contained more vocabulary that was appropriate to the topic and learning objectives than vocabulary that did not fit the topic. and from the research that has been done, there are results that the inclusivity criteria per syllabus get the highest value, 3.8; accessibility criteria with a value of 3.5; the average value can be in the context of the criteria of suitability, the suitability of the load, and balanced distribution. The interview also showed that vocabulary is very important to discuss because, without vocabulary, students' ability to communicate cannot occur properly and correctly.

**Keywords:** Content Analysis; English Textbook; Vocabulary.

## I. INTRODUCTION

Teaching material is a support for teachers and students in carrying out teaching and learning activities. Teaching material is an important part of the implementation of teaching and learning activities in the classroom.

According to Hamdani (2011: 120), teaching materials are all forms of materials arranged systematically used to help teachers or instructors in implementing the learning process so as to create an environment or

atmosphere that allows students to learn

By using teaching materials, the teacher will be easier to convey the learning objectives to students and students will be easier to understand the teaching material to be learned. One of the teaching materials that are usually used in teaching and learning activities in class is a textbook.

Textbooks have an important role in human life. Textbooks are a

useful learning resource for achieving learning goals. Textbooks play an important role in teaching materials and learning resources for conventional students. Although conventional and traditional, textbooks can still make a good contribution to learning. Textbooks are books that are designed for use in class, prepared carefully by experts or experts in the field and are equipped with appropriate and harmonious teaching tools Bacon (1935). Textbooks are expected to be able to meet quality standards both in content and in terms of whether or not an instructional material is to be understood by both teachers and students. As well as books must be presented in an interesting form so that teachers and students will be more enthusiastic in discussing the teaching materials provided.

In addition to supporting learning for students, books can also be used as a guide by teachers. By using teaching materials in the form of textbooks, teachers will more easily convey learning objectives and each student can more easily access learning material. Textbooks that are expected to actually have quality content that is in accordance with the applicable curriculum, both in terms of content standards, and in terms of whether teaching material is read by teachers and students, are also presented in an interesting way. One factor that determines the success of students in using textbooks is determined by the quality of the textbooks. Quality textbooks that can

be given optimal results in the learning process.

In class X English textbooks published by the Ministry of Education and Culture of the Republic of Indonesia, there are discussed six skills in teaching and learning English, namely listening skills, reading skills, writing skills, speaking skills, and vocabulary skills. The book discusses in detail the vocabulary material in each unit.

In learning English, vocabulary skills have an important role. The more vocabulary we have, the easier it is for us to understand the speech or writing of others in that language and the easier it is for us to express our thoughts in language both verbally and in writing. Conversely, the less English vocabulary we have, the more difficult it is for us to understand other people's speech or write in English and the more difficult it is to express our thoughts in English, both verbally and in writing.

Vocabulary is the collection of words that an individual knows (Linse, 2005: 121). There are some experts who give definitions of vocabulary. Hatch and Brown (1995: 1) define that vocabulary as a list of words for a particular language or a list or set of words that individual speakers of language might use. Furthermore, in Webster Dictionary (1985: 1073), vocabulary is defined as a list or collection of words usually alphabetically arranged and explained or lexicon, stock of words used in language or by class, individually, etc.

The background of this research is analyzed vocabulary material in the English textbook published by the Ministry of Education and Culture at 10th-grade Senior High School. The focus of the discussion in this research is to analyze what topics of vocabulary are inserted in an English textbook, why are the vocabulary content important to discuss, and how the topic of vocabulary items are presented and whether the vocabulary items are in accordance with the content analysis suggested by Celce Murcia. Celce-Murcia and Rosensweig (1979) say that the recognition of written words (vocabulary) and the awareness of each part of speech were primary objectives of language teaching. On the other hand, the reading approach is elevated vocabulary and suppressed grammar. They, furthermore state that: Vocabulary should be recognized as a central element in language instruction from the beginning stages (ibid). They also say that "Vocabulary is a large area that needs continued growth and development for both native and non-native speakers long after grammar and pronunciation are under reasonable control. To sum up, vocabulary ought to have more attention from all people concerned with the teaching-learning process, such as textbook authors, teachers, researchers, and learners.

English books used by teachers and class X students in public and private schools in Medan are very diverse. In learning English, English teachers use textbooks used by

students and teachers, teacher handbooks, and exercise books for students. The book that the researcher will analyze is a textbook used by teachers and students. Research on the analysis of textbooks in English is quite interesting to do because schools in Medan use textbooks as teaching material.

From the description above, several problems can be formulated as follows:

1. What topics of vocabulary are inserted in the English textbook at 10th grade Senior High School?
2. How are the vocabulary of the topic presented in the English textbook at 10th Senior High School grade?
3. Why are the vocabulary content important to discuss at 10th grade Senior High School?

While the objectives to be achieved from this research are to:

1. To find out what vocabulary is inserted in an English textbook at 10th Senior High School grade.
2. To find out how the topics of vocabulary are presented in the English textbook at 10th grade Senior High School.
3. To find out the important role of vocabulary in learning English at grade 10 Senior High School.

The results of this study, theoretically are expected to add insight and clearer knowledge about the assessment of textbooks.

Practically it is expected to be one way for students to obtain optimal learning by using textbooks, for English teachers can be used as a reflection of learning English in schools, especially in using quality textbooks, for other parties can add insight about selection of quality textbooks and as a comparison in future research, researchers can add information about the use of quality textbooks.

## II. METHOD

This research will be conducted using qualitative research. The design in this study is a descriptive analysis research method used to describe the condition of something and classify information. With descriptive analysis, someone only describes what is displayed or what is displayed data. In other words, the descriptive analysis might refer to transforming raw data into forms that will make it easy to understand and interpret; rearranging orders, and manipulating data to produce descriptive information. The design used in this study was documentary analysis relating to vocabulary material. This study aims to analyze whether the vocabulary in the book is in accordance with the book criteria and in accordance with the subject matter in each chapter.

The study entitled Vocabulary Materials in the Senior High School English Textbook conducted using qualitative research with descriptive content analysis techniques.

The content analysis includes analysis at the level and shape of the contents of the object under study.

This study only covers the extent of researching vocabulary material in English textbooks published by the Ministry of Education and Culture 2017 revised for class X high school. The data source in this study is the high school grade X English textbook published by the Ministry of Education and Culture 2017 which consists of 15 chapters and around 204 pages. The reason why the researchers examined the book was that the book suggested by the Ministry of Education and Culture was used by private and public schools and there was no prior research linking the book. The instrument in this study is the analysis or observation of researchers of the contents of the book and interviews with English teachers in Medan. The data needed is descriptive data or data explanation. The technique used by researchers is document analysis or content analysis.

1. The researcher found a grade X Senior High School English book
2. The researcher describes how the topic of vocabulary is presented in the book
3. The researcher analyzes vocabulary according to the vocabulary analysis suggested by Celce Murcia
4. The researcher conducted an interview with an English teacher from the Senior High School in Medan to find out the importance of vocabulary for learning.

Following are the vocabulary analysis criteria suggested by Celce-Murcia (1991), namely:

1. **Appropriate context** : Vocabulary items are introduced in the right context and situation.
2. **Accessibility** : Vocabulary items are introduced in the right context and situation.
3. **Inclusivity per syllabus** : The vocabulary items included in the text are needed to use language to the complexity / mastery achieved by the book and thus this item can match the purpose of the book.
4. **Load appropriateness** : The number of new words introduced in each lesson seems to make sense to students.
5. **Balanced distribution** : Even distribution of vocabulary materials between modules.

In this criterion the researcher will make assesment on each criteria by determining a scale of 0-4 where the value of 0 states that the aspect assessed is very less and the value of 4 states that the aspect assessed is very good.

**Table 2.1 Assessment of Criteria**

<b>Criteria of Content</b>	<b>Very good (4)</b>	<b>Good (3)</b>	<b>Enough (2)</b>	<b>Less (1)</b>	<b>Very less (0)</b>
<b>Appropriate context</b>					
<b>Accessibility</b>					
<b>Inclusivity per syllabus</b>					
<b>Load appropriateness</b>					
<b>Balanced distribution</b>					

### III. FINDINGS AND DISCUSSION

Below is a general description of the book used as a source of research:

1. Title of book: English 10th grade high school book
2. Authors: Utami Widiati, Zuliati Rohmah, and Furaidah
3. Reviewer: Helena I.R. Agustien, Emi Emilia, and Raden Safrina
4. Book size: 25 cm x 17.6 cm
5. Number of pages: 224 pages
6. Year of Publication: 2016
7. Publisher: Ministry of Education and Culture
8. Place of publication: Jakarta
9. Aimed at: 10th grade high school students

10. ISBN Number: 978-602-427-106-0 and 978-602-427-107-7

This research was conducted based on three problems, namely to examine what vocabulary topics exist in English textbooks; how the topic is presented; and why vocabulary is important to learn.

The first problem is discussed by analyzing each existing vocabulary, looking for vocabulary that is suitable and not in accordance with the topic, the learning objectives in each vocabulary session in each chapter in the textbook presented in Table 3.1.

The second problem is discussed by analyzing the vocabulary content as suggested by Celce Murcia in Table 3.2.

The third problem was discussed by interviewing several 10th grade English school teachers in Medan, asked number of questions about the importance of this vocabulary topic for students to learn.

In this section, the results and discussion on what topics will be available in each unit of English books will be presented in the following table:

**Table 3.1 Appropriate and Inappropriate words**

<b>Chapter/ Topic</b>	<b>Appropriate words</b>	<b>Inappropriate words</b>
<b>Chapter I: Talking about Self</b>	Pen pal, into, attend(school, collage), half sister/brother	Sound,run,distant,comuter train,magnificent,mother tongue
<b>Chapter II: Congratulating and Complimenting Other</b>	Celebrate, achievement, very good, encouragement, appearance, appreciation, gorgeous, skirt, blouse, content	-
<b>Chapter III: What are You Going to do Today?</b>	Beach, mountain, people, mall, ferris wheel	-
<b>Chapter IV: Which One is Your Best Getaway?</b>	Destination, amazing, preservation, exceptive, snout, peninsula, establish	Not like, erect, core, very big
<b>Chapter V: Let's Visit Niagara Falls</b>	Passing, cliff, hitting, water repellent, charm, fog, beautiful, splashed, preservation, evening, captivity	-

<b>Chapter VI: Giving Announcement</b>	Cancel, stadium, an approval, proceed, in accordance with, unforeseen, a first-come basis, tremendous, registration fee, reserved	-
<b>Chapter VII: The Wright Brothers</b>	Inventor, invention, airplane, tool, inspiration, helicopter, rubber band, interested, kite, experiment, breeze, soften, crash, flight, glider, design	-
<b>Chapter VIII: My Idol</b>	Meet and greet meeting, excited, memorabilia, showed up, sang along, autograph, speechless, unreal, cool/awesome, friendly, nervous, amazing, crowd, waved	-
<b>Chapter IX : The Battle of Surabaya</b>	Remembrance, surrender, weaponry, defiant, drop, leaflet, anger, be betrayed, siege, reinforcement, casualties, hamper, militia, advance, rally	-
<b>Chapter X : B.J. Habibie</b>	Descent, a sick leave, reacquainted, settled in, reacquainted, settled in, marque, respectively, retirement, resignation, sworn in, relinquishing, release	-
<b>Chapter XI : Cut Nyak Dhien</b>	Guerrilla forces, aristocratic, was renowned, evacuate, reclaim, declare, holy war, surrender, betray, assault, treason, shed tears, martyred, resist	-
<b>Chapter XII : Issumboshi</b>	Couple, gift, raised, bully, respectable, anchor, retainer, stab, worship, demon	-
<b>Chapter XIII : Malin Kundang</b>	Live hard, passed away, raided, pirates, bravery, defeat, wealthy, recognized, merchant, denied, pleaded, cursed, wreck	-
<b>Chapter XIV : Strong Wind</b>	A sled, gentle, jealous, rags, coals, remind, bow, burn,	-

	bowstring, turn into, tremble, fear, meanness	
<b>Chapter XV : You've Got a Friend</b>	Troubled, a helping hand, be going right, brighten up, call out, come running, winter, spring, summer, fall, keep your head together, out loud, ain't	-

From this table, we can conclude that there is more appropriate vocabulary than inappropriate vocabulary. In each chapter in the X grade English books of the Ministry of Education and Culture, the existing vocabulary is relevant or related to the learning objectives. Each chapter always has a vocabulary session, there is no chapter that skips the vocabulary discussion.

In addition, the level of difficulty in the discussion of vocabulary has increased in each chapter.

In this section, results and discussion presented on the presentation of vocabulary materials with aspects of content, aspects of presentation, aspects of language use and aspects of relationships between chapters.

**Table 3.2 Assessment of Criteria From Each Chapter**

Criteria	CHAPTER															Means
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
<b>1.Appropriateness of context</b>	1	4	4	3	4	4	4	4	4	4	4	4	4	4	4	3.1
<b>2.Accessibility</b>	4	4	4	4	4	3	3	3	3	3	3	4	3	4	3	3.5
<b>3.Inclusiveness per syllabus</b>	2	4	4	3	4	4	4	4	4	4	4	4	4	4	4	3.8
<b>4.Load suitability</b>	2	3	3	3	3	3	3	3	3	4	4	4	4	4	4	3.3
<b>5.Balanced distribution</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

The results in the table show that the values can range between 3 and 4. Inclusiveness criteria per syllabus get the highest value of 3.8, which means the vocabulary items

presented are very good and in accordance with the learning objectives in each chapter. As well as the criteria for accessibility which has a value of 3.5, which means the



vocabulary items that are presented are good and easily accessible by students. And the value obtained in the context suitability criteria, suitability fit, and balanced distribution is 3, which means that the three criteria present the vocabulary items presented in a good way.

Based on interviews we have done with 10th grade high school teachers in Medan, it can be concluded that vocabulary is very important because without vocabulary students cannot communicate. The vocabulary contained in the English textbook published by the Ministry of Education and Culture of the Republic of Indonesia is interesting to discuss, for example in unit 1, the topic discussed is "Speaking of Self" then the vocabulary discussed should be related to telling about oneself. The vocabulary discussed in each unit also varies, namely adjectives, nouns, verbs, phrases. In addition, based on the interview results the researchers also concluded that the vocabulary presented in the textbook was suitable for class X and in accordance with the learning objectives but the vocabulary material was too much so that it was not timely in completing the learning material.

According to the results of interviews with teachers that have been conducted, it can be stated that the English language book published by the Ministry of Education and Culture about vocabulary content is good, the same and in accordance with the results of the analysis that has been done by following the content

analysis assessment suggested by Celce Murcia.

#### IV. CONCLUSION

Based on the results of the study that the vocabulary content in English textbooks studied with Celce-Murcia criteria got an average value of 3. The criteria examined in this study are:

1. Appropriateness of context, with a value of 3.1 which states that this criterion is included in good judgment.
2. Accessibility, with a value of 3.5 which states that this criterion is included in a good rating.
3. Inclusiveness per syllabus, with a value of 3.8 which states that this criterion is included in a good assessment.
4. Load suitability, with a value of 3.3 which states that this criterion is included in a good rating.
5. Balanced distribution, with a value of 3 stating that this criterion is included in a good rating.

In this study, it can also be concluded that the appropriate vocabulary is more than the vocabulary that is not in accordance with the topic and learning objectives. According to the researchers, there are only two chapters that contain inappropriate vocabulary namely chapter I "Talking about self" there are six words and chapter IV "Which One is Your Best Getaway?" There are four words. Researchers also concluded

the results of interviews about vocabulary which is very important for the learning process because vocabulary helps students to communicate.

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