

## A Content Analysis of Vocabulary Materials in One English Textbook for Vocational High School Students

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### Abstrak

Tujuan dari penelitian ini adalah untuk menganalisis materi kosakata dalam Buku Bahasa Inggris Kelas 12 di Sekolah Menengah Kejuruan yang diterbitkan oleh Kementerian Pendidikan dan Kebudayaan. Rumusan penelitian dari penelitian ini adalah untuk memecahkan masalah bagaimana topik kosa kata disajikan dalam buku teks bahasa Inggris kelas 12 di Sekolah Menengah Kejuruan. Desain penelitian yang digunakan dalam penelitian ini adalah deskriptif analisis dengan sumber data berupa buku. Buku yang dianalisis terdiri dari sebelas bagian, dan setiap bagian menyediakan konten kosakata. Hasil penelitian ini dilakukan dengan menggunakan kriteria analisis kosakata yang dikemukakan oleh Celce Murcia dan menunjukkan bahwa kosakata yang terdapat dalam buku teks lebih banyak mengandung kosakata yang sesuai dengan topik dan tujuan pembelajaran daripada kosakata yang tidak sesuai dengan materi. Dan dari penelitian yang telah dilakukan didapatkan hasil bahwa kriteria inklusivitas per silabus dan aksesibilitas mendapatkan nilai tertinggi yaitu 3,7; Kesesuaian Konteks dan Kesesuaian Load of Kriteria mendapatkan skor 3,6; dan kriteria distribusi Seimbang mendapatkan nilai 3.

**Kata Kunci:** *Kosakata, Buku Teks, Analisis.*

### Abstract

The aim of this study was to analyze the material of vocabulary in the 12th Grade English Book in Vocational High Schools, published by the Ministry of Education and Culture. The research formula of this study was to solve the problem of how vocabulary topics are presented in 12th grade English textbooks in Vocational High Schools. The research design used in this study was a descriptive analysis with a book as a data source. The book analyzed consists of eleven sections, and every section provides vocabulary content. The results of this study were carried out using the vocabulary analysis criteria proposed by Celce Murcia and showed that the vocabulary contained in the textbook contains more vocabulary that is appropriate to the topic and learning objectives than the vocabulary that is not appropriate with the material. And from the research that has been done, there are results that the criteria for inclusiveness per syllabus and accessibility get the highest score, 3.7; Appropriate context and Load of appropriateness criteria get a score of 3.6; and the Balanced distribution criteria get a value of 3.

**Keywords:** *Vocabulary, Textbook, Analysis.*

### INTRODUCTION

Textbook is one of the reading materials used in the process of learning. Textbooks are educational tools that offer a variety of information and knowledge. It serves as the major source for instruction for teachers as well. New information from the textbook is introduced by the teacher. The existence of books, along with the information conveyed in them, is a result of revisions made to the national curriculum. It must be in line with the KTSP's recommended content guidelines.

It might be challenging to choose textbooks that are appropriate for the learning process, particularly while learning English, as foreign language in Indonesia. Textbooks are the primary source of instructing teachers and students. According Cunningsworth & Tomlinson (1984), as cited by Cahyani & Perdana (2019), textbooks provide educational texts that can use as material for teaching and learning. This is why those textbooks are the backbone of every education system. It is crucial to make sure that textbooks for foreign

English as a language can both help students and teachers reach their educational goals while also being financially sustainable for both parties. The wrong textbook selection can have an impact on instruction and learning. Additionally, financial resources will be wasted. Furthermore, the Ministry of National Education has assembled English-language resources/textbooks for every educational level, from elementary to high school/vocational school, and they may be used immediately for the teaching process.

In accordance with Richards (2015), he argued that textbooks are a major component of existing language programs and they also serve as a reference for much of the language input students receive and practice language in the classroom. One of the most crucial factors in determining how effectively students use a textbook is its quality. Books must have factual information in accordance with relevant curriculum requirements for engagingly presented content and instructional components that are simple enough for teachers and students to understand. The learning process can be optimized by using high-quality literature.

A good English textbook is one that can help students develop the skills they need to communicate in English. In line with Rachmijati & Cahyati (2020), they assumed that textbooks must provide good quality content that is in appropriate with the relevant curriculum requirements, namely in terms of content standards, teaching materials are clear and presented in a way that is attractive to teachers and students. Because of that, the suitability between the curriculum and the material can help students in order to reach the program goals. These materials must be appropriate with students' needs, so that they can learn the material effectively.

Typically, elements of the instructional materials used to teach English are divided depending on competencies. The four foundational components of English are speaking, reading, and writing. If language learners are to learn a language, language materials creators must contextualize the four primary abilities in ELT textbooks. The primary skills' sub-skills, such vocabulary, grammar, and pronunciation, are equally important and require contextualization in ELT texts. These subskills are used to build the four major skills. For instance, in order to master a language, learners must reach some certain level of vocabulary. According to Rosidi Ahmad & Eva (2017), they stated that vocabulary is a set of words that are arranged in such a way and defined based on the needs of people in a foreign language. It is also the one of characteristics of language that must be learned.

Rabadi (2016) stated that for language learners, increasing their vocabulary is a critical and essential challenge. Language learners must employ methods to assist in acquiring new lexical items and the development of a large vocabulary. In many learning fields, appropriate tactics distinguish between experienced learners and beginners. It is essential for language learners to expand their vocabulary and comprehend terms effectively.

There are some previous researches that is relevant to this study. The first was a research conducted by Rahmawati (2018). The purpose of this study was to find out the materials that suitable in the textbook entitled "Primary English of a Second Language". It was analyzed by using a good English textbook criterion, namely: objective aim, the process of facilitate teaching learning, exercises, and vocabulary as well. It consisted of 25 materials to evaluated using a good English textbook criterion. The result of the research is that the learning objectives in the textbooks meet the criteria for a good English textbook and from 25 materials, there is only one material that does not meet the criteria because contextual examples are not provided in the material.

The second previous research was conducted by Pasaribu et al. (2020). The aim of this study was to analyze the material of vocabulary in 10<sup>th</sup> grade English books published by the Ministry of Education and Culture. The reason why this research was conducted is to analyze what topics are available in 10<sup>th</sup> grade English textbooks, how vocabulary topics are presented, and why vocabulary content is important to discuss. This study used descriptive analysis and for data sources, this study used book instruments and interviews with English teacher. It consisted of fifteen sections, and every section supplied vocabulary content. The result of the study was it contained more vocabulary that was appropriate to the topic and learning objectives than vocabulary that did not fit the topic.

The aim of this study is to examine the information of vocabulary in the 12<sup>th</sup> grade Vocational High School English textbooks produced by the Ministry of Education and Culture. The topic in this study focuses on examining the vocabulary items' topics of discussion and whether they conform to Celce Murcia's suggestion for a content analysis. A textbook utilized by students and teachers will be the subject of the researcher's analysis. Because textbooks are used as teaching tools in schools, research into the study of English textbooks is highly fascinating.

From the description above, there is one problem that can be formulated, namely: How are the vocabulary of the topic presented in the English textbook at 12<sup>th</sup> grade Vocational High School Students? While the goal of this study is to determine how vocabulary topics are provided in English textbooks in 12<sup>th</sup> grade Vocational High School.

The significance of this study, in theoretically can add more insight and knowledge about textbook assessment. Practically, this study would encourage students learning English by choosing the required textbooks and through the students need themselves. For English teachers the researcher hopes that the outcome of this study is intended to help teachers improve their comprehension of the significance of selecting the best resources for English teaching, and for other parties this study could be a reference for those who are fascinated by the English textbook analysis.

**METHOD**

Qualitative research will be used to conduct this research. According to Arikunto (2012), Research design can be interpreted as a strategy or method for researcher to obtain valid data, analyze it, and then arrive at the answer to the research problem. The design of this study makes use of descriptive and analytical research methodologies, which are used to characterize something's state and categorize data. When conducting a descriptive analysis, one simply discusses the data that is displayed or what is presented. This study aims to see whether the language used in the book is in accordance with the requirements of the book and the topic material of each section.

The data collection technique used in this research is analytical technique. Researchers will evaluate each criterion with a scale of 0-4 indicating the level, where a value of 0 indicates an aspect that is considered very poor and a value of 4 indicates an aspect that is considered very good. The following are the assessment criteria used in analyzing English books:

**Table 1.** Assessment of Criteria

Criteria of content	Very good (4)	Good (3)	Enough (2)	Less (1)	Very less (0)
Appropriate content					
Accessibility					
Inclusivity per syllabus					
Load appropriateness					
Balanced distribution					

**RESULT AND DISCUSSION**

Below is an overview of the books that were used as research sources:

- 1. Book title : English 12<sup>th</sup> grade Vocational High School
- 2. Authors : Utami Widiati, Zuliati Rohmah, and Furaidah
- 3. Reviewer : Emi Emilia, Helena Indyah Ratna Agustien, and Tri Wiratno
- 4. Number of pages : 176 pages
- 5. Year of publication : 2018
- 6. Publisher : Ministry of Education and Culture
- 7. Place of publication : Jakarta
- 8. Aimed at : 12<sup>th</sup> grade Vocational High School students
- 9. ISBN number : 978-602-427-106-0 and 978-602-427-109-1

This research was conducted based on the problem discussed by analyzing the vocabulary content as suggested by Celce Murcia (2002) in Table 1.

The following Table 2 will show the findings and discussion on the topics that will be covered in each unit of English books:

**Table 2.** Appropriate and Inappropriate Words

Section/Topic	Appropriate Words	Inappropriate Words
Section 1: May I help you?	Supposed, preparation, help, offer, accepted, service	Terrible, strikes, stranger, refuse
Section 2: Why don't you visit Seattle?	Stroll, city, island, district, resorts, sight, destination	Allergic, wildlife, conflict, sophisticated, canoeing, appearance, elected, poor
Section 3: Creating captions	Picture, cutline, obvious, heading, chart, figure, graphic, table, succinct	Poor
Section 4: Do you know how to apply for a job?	Requirement, qualification, resume, application letter, vacancy, position	-
Section 5: Who was involved?	Obey, regulation, occurrence, tenant, owner, abandon, concern, involve	Expansion, crime
Section 6: Online school registration	Enrollment, vie, submit, reject, vocational, registration, accept, admission	-
Section 7: It's garbage in, art works out	Recycle, sculpture, container, trash, unravel, masterpiece, treasure, waste, artwork, reduce, reuse, landfill	-
Section 8: How to make	Bake, mix, make, ingredient, chop, stir, dish, combine, set, dip, procedure, material, command, step, instruction	-
Section 9: Do it carefully	Instruction, assigned, step, procedure, command, material, goal	-
Section 10: How to use photoshop?	Crop, enlarge, blur, photo, graphic, edit, image, opacity, saturation, enhance, tool, focus, layer, setting, brush	-
Section 11: Let's make a better world for all	Bliss, grace, entire	-

We can conclude from the data in Table 2 that there are lot appropriate languages than inappropriate vocabulary. The vocabulary in every section of the Ministry of Education and Culture's 12th grade English textbook is relevant to or associated with the course objectives. No section skips a vocabulary discussion; they are always included in each section. The vocabulary material is provided in each section in an interactive way, and the challenge of the vocabulary discussion has become harder with each new section.

On the Table 3 presentation of vocabulary material with aspects of content, aspects of presentation, aspects of language use, and aspects of relationships between sections, the results and discussion are provided:

**Table 3.** Assessment of Criteria from Each Section

Criteria of Content	Section											Means
	1	2	3	4	5	6	7	8	9	10	11	
1. Appropriate of context	3	3	4	4	4	4	4	4	3	4	3	3,6
2. Accessibility	4	3	4	4	3	4	4	4	4	4	3	3,7
3. Inclusivity per syllabus	4	3	4	4	3	4	4	4	4	4	3	3,7
4. Load appropriateness	4	3	4	3	3	4	4	4	4	4	3	3,6
5. Balanced distribution	3	3	3	3	3	3	3	3	3	3	3	3

According to the data in the Table 3, each criterion's value can range between 3 and 4. The requirements for accessibility and inclusion as per the syllabus receive the highest score of 3.7, indicating that the vocabulary items supplied are excellent and in line with the learning objectives in every section and that vocabulary items are offered in suitable contexts and situations. The criterion for appropriate content and load of appropriateness both received a score of 3.6, indicating that pupils appear to have no trouble understanding and making sense of the vocabulary that is presented and the number of new words that are introduced in each class. Additionally, the balanced distribution criterion yielded a result of 3, indicating that vocabulary pieces are presented by the criterion.

### CONCLUSION

According to the study's findings, the average score for the vocabulary in English textbooks that was evaluated using the Celce-Murcia criterion was 3. The criteria that this study looked at were:

1. Appropriateness of context, getting a score of 3.6, means that this criterion is part of good.
2. Accessibility, getting a score of 3.7, means that this criterion gets a very good rating.
3. Inclusiveness per syllabus, getting a score of 3.7, means that this criterion gets an effective evaluation.
4. Load suitability, getting a score of 3.6, means that this criterion gets a very good score.
5. Balanced distribution, getting a score of 3, indicating that this consideration was taken into account when giving a good score.

In this study, it may also be concluded that vocabulary that is relevant to the subject and learning objectives is preferred over vocabulary that is not. There are four sections that contain inappropriate vocabulary, namely section 1 "May I help you?" four words, section 2 "Why don't you visit Seattle?" there are eight words, section 3 "Creating caption" has one word, and section 5 "Who was involved?" there are two words.

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