

## **A STUDY ON TYPES OF VOCABULARY TASKS IN EFL TEXTBOOK ENGLISH ON THE SKY 1**

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*Received: 15 April 2022*

*Accepted: 25 April 2022*

*Published: 27 April 2022*

**Abstract:** The purpose of this study is to describe types of vocabulary task in EFL textbooks. This research is a Quantitative research, a type of research where the results are shown in the form of numbers or percentages' and involves counting and comparisons. In analyzing the data, the researcher used the descriptive analysis included classifying all activities into types of tasks, calculating frequencies, and reporting percentages of each type of task. the study deals with activities in "English on sky 1" English Course for Junior High School Students. The textbooks the data consists of 8 chapters and 35 activities with 202 directions. After analyzing the data, the Result show that the data analysis indicates that of 202 directions identified, 86 (or 42.6%) required students to develop their Analysis thinking skill, 50 (or 24.6.%) Knowledge skill, 26 or (12.9%) Comprehension skill, 21(or 10.4%) Application skill, and 14 (or 6.9%) evaluation, 5(2.5%) In addition, of the total data, 202 directions, synthesis and evaluation which are considered as 'lower-order thinking skills' (9.4%)

**Keywords:** *Vocabulary, Bloom Taxonomy, English Textbooks Analysis*

### **INTRODUCTION**

Language is fundamental to all social processes, and human do need language to communicate to each other. In social process, there are people, who communicate more than they say, they use language that indicate meanings more than the language does. (Liando, 2010)

English is one of the foreign languages that is taught in schools throughout Indonesia. In the revised curriculum, it is stated that the purpose of teaching the

language is to develop students' communicative competence in English so that the students after graduating from senior high school can communicate using the language. However, to be able to competently communicate using the language, it is important for the students to have sufficient linguistic knowledge.

In English language teaching, Linguistic knowledge refers to knowledge of grammar and vocabulary. Of these, vocabulary is a key factor in successful language learning. In connection with reading, (Hampp et al, 2021) states that the most serious reading problem is lack of vocabulary. (Laufer, 1997:20) as cited in (Maher Salah, 2008) claims, "No text comprehension is possible, either in one's native language or in a foreign language, without understanding the text's vocabulary". In connection with communicative competence, As (Milton, 2008) puts it: "failure to gain an adequate vocabulary can have catastrophic consequences for communication, far more so than with other elements of the foreign language such as its grammar". In writing, the breadth of a writer's vocabulary will make possible a more accurate expression of the intended message (Laufer & Waldman, 2011).

Vocabulary development is important for overall success in the acquisition of a foreign language (Maley, 2013). Since EFL textbook is the source of instructional materials in Indonesian context, it should also be the source of high-frequency vocabulary. It should also provide opportunities to repeatedly encounter new words. In other words, EFL textbook should provide vocabulary activities or tasks containing high-frequency words and recycling opportunities for students if we want to develop their communicative competence.

However, previous studies on English textbooks used in schools indicate that books used for the same level of learning are extremely varied in terms of vocabulary input and size. The results also show that the books offer insufficient opportunities for students to consolidate new words as most words in the books appear only once or twice, and are, moreover, seldom used in general language produced by native speakers (Norberg & Nordlund, 2018; Nordlund, 2016). (Lengkoan et al, 2019) study also reveals similar result So far, studies on vocabulary conducted in Indonesia are focused on 'how to develop students' vocabulary using various kinds of teaching

strategies see (Cahyono & Widiati, 2008). Similarly, some studies on EFL textbooks dealt with HOT and LOT see (Febriyani et al, 2020). Studies specifically focus on vocabulary tasks in EFL textbooks are rarely found (so far as my internet search is concerned)

“Student motivation and teachers’ behaviors were indeed related to each other. Students and teachers were two important figures in the teaching and learning process. In the situation such as Indonesia, less student-centered but more teacher-centered was the common approach applied in the classroom all across subject areas.” (Liando, 2010:2)

In addition, In relation to attitudes and learning, student motivation was found to be one variable associated with being. (Liando, 2010: 4) successful in language learning So far, studies on vocabulary conducted in Indonesia are focused on ‘how to develop students’ vocabulary using various kinds of teaching strategies see (Cahyono & Widiati, 2008). Similarly, some studies on EFL textbooks dealt with HOT and LOT see (Febriyani et al, 2020). Some other deal with physical and utilitarian attributes, efficient outlay of objectives and supplementary material, learning- teaching content, language skills and aspects (Lendo et al, 2021). Studies specifically focus on vocabulary tasks in EFL textbooks are rarely found (so far as my internet search is concerned)

- The purpose of this study is to describe types of vocabulary task in EFL textbooks.

## **METHOD OF RESEARCH**

### **Research Design**

The study aims at describing types of vocabulary tasks in English textbook that are used to help students widen and deepen their stock of vocabulary. The textbooks referred to are English on sky 1, English textbooks for junior high school students. Seen in terms of this question, the study can be categorized as a content analysis, because the source of data is the textbook, ‘English on sky 1’. Content analysis is “a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use” (Krippendorff, 2004, p. 18) and widely used in

library and information science (LIS) studies with varying research goals and objectives (White and Marsh, 2006, p. 22). Since the data analysis deals with frequency and proportion of types of task, the content analysis used is quantitative content analysis. (1277). Quantitative analysis is defined as 'a type of research where the results are shown in the form of numbers or percentages' (Longman Business English Dictionary, 2000, p. 411), and involves counting and comparisons (Hsieh & Shannon, 2005).

### **Sources of Data**

As pointed out before, the study deals with activities in "English on sky 1" English Course for Junior High School Students. The textbooks are written by Drs. Mukarto, M.S., Ph.D, Widya Kiswara, S.Pd., M. Hum and Josephine Sri Murwani, S.Pd., M.Hum and published by Penerbit.

### **Data Collection**

It has been mentioned before that the data in this study will be vocabulary tasks found in the textbooks, the data collected by the researcher himself will be verified by his coming skripsi advisors. The involvement of the lecturer aims at avoiding misidentification and misclassification of the data. Thus, it aims at maintaining validity and reliability of the data collected.

By using a corpus of activities, the objective of this study was to establish a typology of teaching activities (Sánchez, 2004), according to whether the activity are focus on the form or on the content. The definition of a corpus lies at the heart of the discussion on textbook creation and analysis, but it is necessary here to clarify what is meant by both a corpus and a corpus of activities. In the literature, the term corpus is generally understood as a collection of authentic texts that the linguist can examine in order to study language as it is really used by speakers (Tomlinson, 1998). In this study, the focus is not to compile a corpus of specialized language or any type of language that speakers use. Instead, EFL textbook activities are gathered with a view to elaborate a corpus. Course book activities are at the basis of this research and analysis,

but only the instructions at the heading of each individual activity were taken the content of the activity itself is not included.

### **Data Analysis**

To answer the research question, the data collected from the textbooks under study was approach through descriptive analysis. The descriptive analysis included classifying all activities into types of tasks, calculating frequencies, and reporting percentages of each type of task. To determine which type of task is the most dominant, the following formula are use:

$$\% \text{ per type of exercise} = \frac{\text{Total number of each exercise type}}{\text{Total number of exercises in the textbook}}$$

## **DATA ANALYSIS**

### **Presentation of Data**

The researcher analyzed English texts book entitled "English on Sky 1" for junior high school grate VII, written by Drs. Mukarto, M.S., Ph.D, Widya Kiswara, S.Pd., M. Hum and Josephine Sri Murwani, S.Pd., M.Hum and published by Penerbit Erlangga, 2017. The data consists of 8 chapters and 35 activities with 202 directions. The data are the directions for doing each of the existing activities in the textbook.

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<b>Thinking skills</b>	<b>Sample of Directions chapter I</b>	<b>Page</b>
Knowledge	Listen to the dialogs	9
	Answer the questions	9
	Complete the dialogs	10
	Think about it	11

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Act it out	11
Listen to the dialogs	12
Answer the question	14
Complete the dialogs	14
Think about it	16
Act it out	16
Listen and repeat	17
Listen to the dialog	17
Answer the question	18
Sort out the two dialogs below	18
Think about it	19
Act it out	19
Listen to the dialog	20
Read the dialog aloud with your friend	20
Answer the question bellow	20
Complete the dialog	21
Think about it	21
Act it out	22
Make it real	22
Listen and repeat	34
Listen to the dialogs	34

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	Write true or false	35
	Complete the blanks	35
	Think about it	35
	Walk around the class and ask your friends	36
	Test your friends memory	36
Comprehension	Listening to the dialog	30
	Read the dialog aloud with a partner	30
	Write true or false	30
	Rearrange the dialogs below	31
	Think about it	31
	Make it real	31
Application	Listen to the dialog	32
	Work in a group of three. Read the dialog aloud	32
	Answer the question	32
	Sort the dialogs below and rewrite them	32
	Think about it	33
	Act it out	33
Analysis	Look at the picture and answer the questions	23
	Listen and read the dialog	23
	Choose the correct answers	24
	Rearrange the following dialog	24

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	Think about it	25
	Act it out	25
Synthesis	Listen to the dialogs	37
	Read the dialogs aloud with a partner	39
	Write true or false	39
	Think about it	39
	Make it real: a class survey	39
Evaluation	Fill in the blank using is, am, or are	26
	Choose the correct words	26
	Match the answer and the questions	27

<b>Thinking skills</b>	<b>Sample of Directions chapter II</b>	<b>Page</b>
Knowledge	Listen and learn	49
	Listen to the dialogs	50
	Circle the correct answer	51
	Think about it	51
	Fill out the form below with your personal information	51
	On your own	51
Comprehension	Look at the family tree and listen to the monolog	52



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Read the text aloud	52
Answer the question	52
Listen and complete the family tree	53
Look at the family tree and read the text	53
Read the text aloud	54
Write true or false	54
Work with a friend and use the family tree in exercise E to ask and answer the questions.	54
Think about it	54
Stick your own family photo here and tell your friends about your family	54
Listen to Ni Luh talking	55
Listen again and answer the questions	55
Listen to the dialog	56
Read the dialog aloud with a partner	56
Listen and repeat	56
Listen to the dialog	57
Read the dialog aloud with a partner	57
Use the pictures in exercise E to practice the dialog above	57
Think about it	57
Make it real	57

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Evaluation	Do or does?	58
	Complete the sentences with the word in the box. You may use the words more than once.	58
	Choose the correct answer	59

<b>Thinking skills</b>	<b>Sample of Directions chapter III</b>	<b>Page</b>
Application	Listen and repeat	62
	Look and learn	62
	Listen and repeat	63
	Read the dialog aloud with your friend	63
	Say true or false	63
	Read and complete	63
	Practice the dialogs with your friend	64
	Think about it	64
	On your own	64
Analysis	Look and learn	65
	Listen and repeat	65
	Say true and false	66
	Practice dialogs with your friend	66
	Think about it	67

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	On your own	67
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<b>Thinking skills</b>	<b>Sample of Directions chapter IV</b>	<b>Page</b>
Application	Listen and repeat	82
	Listen practice	82
	Say true or false	82
	Listen to the recording and complete the table	83
	Think about it	83
	On your own	83
Analysis	Look and repeat	68
	Fifteen or fifty? Circle the words you hear	68
	Listen and repeat	69
	Listen and say	69
	Answer the following questions	70
	Practice dialog using the cues	71
	Think about it	71
	On your own: playing tic-tac-toe	72
	Look and learn	73
Say true or false	73	
Listen and repeat	74	

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Answer the question	74
Practice with your friend	74
Think about it	75
Talk to your friend	76
Listen and repeat	77
Listen and repeat	77
Listen and circle what you hear	78
Listen and repeat	78
Listen the dialog	78
Listen to the dialog again and answer the questions	79
Look at the cues and practice dialogs with friends	79
Think about it	80
Memory games	81
Listen and repeat	82
Listen practice	82
Say true or false	82
Listen to the recording and complete the table	83
Think about it	83
On your own	83

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<b>Thinking skills</b>	<b>Sample of Directions chapter V</b>	<b>Page</b>
Knowledge	Listen to the dialog	102
	Read the dialog aloud with your friend	102
	Answer the question	102
	Put the dialog in order and rewrite it	103
	Think about it	104
	Act it out	104
Analysis	Listen and repeat	99
	Listen to the dialog	99
	Read the dialog aloud with your friend	99
	Write true or false	100
	Practice the dialog using the cues bellow	100
	Think about it	101
	Act it out	101

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<b>Thinking skills</b>	<b>Sample of Directions chapter VI</b>	<b>Page</b>
Analysis	Listen and repeat	105
	Listen and repeat	105
	Listen and say yes or no	106
	Listen and say	107
	Write true or false	107
	Work with a friend to ask answer questions using the following map	108
	Think about it	109
	Act it out	109
Evaluation	Look at the picture and complete the sentences	110
	Complete the sentences using a or the	110
	Match the questions and the answers	111
	Look at the map and complete the sentences	112

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<b>Thinking skills</b>	<b>Sample of Directions chapter VI</b>	<b>Page</b>
Analysis	Listen and repeat	105
	Listen and repeat	105
	Listen and say yes or no	106
	Listen and say	107
	Write true or false	107
	Work with a friend to ask answer questions using the following map	108
	Think about it	109
	Act it out	109
Evaluation	Look at the picture and complete the sentences	110
	Complete the sentences using a or the	110
	Match the questions and the answers	111
	Look at the map and complete the sentences	112

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<b>Thinking skills</b>	<b>Sample of Directions chapter VII</b>	<b>Page</b>
Knowledge	Listen and repeat	123
	Read and color	123
	Read aloud	124
	Listen to the dialogs	125
	Read the dialogs aloud with your friend	125
	Answer the questions	125
	Listen and thick the correct pictures	126
	Think about it	127
	Act it out	127
Analysis	Listen and repeat	116
	Read and complete the sentences using the words in exercise A	116
	Listen to the recording and tick the correct columns	117
	Listen to the dialogs	117
	Read the dialogs aloud with your friend	118
	Write true or false	118
	Sort two dialogs below	118
Think about it	119	

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Act it out	119
Listen and repeat	120
Listen and say	121
Read the dialogs aloud with your friend	121
Write true or false	121
Listen to the recording and complete the table below	122
Think about it	122
Act it out	122
Listen and say	128
Read the dialogs aloud with your friend	129
Answer the following questions	129
Listen to the recording and complete the table below	129
Think about it	129
Act it out	129

<b>Thinking skills</b>	<b>Sample of Directions chapter VI</b>	<b>Page</b>
Analysis	Listen and repeat	130
	Read and write	130

	Listen to the dialogs	131
	Write true or false	132
	Read and label the room	132
	Pair work	133
	Think about it	133
	Act it out	133
Evaluation	Sort the words below	134
	Choose the correct answer	134
	Complete the sentences with the right words	136
	Write true sentences about your school	136

### Data Analysis

Based on list of active verbs denoting the six thinking skills developed by Bloom et al, the data collected were classified. Result of the classification indicated in terms of thinking skills, the 202 directions for doing the activities in the textbook can be classified into the following:

Thinking Skills	Direction	Percentage
Knowledge	50	24.7%
Comprehension	26	12.9%
Application	21	10.4%
Analysis	86	42.6%
Synthesis	5	2.5%
Evaluation	14	6.9%

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Total

202

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Thus, of 202 directions identified, 86 (or 42.6%) required students to develop their analysis thinking skill, 50 (or 24.7%) Knowledge skill, 26 (or 12.9%) comprehension skill, 21 or (10.4%) Application skill, 14 (or 6.9%) evaluation skill, and 5 (or 2.5%) synthesis skill.

Graphically, the classification of the existing directions are presented below. Figure 1. Proportion of thinking skills When the classification of directions for doing activities were later on classified based on lower-higher order thinking skills (see Hopper, 2009), it can be stated that activities in the textbook dominantly promotes lower thinking skills, because 202 directions (or 42.6%) deal with Analysis, although synthesis and evaluation which are considered as 'lower-order thinking skills'. Only 94 directions (or 3.4%) dealt with Knowledge, Comprehension, and application that are consider as higher order thinking skills. Graphically, proportion of lower-higher order thinking skills are displaying below.

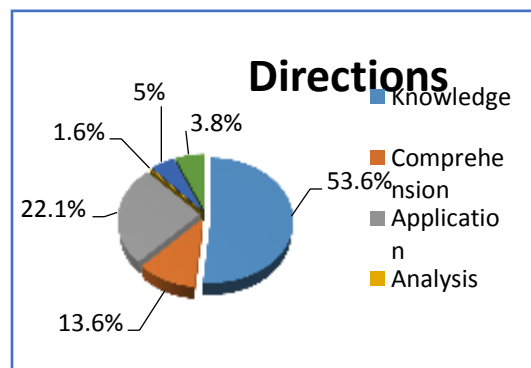


Figure 2. Proportion of Lower-Higher order thinking skills. Based on the proportion of lower and higher order-thinking skills just described, it can be briefly said that activities in "English on Sky 1" dominantly promote lower order thinking skills.

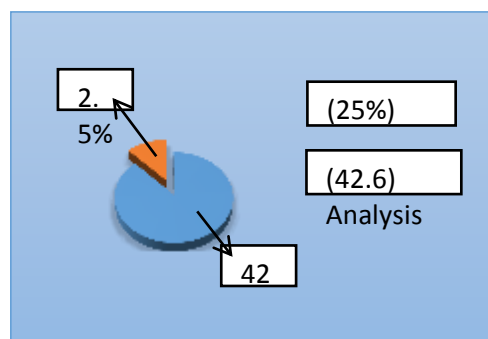


Figure 2. Proportion of Lower-Higher order thinking skills. Based on the proportion of lower and higher order-thinking skills just described, it can be briefly said that activities in "English on Sky 1" dominantly promote lower order thinking skills.

## CONCLUSION

After finishing compiling data and analysis, the writer would like to take some conclusion in the study, the result of data analyzing leads the following results: "English on Sky 1" an English textbook for junior high school students, promote the development of students' higher-order thinking skills? Data collected from the EFL textbook 'English on Sky 1' and analyzed quantitatively. Result of the data analysis indicates that of 202 directions identified, 86 (or 42.6%) required students to develop their Analysis thinking skill, 50 (or 24.6.%) Knowledge skill, 26 or (12.9%) Comprehension skill, 21(or 10.4%) Application skill, and 14 (or 6.9%) evaluation, 5(2.5%) In addition, of the total data, 202 directions, synthesis and evaluation which are considered as 'lower-order thinking skills' (9.4%)

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