AN ANALYSIS OF TASKS VOCABULARY IN ENGLISH TEXTBOOK "BAHASA INGGRIS X EDISI REVISI 2017" FOR SENIOR HIGH SCHOOL

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Abstract: The study was done in the two purpose, first to describe types of task vocabulary that help students widen and deepen on their stock of vocabulary and second is to describe which type of vocabulary is the most dominant from textbook namely "*Bahasa Inggris X edisi revisi 2017*" for tenth grade in senior high school. In this study, quantitative content analysis was use because the data presented in the form of number or percentages. The source of data as in the textbook namely *Bahasa Inggris x edisi revisi 2017*. This study used descriptive analysis approach in analyzing the data. It means that this study was focus on tasks vocabulary found only in the textbook as written, not in general. The result shows: first, tasks vocabulary in the textbook consisted of two types: vocabulary builder and vocabulary exercise. Each of the types consisted of 16 tasks vocabulary. Thus, there were 32 tasks vocabulary in all. Second, tasks vocabulary that was the most dominant were sentence completion with 13 tasks (41%). What is interesting is that new words introduced in vocabulary builder section was repeated in a number of contexts: reading texts, reading comprehension questions, pronunciation section, vocabulary tasks, grammar tasks, and speaking tasks. This is in line with the principles of vocabulary learning: *the Principle of Re-contextualization* and *the Principle of Multiple Encounters.*

Keywords: *Tasks vocabulary, Bahasa Inggris X Textbook, Quantitative Content Analysis, Vocabulary Builder, Vocabulary Exercise*

INTRODUCTION

English is one of the foreign languages that is taught in schools throughout Indonesia. This is because according to (Mogea, 2019:9) stated "English is an international language used all over the world, for education, technology, political and commercial purpose". Through this, according to (Hampp, 2019:16) "English teaching should be introduced to Indonesian children

early on". So in the revised curriculum (2017) stated "the purpose of teaching the language is to develop students' communicative ompetence in English so that the students after graduating from senior high school can communicate using the language".

However, to be able competently communicate using language, it is important for the students to have sufficient linguistic science. lexical capacity refers to a person's understanding of language, including its structure and meaning.

In English language teaching, linguistic knowledge refers to knowledge of grammar and vocabulary. Of these, vocabulary is a key factor in successful language learning. Even, vocabulary is regarded as a basic substance in evolve four linguistic abilities and significant in language learning. It should be recognized as a central element in language instruction from the beginning stages to ddevelop those skills well (Liando et al, 2018). In in connection with reading, (Atikah, 2009) states that the most serious reading problem is lack of vocabulary. Laufer (1997,p.20 as cited in Maher Salah, 2008) claimed "no text comprehension is possible, eitherr in one's native language or in a foreign language, without understanding the text's vocabulary". In connection with communicative competence, according to (Milton, 2008:228) stated "failure to gain an adequate vocabulary can have catastrophic consequences for speaking, far more so than with other elements od the foreign language such as grammar". In writing, the breadth of a writer's vocabulary will make possible a more accurate expression of the intended massage (Laufer and Waldman, 2011).

Vocabulary development is important for overall success in the acquisition of a foreign language (Maley, 2013). It is widely accepted that high-frequency vocabulary must be taught in English as Second Language/English as a Foreign Language (ESL/EFL) classrooms and that learners benefit from learning it (schmitt, 2011). Research alson confirm that recycling vocabulary is beneficial in facilitating the acquisition of vocabulary knowledge (Milton, 2009). 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, there are a lot of previous study 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). (Martini, 2012) study also reveals similar result. According to Martini, there are considerable deficits in the vocabulary presented in the three books. Their frequency and range of occurrence are not satisfactory in terms of promoting successful acquisition, and that students have very few opportunities to encounter these words in their books. Most of the words are not recycled frequently in the corpus. In short, textbook should require the core components of linguistics that is needed by learners'.

So far, studies on vocabulary conducted in Indonesia are focused on 'how to develop students' vocabulary using various kinds of teaching strategies (Cahyono & Widiati, 2008). Similarly, some studies on EFL (English Foreign Learners) textbooks dealt with HOT (High Order Thinking) and LOT (Low Order Thinking) (see Febriyani et al, 2020). Some other deal with Having to learn content, language skills and features, practical and functional attributes, efficient outlay of objectives and additional material (Handayani et al., 2018). However, studies specifically focus on vocabulary tasks in EFL textbooks are rarely found (so far as my internet search is concerned). So according to this, this study provide two useful points of view: first, this study contain the list of vocabulary tasks that could be found in the textbook in this case "Bahasa Inggris X" and which kind that is dominant, this is could help teacher to more carefully to choose teaching strategies for students because for teach a vocabulary task, a teacher should prefer a teaching strategy that compatible. The second, this study could become evaluation component for the writer and publisher to the textbook that already published.

RESEARCH METHOD

Research Design

This study can be categorized as a content analysis, because the data source that was retieved came from tenth grade english printing book. 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 data analysis dealt with proportions of kinds of task, the content analysis used was quantitative content analytics.Quantitative analytic classify as a research where the outcome reveal percentages of number (Longman Business English Dictionary, 2000, p. 411), and involves counting and comparisons (Hsieh & Shannon, 2005).

Sources of Data

As pointed out before, the study dealt with vocabulary activities in 'Bahasa Inggris' for tenth grade, written by Utami Widati, Zuliati Rohmah and Furaidah, and published by Pusat Kurikulum dan Perbukuan Penerbit, Balitbang Kemendikbud, third edition 2017.

Data Collection

It has been mentioned before that the data in this study were tasks vocabulary found in the textbook. The data were collected by the researcher herself, and it has been verified by her skripsi advisors. The involvement of the lecturer aims at avoiding misidentification and misclassification of the data. Thus, it aimed at maintaining validity and reliability of the data collected.

For collecting the data, the step by step as follows:

- First, researcher identified the tasks vocabulary that found in the textbook

- Second, the researcher classified all activities into type of tasks vocabulary according the theory that fulfilled in chapter II

- Third, researcher calculated frequencies of tasks vocabulary used the formula

- Fourth, researcher reported percentage tasks vocabulary.

- Fifth, researcher reclassified of each tasks vocabulary into proportion to found out the most dominant

- Sixth, researcher recalculated for the dominant frequencies of each tasks vocabulary used the formula

- Seventh, researcher reported precentage of task vocabulary that was the most dominant

Data Analysis

To answer the research question, the data collected from the textbook that approached through descriptive analysis used by Butler (1985:38).

The descriptive analysis included:

1. Classifying all activities into kinds of tasks
2. Calculating frequencies of each type of task vocabulary used the formula
3. Reporting percentages of each type of task
4. To determine which vocabulary task is the most dominant, the following formula will be used:

$$\text{Presentage (\%)} = \frac{\text{Total kind of task}}{\text{Total kinds of tasks}} \times 100\%$$

(Butler, 1985:38)

FINDINGS AND DISCUSSION

Findings

Result of the identification indicated that there were two general types of vocabulary exercises, they are vocabulary builder and vocabulary exercises. Vocabulary builder consisted of 16 tasks, and vocabulary exercises consisted of 14 exercise with 16 activity. Thus, there were 32 vocabulary practices in all. The details are shown in Table 1.

Table 1. Data of Vocabulary Tasks

Page	Task	Task Instruction
2	Constract lexicon	Discuss the different with your pal! Relate these terms to their Indonesian equivalents. Number one has already been completed for you.
9	Language practice	Complete the following sentences using the words afrom the box. Remember the correct form of verbs.
21	Constract lexicon	Compared yours with your friend! Writed down the English words with indonesian word
26-7	Language practice: assignmen t 1st	Fill in the blanks for the following dialogue use the phrase in the table. For number one has been done for your example
27	Language practice: assignmen t 2nd	Refine the conversation with your friend
40	Language contructor	Look at the pictures in the warmer section again. Make a list of any words (nouns or verbs) that are related to the pictures. The words that you find should start with letters A to Z
43	Language practice	Use the words you have listed in Vocabulary Builder to make sentences. You may use more than one word. See Number 1 and 2 as examples.
52	Constract lexicon	Refine the conversation with yours
56	Practice lexicon	Fill in the blanks! Use the words to complete the following conversation-
57	Construct lexicon	Refix the letters on the left and match the definition on the right. First letter has been done for you, don't forget to reread text 2 and check if the words meaning suits with the word from the sentences

60-1	Practice lexicon	Complete this clear ! with the correct term from the table
70-1	Construct lexicon	Compare with your friend! Read the story about "visiting niagara falls" and then scan the story fastly and find out if there is English words that has Indonesian meaning below. There is a blank that represent as a letter that you have to find out and several letter of English words as the hint
75-6	Language practice	Complete the following sentences using the words in the box Remember to use the correct form.
82	Construct lexicon	Compare yours with your friend! Tie the English words with Indonesia meaning
88	Practice lexicon	Fulfill these independent clause use words from the table
95-6	Construct lexicon	Find out in the dictionary! Find their meaning
101	Practice lexicon	Fulfill the the blanks with words from the list below. For some sentences, you may need to utilize over than one word.
109	Construct lexicon	Make a match between the terms in the left column and the synonyms in the right column. After that, compare your work to that of your classmates.
112	Practice lexicon: assignment 1st	To finish the dialogue, fill up the blanks with the necessary words from the box. To assist you, the first letter of each word is supplied. Then, with a partner, practice reading the dialogue.
113	Assignment 2nd	As a result of the evaluation, complete the independent clause by using the wordle from the table.
122	Construct lexicon	When you compare yours to your friend's! Check if the completed independent clauses in bahasa Indonesia have the correct significance.
126-7	Activities in Words	To correct words, fill in the blanks. It's important to remember to switch to the past tense.

133	Construct lexicon	Comparing yourself to a friend. The auxiliary verb is appropriate for indonesian meaning.
137-8	Practice lexicon	Fulfill the independent clause with utilize terms in the table.
144	Construct lexicon	Comparing with your friend. Fit the terms that suited in indonesian
148-9	Activity language	Complete the following sentences using the words in the box. You may change their parts of speech.
156	Construct lexicon	Make a matching between the words and their Indonesian translations. contrasting your work with that of a friend
162	Language practice	Use the words in the box to complete the sentences below.
171	Construct lexicon	Make a matching between the words and their Indonesian translations. contrasting your work with that of a friend
173-4	Language practice	Fill in the blanks with the words from the box. For some sentences, you may need to utilize more than one word.
182	Language constructor	Make a matching between the words and their Indonesian translations. contrasting your work with that of a friend
186	Language practice	Use the words in the box to complete the sentences below. You have the option of changing their parts of speech.
194	Language construct	To form good English words, fill in the blanks with appropriate letters. You can use the right column's explanations as a guide.
198	Language practice	Use the words in the box to complete the sentences below. You may have to employ more than one words for one statement.

Concerning the first research question, it can be said that vocabulary tasks in the textbook are classified into: vocabulary builder and vocabulary exercise, each consists of 16 tasks. Thus, there are 32 vocabulary tasks in all.

To answer the second research questions, let us have a look at the following table.

Table 2. Proportion of each Vocabulary Tasks

Vocabulary tasks	Total	%
Sentence completion	13	41%
Matching	9	28%
Finding Indonesian equivalent	3	9%
Fill-in the blank (Completing incomplete word)	2	6%
Completing incomplete words	2	6%
Sentence construction (based on words given)	1	3%
Arranging random letters	1	3%
Making wordlist	1	3%
Total	12	100%

Based on the data displayed in Table 2, it can be concluded that sentence completion is the most dominant in the textbook with 13 tasks in all or 41%; matching is in the second position with 9 tasks or 28%, finding Indonesian equivalent in the third with 3 tasks (or 9%), fill-in-the -blank and completing incomplete in the fourth with 2 tasks or 6% each. Sentence construction, arranging random letters, and making wordlist are in the last position with 1 task each or 3%. Thus, sentence completion is the most dominant task in the textbook.

Discussion

Data dealing with vocabulary tasks in Bahasa Inggris' for X grade written by Utami Widati, Zuliati Rohmah and Furaidah, and published by Pusat Kurikulum dan Perbukuan Penerbit, Balitbang Kemendikbud, third edition 2017 indicated that vocabulary tasks in the textbook consisted of two types: vocabulary builder and

vocabulary exercise. Each of the types consisted of 16 vocabulary tasks. Thus, there were 32 vocabulary tasks in all. Of these 32 tasks, sentence completion was the most dominant with 13 tasks (41%), followed by matching English-Indonesian words in the second position with 9 tasks (28%), Finding Indonesian equivalent in the third with 3 tasks (9%), filling in the blank and completing incomplete words in the fourth with 2 tasks (6%) each, and arranging random letters, making wordlist and sentence construction using words in the box were in the last position with 1 task (3%) each.

Although there were only 32 vocabulary tasks in the textbook, the new words introduced in the vocabulary builder section were repeated in pronunciation/listening, grammar, speaking tasks, vocabulary exercises, and reading texts.

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