Vocabulary Knowledge Students of Indonesian Language Text Books

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Abstract. Understanding the vocabulary contained in a book is the door to a complete understanding of the book. The percentage of vocabulary that is understood will be a marker of whether the material in the book is understood by students or not. With this background, research on students' vocabulary understanding of Indonesian textbooks is important. This research is the first step in the research on vocabulary enrichment book development. The approach taken is quantitative with descriptive methods. The data collection technique used a survey with an instrument in the form of a questionnaire. Respondents in this study were 7th grade, 8th grade, and 9th grade students in the junior high school. The results of the study were in the form of a vocabulary profile and students' vocabulary understanding. Seventh grade textbooks have a vocabulary type of 6,220 with a token of 50,051, eighth grade textbooks have a vocabulary type of 6,301 with a token of 46,904 and ninth grade textbooks have a type of vocabulary of 5,018 with a token of 33,926. In 7th grade there are 2,746 or 44% of the vocabulary with the frequency of using it only once written. Meanwhile, in 8th grade there are 2,901 or a total of 46% vocabulary and in 9th grade there are 2,897 or 58% vocabulary with a frequency of written usage only once. From the research results it was also known that a number of 88% percent of students had experienced difficulty understanding vocabulary. In addition, from 200 randomly selected vocabularies, it is known that the percentage of vocabulary commonly used by students is only 28% in 7th grade, 31% in 8th grade, and 39% in 9th grade. These results indicate that further research is needed on the development of enrichment books that can improve students' understanding of vocabulary.

Keywords: knowledge, vocabulary, textbooks

INTRODUCTION

The main teaching material for teachers is textbooks because these books are teaching materials that interact directly and intensively with students and teachers. In addition, there are enrichment books that can enhance knowledge for students. In Indonesian lessons, students' understanding of the vocabulary of textbooks is a door in understanding the subject matter. Therefore, research on understanding the vocabulary of students' of Indonesian textbooks is important.

Cruse states that the vocabulary is a whole collection of words that are randomly scattered in the mental area which have been partially arranged in various levels (Cruse, 2000: 179). Cain and Oakhill (2006) stated that generally low language skills also indicate limited vocabulary mastery. In this context, vocabulary becomes very important in language learning which includes four language skills.

Pikulski and Templeton (2004) stated that the vocabulary used by a person in spoken and written language is different. In line with this, Notion (2001) stated that the vocabulary used in communication must be around 2,000. Pikulski divides the vocabulary into four levels. Level I is the vocabulary used in communicating every day. Level II refers to the vocabulary used in reading or understanding instructions. Level III refers to vocabulary used in studying and undergoing certain professions. Level IV refers to specific vocabulary that is not used generally in education and is not associated with a particular profession.

Research on textbooks has been carried out by several people. Asri analyzes textbooks based on four components, namely the components of content, presentation, language, and graphics (Asri, 2017). The linguistic component mentions weaknesses in the linguistic material side. Román et al. (2016)

reported that the linguistic cohesion used in texts in secondary schools includes four things, namely contrastive, elaborative, inferential, and temporal links.

METODOLOGY

The approach of this research is a combination of qualitative and qualitative. The quantitative approach is carried out with a descriptive method. The data collection technique was carried out by conducted a survey on junior high school students (7th grade, 8th grade and 9th grade). Research sites is in Jakarta, Depok, Bekasi and Tangerang. The instrument given to the respondents is an online questionnaire. The data obtained were analyzed descriptively. A qualitative approach is carried out with content analysis techniques. The corpus used is Indonesian language textbooks for 7th grade, 8th grade and 9th grade .

RESULT

The needs analysis carried out in this development research resulted in a description of the vocabulary profile in Indonesian language textbooks and the students' needs for understanding the vocabulary contained in Indonesian language textbooks.

Indonesian language textbooks whose vocabulary profiles were analyzed were Indonesian text books for 7th grade, 8th grade and 9th grade. The Indonesian textbook for 7th grade has a vocabulary type of 6,220 with a token of 50,051. The Indonesian textbook for 8th grade has a type of vocabulary of 6,301 with tokens of 46,904. The Indonesian textbook for 9th grade has a vocabulary type of 5,018 with a token of 33,926. The vocabulary profile can be seen in the following table.
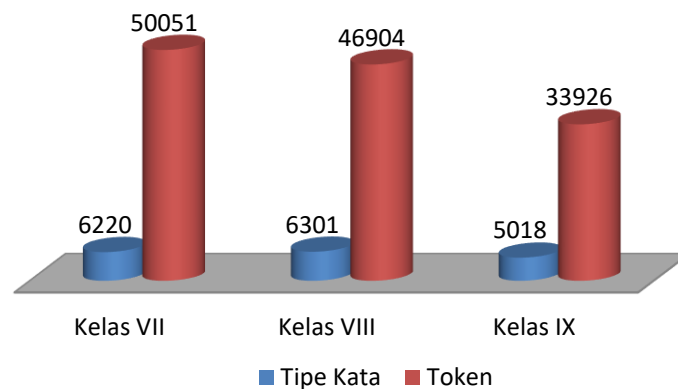

Figure 1. *Types of Words and Tokens*

In terms of students' needs for vocabulary understanding, the results showed that 6% of students never had difficulty of understanding the vocabulary contained in textbooks. A number of 88% of students have experienced difficulties of understanding vocabulary in textbooks. Meanwhile, some 6% also often experience difficulties. Thus, it can be seen that when reading Indonesian textbooks, it is known that quite a lot of students have experienced difficulty of understanding vocabulary. The survey results are summarized in the following figure.
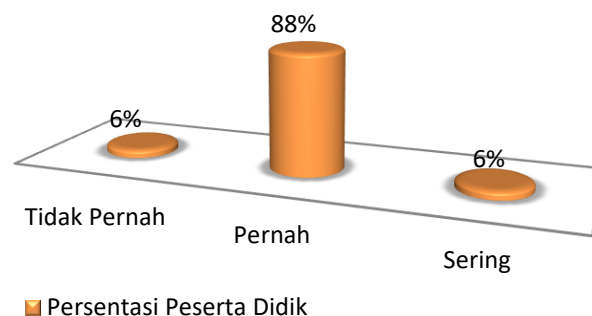

Figure 2. *Difficulty in Understanding Vocabulary*

From the results of the study it is shown that 200 words with low frequency contained in Indonesian textbooks have an average of 16% of the vocabulary that is unknown to 7th grade students. Meanwhile, the average vocabulary that is only known or known is 28%, the average vocabulary that is known but rarely used is 28, and the average commonly used vocabulary is 28%. This can be illustrated in the following picture.
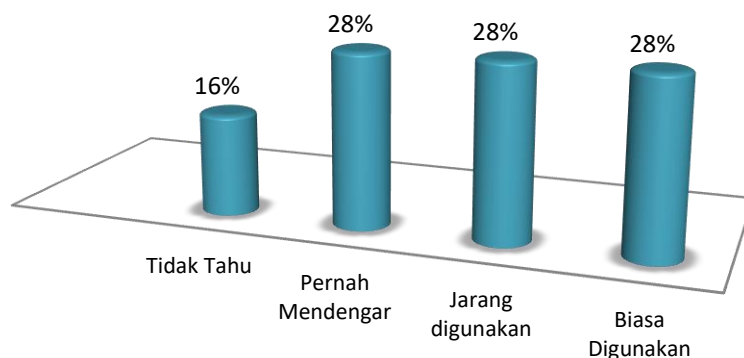

Figure 3. *Percentage of 200 Word Understanding*

Regarding the number of vocabulary, we can relate it to Notion's statement that the vocabulary used in communication must be around 2,000. These words often appear in communication so that they can be used as a basis for explaining the new vocabulary that is learned (Notion, 2001). Thus, if linked to textbooks, at least each textbook in it must contain 2,000 words that are known and used by students.

The 7th grade Indonesian textbook has a vocabulary type of 6,220 with a token of 50,051. These types of words include various types of words, namely nouns, pronouns, verbs, adjectives, adverbs, numeralia, conjunctions, prepositions, and particles. Of the total word types, there are 20 types of words that have the highest frequency of usage. The vocabulary is the word which is, and, with, in, the text, on, language, word, for, not, in, from, Indonesian, story, letter, this, or, sentence, part, and you.

The 8th grade Indonesian textbook has a vocabulary type of 6,301 with a token of 46,904. These types of words include various types of words, namely nouns, pronouns, verbs, adjectives, adverbs, numeralia, conjunctions, prepositions, and particles. Of the total word types, there are 20 types of words that have the highest frequency of usage. The vocabulary is the word which is, and, with, that, in, the text, in, the word, you, for, from, that, on, not, or, this, Indonesia, advertisement, language and books.

The 9th grade Indonesian textbooks have a type of vocabulary of 5,018 with a token of 33,926. These types of words include various types of words, namely nouns, pronouns, verbs, adjectives, adverbs, numeralia, conjunctions, prepositions, and particles. Of the total word types, there are 20 types of words that have the highest frequency of usage. The vocabulary is the word which is, and, in, with, not, in, that, for, or, from, person, language, text, word, I, this, Indonesia, book, exists, and will.

The new vocabulary to be introduced does not exceed the number of known vocabularies. In this connection, words that are newly introduced and which are rarely used are not the words that dominate the textbooks. Thus, vocabulary that is often used has more role in providing context and explaining words that are considered difficult and words that are rarely used (Santrock, 2008). Therefore, in this section it is necessary to know vocabulary with high frequency and vocabulary with low frequency.

The types of words with the highest number were in books of 8th grade , which were 6,301, while the low number of types of words were in books of 9th grade, namely 5,018. Meanwhile, the highest number of tokens was found in 7th grade books, namely 50,051. Even though 8th grade books have the highest number of word types, the tokens in the books are lower than in 7th grade textbooks. The following is a comparison of the number of word types and tokens in Indonesian textbooks between 7th grade, 8th grade and 9th grade.

High word frequency can be described by looking at the number of words contained in the seventh grade textbook. A word type that appears with a frequency of use of 1,555 times. Word types and occurs with a frequency of 1,368 times.

The use of writing with the largest number is found in words with the frequency of usage reaching 1,555 times. This amount is 3.079% of all word usage contained in the seventh grade textbook. The other four vocabularies with the largest usage were words and with a usage frequency of 2.709%,

words with a usage frequency of 1.606%, words with a usage frequency of 1.242%, and text with a usage frequency of 1.012%. The percentage of vocabulary usage can be seen in the following figure.
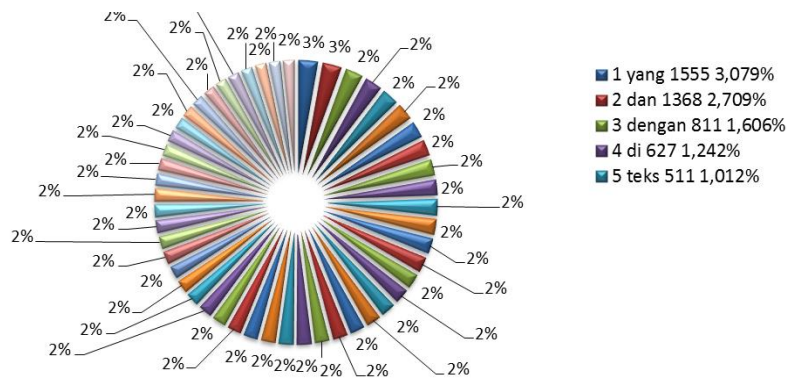

Figure 4. *Frequency of Seventh Grade Textbook Word Types*

The frequency of using the type of vocabulary in 7th grade textbooks can be described by looking at the number that appears in the 8th grade Kurtilas book. The use of writing with the largest number is found in words with the frequency of usage reaching 1,555 times. This amount is 3.079% of all word usage contained in the 8th grade Kurtilas book. The other four vocabularies with the largest usage were words and with a usage frequency of 2.709%, words with a usage frequency of 1.606%, di words with a usage frequency of 1.242%, and text with a usage frequency of 1.012%. The percentage of vocabulary usage can be seen in the following figure.
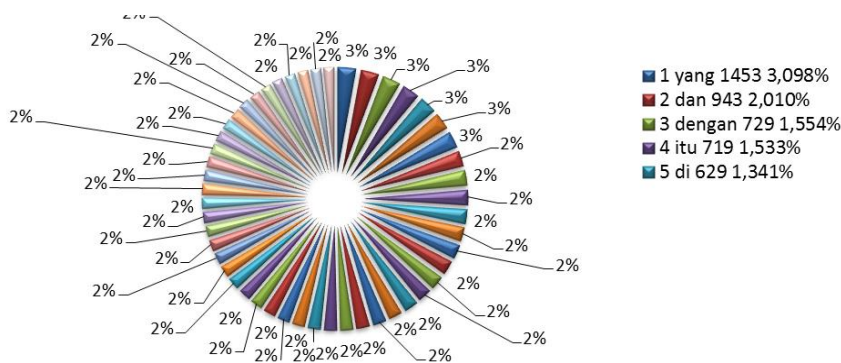

Figure 5. *Frequency of Eighth Grade Textbook Word Types*

The frequency of use of this type of vocabulary can be described by looking at the number that appears in the 9th grade Kurtilas book. The use of writing with the largest number is found in words with the number of frequency usage reaching 1,074 times. This amount is 3.2% of all word usage contained in the 9th grade Kurtilas book. The other four vocabularies with the other highest usage are words and with a usage frequency of 2.5%, words with a usage frequency of 1.2%, words with a usage frequency of 1.1%, and not with a usage frequency of 1.1%. 0.9%. The percentage of vocabulary usage can be seen in the following figure.
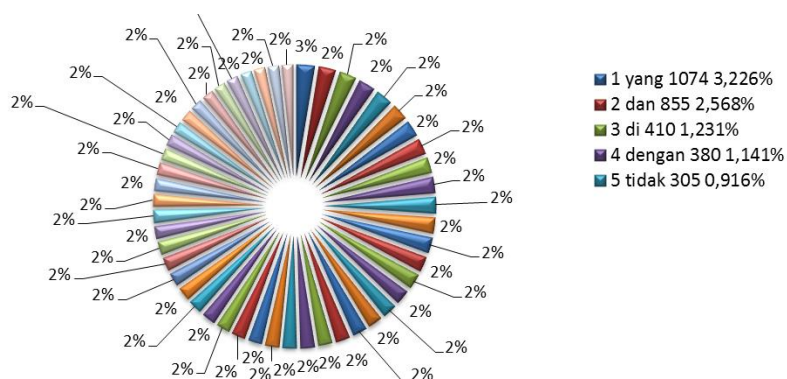

Figure 6. *Frequency of Ninth Grade Textbook Word Types*

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text books

In addition to the vocabulary with the highest written usage, there are also the types with the lowest usage. In the seventh grade textbook, 2,746 vocabularies have been identified with only one written usage. If it is known that the number of word types in the 7th grade Kurtilas book is 6,220, the type of vocabulary which occurs only once is 44% of the existing word types. These conditions can be described as follows.
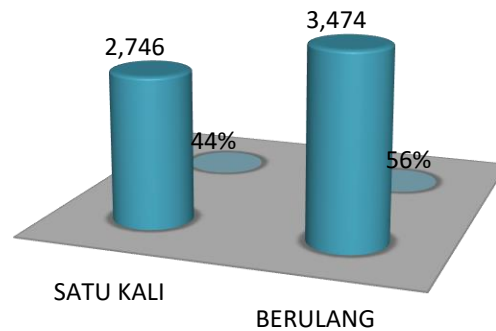
Figure 7. *Frequency Level of Type of Words for Seventh Grade Books*

In the eighth grade textbook, 2,901 vocabularies have been identified with only one written usage, in other words a low frequency. If it is known that the number of word types in 8th grade textbooks is 6,301, the type of vocabulary which occurs only once reaches 46% of the existing word types. These conditions can be described as follows.

Figure 8. *Frequency Level of Type of Words for Eighth Grade Books*

In the 9th Grade textbook, 2,897 vocabularies have been identified with only one written usage. If it is known that the number of word types in 9th grade is 5,108, the type of vocabulary which occurs only once reaches 58% of the existing word types. These conditions can be described as follows.

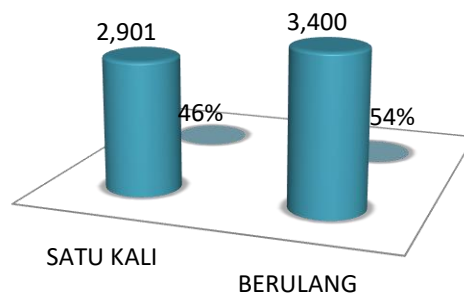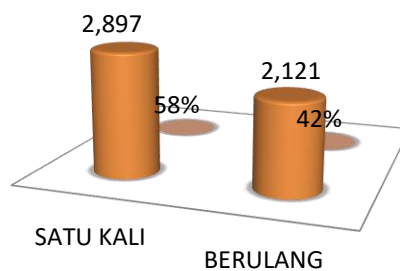**Figure 9.** *Frequency Level of Type of Words for Eighth Grade Books*

Descriptions of Students' Needs for Vocabulary Understanding

To find out the students' needs for understanding vocabulary, specifically those contained in Indonesian language textbooks, a needs analysis survey was conducted. The survey was attended by 177 junior high school students, equivalent from Jakarta, Depok, Bekasi, Bogor and Tangerang. The following is the profile of the surveyed students.
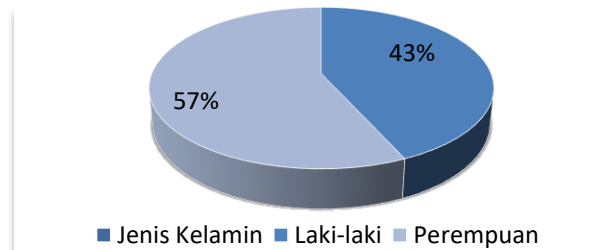

Figure 10. *Proportion of Learners*

From the survey results it is known that a number of 6% of students have never had difficulty understanding the vocabulary contained in textbooks. A number of 88% of students have experienced difficulties understanding vocabulary in textbooks. Meanwhile, some 6% also often experience difficulties. Thus, it can be seen that when reading Indonesian textbooks, it is known that quite a lot of students have experienced difficulty understanding vocabulary. The survey results are summarized in the following figure.
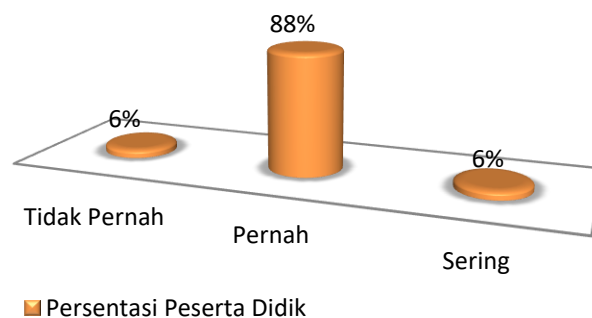
Figure 11. Word Understanding Difficulties

From the survey results it was also known that most students would ask the teacher or parent when they did not understand the vocabulary in question. However, we know that this process has limitations, both at the meeting time and the ability of parents and teachers to answer students' questions. The number of participants who chose to ask questions of parents and teachers was 77%. The number of people who look at the dictionary to find out the meaning of a word is 18%. Meanwhile, there were 5% who ignored it or did nothing.

Figure12. *Student Behavior*

In relation to the needs of junior high school students for understanding vocabulary, it can be juxtaposed with what Cruse said, which states that vocabulary is a whole collection of words that are randomly scattered in a mental area, some of which have been arranged i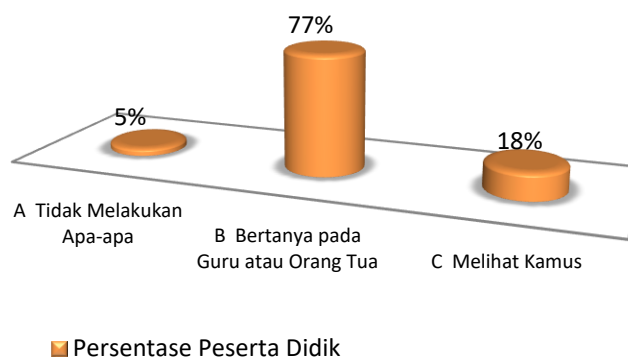n various levels (Cruse, 2000: 179). So, the study of vocabulary does not only refer to the number of words contained in a language, but includes the arrangement of the vocabulary at various levels. The levels referred to are related to their form, spoken media, speakers, social class, age, situation, and so on. Language speakers randomly load the various levels of the vocabulary in their mental area to be used according to their communication needs. The composition of the vocabulary can be seen in terms of morphology, semantics, or pragmatics. Junior high school level students in Indonesia are in the age range 11--15 years. As stated by Santrock, at that age students have the possibility to understand vocabulary in abstract form or with connotative meanings which are still limited to information relating to their life and their needs in communicating.

Vocabulary Usage Conditions

The use of vocabulary contained in Indonesian language textbooks was examined through survey results. From the results of the survey, it was found that students' understanding of vocabulary at a very low level of frequency, namely one appearance in Indonesian lessons. The following is the vocabulary.

From the results of the study it is known that 200 words with low frequency contained in Indonesian textbooks have an average of 16% of the vocabulary that is unknown or unknown to 7th grade students. Meanwhile, the average vocabulary that is only known or known is 28%, the average vocabulary that is known but rarely used is 28, and the average commonly used vocabulary is 28%. This can be illustrated in the following picture.

Figure 13. *Percentage of 200 Word Understanding by Seventh Grade Students*

Of the 200 vocabularies, it can be specifically examined the understanding of vocabulary that has undergone word formation. The following are the results of the test for students' understanding of vocabulary with affixes or those that have experienced affixes.

Table 1. *Seventh Grade Affixed Vocabulary Comprehension*

No.	Vocabulary	Unkown	Has been heard	Known, but seldom used	Often used
1	berarsitektur	25%	34%	25%	16%
2	berfantasilah	16%	29%	28%	28%
3	berkesinambungan	24%	36%	23%	18%
4	berperspektif	24%	41%	26%	9%
5	dehumanisasi	68%	19%	10%	3%
6	dianalisis	13%	23%	36%	28%
7	dieksplisitkan	59%	20%	14%	6%
8	inkonvensional	53%	30%	13%	5%
9	memfantasikan	10%	34%	31%	24%
10	memfasilitasi	10%	19%	30%	41%

11	mengarantina	26%	35%	24%	14%
12	mengkonkretkan	34%	30%	23%	11%
13	pendokumentasian	11%	28%	36%	25%
14	penelaahan	11%	20%	31%	36%
15	penyelia	58%	24%	15%	4%
16	peradangan	8%	24%	35%	34%
17	prakarsai	31%	30%	20%	18%
18	superordinat	64%	26%	8%	3%
19	terintegrasi	20%	38%	20%	21%
20	tersengal	29%	33%	23%	15%

Affixed words, such as explicit, dehumanized, superordinate, unconventional, and supervisor have a very high percentage of students' ignorance of more than 50%. Other words that have been affixed such as quarantine and continuous also have a fairly large percentage of ignorance or on the other hand have a very low percentage of usage.

Preliminary research conducted on the 8th Grade Indonesian Language Kurtilas book revealed that of the 200 vocabulary words with very low frequency contained in the 8th Grade VIII Indonesian Language Kurtilas book, it was known that an average of 18% were unknown or unknown to the 8th graders. Meanwhile, the average vocabulary that is only known or known is 19%, the average vocabulary that is known but rarely used is 32%, and the average vocabulary that is commonly used is 31%.
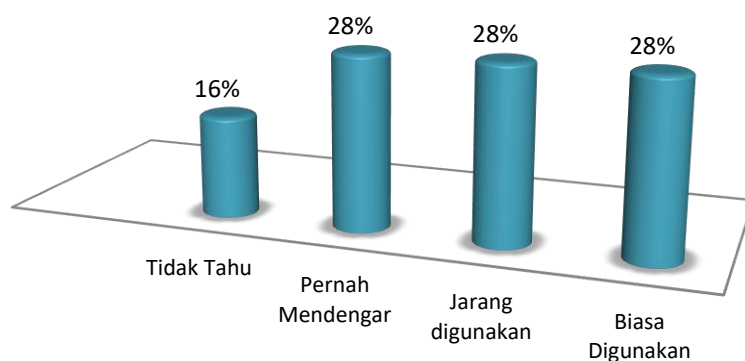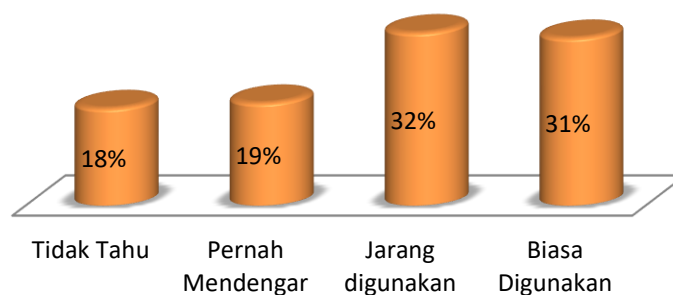

Figure 14. *Percentage of 200 Word Understanding by Eighth Grade Students*

Of the 200 vocabularies, it can be specifically examined the understanding of vocabulary that has undergone word formation. The following are the results of the test for students' understanding of vocabulary with affixes or those that have experienced affixes.

Table 2. *Eighth Grade Affixed Vocabulary Comprehension*

No.	Vocabulary	Unknown	Has been heard	Known but seldom used	Often used
1	penyelia	77%	14%	5%	5%
2	digubah	55%	45%	0%	0%
3	berdalih	50%	23%	23%	5%
4	memparafrasakannya	50%	18%	18%	14%
5	cerpenis	45%	36%	14%	5%
6	membumbung	45%	23%	18%	9%
7	bertajuk	41%	14%	32%	14%
8	gencatan	41%	36%	18%	5%
9	kecaman	41%	14%	32%	14%
10	penutur	41%	23%	23%	9%
11	dentingan	36%	14%	36%	14%
12	dimutakhirkan	36%	36%	14%	14%

13	diusung	36%	36%	18%	9%
14	kesinambungan	36%	27%	32%	5%
15	lonjakan	36%	27%	27%	9%
16	tertegun	36%	14%	41%	9%
17	multitafsir	32%	55%	9%	5%
18	digarap	27%	32%	36%	5%
19	berdebur	23%	27%	41%	9%
20	menghela	14%	14%	27%	45%

Affixed words, such as supervisor, composed, quibble, and paraphrase them have a very high percentage of students' ignorance of more than 50%. Other vocabularies that have been affixed such as short stories and cessation also have a sizable percentage of ignorance or on the other hand have a very low percentage of usage.

Preliminary research was also carried out in 9th grade Indonesian language textbooks. The preliminary research revealed that of the 200 vocabulary words with very low frequency contained in the 9th grade Kurtilas book, it was known that an average of 12% were unknown or unknown to 9th grade students. Meanwhile, the average vocabulary that is only known or known is 18%, the average vocabulary that is known but rarely used is 31%, and the average vocabulary that is commonly used is 39%.
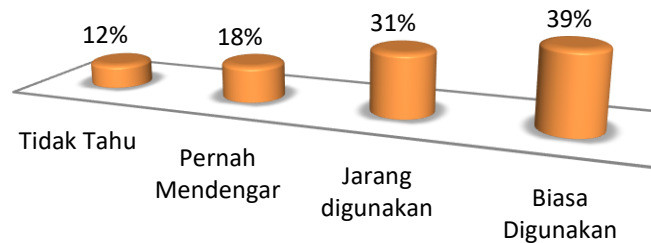

Figure 15. *Percentage of 200 Word Understanding by Ninth Grade Students*

Of the 200 vocabularies, it can be specifically examined the understanding of vocabulary that has undergone word formation. The following are the results of the test for students' understanding of vocabulary with affixes or those that have experienced affixes.

Table 3. *Ninth Grade Affixed Vocabulary Comprehension*

No.	Vocabulary	Unknown	Has been heard	Known but seldom used	Often used
1	berkelindan	73%	13%	7%	4%
2	jambangan	53%	29%	13%	4%
3	penyelia	53%	29%	13%	4%
4	berseloroh	51%	24%	18%	4%
5	bertandang	42%	24%	22%	7%
6	menstimulus	31%	42%	18%	9%
7	berkutat	27%	24%	38%	9%
8	mencicit	24%	20%	40%	16%
9	menyunggingkan	22%	27%	38%	13%
10	membesut	20%	36%	38%	7%
11	melumat	18%	36%	33%	11%
12	terealisasi	16%	22%	38%	24%
13	menarasikan	13%	16%	42%	29%
14	tertatih	9%	20%	38%	33%
15	kelayakan	9%	11%	36%	44%
16	kepekatan	9%	20%	29%	42%
17	berperspektif	7%	24%	38%	29%

18	keterbacaan	7%	16%	33%	44%
19	mendongkrak	7%	18%	44%	29%
20	berorientasi	4%	20%	31%	44%

From the three books, it can be seen that the percentage of vocabulary that is unknown and only ever heard by students without being used is still quite large, 16% and 28% in 7th grade, 18% and 19% in 8th grade, and 12% and 18% in 9th grade. Meanwhile, the vocabulary used by students did not reach 50%, both in 7th grade, 8th grade and 9th grade. Thus, the potential for improving students' understanding of Indonesian language lessons through enrichment of vocabulary aspects is still quite large.

These results are actually consistent with what was conveyed by Garcia, who stated that teachers or in this case interested parties in learning can encourage learners' vocabulary mastery in other ways. Textbooks contain vocabulary that students may not fully understand. For some students, dealing with textbooks may be very difficult. As a result, a teacher can add to the textbook something that is missing from it: for example, clarifying orally the purpose of a reading, helping students relate what they will read with the knowledge they already have, or monitoring their understanding and learning processes (García, 2018: 16- -26).

The use of varied vocabulary in textbooks can help students if they are introduced in a guided manner in the learning process. However, it is less meaningful if vocabulary variations are not given special treatment in learning. (Ma, 2013: 237--246). This research strengthens Sunderland's research on the role of teachers in word choice in gender-biased textbooks (Sunderland, 2001: 251--286).

Thus, it can be concluded that the results of the conditions for using the vocabulary ensure the students' needs for vocabulary enrichment books related to vocabulary.

CONCLUSION

The 7th grade Indonesian textbook has a vocabulary type of 6,220 with a token of 50,051. The 8th grade Indonesian textbook has a vocabulary type of 6,301 with a token of 46,904. The 9th grade Indonesian textbooks have a type of vocabulary of 5,018 with a token of 33,926.

The types of words with the highest number were in books of 8th grade, which were 6,301, while the low number of types of words were in books of 9th grade, namely 5.018. Meanwhile, the highest number of tokens was found in book 7th grade books, namely 50,051.

In addition to the vocabulary with the highest written usage, there are also the types with the lowest usage. In the seventh grade textbook, 2,746 vocabularies have been identified with only one written usage. In the eighth grade textbook, 2,901 vocabularies have been identified with only one written usage, in other words a low frequency. In the 9th grade textbook, 2,897 vocabularies have been identified with only one written usage.

From the survey results it is known that a number of 6% of students have never had difficulty understanding the vocabulary contained in textbooks. A number of 88% of students have experienced difficulties understanding vocabulary in textbooks. Meanwhile, some 6% often experience difficulties. Thus, it can be seen that when reading Indonesian textbooks, it is known that quite a lot of students have experienced difficulty understanding vocabulary.

From the results of the study of vocabulary use, it is known that 200 words with low frequency contained in Indonesian language textbooks on an average of 16% of the vocabulary are unknown or unknown to 7th grade students. Meanwhile, the average vocabulary that is only known or known is 28%, the average vocabulary that is known but rarely used is 28, and the average vocabulary that is commonly used is 28%.

Preliminary research conducted on the 8th grade Indonesian Language Kurtilas book revealed that of the 200 vocabulary words with very low frequency contained in the 8th grade Indonesian Language Kurtilas book, it is known that an average of 18% is unknown or unknown to the 8th graders. Meanwhile, the average vocabulary that is only known or known is 19%, the average vocabulary that is known but rarely used is 32%, and the average vocabulary that is commonly used is 31%.

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From the three books, it can be seen that the percentage of vocabulary that is unknown and only ever heard by students without being used is still quite large, 16% and 28% in 7th grade, 18% and 19% in 8th grade, and 12% and 18% in 9th grade. Meanwhile, the vocabulary used by students did not reach 50%,

both in 7th grade, 8th grade and 9th grade. Thus, the potential for improving students' understanding of Indonesian language lessons through enrichment of vocabulary aspects is still quite large.

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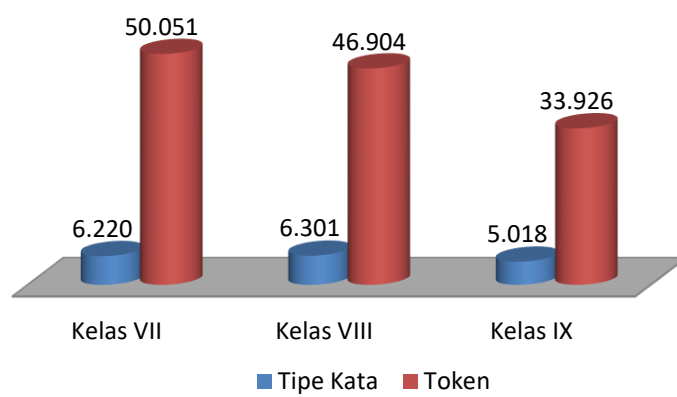Zwicky, Arnold M. and Geoffrey K. Pullum., 1983. *Cliticization vs. inflection*: English *n't*. 59. English: *Language.*

Figure 16. *Types of Words and Tokens*