

Vocabulary Load on Two Mainstream Indonesian Textbooks for Foreign Learners: A Comparative Study

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Abstract: A textbook as foreign language teaching material is widely used by formal institutions. Sebelas Maret University, Surakarta uses the textbook of Bahasa Indonesia bagi Penutur Asing (BIPA) or Teaching Indonesian to Speaker of other Language (TISOL) as one of the teaching materials to learn Indonesian for foreign students. This study examines the frequency containing nouns, verbs and adjectives in two BIPA textbooks, *Sahabatku Indonesia* (SI) and *Keren! Indonesian Course Book* (KICB). This study used AntConc analysis tool to determine the number of frequencies of each classification of word. The results of this study indicate the high percentage of nouns, verbs, and adjectives, i.e. 63.16% for SI textbook and 67.06% for KICB textbook. However, the specific percentage of verbs is 19.06%, and adjective is 3% in textbook SI; the percentage of verbs is 13.46%, and that of adjectives is 6.95% in textbook KICB. This generated unbalanced acquisition of new vocabulary mastered by foreign students. Hopefully, the author of the book can give nearly equal percentages of the nouns, verbs, and adjectives in order for vocabulary mastery of foreign students evenly for all types of words so that they can be well used in spoken and written languages.

Keywords: Corpora, BIPA, Textbook, Vocabulary Load, Word Types

1. Introduction

Teaching Indonesian for Speaker of other Language (TISOL) or Bahasa Indonesia bagi Penutur Asing (BIPA) is one of an attempt to introduce Indonesian language to other countries. The program which is also known as BIPA is mostly taken by foreign students in Indonesia. Recently, there are many countries which are interested to open BIPA programs such as Japan, Vietnam, Australia, Canada, South Korea, USA, etc. Moreover, Australia obligates students of 500 schools to learn Indonesian language. It is not surprising that many Australian primary students are able to communicate in Indonesian language (Wicaksono, 2017).

BIPA learning is focused on four language skills; listening, speaking, reading, and writing. Those skills are prerequisite to comprehend target language (Kusmiatun, 2016; Değirmenci & Aydin, 2017). Particularly in academic context, vocabulary becomes a significant factor to indicate language comprehension. Nordlund (2016) argues that body language and picture are able to maintain communication. However, it will be more directional and effective when vocabulary is mastered. Therefore, vocabulary teaching takes crucial part in second language classroom. Even, vocabulary

learning becomes a core of language learning (Alqahtani, 2015). The teaching process mostly utilizes textbook as vocabulary source because it is believed to be effective to enhance learners' vocabulary.

Studies done by Ghosn (2003); Matsuoka and Hirsh (2010) reveal that there are many countries use textbooks as centre of learning. An apparent advantage of using textbook in language classroom is that inexperienced teachers can initiate language learning even though with minimum readiness (Abello-Contesse & Lopez-Jimenez 2010; Chien & Young, 2007). The textbook at BIPA class is designed to facilitate teaching learning process that benefits students and teachers. Various types of materials are presented, organized, and selected systematically in order to achieve good progress and orientation (Andayani, 2015). Two mainstream BIPA textbooks, *Sahabatku Indonesia* (SI) and *Keren! Indonesian Course Book* (KICB) are optimally utilized by Language Center of Sebelas Maret University, Surakarta. The first book was published by Ministry of Education and Culture of Indonesia, while the second book was published by Longman. Those books are used for beginner class which are specified for low vocabulary mastery. Each book contains variety of material including vocabularies. To ease vocabulary learning, the books are completed with interesting pictures.

In the real situation, based on observation and interview, foreign students faced difficulty to understand words. This problem may hamper communication and understanding of students in the class. In line with the preliminary study, Fitriyani, Andayani and Sumarlan (2018) state that foreign students of BIPA class at beginner level are difficult to master vocabulary which leads them to less communication. In addition, Loren (2017) states that BIPA learners at Sebelas Maret University are incompetent to produce sentences due to lack of vocabulary. Grammatically, the sentences they produce are less intelligible for simple communication. A wise remind has been delivered by Wilkins (1972) that there will be always ungrammatical sentence as long as the vocabulary is neglected.

Word limitation raised a question whether the textbooks contribute vocabulary mastery or not. Ideally, the textbooks should have provided enough lexical source for learner in the class as mentioned by Thornburry (2012) who argues that that teaching a bundle of words is crucial in language teaching, because language is derived from words. It's quite impossible to learn language without words, both teachers and learners agreed that vocabulary is important aspect (Walters, 2004). The existence of textbooks helps teacher to bring vocabulary to the class.

Linguists, namely Borjars and Burridge (2001) state that the prominent word classes in language teaching are verb, noun, and adjective. For the acquisition of new languages, Schmitt (2000) emphasizes lexical knowledge is very important for the communicative competence of foreign students. In order to have thorough word types, word selection can be done through corpus analysis. Corpus data enable to unveil word types contained in a textbook (Frazier, 2003; Harwood, 2005; Romer, 2010). After knowing the composition of words in a textbook, a learning priority can be decided (Barbieri & Eckhardt, 2007). Without doing corpus analysis, insufficiency of word types is a prejudice. Based on the problem, this study has three research formulations, they are:

How are the word frequencies in SI and KICB?

How are the classifications of verb, noun and adjective in these two books?

How are the compositions of words outside of the three classes?

1. Literature Review

1.1 Lexical Meaning

In Indonesian repertoire, particularly in formal education, vocabulary becomes one of concentrations (Chaer, 2007). In relation with vocabulary, linguists such as Neuman and Dwyer (2009) emphasize that vocabulary plays significant role in effective communication. Both receptive skills; listening and reading, and productive skills; speaking and writing depend on vocabulary mastery. The other linguists, Cameron (2001); Coady and Huckin (1997) state that vocabulary knowledge contributes language acquisition. The importance of vocabulary becomes an issue in language learning because it is the key of successful communication (Tercanlioglu, 2015). Effective communication depends on the vocabulary mastery (Cunningsworth, 1995). In the second language or foreign language learning Harmon, Wood and Keser (2009), and Linse (2005) suggest that vocabulary mastery assists smooth communication.

In addition, Nation (2001) explains an interdependent relation between vocabulary mastery and language use: having sufficient lexical knowledge enables language use vice versa, using language increases lexical coverage. Maximo (2000), Gu (2003), and Nation (2001) explain acquiring vocabulary is important in second language learning and gives impacts on producing spoken and written texts. It is undeniable that vocabulary mastery leads good competence on listening, speaking, reading and writing. Hence, the above parts emphasize that vocabulary plays a key role for language acquisition to communicate effectively both in spoken and written. Even, vocabulary influences grammatical production in second language class.

In classifying words, part of speech is the most prominent term. There are two criteria in creating classifications; meaning and function. The first criterion is used to identify verb, noun and adjective. Meanwhile, the function criterion sight words into preposition, conjunction, adverb, pronoun and others. Verb is a word to describe an action, state, or occurrence, and forming the main part of the predicate of a sentence; noun refers to a word used to identify any of a class of people, places, or things; adjective denotes a word naming an attribute of a noun (Chaer, 2012).

1.2 Frequency and Memory

A textbook can be used as a learning center (Matsuoka & Hirsh, 2010). Through a textbook, a teaching learning can be started by inexperienced teachers moreover, they assume textbook is the only valid source (Abello-Contesse & Lopez-Jime´nez, 2010; Chien & Young, 2007). Many teachers believe that their teaching learning has reached objectives of curriculum and syllabus as long as working with an available textbook. Some experts criticize some standardized textbooks for language learning due to low vocabulary coverage (Carter & McCarthy, 1988; Gouverneur, 2008; Koprowski, 2005; Nation 2001; Rixon 1999). Ironically, some important vocabularies have low frequency of occurrence found on textbooks (Cameron, 2001; Nation, 1993).

Repetition of a word presented on a textbook becomes an indication of a language learner to memorize (Schmitt, 2000). The more frequent learners to think and to expose a word, the easier they to memorize

the word and its meaning (Cameron, 2001). As mentioned by Ellis (2013), Nation (2008), Schmitt (2008), and Webb (2007) when a word is routinely repeated in language learning, students will get benefit to comprehend the words in long term memory. The frequency of word occurrence in a textbook is the factor of word acquisition (Ellis, 2002). Either young or adult, students' ability to perceive and memorize a word in foreign language learning is enhanced by word repetition (Zahar, Cobb, & Spada, 2001). One of the strategies to maintain memorization of a word is creating classification or combining it with other word, and creating collocation (Hunt & Beglar, 2002).

2. Method

The current study used a descriptive qualitative method with corpus approach. Corpus is compilation of texts, either spoken or written, stored in a computer (O'Keeffe, McCarthy, & Carter, 2007; Thornburry, 2007; Harmer, 2001). In addition, Chen (2004) states that the text can be taken from newspaper, business letter, popular fiction, book or magazine, published or unpublished school essay, the spoken texts are in the form of formal or informal conversation, radio broadcasting or weather forecast. The advance of computer enables the use of corpus as the learning source or media. Linguists use corpus to investigate language aspects or the development (O'Keeffe, McCarthy, & Carter, 2007). The corpus software which was utilized in the present study was AntConc version 3.4.5. This software is a computer program used to examine the frequency of words in two corpora (textbook SI and K). AntConc is able to analyse a number of concordances and a list of words from AntConc work. It can also display the frequency of words and the number of sentences associated with the terms to be searched (Anthony, 2014). This research used one of AntConc functions, that is wordlist. Wordlist is a list of words obtained when a *txt* file is operated into AntConc. It contains rankings, frequencies, and a number of sorted words that previously come from a *txt* file.

The corpus in this study was taken from the textbooks commonly used in the language centre of Universitas Sebelas Maret (UNS), Surakarta which consists of BIPA textbook entitled Sahabatku Indonesia (SI) and Keren! Indonesian Course *Book* (KICB). Both were used for novice foreign students studying Indonesian (level 1). SI Textbook is a book published by the government through the Ministry of Education and Culture of the Republic of Indonesia in 2016. It consists of ten units; namely Menyapa (Greeting), Berkenalan (Introduce), Keluargaku (My Family), Selamat Ulang Tahun (Happy Birthday), Jalan-Jalan (Traveling), Penyayang Binatang (Animal Lover), Petunjuk Arah (Direction), Kegiatan Sehari-Hari (Daily Activity), Rumah Santi (Santi's House), and Lagu Populer Indonesia (Indonesian Popular Songs) (Maesaroh & Ellis, 2016).

The second book sample used was Keren! Indonesian Course Book (KICB). It was published by Pearson Education, Australia in 2002. This textbook was also used by foreign students studying Indonesian at UNS. It has a mixture with English in discourse, vocabulary list, dialogue, and test of the ability to answer questions. This book consists of seven topics covering Kenalkan (Introduction), Keluarga Hartono (Hartono Family), Sekolah (School), Berbelanja (Shopping), *Di Kantor* (At the Office), Akhir Minggu (Weekend), and Melihat-lihat di Kota Jakarta (Sightseeing in Jakarta). This textbook was obtained from the language centre of UNS (White, 2002).

2.1 Data Collection and Processing

Textbook KICB was scanned, while textbook SI had to be downloaded first from Language Development and Development Agency of the Ministry of Education and Culture (2016). After getting the soft-files, they were copied and pasted in notepad and converted into *txt* format. Then, the *txt* files were processed by AntConc program. When the program ran, it displayed a list of words, concordances, and collocations. The list of words was then analysed according to the research objectives. After the list of words had been obtained, the next step was to export the data into Excel file. Then, the words presented in the form of Excel were put in columns that contain ratings, frequencies, and words. Ranking is a sequence of words based on the highest to the lowest number of frequencies. Frequency is the number of presence or occurrence of words scattered in textbook SI and KICB while the words in the column show the forms or types of words present in the textbooks. There were two presentation files for textbook SI and K so that there were two files of AntConc works that were analysed.

2.2 Data Analysis Technique

After knowing the rankings, frequencies, and the words contained in the Excel file, the next step was to identify. The words were identified based on the types, i.e. nouns, verbs, adjectives, and other types of words (prepositions, conjunctions, adverbs, exclamations, and others). In this case, the researchers focused more on three types of words (nouns, verbs and adjectives) adopted from the Nordlund study (2016) which limits the analysis on nouns, verbs and adjectives. The reason of choosing the three types of words was because they were the biggest and the most important aspects in the acquisition of new vocabulary (Borjars & Burrige, 2001).

In identifying nouns, verbs, and adjectives, the researchers were guided by the Indonesian Language Dictionary (KBBI). Once identified, each type of word was classified according to its own group and included the number of frequencies of each word. The identification included the root words and the affixed words in accordance with the presentation of each textbook (SI and KICB). Then, the word frequencies were ranged, consisting of 1-4 times, 5-12 times, and more than 12 times. This was based on the requirement of easy-to-understand words in which the word is repeated at least 5 (Cameron, 2001) up to 12 times (Coady, 1997). However, there are words whose frequencies appear at least 10 times (Matsuoka, 2012) to be understood easily.

Then, the percentage on each frequency range of the total of each type of word and textbook was obtained. Once the percentage was found, the researchers described any words that belonged to the range of 1-4, 5-12, and more than 12. The percentages of nouns, verbs, adjectives, and other types of words were presented to show the portion of each type of word in a textbook.

3. Result

The following were results based on the research.

3.1 Overall Frequencies of the Word Classification

In this section, the analysis results of the two BIPA textbooks (SI and KICB) are presented. It was found that the total number of words in textbook SI were 10,577 with 1,200 types of words in it. From textbook KICB, there were 12,313 words with 983 types of words. The number of words and types of words is presented in Table 1.

Table 1: The number of tokens and types of words

BIPA Textbooks	Tokens	Types
Sahabatku Indonesia (SI)	10,577	1200
Keren! Indonesian Course Book (KICB)	12,313	983

Based on the table, it appears that the use of vocabulary in textbook KICB was greater than that in textbook SI with a difference of 1736 words. However, in textbook SI, the types of words used had a larger margin than those used in textbook KICB; they were 217 types. Based on AntConc analysis, high and low frequencies in both books were obtained meaning that the high or low presence of vocabulary in a textbook depended on whether the words were considered new vocabulary for foreign students who studied Indonesian.

In textbook SI, the words that included high-frequency words included 531 *di* (in) prepositions, 334 *anda* (you) pronouns, 229 *saya* (I) pronouns, 222 *apa* (what) question-words, 188 *yang* (that) conjunctions, 160 *ini* (this) demonstrative pronouns, as well as nouns; they are *rumah* (house), *guru* (teacher), *film* (movie), *kegiatan* (activity), *pergi* (go) and *teks* (text) with respective frequencies of 112, 94, 89, 73, 67, 62. The low-frequency verbs included *pernah* (ever), *perintah* (ask), *siap* (be ready), *memasukkan* (put in), *menyebutkan* (mention) with a frequency of 4. Then, the low-frequency nouns include *merek* (brand), *pangkalan* (base), *pesta* (party), *potongan* (piece), *pribadi* (person), and *panggung* (stage) with a frequency of 4. Not only that, the adjectives that were not as much as nouns and verbs included *tepat* (precise), *baru* (new), *jarang* (rare), *manis* (sweet), *gemuk* (fat), and *bahagia* (happy) with respective frequencies of 4, 3, 3, 3, 2, and 1.

In KICB textbook, there were also high and low frequency vocabularies, similar to those in textbook SI. In textbook KICB, high-frequency words found were 424 *di* (in) prepositions, 386 *saya* (I) pronouns, 203 *itu* (that) demonstrative pronouns, 142 *ini* (this) demonstrative pronouns, 69 *kota* (city) nouns, 32 *pos* (post) nouns, and 89 Indonesia nouns. Meanwhile, there were low-frequency words, such as numerals (*seperempat* (a quarter)), affixed nouns (*warnanya* (its colour)), and verbs (*sopan* (polite)) with respective frequencies of 4. In addition to nouns, low-frequency verbs included *memasak* (cook), *menawar* (bargain), *bernyanyi* (sing), *coba* (try), *terpaksa* (be forced), and *berlibur* (have vacation) with respective frequencies of 4, 4, 3, 3, 2, and 1.

Another finding of this research is the existence of non-standard words contained in textbook K. There were five non-standard vocabularies covering *mesjid* (mosque) of 158 frequencies, *antri* (queue up) of 4

frequencies, kebon (garden) of 2 frequencies, pen (pen) of 1 frequency, and perangko (stamp) of 1 frequency. The correct ones should be masjid (mosque), antre (queue up), kebun (garden), pena (pen), and prangko (stamp). The use of 158 masjid (mosque) words was included into the list of high-frequency words. This might affect the process of acquiring new vocabulary for foreign students.

3.2 Frequency of Word Types

According to previous theories, the greatest contributions in learning new vocabulary in mastering foreign languages are nouns, verbs, and adjectives. However, based on the results of the study, there are other words found instead of the three. The percentage of each type of words in the BIPA textbooks is presented in Table 2.

Table 2: Vocabulary frequency in BIPA textbook

BIPA Textbook	Nouns	Verbs	Adjectives	Others
SI	41.10	19.06	3.00	36.84
KICB	46.65	13.46	6.95	32.94

Based on the table, it appears that the use of vocabulary in textbook KICB was greater than that in textbook SI with a difference of 1736 words. However, in textbook SI, the types of words used had a larger margin than those used in textbook KICB; they were 217 types. Based on AntConc analysis, high and low frequencies in both books were obtained meaning that the high or low presence of vocabulary in a textbook depended on whether the words were considered new vocabulary for foreign students who studied Indonesian.

In textbook SI, the words that included high-frequency words included 531 di (in) prepositions, 334 anda (you) pronouns, 229 saya (I) pronouns, 222 apa (what) question-words, 188 yang (that) conjunctions, 160 ini (this) demonstrative pronouns, as well as nouns; they are rumah (house), guru (teacher), film (movie), kegiatan (activity), pergi (go) and teks (text) with respective frequencies of 112, 94, 89, 73, 67, 62. The low-frequency verbs included pernah (ever), perintah (ask), siap (be ready), memasukkan (put in), menyebutkan (mention) with a frequency of 4. Then, the low-frequency nouns include merek (brand), pangkalan (base), pesta (party), potongan (piece), pribadi (person), and panggung (stage) with a frequency of 4. Not only that, the adjectives that were not as much as nouns and verbs included tepat (precise), baru (new), jarang (rare), manis (sweet), gemuk (fat), and bahagia (happy) with respective frequencies of 4, 3, 3, 3, 2, and 1.

In KICB textbook, there were also high and low frequency vocabularies, similar to those in textbook SI. In textbook KICB, high-frequency words found were 424 di (in) prepositions, 386 saya (I) pronouns, 203 itu (that) demonstrative pronouns, 142 ini (this) demonstrative pronouns, 69 kota (city) nouns, 32 pos (post) nouns, and 89 Indonesia nouns. Meanwhile, there were low-frequency words, such as numerals (seperempat (a quarter)), affixed nouns (warnanya (its colour)), and verbs (sopan (polite)) with respective frequencies of 4. In addition to nouns, low-frequency verbs included memasak (cook), menawar (bargain), bernyanyi (sing), coba (try), terpaksa (be forced), and berlibur (have vacation) with respective frequencies of 4, 4, 3, 3, 2, and 1.

Another finding of this research is the existence of non-standard words contained in textbook KICB. There were five non-standard vocabularies covering mesjid (mosque) of 158 frequencies, antri (queue up) of 4 frequencies, kebon (garden) of 2 frequencies, pen (pen) of 1 frequency, and perangko (stamp) of 1 frequency. The correct ones should be masjid (mosque), antre (queue up), kebun (garden), pena (pen), and prangko (stamp). The use of 158 mesjid (mosque) words was included into the list of high-frequency words. This might affect the process of acquiring new vocabulary for foreign students.

3.2.1 Nouns

Nouns were emerged intensively in both textbook SI and KICB, with 4,347 for SI and 5,754 for KICB. In this section, there was the occurrence of nouns with a range of 1-4 times, 5-12 times, and more than 12 times. In the table, it appeared that between textbook SI and KICB, there was a difference in each range of repetitions of words in the books. In the range of 1-4 times, the occurrence of the nouns in textbook SI was 20.54%, while in the textbook KICB was 12.86% so that the margin between the two was 7.68%. In the range of 5-12 times, the occurrence of nouns in textbook SI was 26.36%, while in textbook K was 20.23% so that the margin between the two was 0.99%. On the other hand, the nouns that appeared more than 12 times in textbook SI were less than textbook KICB with a margin of 9.55%. The percentage of noun occurrence in textbook SI was 53.1%, while that in textbook KICB was 66.91%. The percentage of the use of the noun is presented in the following table.

Table 3: The percentage of nouns in BIPA textbooks

BIPA Textbook	1-4 times	5-12 times	>12 times
SI	20.54	26.36	53.1
KICB	12.86	20.23	66.91

In textbook SI, the words contained in a range of 1-4 times consisted of root words and affixed words that included sejarah (history), saudara (brother), sabtu (saturday), sendirian (alone), sepatumu (your shoes), sopir (driver), mata (eyes), sambal (sauce), salon (salon), pabrik (factory), otot (muscle), pembicara (speaker), mitra (partner), liburanmu (your holiday), modern (modern), paman (uncle), tokoh (characters), and cucu (grandchild). Nouns in the range of 5-12 times were such as masjid (mosque), kopi (coffee), kampus (campus), jus (juice), pernikahan (marriage), peta (maps), pemanasan (warming up), laporan (report), satpam (security guard), peregangan (stretching), topik (topic), penulis (writer), tulisan (writing), and jam (clock). Meanwhile, nouns that were used more than 12 times included masukan (input), fitri, adik (younger brother), pagi (morning), gerakan (movement), informasi (information), cara (way), teman (friend), laki (man), gambar (picture), malam (night), keluarga (family), atas (above), and nama (name).

In textbook KICB, the words contained in the range of 1-4 times consisted of root words and affixed words; for example, undangan (invitation), undanganmu (your invitation), jumlah (total), pena (pen), pintu (door), kucing (cat), krim (cream), kambing (goat), monas, mata (eyes), penerbang (pilot), hadiah (gift), gigi (teeth), gajah (elephant), desember (december), and ibumu (your mother). Nouns in the range

of 5-12 times that appeared in textbook K included taksi (taxi), teh (tea), pisang (banana), perempuan (woman), pemudi (girl), karcis (ticket), foto (photograph), kartu (card), daerah (area), gedung (building), and rupiah. Meanwhile, nouns that appeared more than 12 times included waktu (time), kiri (left), jumat (friday), taman (park), ribu (thousand), murid (pupil), bola (ball), kali (times), akhir (end), bahasa (language), bioskop (cinema), polisi (police), and siang (noon).

3.2.2 Verbs

Verbs were rigorously scattered in both textbook SI and KICB, with the number of frequencies of 2015 for textbook SI and 1,657 for textbook KICB. This section described the occurrence of verbs with a range of 1-4 times, 5-12 times, and more than 12 times. In the table, it appeared that between textbook SI and KICB, there was margin in the number of frequencies in each range. In the range of 1-4 times of the verb occurrence, the margin was 8.56% between textbook SI and KICB. The percentage of verbs in textbook SI was 20.99%, while that of textbook KICB was only 12.43%. In the range of 5-12 times of the verb occurrence, textbook KICB was 0.99% different from textbook SI. In respect to the verb occurrence of more than 12 times, textbook SI was less than textbook KICB with a margin of 9.55%. The presentation of each percentage is shown in Table 4.

Table 4: The percentage of verbs in BIPA textbooks

BIPA Textbook	1-4 times	5-12 times	>12 times
SI	20.99	24.77	54.24
KICB	12.43	23.78	63.79

In textbook SI, the verbs contained in a range of 1-4 times included root words and affixed verbs, including umpan (bait), ucapkan (say), verba (verb), tinggalnya (live), kecewa (disappointed), kerjakan (do), hilangkan (remove), lihatlah (look), hebat (great), lapar (hungry), melarang (prohibit), melapor (report), and lelah (tired). Verbs that were in the range of 5-12 times in textbook SI consisted of dengar (hear), bertemu (meet), wawancara (interview), mandi (take a bath), berkunjung (visit), dikatakan (said), laga (fight), tidur (sleep), terima (receive), and berlibur (having vacation). The verbs contained in the range of more than 12 times in textbook SI were such as bertanya (ask), simaklah (pay attention), sampai (arrive), jalan (walk), ceritakan (tell), ada (be), suka (like), pergi (go), bekerja (work), naik (get on), tulis (write), kembali (return), biasanya (usually), and menggunakan (use).

Furthermore, the verbs in textbook KICB which were in the range of 1-4 times consisted of tersegar (the freshest), tulis (write), ulangi (repeat), mengundang (invite), menggambar (draw), pernahkah (have you ever), berlibur (have vacation), punya (have), and sibuk (busy). The verbs that were in the range of 5-12 times consisted of istirahat (rest), terlambat (late), bertanya (ask), awas (watch out), libur (holiday), melihat (see), menyiapkan (prepare), menjual (sell), mengirimkan (send), berangkat (depart), and goreng (fry). The use of verbs more than twelve times for example, membantu (help), tersesat (lost), pulang (go home), kenalkan (introduce), ada (be), sampai (arrive), tinggal (live), belajar (study), naik (get on), and ikut (join).

3.2.3 Adjectives

The adjectives appeared in both textbook SI and K, with a total of 318 frequencies for textbook SI and 856 for textbook KICB. In this section, the adjectives appeared in the range of 1-4 times, 5-12 times, and more than 12 times. In the table, it appeared that between textbook SI and KICB, there was a margin in the number of frequencies in each range. In the range of 1-4 times, there was a margin of 73% between textbook SI and KICB in the appearance of adjectives. Adjectives in textbook SI had a percentage of 54.72%, while those in textbook KICB had a percentage of only 19.39% in the range of 5-12 times. Obviously, between the two BIPA textbooks, there was a quite far different margin, that was 35.33%. Meanwhile, in the range of more than 12 occurrences of adjectives, textbook SI was 39.06% different from textbook KICB of 67.99%. The presentation of the percentage of the adjectives is given in Table 5.

Table 5: The percentage of adjectives in BIPA textbooks

BIPA Textbook	1-4 times	5-12 times	>12 times
SI	16.35	54.72	28.93
K	12.62	19.39	67.99

In textbook SI, the adjectives that belonged to the range 1-4 were such as suci (pure), suasana (atmosphere), luang (free), istimewa (special), kokoh (sturdy), malu (shy), baru (new), kotor (dirty), indah (beautiful), gemuk (fat), and enak (delicious). For the adjectives contained within the range of 5-12 consisted of tradisional (traditional), romantis (romantic), sering (frequent), sama (equal), cukup (sufficient), mudah (easy), and murah (cheap). Furthermore, the adjectives covered in the range of occurrences of more than 12 times included mahal (expensive), sesuai (appropriate), lebih (more), salah (false), and long (lama). The frequency of adjectives that were in the range of more than 12 times was less than that in the range of 5-12 times.

The adjectives in textbook KICB that had a range of 1-4 consisted of common adjectives such as khawatir (worried), jarang (infrequent), junior (junior), gagah (manly), jaya (glorious), lurus (straight), sopan (polite), kurus (skinny), klasik (classical), cakap (competent), benci (hateful), and luas (vast). In addition, the adjectives that belonged to the frequency of 5-12 times included muda (young), sehat (healthy), pandai (clever), sedikit (little), cepat (fast), betul (true), panas (hot), ramah (friendly), bagus (good), and baru (new). Then, the adjectives that belonged to the range of more than 12 times that appeared in textbook K were such as dekat (near), dalam (deep), indah (beautiful), enak (delicious), tua (old), selamat (safe), baik (good), kecil (small), jauh (far), mahal (expensive), suka (like) and jauh (far).

3.2.4 Not-Listed Words

In addition to the nouns, verbs and adjectives as the largest component contributions in the acquisition of new vocabulary in the foreign language learning, there were not-listed words consisting of prepositions, conjunctions, exclamations, and pronouns. In both textbooks, the percentage of the occurrence of not-listed words was quite diverse. The percentage of not-listed words in textbook SI was 16.35%, larger than textbook K with the margin of 3.73%. The use of not-listed words in the range of 5-12 was more than 50% of the total number of the overall not-listed words, which was 54.72%, while in textbook

KICB, the percentage was 19.39%. Meanwhile, the range of not-listed words in the range of more than 12 times was 67.99% greater than those in textbook SI of 28.93%. In fact, the not-listed words had the highest frequency of the other three types of words (nouns, verbs and adjectives).

Table 6: The percentage of not-listed words in BIPA textbooks

BIPA Textbook	1-4 times	5-12 times	>12 times
SI	16.35	54.72	28.93
KICB	12.62	19.39	67.99

In addition to the nouns, verbs and adjectives as the largest component contributions in the acquisition of new vocabulary in the foreign language learning, there were not-listed words consisting of prepositions, conjunctions, exclamations, and pronouns. In both textbooks, the percentage of the occurrence of not-listed words was quite diverse. The percentage of not-listed words in textbook SI was 16.35%, larger than textbook KICB with the margin of 3.73%. The use of not-listed words in the range of 5-12 was more than 50% of the total number of the overall not-listed words, which was 54.72%, while in textbook KICB, the percentage was 19.39%. Meanwhile, the range of not-listed words in the range of more than 12 times was 67.99% greater than those in textbook SI of 28.93%. In fact, the not-listed words had the highest frequency of the other three types of words (nouns, verbs and adjectives).

4. Discussion

However, when viewed from the percentage of each noun, verb, and adjective, there is a considerable percentage margin among the three types of words, i.e. 46.65%, 13.46%, and 6.95%, respectively. Nouns had the highest percentage followed by verbs and nouns. Similar to the low percentage of adjectives in textbook SI, the low percentage of adjectives in textbook KICB resulted in the lack of foreign students to explain a specific object in descriptive form, while the verb percentage of 13.46% made foreign students difficult enough to construct sentence-forming components. Nordlund (2016) mentions that verbs and adjectives are the elements which need to be used repeatedly and over a long period of time. The use of verbs and nouns is more dominant in constructing sentence components, whereas the occurrence high-frequency nouns mean that there are many stand-alone words without having to follow other words. If a vocabulary is repeated only in a textbook less than five times then it is likely that the word will soon be lost in memory (Waring & Takaki, 2003).

5. Conclusion

Based on the point of the discussions above, the conclusions that can be drawn are as follows. First, the number of nouns in textbook SI and KICB is higher than the number of verbs and adjectives. This will result in the acquisition of new vocabulary among nouns, verbs, and unbalanced adjectives so as to result in the lack of production of words by BIPA students. Secondly, the percentage of adjectives that are too low will result in a lack of the adjective inputs acquired by foreign students so that they will find it difficult to describe a specific thing. For further research, it is suggested to conduct in-depth interviews with the author of the textbooks because most authors are concerned only with the fulfilment of the target of the curriculum without taking into account the vocabulary foreign learners need to learn

Indonesian as a foreign language. Then, the use of corpus, especially the vocabulary frequency, can be used as a benchmark for the improvement of a textbook.

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Appendix

List of The Highest Frequency from SI and KICB Textbook

SI Textbook

Freq.	Word	Freq.	Word
531	Di	32	akan
334	Anda	31	kamu
229	Saya	30	mau
222	Apa	30	sana
188	Yang	30	setiap
182	dengan	29	saja
160	Ini	29	setelah
152	Dan	28	dua
132	Itu	28	ia
85	Ke	28	sangat
68	mana	27	kami
58	untuk	27	terlalu
54	dalam	27	tersebut
54	dari	23	pertama
51	bagaimana	23	secara
49	pak	23	sesudah
48	pada	23	ya
47	tentang	21	mengapa
44	berapa	20	lagi
43	tidak	18	juga
42	kapan	18	oh
42	siapa	17	dia
39	sudah	17	satu
36	sebuah	16	sekali

35 berikut

15 apakah

KICB Textbook

Freq.	Word
424	di
386	saya
203	itu
178	nicky
170	ke
155	dan
153	hari
141	ini
139	orang
129	apa
128	ada
126	tidak
124	contoh
113	yang
102	ibu
101	suka
99	sekali
94	kantor
89	indonesia
89	melati
88	sekolah
81	mau
81	mereka
78	berapa
76	kamu

Freq.	Word
75	dari
73	pada
71	jam
70	ya
69	dua
69	kota
68	jawab
68	tanya
65	jalan
65	selamat
64	pasar
63	agus
63	mana
62	sampai
62	teman
60	bu
58	pagi
57	pak
57	rumah
56	anak
56	bapak
56	bekerja
53	adalah
52	dia
52	hartono