

## A CONTENT ANALYSIS ON THE FEATURE OF VOCABULARY IN “GROW WITH ENGLISH HANDBOOK”

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### ABSTRACT

This investigation seeks to identify and scrutinize the typologies of vocabulary exercises incorporated within the "Grow with English" textbook designed for Grade 4 students. Vocabulary acquisition is fundamentally crucial to language learning, particularly at the elementary level where learners are establishing foundational linguistic competence. This textbook, extensively utilized in Indonesian primary education, is structured to support English acquisition through diverse and engaging pedagogical activities. This study adopts a qualitative content analysis approach to systematically analyze the types, formats, and frequency of vocabulary exercises presented in each unit of the Grade 4 English textbook. The exercises were subsequently categorized according to established activity formats, Listen and say, listen and do, say a chant, view and sing, play a game, listen and match, look and write. The results demonstrate that the textbook provides a diverse range of exercises that cater to different stages of vocabulary acquisition, from receptive understanding to productive use. However, to enhance alignment, the researchers recommend ensuring the explicit inclusion of the research categories (e.g., Content Analysis, Exercise Categories) in the introductory sections of the paper for better methodological consistency. This study contributes to the literature by providing a detailed evaluation of current elementary-level English textbook design and its pedagogical implications for vocabulary instruction. The diversity of exercise types suggests the textbook endeavors to provide a balanced and stimulating approach to vocabulary development. The findings of this study are expected to contribute to the evaluation and refinement of English instructional materials, particularly concerning the selection of effective vocabulary pedagogy for primary learners. Furthermore, the results may serve as a valuable reference for educators in designing or supplementing classroom vocabulary interventions tailored to student requirements.

**Keywords :** vocabulary exercise, English handbook, grow with English, language learning

### INTRODUCTION

Vocabulary is a set of words or a collection of words that a person knows and uses in a language. Vocabulary is an important component of language because it functions as a tool for communication,

acquiring knowledge, and helping to understand and express oneself more deeply. The learning of vocabulary is an important part in foreign language learning. The meanings of new words are very frequently emphasized, whether in books or in verbal communication. Vocabulary is considered as central in language teaching and is of paramount importance to a language learner. Vocabulary is a basic of one learns a foreign language. Few research indicate that teaching vocabulary can be considered as problematic, as some teachers are not really sure about the best practice in the teaching and sometimes not really aware how to start forming an instructional emphasis on the vocabulary learning (Berne & Blachowicz, 2008).

Vocabulary is one of important components of English Language and it is an integrated skill in English, because of that, vocabulary considered as an important element to master the four skills in English. The pupils can use the four skill if they have sufficient vocabulary. The pupils/ students can speak English fluently if they have many vocabularies and ability to write the words clearly in English. Thus, to make students understand about English vocabulary, should be taught to the students. According to Linse (2005).

Given the crucial role of vocabulary mastery in English language learning, it is necessary to examine how vocabulary is presented and practiced in textbooks used in the classroom, as these materials play a central role in supporting student's vocabulary development. Textbooks are also a source of knowledge that is easy to get and can help students get learning material (Widianingsih, 2009 ) nevertheless, points out that vocabulary mastery would be the first priority in English language teaching and learning. Textbooks can also cover a variety of materials would be taught. On the other hand, textbooks also support the learning process regularly and effectively, without textbooks teaching and learning activities will not run smoothly and effectively.

According to Nation (2001), there are two aspects to learning vocabulary: receptive vocabulary, which is the ability to recognize and understand words when reading or listening, and productive vocabulary, which is the capacity to use words in speaking and writing. Therefore, effective vocabulary activities should encourage both elements. Learning vocabulary for young children not only helps their academic development but also introduces them to new approaches to thinking and speaking in a foreign language. Students are better able to understand meaning and articulate ideas in English if their vocabulary is broader.

In vocabulary instruction, repetition and recycling play a crucial role in promoting the long-term retention of newly learned words. Vocabulary items that are introduced only once are likely to be forgotten if learners do not encounter them again in meaningful contexts. Therefore, teachers should purposefully design activities that provide multiple exposures to target words across different situations and tasks. One effective approach is the use of spiral review activities, in which previously learned vocabulary is systematically revisited while introducing new lexical items. Through such continuous and contextualized practice, learners can gradually strengthen their knowledge of word form, meaning, and use, leading to

more durable vocabulary acquisition. Webb, S. (2007).

At the elementary level, children (around 9 to 11 years old) are in Piaget's (1999) concrete operational stage, meaning they learn best through hands-on, visual, and playful activities. Consequently, vocabulary instruction for children should be planned to be engaging and useful. According to Cameron (2001), interactive techniques such as songs, games, stories, and copying are ways children learn a foreign language. A good textbook should include a variety of exercises that take these developmental characteristics into account.

According to Tomlinson (2011), a textbook is a learning resource that is systematically organized and designed according to the student's competency level and the curriculum. A good textbook should have the following characteristics: paying attention to students' cognitive and social development, offering a variety of activities, encouraging students to engage with the language, and encouraging communicative language use.

Theories of cognitive learning show the importance of real, interesting, and contextual learning activities for elementary school children. Lightbown and Spada (2013), explain that younger children will be more successful in learning languages if the material is taught through activities that involve the senses, movement, and interaction between them. This is in line with Cameron's (2001) opinion that children tend to understand language concepts better when learning involves meaningful activities such as language games, storytelling, simple dialogues, and visual activities that help them connect words with real concepts. Therefore, vocabulary teaching for elementary school students cannot only be done through memorization techniques but must also be accompanied by activities that provide direct learning experiences.

The uniqueness of this research lies in its analytical focus, which specifically examines vocabulary exercises in the Grow with English (Grade 4) textbook, which reflects the actual implementation of vocabulary exercises contained in a particular textbook. This research not only identifies the existence of vocabulary, but also analyzes the types of exercises, learning objectives, and the balance between receptive and productive activities, providing in-depth and contextual descriptions of the practical and context-specific analysis of the learning context. By analyzing textbooks, teachers and researchers can identify the strengths and weaknesses of vocabulary presentation and provide recommendations for improvements in the development of learning materials. Therefore, research related to vocabulary teaching—including how vocabulary is presented in textbooks and how teachers utilize it in the learning process—is greatly needed. Such studies can contribute significantly to improving the quality of English language learning at the elementary school level and ensure that students acquire a strong vocabulary foundation for the development of their language skills to the next level.

## METHODOLOGY

This study uses a qualitative approach with document analysis to assess the quality of vocabulary development contained in the English textbook *Grow with English* for Grade 4 Elementary School. This textbook was chosen because it is designed as the main teaching material in English learning at the elementary school level and contains various exercises aimed at developing students' vocabulary.

The research data was collected through document analysis, which involved carefully and comprehensively studying textbooks. The analysis focused on the vocabulary exercises presented within the textbooks. The unit of analysis in this study was each vocabulary exercise used to introduce, reinforce, and develop students' vocabulary comprehension.

A qualitative approach was chosen because it allowed researchers to describe and interpret the textbook's content in depth, as well as analyze the suitability of the vocabulary exercises to the English language learning objectives. The results of the analysis are presented in the form of narrative descriptions to provide a comprehensive overview of the role of the *Grow with English* (Grade 4) textbook in supporting students' language skill development. Data were collected by documentary analysis or studying documents in a detailed and exhaustive manner, according to Levaco (2001) which is the book unit. The steps include:

1. Reading the whole textbook to find up sections that contain practical lessons.
2. Checking off and recording each exercise you complete toward mastering your vocabulary.
3. Categorizing the exercises according to their types and forms, for example, Listen and say, listen and do, say a chant, view and sing, play a game, listen and match, look and write.
4. Record the findings in a table which includes unit, page number, type of exercise and word count.

This method of documentation enables the researcher to collect objective information without an interference with the original material in the textbook. The object of research in this journal is an English language book entitled "*Grow with English*" by Mukarto, Sujatmiko, Josephine S. M., and Widya Kishara, published by Erlangga and used as a guide by teachers in the learning process at school. This book was chosen as the object of research because it has a systematic material structure, content presentation that is relevant to learning needs, and a complete set of activities that support the development of students' English language skills.

This study specifically focuses on the vocabulary feature in the *Grow with English* book. The analysis was conducted to describe how the vocabulary exercises are arranged in each chapter, the characteristics of their presentation, and the variations in their levels of difficulty. This focus aims to understand the extent to which the presentation of vocabulary in the book can support the learning process and help students develop their English vocabulary mastery effectively.

Research instruments are important tools that researchers use to accurately reach their research

goals. The main instrument used in this study is a Content Analysis Checklist or Document Analysis Guide. In qualitative research, it is crucial for researchers to have a thorough understanding of the instruments they use and to know the best methods for addressing research questions. The data collection tool in this study is referred to as the Content Analysis Checklist or Document Analysis Guide, which is created to examine the vocabulary characteristics and exercises connected to the application of specific methods or activities.

## RESULT AND DISCUSSION

### Result

The result is presented in: (1) Analysis of Vocabulary Exercise Design in the Textbook. and study also shows an increasing use of technology in teaching comprehension at the elementary school level, as well as a shift towards more active and enjoyable learning methods.

#### 1. Analysis of Vocabulary Exercise Design in the Grow With English Grade 4 Textbook

Content analysis reveals that the vocabulary exercises in the Grade 4 textbook are designed to facilitate the transition from action-based learning toward structured communication.

Table 1: Classification and Distribution of Vocabulary Exercise Types in the Grow With English Grade 4 Textbook

No	Exercise Category	Method Description	Vocabulary Acquisition Goal	Distribution in Textbook (Proportion)
1.	Comperhantion And Form	Listen And say, Listen And match, Find The Meaning.	Reinfronce Receptive Understanding And Lexical Form.	Medium (35%)
2.	Action And Engagement(TPR)	Listen And Do, Play A Game.	Link Words To Physical Action And Strengthen Associative Memory.	Low – Medium (20%)
3.	Repetitive Output	Say A Chant, view and sing	Master Pronountiation And Rhytm Through Engaging Repetition.	High (30%)
4.	Creative And Contextual Use	Look and write.	Encourage Authentic Oral And Written Language Production.	Medium (15%)

## Discussion

Textbooks function as a “scaffold for communicative practice” (Brown & Jones, 2018), and therefore, this discussion will outline how they provide a framework for teachers to move from vocabulary introduction (receptive) to meaningful use (productive). Furthermore, we will discuss how teachers adapt the General Tips in the textbook to meet the demands of multimodal and kinesthetic learning in Grade 4 students, which are crucial issues in current language pedagogy (Ellis & Hanley, 2020). In this section, the researcher explains sequentially what is the answer to the research question:

### 1. What types of vocabulary exercise are found in “Grow With English” Textbook?

The Grow With English textbook, written by Mukarto, Sujatmiko, Josephine S.M, Widya Kismara contains a variety of vocabulary exercises designed to help elementary school students acquire the lexicon in a structured and interactive way. The variety of exercises supports the view that textbooks need to provide pedagogical direction for teachers as well as productive opportunities for students.

#### 1. Receptive and Action-Based Exercises: The receptive exercises in this book aim to create initial recognition and understanding of the targeted vocabulary.

1.1 Listen and Do (Total Physical Response/TPR): This exercise is highlighted, where students respond to verbal instructions with physical actions. This activity uses physical movement as a means of understanding meaning. Well-developed receptive exercises help teachers teach material in an organized manner and provide guidance on "what to teach, the sequence of teaching, and the types of activities that can be implemented in the lesson" (Richards, 2015). The direct application of TPR embodies these guidelines, particularly in the teaching of verbs and phrases.

1.2 Listen and Repeat/talk: This activity involves repetition to practice pronunciation and intonation of new vocabulary.

1.3 Matching/Connecting: Students are asked to connect words to pictures or their contexts, a common method for testing receptive comprehension.

#### 2. Active and Communicative Practice

2.1 Say a Chant/Sing a Song: An activity in which students repeatedly recite a chant or song containing the target vocabulary. This encourages students to produce speech while following the rhythm. Activities that involve repetition and active communication, such as chants, are essential. Ur (2012) emphasizes that "effective textbooks not only include vocabulary lists but also provide opportunities for students to produce language, practice through communicative activities, and reinforce understanding of word meaning through repetitive activities." The chant activity in this book meets these criteria.



2.2 Dialogue/Role Play: Students are encouraged to communicate or participate in conversations using new vocabulary. This exercise improves communication skills.

2.3 Filling in the Blanks/Sentence Completion: This activity requires students to select and place appropriate vocabulary within the context of a specific sentence.

2.4 Picture Description: Students use learned vocabulary to describe what they see in a picture, practicing their speaking or writing skills.

Overall, Grow With English combines fundamental pedagogical guidance (Richards, 2015) with a focus on repetitive and communicative activities (Ur, 2012), creating a series of exercises that support comprehensive vocabulary development.

## 1. How Do Teacher Teach Vocabulary Section In The “Grow With English” Textbook?

The method used by teachers in teaching vocabulary from the Grow With English textbook is characterized by strict adherence to existing teaching guidelines. The book prioritizes structured presentation of material, reinforcement of memory through physical activity, and repeated oral practice. This approach aligns with current language teaching methods that emphasize multimodal engagement and good material organization.

### 1. Implementation of Multimodal Action-Based Instruction

Teachers introduce vocabulary with a "Listen and Do" activity, derived from the principle of Total Physical Response (TPR). This method uses students' physical movements to help them understand the meaning of words, a technique that is particularly effective for children. This activity requires teachers to demonstrate actions (such as pointing to their eyes or ears) while pronouncing the word. Combining body language and body language is important, as this helps build strong vocabulary retention. Recent research shows that action-based and multimodal methods, such as TPR, significantly improve vocabulary recall in children. This is because multimodal instruction provides richer, more memorable input and encourages deeper processing, as explained by (Ellis and Hanley in 2020). Therefore, teachers act as facilitators, directing students' physical energy to help them learn the language.

### 2. Using Textbook Structure for Organized Instruction

The method used by teachers relies heavily on the sequence established by the textbook to ensure a logical and systematic delivery of material. The structure of the Grow With English textbook greatly assists teachers in organizing the presentation from the receptive to the productive stage. Modern textbooks are often considered a tangible curriculum, useful for teachers in providing support for communicative practice and ensuring alignment with learning outcomes, as stated by (Brown and Jones in 2018). Teachers utilize this structure in the following ways: Following a sequence of vocabulary introduction from the simplest (Listen and Do) to more complex practices (such as dialogues or role-plays). Using illustrations and visually created book layouts to clearly present the context of new

vocabulary, thereby reducing time spent on explanations and increasing time for practice.

## 2. What Are Creative Ways To Design Vocabulary Exercise From “Grow With English” Textbook?

Creative activity design should align with modern vocabulary learning principles, emphasizing depth and reinforcement.

### 1. Transforming TPR into Interactive Games (Kinesthetic Immersion)

- 1.1 Existing "Listen and Do" (TPR) exercises can be modified into competitive games to increase enthusiasm and strengthen association-based memory.
- 1.2 Creative Activities: "Simon Says TPR" or "Action Relay Race." Teachers can provide instructions more quickly or ask students to organize several TPR instructions at once (e.g., "Touch your nose, then jump twice, then sit down!").
- 1.3 Theoretical Rationale: Transforming simple exercises into games can deepen thinking processes and memory. Research shows that play-based and kinesthetic learning styles are highly effective in improving vocabulary mastery because "they capitalize on children's natural inclination to move and play" (Smythe & Thompson, 2019).

### 2. Combining Chant with Visuals and Storytelling (Multimodal Output)

- 2.1 Creative Activity: "Draw a Chant Comic." Once students have mastered the chant, they are asked to create a simple comic drawing that tells the sequence of the chant. Key vocabulary should be included in the speech bubbles in the comic.
- 2.2 Theoretical Rationale: Converting vocal input (chant) into written visual output forces students to activate different productive skills. This design supports the vocabulary learning principle that emphasizes multimodal practice (oral and visual-written). This activity helps students realize "the relationship between phonological form, visual form, and word meaning" (Richards & Miller, 2017).

### 3. Output Practice with Personal Connections (Personalization)

- 3.1 Creative Activity: "My Day, My Vocabulary." Students not only describe pictures from the book, but also create sentences about their own routines or experiences using the targeted vocabulary (e.g., creating sentences about what they hear or do at home).
- 3.2 Theoretical Rationale: Providing opportunities for students to use vocabulary in personally meaningful contexts (making it personally meaningful) can significantly improve long-term retention and mastery.



## CONCLUSION

The results of the study show that the Grow with English book provides various types of vocabulary exercises such as matching words, spelling, grouping, connecting words with pictures, and completing sentences. This book also emphasizes the importance of repetition, pronunciation practice, and vocabulary introduction in appropriate contexts. In teaching vocabulary, teachers use various techniques such as demonstrating correct pronunciation, providing visual cues and context, repeating words, and encouraging students to make simple sentences. Many teachers also make the activities in the book more interesting by adding games, interactive storytelling, card activities, digital quizzes, and project-based learning.

These results show that the Grow with English book is a good foundation for learning vocabulary. However, teachers' creativity in teaching has been proven to increase student participation and help them remember new vocabulary more easily. Therefore, elementary schools are advised to combine book-based learning with more creative teaching methods. Books can be the main guide, but active activities such as games, the use of technology, and real-life activities will make learning more effective.

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