Scrutinizing Vocabulary Input In The Basic Class Of Indonesian Language For Foreign Learners: A Corpus Study

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ABSTRACT

This research study aims to determine the vocabulary input of foreign students in the basic level BIPA (Indonesian for Foreign Speakers) class. Many experts state that the frequent repetition of a word will make it easier for foreign students to memorize and rephrase it, both orally and in writing. This study uses a qualitative descriptive with a corpus study. AntConc software is very helpful in the process of collecting research data. There are three things that can be obtained from this research. First, the types of words in the BIPA Book 1 are 1,559 words with 9,456 tokens and 1,264 words in the BIPA 2 Book with 7,073 tokens. Second, the percentage of word types is divided into low frequency words with 70.88% in BIPA Book 1 and 69.78% in BIPA Book 2. Medium frequency words with 12.77% in BIPA Book 1 and 13.93% in BIPA 2 Book High frequency words with 16.36% in BIPA Book 1 and 16.30% in BIPA Book 2. Third, the types of words that enter into low frequency words have a high percentage. This makes it difficult for students to remember a word for a long time due to the lack of repetition of words.

Keywords: Indonesian for Foreign Speakers, vocabulary, corpus, foreign learner.

INTRODUCTION

Teaching Indonesian to Foreign Speakers (BIPA) is one of the efforts to introduce Indonesian to other countries. This program is mostly taken by foreign students studying in Indonesia. There are many countries that are interested in opening a BIPA program such as Japan, Vietnam, Australia, Canada, South Korea, USA, etc. Not only that, many primary school students in Australia can communicate in Indonesian (Wicaksono, 2017). BIPA learning is focused on four language skills, namely listening, speaking, reading, and writing. These skills are prerequisites for understanding the target language (Kusmiatun, 2016; Değirmenci & Aydin, 2017). Vocabulary is an important factor for understanding a reading. Nordlund (2016) argues that body language and images can help a person to communicate. However, it will be more focused and effective when the vocabulary is mastered by foreign students. Therefore, teaching vocabulary takes an important part in second language classes for foreign students. In fact, vocabulary learning is the core of language learning (Alqahtani, 2015). The teaching process mostly uses textbooks as a source of vocabulary because it is believed to be effective in increasing students' vocabulary. Studies conducted by Ghosn (2003); Matsuoka and Hirsh (2010) revealed that

many countries use textbooks as a learning center. The advantage of using textbooks in language classes is that inexperienced teachers can start language learning even if the preparation is not optimal (Abello Contesse & Lopez-Jimenez 2010; Chien & Young, 2007). Textbooks in BIPA Classes are designed to facilitate a teaching process that benefits both students and teachers. Various types of materials are presented, organized, and selected systematically to achieve the expected goals (Andayani, 2015). Two BIPA books published by the Language Agency of the Ministry of Education and Culture of the Republic of Indonesia, namely BIPA 1 Sahabatku Indonesia (BIPA 1) and BIPA 2 Sahabatku Indonesia (BIPA 2). These two books are very important for foreign students to master. Moreover, the number of foreign students at the beginner level is the highest (Siagian, 2020). Nation (2001) revealed that students who learn a second language must have meaningful learning meetings in accepting new vocabulary so that the words remain in their memory for a long time. By remembering longer, foreign students will find it easier to produce them in different contexts and in any language skills. Thornbury (2012) argues that teaching a set of words is very important in language teaching. It is absolutely impossible to learn a language without

words (Walters, 2004). Schmitt (2000) emphasizes that lexical knowledge is very important for the communicative competence of foreign students. To have precise word types, word selection can be done through corpus analysis. The corpus data makes it possible to reveal the types of words contained in textbooks (Frazier, 2003; Harwood, 2005; Romer, 2010). After that, a wordlist (word list) will be obtained from BIPA Books 1 and 2. The wordlist will make it easier for researchers to find out low, medium, and high frequency words. The plot or distribution of frequency words along with the context in which they are used helps researchers to be able to explain where the vocabulary is scattered in the book.

THEORETICAL FRAMEWORK

Textbooks can be used as learning centers (Matsuoka & Hirsh, 2010). Through textbooks, a teaching can be started by an inexperienced teacher. Especially if the teacher considers textbooks to be the only valid teaching resources (Abello-Contesse & Lopez-Jime´nez, 2010; Chien & Young, 2007). Many teachers believe that learning has achieved the objectives of the curriculum and syllabus if the implementation is in accordance with the material from the textbook. The repetition of words presented in textbooks is an indication of the success of students in mastering new vocabulary (Schmitt, 2000). The more often students remember and then express a word, the easier it is for them 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 repeated regularly in language learning, students will benefit from understanding the words in long-term memory. The frequency of occurrence of words in textbooks is a factor of word acquisition, both young and adult (Ellis, 2002). The ability of learners to understand and memorize words in foreign language learning can be improved by repetition of words (Zahar, Cobb, & Spada, 2001). The acquisition of breadth and depth and good and productive knowledge of words and to bind them firmly in long-term memory, vocabulary needs to be used and encountered in a variety of different contexts. The storage of words can be described as a network (Aitchison, 2012; Schoonen and Verhallen, 2008) in which the relationships between words will be more or less strong depending on previous experiences by students. The amount of mental work done by students greatly affects how well new words are etched in memory, the more students have to think about words and their meanings, the more likely they are to remember them (Cameron, 2001: 85). This idea

is related to the level of processing (Craik & Lockhart, 1972: 671) a concept that contains the idea that deeper word processing causes words to be stored in long-term memory and become easier to remember. Hunt & Beglar (2002) stated that to reach a deeper process, words can be categorized according to different criteria or combined with other words to form collocations. The three experts, namely by Zahar, Cobb, and Spada (2001: 541) state that the frequent and repeated repetition of new words is very important for early learners to master words. To make new words easier to remember, there is an approximate range of the number of words that are repeated. Thornbury (2002) claims that learners will remember a word if it is repeated 7 times (8 frequencies); Matsuoka (2012: 56) states that the number of words that are mentioned more often will be easier to remember about 10 frequencies; while Coady (1997) stated that the use of words with a total of 12 frequencies is very helpful for learners to master new words. In this study, the midpoint for determining low and high frequencies has been set for low frequency at 1-4 times of use, medium frequency at 5-8 times of use, and high frequency at 9 times of use.

RESEARCH METHOD

The research study entitled observing the Vocabulary Input of Foreign Students at the Basic Level of BIPA Judging from the Corpus Study used qualitative methods and a corpus approach. Harmer (2007), O'Keeffe, McCarthy & Carte (2007) and Thornbury (2007) state that the corpus is a collection of texts, both spoken and written, stored on a computer. Oral and written texts can be obtained from magazines, fiction writings, daily newspapers, opinion writings or essays, and conversations that are both formal and informal (Chen, 2004). The corpus can now be used by anyone to analyze the symptoms in it. This is due to the advancement of technology. Linguists usually use the corpus to investigate aspects of language and its development (O'Keeffe, McCarthy, Carter, 2007). The researcher used the AntConc software to simplify the presentation of word frequencies from the two corpus (Buku BIPA 1 and BIPA 2). Through AntConc you will get a wordlist (word list). Wordlist is a list of words obtained when a text is in text form operated to AntConc. It contains ratings, frequencies, and a number of ordered words. The corpus used was sourced from the BIPA 1 Sahabatku Indonesia Book (BIPA 1) and the BIPA 2 Sahabatku Indonesia Book (BIPA 2). Both books were published by the Language Agency of the Ministry of Education and Culture of the Republic of Indonesia. Both books include ten units with

different themes. Data collection by means of BIPA Books 1 and 2 downloaded from the website of the Language Agency of the Ministry of Education and Culture of the Republic of Indonesia. Then, the file is copied and pasted in a notepad worksheet in txt format. The file can then be processed by the AntConc Software. The result of Anttconc's work is that the column types of words and the frequency of each word are obtained and then exported into an excel file. The types of words in the column include nouns, verbs, adjectives, adverbs, conjunctions, and prepositions. According to Nordlund (2016) and Borjars & Burridge (2001) state that nouns, verbs, adjectives, and adverbs are the most important aspects in acquiring new vocabulary. The words in the column are grouped into three parts, namely low, medium, and high frequency words. The researcher describes the word distribution plot through the work of the AntConc Software so that it is known whether words are spread evenly or not in the text of the book. Then, the researcher analyzed the context of using the vocabulary.

RESEARCH FINDINGS AND DISCUSSIONS

The results obtained two wordlists (word lists) sourced from BIPA Books 1 and 2. The wordlist shows the type and frequency of word usage in BIPA Books 1 and 2. Types of words in BIPA 1 Books are 1,559 words, while BIPA 2 Books are 1,264 words. The following will present a wordlist table from BIPA Books 1 and 2.

Table 1: Types and Frequency of Words in BIPA Book 1

No.	Type	Rank	Freq.
1.	di (on)	1	263
2.	dan (dan)	2	247
3.	saya (i am)	3	214
4.	ada (there are/is)	4	151
5.	ini (this is)	5	140
6.	yang (which)	6	130
7.	kegiatan (activity)	7	110
8.	apa (what)	8	101
9.	dengan (with)	9	90
10.	anda (you)	10	80
11.	untuk (for)	11	79
12.	kata (word)	12	76
13.	ke (to)	13	75
14.	teks (texts)	14	72
15.	pada (on)	15	69
16.	orang (people)	16	64
17.	raden (prince)	16	64
18.	ajeng (princess)	18	57
19.	audio (audio)	18	57
20.	rumah (house)	20	54

No.	Type	Rank	Freq.
21.	hari (day)	21	51
22.	dalam (in)	22	50
23.	itu (that)	22	50
24.	tahun (year)	22	50
25.	dari (from)	25	49
26.	tidak (no)	26	48
27.	dia (she/he)	27	45
28.	menggunakan(using)	28	44
29.	suka (like)	28	44
30.	teman(friend)	28	44

The table above is an example of the type and frequency of words found in the BIPA 1 Book. It can be seen that the preposition di has a frequency of usage of 263. The preposition di is used to express a place. In addition, high-frequency words are and (247), I (214), there (151), this (140), which (130), activity (110), what (101), with (90), you (80), for (79), word (76), to (75), text (72), at (69), and so on.

Table 2: Types and Frequency of Words in BIPA Book 2

No.	Type	Rank	Freq.
1.	di (in)	1	182
2.	yang (which)	2	164
3.	saya (i am)	3	142
4.	anda (you)	4	107
5.	dan (and)	5	106
6.	apa (what)	6	90
7.	teks (text)	7	82
8.	kegiatan (activity)	8	75
9.	ada (there are/is)	9	67
10.	rumah (house)	10	65
11.	ke (to)	11	64
12.	untuk (for)	12	61
13.	adalah (is)	13	57
14.	itu (that)	14	55
15.	berikut (as follows)	15	51
16.	dengan (with)	16	45
17.	dalam (in)	17	44
18.	ini (this)	17	44
19.	setelah (after)	17	44
20.	pada (on)	20	37
21.	pasar (market)	20	37
22.	kata (word)	22	36
23.	aku (i am)	23	35
24.	ada (there are/is)	23	35
25.	musik (music)	23	35
26.	naik (improve)	26	31
27.	kamu (you)	27	30
28.	audio (audio)	27	30
29.	bisa (can)	27	30

| **30.** | tentang (about) | 27 | 30 |

The table above is an example of the type and frequency of words in the BIPA 2 Book. It can be seen that the preposition di is at the top. The ranking is the same as in BIPA Book 1. However, the number of frequencies in BIPA Book 2 is lower than BIPA Book 1, which is 182. In addition, high frequency words in BIPA Book 2 include those (164), I (142), you (107), and (106), what (90), text (82), activity (75), there (67), house (65), to (64), for (61), is (57), that (55), next (51), and so on.

Serving Frequency Words
The difference in frequency words in BIPA Books 1 and 2 is presented in percentage form. Frequency words are divided into low, medium, and high frequency. Low frequency words have 1-4 occurrences. Medium frequency words have 5-8 occurrences. High frequency words have 9 occurrences. The percentage of each frequency word is presented as follows.

Table 3: Frequency Word Serving

Book	Low Frequency (%) 1—4 kali	Middle Frequency (%) 5—8 kali	High Frequency (%) ≥9 kali
Book 1	70,88	12,77	16,36
Book 2	69,78	13,93	16,30

Table 3 shows the presentation of low, medium, and high frequency words in both BIPA Books 1 and 2. The presentation of low frequency words in BIPA Book 1 is 70.88%, while BIPA Book 2 is 69.78%. The medium-frequency word presentation in BIPA Book 1 is 12.77%, while BIPA Book 2 is 13.93%. Meanwhile, the presentation of high-frequency words in BIPA Book 1 is 16.36%, while in BIPA Book 2 it is 16.30%. The difference in the percentage of each low, medium, and high frequency word is not large. The difference in serving low-frequency words is only 1.1%. The difference between servings of medium-frequency words is 1.16%. The difference in the presentation of high-frequency words in the two books is 0.06%. Examples of low-frequency words in BIPA 1 Book, such as water, city, storytelling, swimming, shaking hands, cycling, and fibrous, beautiful, known, wall are used 4 times. Examples of low-frequency words in BIPA Book 2, such as pants, bus, flowers, bought, self, sitting, packaged, known, eight, beautiful, mixed, wrapped, and liquid are used 1 time. Examples of medium-frequency words in BIPA Book 1 consist of shopping, environment, marriage, ice, photos, oranges, rarely, television, and restaurant for 8 times. Examples of high-frequency words in the BIPA 2 Book consist of body, clothes, being cared for, movement, down, tricycles, objects, printed, fish, vehicles, see, and participate 6 times. Examples of high-frequency words in BIPA Book 1, such as activities (110), people (64), house (54), using (44), places (42), eating (30), hobbies (24), reading (22), and write (20). Examples of high-frequency words in BIPA 2 Book, such as text (82), house (65), market (37), music (35), tools (29), work (28), place (25), train (22), go (21), write (21), and Indonesia (20). In BIPA Books 1 and 2, the highest frequency words are prepositions with 263 and 182 usages, respectively. The preposition in is a word that serves to strengthen the meaning of the word behind it. With the presence of prepositions in the function and grammatical sentences will be seen.

A. Plot (Spread) of Frequency Words
The word distribution in BIPA Books 1 and 2 will be seen from the work of the AntConc Software. The frequency words will be seen to spread in what unit (chapter) and the spread is at the beginning, middle, end, or the whole book. The following will explain more clearly the distribution of low, medium, and high frequency words from the two BIPA books.

1. Plot of Low Frequency Words
The low frequency words in BIPA Book 1 consist of campus, boarding house, introductions, nephews, cooking, and helping with 4 frequencies; scented words, shopping, learning, and taking pictures totaling 3 frequencies; the words tree, taste, religion, room, rice field, and delicious have 2 frequencies; while the effect words, putting, recording, planting, trying, soaring, and dancing are 1 frequency. These words are scattered in the BIPA 1 book. The low frequency words in BIPA Book 2 consist of stay, pepper; introduction, employee, flavoring, event, plane, and tree have a frequency of 4 times usage. The final words, aroma, buy, meet, big, and meat have a frequency of 3 times. Children say, dialogue, patience, books, sand, cycling, trunks, flowers, and buses have a frequency of 2 times. The distribution of the words can be seen in the image below. The distribution of the words can be seen in the image below.
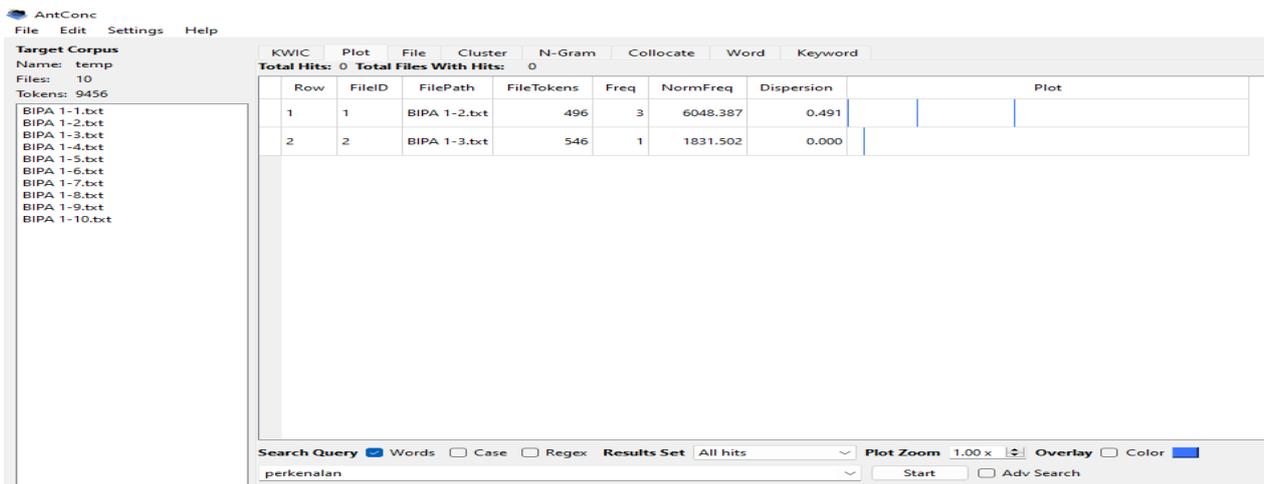
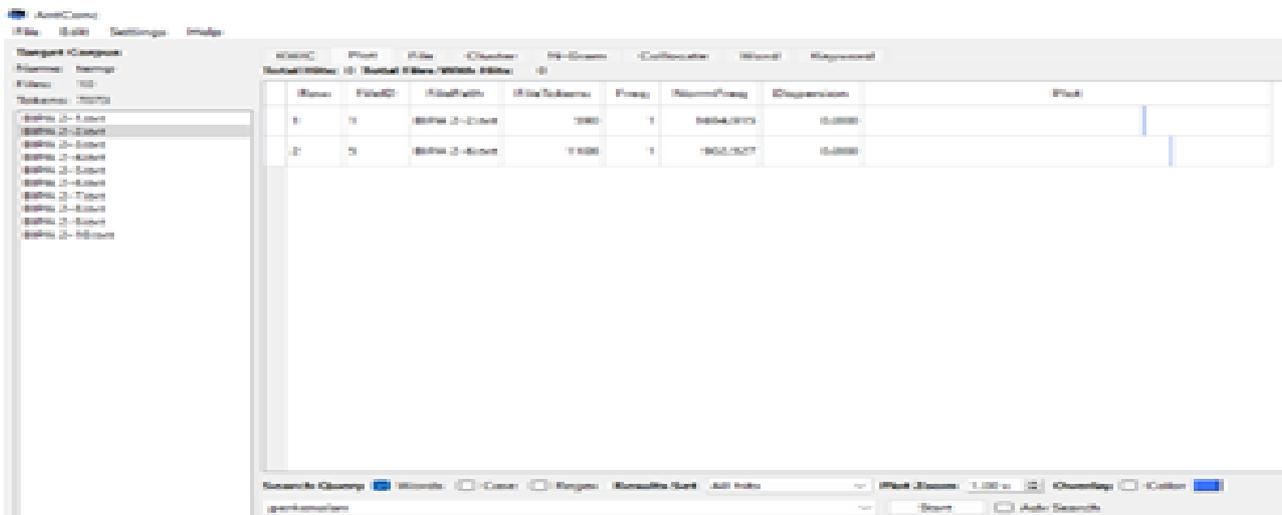**Figure 1:** Plot of Introductory Words in BIPA Book 1

Figure 2: Plot of Introductory Words in BIPA Book 2

Based on the plot of the picture above, the introductory words are spread out in BIPA 1 Units 2 and 3. The introductory word plot in Unit 2 is introduced at the beginning of the unit and then the words are repeated 2 times. Then, in Unit 3 the introductory words are repeated 1 frequency. With the repetition of words, this can help foreign students remember new vocabulary. The following is an excerpt from the use of introductory words in the text of BIPA Books 1 and 2.

Data taken form BIPA Book I

Audio 2.1 tentang perkenalan Ni Luh. (ϒ)/about the introduction of Ni Luh. (ϒ)

1. Nama lengkap Ni Luh Riyandewi/The complete name of

Ni Luh Riyandewi. (_____)

2. Ni Luh berasal dari Bali/Ni Luh comes from Bali. (_____)

Data taken form BIPA Book 26

Perkenalan Diri/Self introduction,

Nama saya Nia. Saya adalah seorang resepsionis di sebuah hotel. Saya

bekerja sekitar 8 jam dari pagi sampai sore hari./My name is Nia. I am a receptionist at a hotel. I work about 8 hours from morning to evening.

The quote above contains introductory words that indicate the context of showing self-identity to the other person. Self-introduction can include full name, city of origin, occupation, and introduction to daily activities. The introductory words are introduced to foreign students in Unit 2 and then repeated in Unit 3.

2. Plot of Medium Frequency Word

The distribution of medium frequency words is found in BIPA Books 1 and 2. Medium frequency words in BIPA 1 Book include environment, celebrating, television, gasoline, and swimming, kissing, and sitting, and so on. In addition to medium frequency words in BIPA Book 1, BIPA 2 also has medium frequency words, such as printed69, vehicle, favorite, fever, treated, playing, feeling, drinking, circumstances, journalists,

tickets, coming, and so on. These words can be seen in the distribution plot in the following figure.
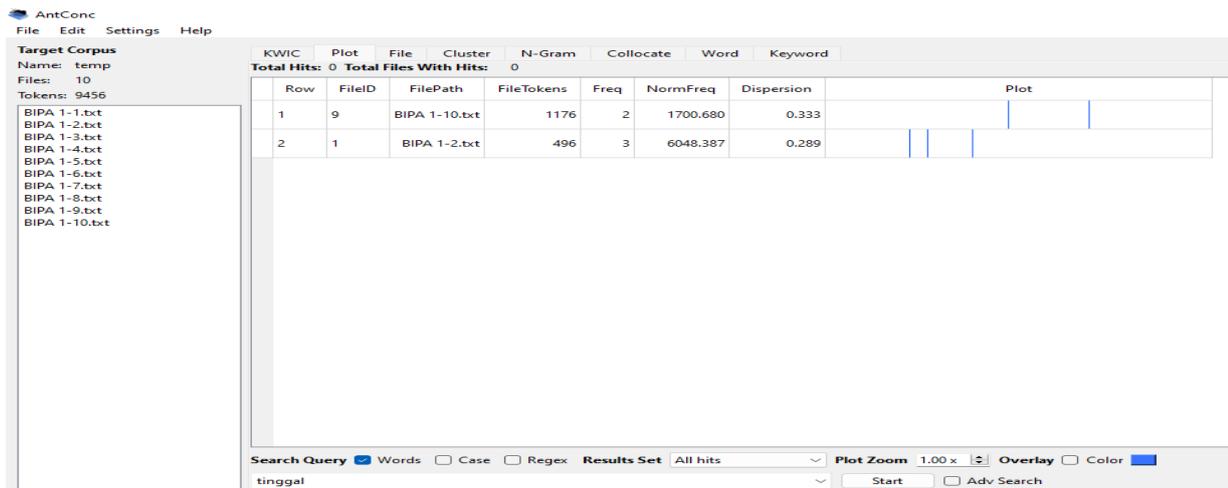

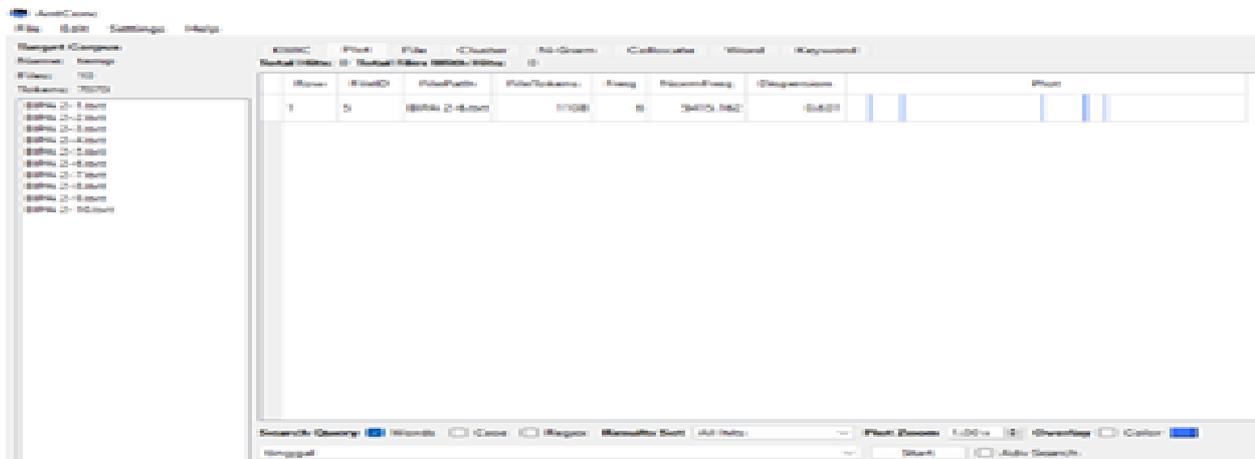**Figure 3:** Plot of words stay in BIPA Book 1

Figure 4: Plot of words stay in BIPA Book 2

The picture above shows the plot of the word stay in BIPA Books 1 and 2. In BIPA Book 1, the word stay is spread out in Unit 10 and Unit 2. In Unit 10 there are 2 frequencies, while Unit 2 has 3 frequencies. The word stay in BIPA1 is repeated in the two units so that it can make it easier for foreign students to recall the word. In the BIPA 2 book, the word stay is spread out in Unit 6 with a total frequency of 6. The introduction of the word stay is learned by students when starting Unit 6 and then repeated in the middle of the unit. To make it easier to understand words, here are excerpts from the use of the word stay from the two BIPA Books 1 and 2.

Data taken from BIPA Book l
1. The complete name is Ni Luh Riyandewi. (_____)

2. Ni Luh comes from Bali. (_____)

3. Ni Luh is fourty year olds. (_____)

4. Ni Luh lives in Bandung. (_____)

Data taken from BIPA Book 2

My name is Budi. I live on Jalan Supratman. Opposite my house is mosque. To the left of the mosque is a kindergarten. To the right of the house I have my neighbor's house, Mr. Salim. To the left of my house is an office post. Behind my house there is a grocery store.

The use of the word stay in the quotations from BIPA 1 and BIPA 2 above both indicate the identity or permanent existence of a character. The BIPA Book 1 explains the identity of the whereabouts of Luh's character, while the BIPA 2 explains the identity of Budi's whereabouts. The use of the word stay in each book states the same thing and is found in moderate-frequency words.

3. Spread of High Frequency Words
The distribution of medium frequency words is found in BIPA Books 1 and 2. Medium frequency words in BIPA 1 Book include in, and, I, activities, you, prince, princess, home, friends, us, eat, sleep, me, family, hobbies, and so on. In addition to BIPA Book 1, the use of high-frequency words is found in BIPA Book 2. These words include di, which, I, you, activity, house, for, that, are, people, places, traditional, work, tools , friend, writer, Indonesian,

go, will, and so on. A plot of the distribution of high-frequency words will be displayed by AntConc.

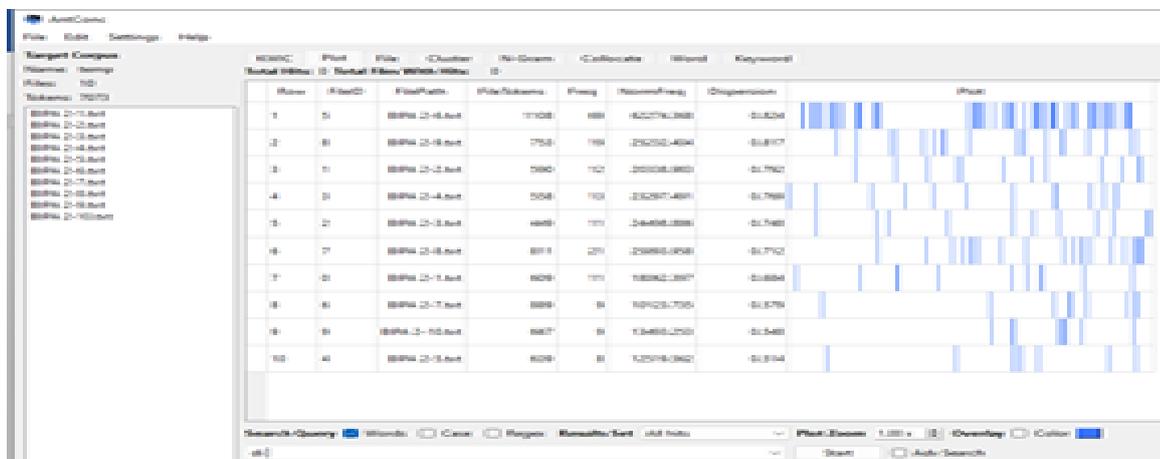**Figure 5:** Distribution of words in BIPA Book 1

Figure 6: Distribution of words in BIPA Book 1

Based on the picture above, the distribution plot of the preposition in is found in BIPA Book 1 with the highest frequency of 263. As shown in the picture, the distribution plot of the preposition in is in all units of the BIPA Book 1. The maximum distribution is in Unit 9 as many as 120. Usage the word di is used to express place and time (usually used for conversation). The use of the preposition in the first column (Unit 9) is spread throughout the beginning, middle, and end of Unit 9. However, different things are shown in column 10 (Unit 1). The use of the preposition di is only used at the end of Unit 1. The repeated use of the preposition di makes it possible for foreign students to remember the preposition for a long time. The use of the word di will be clearer and easier to understand by presenting the text. In addition, in BIPA Book 2 Unit 6 the word di is used at the beginning, middle, and end of the unit. Then, the word di is almost evenly distributed in each book unit (beginning, middle, and end). Previously, the word di was also used in BIPA Book 1. The difference in usage in BIPA Book 1, the preposition di was only repeated once in Unit 1. It was also introduced at the end of

Unit 1. Meanwhile, the use of the word di in Unit 1 BIPA Book 2 a total of 11 frequencies. The words in the BIPA 2 Book are more evenly distributed in each unit. The following is an excerpt from the use of the word di from the two books.

Data taken from BIPA Book 1

In a lower place (place, side, part, direction) in a place opposite ours.

Data taken from BIPA Book 2

Azka : "No, thank you. I guess I'm just at home."

Ira: "Okay. Later I will bring gifts from there."

Azka: "It's fun. I wait, yes!"

The preposition in the two quotes above both refers to a place or location. As in the sentence in a lower place means an object that is not higher than before. Then, the sentence No, thank you. Looks like I'm at home. The phrase at home refers to a place in the form of a house.

CONCLUSIONS

Based on the results of the study, considering the vocabulary input of foreign students in BIPA learning, it can be concluded as follows. First,

BIPA Book 1 produces 1,559 word types with a total frequency of 9,456, while BIPA Book 2 produces 1,264 word types with a total frequency of 7,073. With this difference in number, this will affect the vocabulary input of foreign students. Second, the types of words that are divided into low, medium, and high frequency words in BIPA Books 1 and 2 have a small percentage difference. Third, the types of low frequency words (occurring 1-4 times) have a high percentage of 70.88% in BIPA 1 Book and 69.78% in BIPA 2. The percentage includes types of nouns, adjectives, verbs, and verbs, description.

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