

**THE ANALYSIS OF THE VOCABULARY BOOK
500 VOCABULARY WORDS KIDS NEED TO KNOW
BY NOR YUSLINDA**



A Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of the Requirement
for the Graduate Degree of Education (S.Pd.) in English*

Written By:

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STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
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LETTER OF AGREEMENT

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to:
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Assalamu'alaikum Warahmatullahi Wabarakatuh,

After reading, studying and giving advice for necessary revise on thesis belongs to Nurun Najiah, entitled "*The Analysis of 500 Vocabulary Words Kids Need To Know Book By Nor Yoslinda*", the researcher assume that the thesis has been acceptable to complete the requirement to fulfill the degree of Islamic Educational Scholar (S.Pd) in English Department, Tarbiyah and Teacher Training Faculty, in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

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Wassalamu'alaikum Warahmatullahi Wabarakatuh

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ABSTRACT

This study aims to analyze the learning materials in the English vocabulary book titled *500 Vocabulary Words Kids Need to Know* used at Maahad Tahfiz Baitul Ehsan Maluri Kuala Lumpur. The primary focus is to evaluate the alignment of the materials with the criteria of a good textbook as defined by McDonough, Shaw, and Tomlinson's theory. This research employs content analysis with a qualitative approach to explore the strengths and weaknesses of the book. The primary data source is a bilingual (English and Malay) vocabulary book designed for beginner-level students, and two books by McDonough and Tomlinson as the secondary source used for the analysis. The analysis was conducted based on 18 criteria of a good textbook. The findings reveal that the book meets 14 out of the 18 criteria. The book successfully addresses students' learning needs through systematic vocabulary presentation, relevant illustrations, and a clear layout. The materials are also graded progressively, beginning with simpler concepts and advancing to more complex topics, thereby supporting the gradual mastery of vocabulary. However, the book has certain limitations. It lacks a guide outlining the authors' perspectives on language learning approaches or methodologies. Additionally, there is no teacher's guidance available to support the implementation of the materials. These shortcomings reduce the book's potential as a primary learning resource. The findings are expected to assist educators in selecting learning materials that better cater to students' needs. Furthermore, the results can serve as a reference for future studies evaluating textbooks in diverse educational contexts.

Keywords: *Learning Material Analysis, Vocabulary Book, 500 Vocabulary Words Kids Need to Know*

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis materi pembelajaran dalam buku kosakata bahasa Inggris berjudul *500 Vocabulary Words Kids Need to Know* yang digunakan di Maahad Tahfiz Baitul Ehsan Maluri Kuala Lumpur. Fokus utama adalah menilai kesesuaian materi dengan teori pengembangan buku ajar yang baik menurut McDonough, Shaw dan Tomlinson. Penelitian ini menggunakan metode analisis isi, dengan pendekatan kualitatif untuk menggali kekuatan dan kelemahan buku tersebut. Sumber data primer berupa buku kosa kata bilingual (Inggris dan Melayu) yang dirancang untuk siswa tingkat pemula, dan dua buku karya McDonough dan Tomlinson sebagai sumber sekunder yang digunakan untuk analisis. Analisis dilakukan berdasarkan 18 kriteria buku ajar yang baik. Hasilnya menunjukkan bahwa buku ini memenuhi 14 dari 18 kriteria tersebut. Buku ini berhasil memenuhi kebutuhan pembelajaran siswa melalui penyajian kosakata yang sistematis, penggunaan ilustrasi yang relevan, dan tata letak yang jelas. Materi juga disusun secara bergradasi, dimulai dari konsep sederhana hingga yang lebih kompleks, sehingga mendukung penguasaan kosakata secara progresif. Namun, buku ini memiliki beberapa kelemahan. Tidak ada panduan yang menjelaskan pandangan penulis tentang pendekatan pembelajaran bahasa atau metodologi yang digunakan. Selain itu, tidak tersedia buku panduan guru yang dapat membantu dalam implementasi pembelajaran. Kelemahan ini mengurangi potensi optimal buku sebagai sumber utama pembelajaran. Temuan ini diharapkan dapat membantu pendidik dalam memilih materi pembelajaran yang lebih sesuai dengan kebutuhan siswa. Selain itu, hasil penelitian ini juga dapat menjadi acuan bagi penelitian lanjutan untuk mengevaluasi buku ajar di berbagai konteks pendidikan.

Kata kunci: *Analisis Materi Pembelajaran, Buku Kosakata, 500 Vocabulary Words Kids Need to Know*

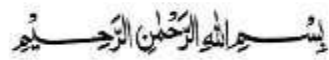
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عنوان البحث : تحليل كتاب المفردات ٥٠٠ فوكايبولاري ووردز كيدز نيد تو نو تأليف نور يوسليندا

ملخص البحث

تهدف هذه الدراسة إلى تحليل المواد التعليمية في كتاب المفردات الإنجليزية بعنوان ٥٠٠ فوكايبولاري ووردز كيدز نيد تو نو المستخدم في معهد تحفيظ بيت الإحسان مالوري، كوالالمبور. يركز البحث بشكل رئيسي على تقييم مدى توافق المواد مع معايير الكتاب المدرسي الجيد وفقًا لنظرية ماكدونو، شو، و توملينسون. اعتمدت هذه الدراسة على تحليل المحتوى باستخدام منهج نوعي لاستكشاف نقاط القوة والضعف في الكتاب. المصدر الرئيسي للبيانات هو كتاب مفردات ثنائي اللغة (الإنجليزية والملايوية) مصمم للطلاب المبتدئين. تم إجراء التحليل استنادًا إلى ١٨ معيارًا للكتاب المدرسي الجيد. أظهرت النتائج أن الكتاب يحقق ١٤ من أصل ١٨ معيارًا. يلبي الكتاب احتياجات التعلم لدى الطلاب من خلال تقديم المفردات بشكل منهجي، واستخدام الرسوم التوضيحية ذات الصلة، وتصميم واضح للمحتوى. كما أن المواد مصنفة تدريجيًا، حيث تبدأ بالمفاهيم البسيطة وتنتقل إلى المفاهيم الأكثر تعقيدًا، مما يدعم اكتساب المفردات بشكل تدريجي. ومع ذلك، توجد بعض القيود في الكتاب. يفتقر إلى دليل يوضح وجهة نظر المؤلفين حول منهجيات تعلم اللغة أو الأساليب المتبعة. بالإضافة إلى ذلك، لا يتوفر دليل للمعلمين لدعم تنفيذ المواد التعليمية، مما يقلل من إمكانية الكتاب ليكون مصدرًا أساسيًا للتعلم. ومن المتوقع أن تساعد النتائج المعلمين في اختيار مواد تعليمية تلبي احتياجات الطلاب بشكل أفضل. علاوة على ذلك، يمكن أن تكون النتائج مرجعًا للدراسات المستقبلية التي تهدف إلى تقييم الكتب المدرسية في سياقات تعليمية متنوعة.

الكلمات المفتاحية: تحليل المواد التعليمية، كتاب المفردات، ٥٠٠ فوكايبولاري ووردز كيدز نيد تو نو

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Alhamdulillah, thank God, the researcher conveys the presence of Allah SWT who has poured out His endless grace, favors, and guidance so that the researcher can complete the writing of this thesis. We offer our prayers and greetings to the role model of mankind, Prophet Muhammad SAW, who is worthy of emulation and emulation, the enlightener of the world from darkness, who has taken great pains to convey the teachings of Islam to his people as a guide for life in this world and for salvation in the afterlife.

The thesis entitled “The Analysis of The Vocabulary Book *500 Vocabulary Words Kids Need to Know* by Nor Yuslinda”, was written to complete the assignments and fulfill the requirements to achieve a Bachelor of Education (S.Pd.) degree in English Education Department (TBI), at the Syekh Ali Hasan Ahmad Addary Padangsidempuan State Islamic University.

In finishing this thesis, the researcher faced many troubles and difficulties. It is a pleasure to acknowledge the help and contribution of all of the lecturers, institution, family, and friends who have contributed in different ways, hence this thesis is processed until it becomes a complete writing. I got a lot of guidance, inspiration, and motivation while writing this thesis. However, in this opportunity, I would like to express my deepest gratitude to the following people:

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and recommendations from readers, as I believe they are crucial for enhancing the quality of this thesis.

The researcher is fully aware of the limitations of his/her abilities and experiences, so it is possible that this thesis still contains many shortcomings. With all humility, the researcher presents this work. Hopefully, this thesis will be useful for the researcher himself/herself, for the readers, and can be a consideration for the supervisor in giving an assessment.

Padangsidimpuan, 25 Mei 2025

Researcher

Nurun Najiah

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

In today's era of globalization, English has solidified its role as a universal language, serving as a crucial means of communication in various fields, including business, science, technology, and education. Proficiency in English enables individuals to access a vast array of knowledge, communicate across cultures, and engage in global economic and academic activities.¹ As a result, many countries, including Malaysia, have integrated English into their educational systems to equip students with the language skills necessary for academic success and career advancement.

In Malaysia, English is a prominent second language and is widely used in educational institutions, especially in urban and semi-urban areas. The government has made significant efforts to strengthen English education, recognizing its importance in preparing students for international collaboration and competition in the global job market.² However, the effectiveness of English education varies across different institutions, particularly in religious-based schools such as Maahad Tahfiz Baitul Ehsan Maluri Kuala Lumpur.

¹ Heath Rose, Kari Sahan, and Sihan Zhou, "Global English Medium Instruction: Perspectives at the Crossroads of Global Englishes and EMI," *Asian Englishes* 24, no. 2 (May 4, 2022): p. 160, <https://doi.org/10.1080/13488678.2022.2056794>.

² Siti Zaidah Binti Zainuddin et al., "English Language and Graduate Employability," *Education + Training* 61, no. 1 (January 14, 2019): p. 79, <https://doi.org/10.1108/ET-06-2017-0089>.

Based on the researcher's experience during the School Field Program in Malaysia, specifically at Tahfiz Baitul Ehsan School in Maluri, Kuala Lumpur, which was conducted over a period of 25 days, it was observed that English lessons were not given much priority. This is because the school primarily focuses on Al-Qur'an memorization and religious studies, leaving limited time for English language instruction. As a result, students have relatively low proficiency in English, which may hinder their ability to communicate effectively in the language.

This situation is quite concerning, considering that Malaysia is a multilingual country where English serves as a widely used second language, both in education and daily communication. Limited exposure to English may put these students at a disadvantage, especially when they need to pursue higher education or enter the workforce, where English proficiency is often required.

To address this issue, one of the effective ways to enhance students' English skills is by incorporating high-quality learning materials that are engaging, structured, and specifically designed to improve vocabulary, comprehension, and communication skills. Using well-designed books that align with their learning needs can help bridge the gap and provide students with a stronger foundation in English, even within the constraints of their academic schedule.

Textbooks play a fundamental role in language education, providing structured content that guides teachers and students through the learning

process.³ An effective textbook should introduce vocabulary and grammar systematically and present the language in meaningful and relatable contexts. Additionally, it should incorporate engaging activities, illustrations, and exercises that cater to students' cognitive and linguistic development. However, textbooks vary in quality, and their effectiveness largely depends on their alignment with students' needs, learning conditions, and exposure to the language.

One of the textbooks used at Maahad Tahfiz Baitul Ehsan Maluri Kuala Lumpur for English vocabulary learning is *500 Vocabulary Words Kids Need to Know*. This bilingual (English-Malay) vocabulary book is designed for beginner-level students and aims to help them build a solid foundation in English. However, despite its use in the institution, there has been no systematic evaluation to determine whether this textbook effectively meets the learning needs of students with very limited English exposure and study time. Since English is not a primary focus in the Maahad's curriculum, it is important to assess whether this book is structured to allow students to develop their vocabulary effectively despite these constraints.

This study adopts the textbook analysis frameworks proposed by McDonough, Shaw, and Tomlinson to conduct a thorough evaluation. These frameworks offer comprehensive criteria for assessing whether a textbook

³ Noor Iylia Abu Bakar and Hanita Hanim Ismail, "The Use of Cultural Elements in Primary School Textbooks," 2023, p. 68, www.istes.orgwww.istes.org.

meets learners' needs, presents language effectively, and supports meaningful learning experiences. By applying these theoretical perspectives, the research can systematically assess the quality and suitability of the vocabulary book used at Maahad Tahfiz.

This study aims to analyze the effectiveness of the "500 Vocabulary Words Kids Need to Know" textbook in presenting vocabulary material in a systematic, engaging, and accessible manner for students at Maahad Tahfiz Baitul Ehsan Maluri. The analysis will examine key aspects of the textbook, including its vocabulary organization, clarity of definitions, the role of illustrations, the progression of difficulty levels, and its overall suitability for students with limited time for English learning. Additionally, this study will explore whether the textbook provides sufficient opportunities for independent learning, which is particularly important in an environment where formal English instruction is minimal.

By conducting this research, the study seeks to provide valuable insights into the strengths and weaknesses of the textbook and its effectiveness in helping students acquire basic English vocabulary. By examining key elements such as the textbook's organization, clarity of definitions, usage examples, visual aids, contextual relevance, and exploration of word relationships, the research will provide valuable insights into its effectiveness. These findings are expected to contribute to the enhancement of English vocabulary instruction at Maahad Tahfiz Baitul Ehsan Maluri and offer guidance for broader improvements in English

education across Malaysia. In line with these objectives, the researcher is undertaking a study titled “The Analysis of ‘500 Vocabulary Words Kids Need to Know’ Book by Nor Yuslinda”.

B. The Focus of the Problem

The researcher focuses on analyzing the book and the material of the English vocabulary book and their suitability with the criteria of a good textbook in the McDonough, Shaw and Tomlinson theory. This includes examining the learning material’s relevance, authenticity, engagement, variety, adaptability, and feedback. The study will be limited to the English vocabulary book currently used at Maahad Tahfiz Baitul Ehsan Maluri, which is “500 Vocabulary, Words Kids Need to Know” written by Nor Yuslinda. The analysis will not include other educational materials or supplementary resources used by the students.

C. The Formulations of the Problem

This research analyzes the book and the material of the vocabulary book used in Maahad Tahfiz Baitul Ehsan Maluri Kuala Lumpur, Malaysia. This research can be formulated as follows:

1. How is the book 500 Vocabulary Words Kids Need to Know?
2. How is the vocabulary presented in the book 500 Vocabulary Words Kids Need to Know?

D. The Objectives of the Research

This research aims to know about the book and the material of the vocabulary book used in Maahad Tahfiz Baitul Ehsan Maluri, Kuala Lumpur. The objectives of this research are as follows:

1. To identify the book 500 Vocabulary Words Kids Need to Know.
2. To identify the vocabulary presented in the book 500 Vocabulary Words Kids Need to Know.

E. The Significances of the Research

This research will benefit some teachers, students, and other researchers who could improve this research:

1. For Teachers

The research helps teachers evaluate the alignment of the vocabulary book *500 Vocabulary Words Kids Need to Know* with established criteria for effective language learning materials (McDonough, Shaw, and Tomlinson). By identifying its strengths (e.g., systematic vocabulary presentation, clear layout) and limitations (e.g., lack of teacher guidance), teachers can make informed decisions about adapting or supplementing the book to better meet students' needs, particularly in religious schools where English instruction time is limited.

2. For Students

The study ensures that students in contexts like Maahad Tahfiz Baitul Ehsan have access to high-quality, bilingual (English-Malay)

learning materials tailored to beginner proficiency levels. The book's progressive grading and culturally familiar vocabulary can enhance motivation and vocabulary acquisition, even with constrained class time.

3. For Researchers

The findings contribute to the field of material development by providing a framework for evaluating vocabulary books in diverse educational settings, including religious institutions. This research encourages further studies on optimizing language resources for bilingual learners and contexts with limited exposure to English.

F. The Definitions of Key Terms

1. Vocabulary

Vocabulary refers to the set of words that a person knows or uses in a particular language. It includes individual words as well as combinations of words that convey a specific meaning, such as compound words or common expressions. In this study, vocabulary refers to the collection of words found in the vocabulary book being analyzed.

2. English Vocabulary Book

Learning vocabulary is an essential component of language acquisition, and many educational tools are created to support this process. An English vocabulary book is a learning resource designed to help students improve their vocabulary skills in English. In this study,

the term refers to a book that contains English words used by students to expand their vocabulary knowledge.

3. The Analysis of The Vocabulary Book *500 Vocabulary Words Kids Need to Know* by Nor Yuslinda

The Analysis of the Vocabulary Book *500 Vocabulary Words Kids Need to Know* by Nor Yuslinda refers to a systematic examination and evaluation of the content, structure, and pedagogical aspects of the vocabulary book authored by Nor Yuslinda. This analysis focuses on identifying the quality of the book as a learning material based on specific criteria, such as those proposed by McDonough, Shaw, and Tomlinson. It includes an in-depth look at the types of vocabulary presented, how the vocabulary is organized and taught, and whether the book meets the needs of beginner-level English learners in terms of language development and educational effectiveness.

G. The Outline of the Thesis

This Thesis will be organized into five main parts as follows:

1. The first part includes the background, research focus, key term definitions, problem formulation, objectives, and significance of the study.
2. The second part includes the theoretical description and review of related findings.

3. The third part includes the research methodology, including time and location, kinds of research, source of data, technique of data collection, techniques of checking data trustworthiness, and data processing and analysis techniques.
4. The next part includes the overview of research objects, the description of research data, the data processing and analysis, and the discussion of the research result.
5. The last part includes the conclusion, suggestion, and recommendation.

CHAPTER II

LITERATURE REVIEW

The literature review of this research includes a theoretical description, conceptual framework, and related studies. In qualitative research, literature review has various benefits, such as helping to understand the background of the problem, determine the theory and conceptual framework, and formulate relevant research questions.

A. The Theoretical Description

1. The Vocabulary Book

The theoretical description of this research includes the definition of vocabulary book, the characteristics of a good vocabulary book, and the characteristics of good vocabulary material.

a. The Definition of Vocabulary Book

Learning new words is essential in language acquisition, and vocabulary books can be a helpful tool. Mastering vocabulary is one of the key factors in achieving success in learning English.¹ A vocabulary book is an educational resource designed to assist learners in acquiring, understanding, and using new words in a target language.² It typically includes a collection of words, their meanings, usage examples,

¹ Sokhira Linda Vinde Rambe, "Priming Model of Words Comprehension in Second Language Acquisition," *English Education* 03, no. 02 (2015): p. 48, <https://doi.org/https://doi.org/10.24952/ee.v3i02.1205>.

² Michael F Graves, *The Vocabulary Book: Learning and Instruction* (Teachers College Press, 2016), p. 61 <https://archive.org/details/vocabularybookle0000grav>.

pronunciation guides, and various exercises to reinforce vocabulary knowledge.

Nation defines a vocabulary book as a learning tool that systematically presents words and their usage, aiming to expand the learner's lexicon and improve language proficiency.³ Furthermore, Schmitt describes it as an essential resource for both language learners and teachers, providing structured and focused vocabulary instruction to support language acquisition.⁴ In conclusion, a vocabulary book is a structured learning tool that helps expand a learner's word knowledge and enhance language proficiency. It serves as a valuable resource for both students and teachers by providing systematic vocabulary instruction to support language learning.

b. The Characteristics of a Good Vocabulary Book

McDonough and Shaw, in their book, outlined fourteen criteria that a good textbook must fulfill. These criteria serve as essential guidelines for evaluating the effectiveness and quality of educational materials. By carefully considering these criteria, educators and learners can make informed decisions about the suitability of textbooks for

³ I. S. P. Nation, *Learning Vocabulary in Another Language* (Cambridge University Press, 2001), p. 68 <https://doi.org/10.1017/CBO9781139524759>.

⁴ Norbert Schmitt, "Understanding Vocabulary Acquisition, Instruction, and Assessment: A Research Agenda," *Language Teaching* 52, no. 02 (April 7, 2019): 261, <https://doi.org/10.1017/S0261444819000053>.

specific learning objectives and contexts. The fourteen criteria are as follow.

1) The Intended Audience

A textbook should be designed according to the target users, such as children, teenagers, or adults. Different age groups have distinct learning needs and preferences, which must be considered in material selection and presentation. If the book does not align with the intended audience, it may fail to engage learners effectively and hinder their progress.

2) The Proficiency Level

The textbook should match the students' language proficiency level, whether beginner, intermediate, or advanced. If the material is too difficult, students may become frustrated, while overly simple content may not challenge them enough. Properly graded materials help learners progress gradually and gain confidence in their language skills.

3) The Context in Which the Materials Are to Be Used

The textbook should consider where and how it will be used, such as in classroom settings, intensive courses, or self-study programs. Each context has different needs; for instance, classroom textbooks often require teacher guidance, while self-study books need more detailed explanations. Ignoring the context of use may make it difficult for both students and teachers to fully utilize the book.

4) How the Language Has Been Presented and Organized into Teachable Units/Lessons

The book should present the language systematically in well-structured units or lessons. A clear organization allows students to gradually develop their understanding and skills in a logical sequence. Without a well-structured framework, both teachers and students may struggle to follow and apply the material effectively.

5) The Authors' Views on Language and Methodology

The textbook should reflect a clear language learning approach, such as communicative language teaching, grammar-translation, or task-based learning. If the methodology is not clearly defined, teachers may find it challenging to implement effective teaching strategies. A good textbook should also provide flexibility so that educators can adapt it to different teaching methods and student needs.

6) Are the Materials Used as the Main 'Course' or to Be Supplementary to It?

A textbook may be designed as the main course material or as supplementary learning material. If it serves as the primary resource, it should comprehensively cover all necessary language skills and concepts. On the other hand, if it is supplementary, its content should complement the main textbook and enhance learning rather than duplicate existing materials.

7) Is the Teacher's Book in Print and Locally Available?

A teacher's book is essential for guiding lesson delivery, activities, and assessment strategies. If a teacher's book is unavailable or difficult to access, educators may struggle to implement lessons effectively. A well-prepared teacher's book can enhance the learning process by offering structured teaching support and additional exercises.

8) Is a Vocabulary List/Index Included?

A vocabulary list or index is a valuable feature that helps students review and reinforce their learning. Having an accessible list allows learners to quickly reference words and meanings, making studying more efficient. If the book lacks a vocabulary list, students may find it difficult to track and retain new words systematically.

9) What Visible Material Does the Book Contain and Is It Actually Integrated into the Text?

Visual elements such as images, diagrams, and tables are crucial for enhancing comprehension, especially for visual learners. A good textbook integrates these elements meaningfully, ensuring they reinforce rather than merely decorate the content. If visuals are not well integrated, they may distract rather than support learning.

10) Is the Layout or Presentation Clear or Cluttered?

A well-organized layout makes it easier for students to navigate and understand the material. If the book is cluttered with excessive text or poorly structured content, it may overwhelm learners and reduce

readability. A clear and structured design enhances engagement and comprehension.

11) Is the Material Not Culturally Biased or Specific, and Does It Not Represent Minority Groups and/or Women in a Negative Way?

A good textbook should promote cultural inclusivity and avoid reinforcing stereotypes. If the book is culturally biased or portrays certain groups unfairly, it may negatively impact students' perceptions and learning experiences. Ensuring diverse representation in content helps foster an inclusive learning environment.

12) The Presentation of the Skills and Materials

A textbook should provide a balanced approach to language skills, including reading, writing, listening, and speaking. If it focuses too much on one skill while neglecting others, students may not develop a well-rounded language proficiency. A well-designed book integrates different skills to create a comprehensive learning experience.

13) The Grading and Sequencing of the Materials

Materials should be presented in a logical order, progressing from simple to more complex concepts. A well-graded sequence helps students build on their prior knowledge and advance gradually. If the sequencing is inconsistent, learners may struggle to follow the progression of lessons.

14) Does the Material Suit Different Learning Styles So That It Can Motivate Students and Teachers Alike?

A good textbook accommodates various learning styles, such as visual, auditory, and kinesthetic approaches, to engage a diverse group of learners. By incorporating a mix of activities and teaching techniques, the book can enhance motivation and effectiveness. If the book relies on only one learning style, it may not meet the needs of all students, leading to disengagement.

To help readers easily identify the characteristics of learning material discussed, the researcher has provided the following table.

Table II.1 The Characteristics of Good Book⁵

No.	Criteria
1	The intended audience
2	The proficiency level
3	The context in which the materials are to be used
4	How the language has been presented and organized into teachable units/lessons
5	The authors' views on language and methodology
6	Are the materials used as the main 'course' or to be supplementary to it?
7	Is the teacher's book in print and locally available?
8	Is a vocabulary list/index included?
9	What visible material does the book contain and is it actually integrated into the text?
10	Is the layout or presentation clear or cluttered?
11	Is the material not culturally biased or specific, and does it not represent minority groups and/or women in a negative way?
12	The presentation of the skills and materials
13	The grading and sequencing of the materials
14	Does the material suit different learning styles so that it can motivate students and teachers alike

⁵ J. McDonough, C. Shaw., and Hitomi. Masura, *Materials and Methods in ELT: A Teacher Guide* (Hoboken, NJ: John Wiley & Sons, Inc, 2013), p. 120 https://archive.org/details/materialsmethods0000mcdo_k5x3.

From the table it can be concluded that the characteristics of a good textbook based on several criteria, including suitability for the intended audience and proficiency level, context of use, structure and teaching methodology, role as a primary or supplementary material, availability of a teacher's book, inclusion of a vocabulary list, integration of visual materials, clarity of layout, cultural inclusivity, and the presentation of skills and content that accommodate different learning styles.

c. The Characteristics of Good Vocabulary Material

Learning materials are essential tools that support both teaching and learning. Richards defined learning material as materials that teachers and students use to facilitate the learning of a subject or topic and enhance the learning experience.⁶ Tomlinson defines learning materials as the aids used by learners to help them understand and practice the content or skills being taught, ranging from printed textbooks and workbooks to digital media and real-life tools, designed to support specific educational goals.⁷ Meanwhile, Graves said that learning materials include anything that supports learning, whether specifically designed for classroom instruction or adapted from real-world contexts to help students acquire knowledge and skills.⁸

⁶ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (Cambridge University Press, 2001), p. 60 <https://doi.org/10.1017/CBO9780511667305>.

⁷ Brian Tomlinson, *Materials Development in Language Teaching*, ed. Second Edition (Cambridge, UK: Cambridge University Press, 2011), p. 2 <https://archive.org/details/materialsdevelop0000unse>.

⁸ Kathleen Graves, *Designing Language Courses: A Guide for Teachers* (Heinle & Heinle Publishers, 2000), p. 53 <https://archive.org/details/designinglanguag0000grav>.

Therefore, learning materials play a crucial role in shaping the quality of instruction and the effectiveness of students' learning outcomes.

Based on these definitions, learning materials can be understood as essential resources that aid teachers and students in learning. They encompass many tools, including textbooks, workbooks, digital media, and real-life materials, all designed to facilitate understanding, practice, and mastery of a subject or skill. Learning materials can be specifically created for instructional purposes or adapted from real-world contexts to enhance engagement and effectiveness in education.

The characteristics of good material include different methods and guidelines for making useful learning materials, especially for teaching English and promoting long-lasting practices. The characteristics of good material according to Tomlinson are as follows.⁹

1) Materials Should Achieve Impact

Good learning materials grab students' attention and make learning more interesting. This can be done by using new and exciting topics, different types of activities, and attractive designs with bright colors and clear layouts. Engaging content, such as fun stories or familiar themes, also helps. Materials should also challenge students in a way that keeps them thinking and involved.

⁹ Brian Tomlinson, *Materials Development in Language Teaching*, ed. Second Edition (Cambridge, UK: Cambridge University Press, 2011), p. 8 <https://archive.org/details/materialsdevelop0000unse>.

2) Materials Should Help Learners to Feel at Ease

Students feel more comfortable when learning materials are well-organized, with enough space on the page and familiar topics. They also feel more at ease when materials focus on helping them learn rather than testing them too much. Clear, supportive content helps build their confidence and encourages active engagement in the learning process.

3) Materials Should Help Learners to Develop Confidence

Instead of making tasks too easy, materials should include slightly challenging activities that encourage students to think and be creative. These kinds of tasks push learners to engage more deeply with the content. As a result, students develop genuine confidence in their language skills.

4) What is Being Taught Should be Perceived by Learners as Relevant and Useful

Students learn more effectively when they can see a clear connection between their lessons and real-life experiences. While English for specific purposes, such as professional contexts, is often easier to relate to, general English can also be engaging. This can be achieved by incorporating topics that align with students' interests and everyday realities.

5) Materials should require and facilitate learner self-investment

Students learn more effectively when they actively engage in discovering new concepts on their own. Therefore, learning materials should be designed to promote exploration, critical thinking, and independent decision-making. This approach helps students analyze language meaningfully rather than relying solely on rote memorization.

6) Learners must be ready to acquire the points being taught

Students learn best when they are prepared to grasp new language concepts. Therefore, teaching materials should present new topics in a gradual and structured manner. This approach helps ensure that students fully understand one level before progressing to the next.

7) Materials should expose the learners to language in authentic use

Students should be exposed to real-world English, not just the language found in textbooks. This includes incorporating various styles of speech and writing. It also involves encouraging students to observe how English is used in everyday situations.

8) The Learners' Attention Should be Drawn to the Linguistic Features of the Input

Instead of just memorizing grammar rules, students should be encouraged to notice patterns in real English. By paying attention to how words and structures are used, they become more aware of the language in context. This helps them learn naturally through observation and practical use.

9) Materials Should Provide the Learners with Opportunities to Use the Target Language to Achieve Communicative Purposes

Learning materials should include activities where students actively use English to communicate, rather than simply practicing isolated grammar and vocabulary. This approach encourages real-life language use and deeper understanding. Interactive exercises such as group discussions and writing tasks allow students to apply their knowledge in meaningful ways.

10) Materials Should Take into Account that the Positive Effects of Instruction are Usually Delayed

Students do not master new language features immediately. Therefore, learning should be seen as a gradual process. Learning materials should provide repeated exposure to new concepts over time rather than expecting students to remember everything right away.

11) Materials Should Take into Account That Learners Differ in Learning Styles

Students learn in different ways. Some prefer structured grammar lessons, while others learn better through stories or hands-on activities. Materials should include a variety of methods to meet different learning needs.

12) Materials Should Take Into Account That Learners Differ in Affective Attitudes

Motivation and attitude significantly affect learning. Because students have different feelings about learning English, materials need to be flexible and offer choices. Additionally, including culturally appropriate content helps keep students engaged.

13) Materials Should Permit a Silent Period at The Beginning of Instruction

At the start of learning, students may need time to listen and absorb the language before speaking. Forcing them to speak too soon can be stressful. Instead, materials should include activities like listening exercises, gestures, or drawings to help them gradually gain confidence.

14) Materials Should Maximize Learning Potential by Encouraging Intellectual, Aesthetic, and Emotional Involvement Which Stimulates Both Right- and Left-Brain Activities

To maximize learning, activities should involve both logical thinking and creative or emotional engagement. Logical thinking can include tasks like analyzing grammar, while creative engagement might involve storytelling or problem-solving. Combining these approaches leads to deeper and longer-lasting learning.

15) Materials Should Not Rely Too Much on Controlled Practice

Controlled practice, such as grammar drills, is commonly found in textbooks. However, research indicates that these activities offer limited benefits for long-term language retention. Therefore, students

should be given more opportunities to use the language in meaningful and authentic contexts.

16) Materials Should Provide Opportunities for Outcome Feedback

Feedback should go beyond simply correcting mistakes. It should emphasize how effectively students communicate their ideas. This approach helps students improve their language skills in real-life situations.

Table II.2 The Characteristics of Good Material

No.	Principle
1.	Materials Should Achieve Impact
2.	Materials Should Help Learners to Feel at Ease
3.	Materials Should Help Learners to Develop Confidence
4.	What is Being Taught Should be Perceived by Learners as Relevant and Useful
5.	Materials should require and facilitate learner self-investment
6.	Learners must be ready to acquire the points being taught
7.	Materials should expose the learners to language in authentic use
8.	The Learners' Attention Should be Drawn to the Linguistic Features of the Input
9.	Materials Should Provide the Learners with Opportunities to Use the Target Language to Achieve Communicative Purposes
10.	Materials Should Take into Account that the Positive Effects of Instruction are Usually Delayed
11.	Materials Should Take into Account That Learners Differ in Learning Styles
12.	Materials Should Take into Account That Learners Differ in Affective Attitudes
13.	Materials Should Permit a Silent Period at The Beginning of Instruction
14.	Materials Should Maximize Learning Potential by Encouraging Intellectual, Aesthetic, and Emotional Involvement Which Stimulates Both Right- and Left-Brain Activities
15.	Materials Should Not Rely Too Much on Controlled Practice

No.	Principle
16.	Materials Should Provide Opportunities for Outcome Feedback

2. The Book 500 Vocabulary Words Kids Need to Know

The vocabulary book 500 Vocabulary, Words Kids Need to Know, authored by Nor Yuslinda, is designed for beginners. Published by WasaPower in 2020, this bilingual book is written in both English and Malay, catering to students who are still developing their English language skills. Spanning 124 pages, it has an ISBN of 9789671708538 and weighs approximately 312 grams.

The book covers several topics, including 170 Common Nouns (English–Bahasa Malaysia–English), The 140 Most Frequent Verbs, Irregular Nouns, and 80 Common Opposite Words. It also discusses grammar topics such as the Simple Present Tense, Simple Past Tense, be-verbs, and modals. Additionally, it includes content beyond vocabulary, such as 50 Most Important English Proverbs and 75 Other Ways to Say Phrases You Use Every Day.

This book's main goal is to increase students' vocabulary in English, which will help them in their daily and academic language use. It closes the gap between students' native language and their comprehension of English by offering concise multilingual explanations. The book aims to help students acquire the fundamental language skills they need to communicate effectively. Furthermore, the subjects selected cover common and useful

aspects of everyday life, which makes the vocabulary applicable and practical in the actual world.

This book is the first and only vocabulary resource in Malaysia specifically designed for students aged 4 to 12 years. Since its initial publication in July 2019, it has been reprinted 12 times and has sold over 100,000 copies, earning the status of a national bestseller. Due to its popularity and wide usage, the researcher is particularly interested in analyzing this book.

B. The Review of Related Findings

Several types of research support this research. The first is research by Subariyah, which has the purpose of describing whether the textbook “Pathway to English” is suitable for Tomlinson’s theory or not.¹⁰ As the result of her study, Subariyah concluded that “Pathway to English” is highly suitable for tenth-grade students following the 2013 Curriculum in their schools.

Another research similar to the first one, which was conducted by Fakhomah. The study aims to investigate the compatibility of materials in the textbook Bahasa Inggris based on Tomlinson’s theory. The study’s results indicate that the English textbook “Bahasa Inggris” meets 15 criteria or 93.75%

¹⁰ Subariyah, “An Analysis on the Suitability of the English Textbook ‘Pathway To English’ for the Tenth Grade Students of Senior High School Based on Tomlinson’S Theory,” 2014, p. 1, <https://shorturl.at/2W7zU>.

of Tomlinson's theory and addresses three language skills (speaking, reading, and writing).¹¹ This signifies that the textbook is appropriate for student use.

The third related research is done by Yan. The research aims to find out how SLA principles are applied in an ESL reading and vocabulary course, and then elaborate on some adaptations of the teaching methods in the classroom teaching practice.¹² The textbook "Contact U.S.A." is used as a case study, and it is found that the textbook incorporates SLA principles by prohibiting the use of dictionaries.

Furthermore, Prafitasani, in her research, aimed to determine whether the English textbook used for ninth-grade Junior High School students, titled *English on Sky 3*, meets the criteria of a good textbook based on Robinett's theory.¹³ She evaluated to assess the textbook's alignment with those standards. The results of her study indicate that the contents of the textbook are in accordance with Robinett's indicators of a good textbook.

From the previous studies, the researcher recognizes that most of the researchers only analyze general English textbooks that are not focused on specific aspects, such as vocabulary or grammar. It is very rare to find research that analyzes vocabulary-specific books. Not only that, the research was also done by analyzing books allocated for students in public schools. So, the

¹¹ Desy Nur Fakhomah, "An Analysis On English Textbook Entitled Bahasa Inggris Based On Tomlinson's Theory," 2017, p. 1, <https://shorturl.at/ltuYc>.

¹² Hu Yan, "Analysis and Adaptation of an ESL Reading and Vocabulary Textbook," *US-China Foreign Language* 15, no. 1 (2017): p. 11, <https://doi.org/10.17265/1539-8080/2017.01.003>.

¹³ Ikatania Prafitasani, "An Analysis on English Textbook Entitled 'English on Sky 3' for Junior High School Student Based on Good Textbook Criteria," 2010, p. 1 <https://shorturl.at/cTWqP>.

researcher is interested in analyzing vocabulary books utilized in schools that specialize in studying the Qur'an and religious sciences.

CHAPTER III

RESEARCH METHODOLOGY

A. The Time and Place of the Research

This research was carried out in November 2024. The study took place at UIN Syahada Padangsidempuan. The book is the vocabulary book used at Maahad Tahfiz Baitul Ehsan Maluri Kuala Lumpur, Malaysia.

B. The Method of the Research

The researcher employs a qualitative study approach based on the problem statements and the study's objectives. Gay et al say "Qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data to gain insights into a particular phenomenon of interest".¹ This approach enables the researcher to explore the phenomenon in depth, providing a rich understanding of the subject matter.

The method of this research is content analysis. Content analysis is a research technique that systematically examines and interprets different types of communication content. It involves analyzing texts, media, and other materials to identify patterns, themes, and meanings.² In this research, the method was applied to analyze the content of the vocabulary book.

¹ Lorraine R Gay, Geoffrey E Mills, and Peter W Airasian, *Educational Research: Competencies for Analysis and Applications* (Pearson, 2012), p. 76 <https://shorturl.at/GrEY6>.

² Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology* (2455 Teller Road, Thousand Oaks California 91320: SAGE Publications, Inc., 2019), p. 120 <https://doi.org/10.4135/9781071878781>.

C. The Source of Data

There researcher focuses on analyzing a vocabulary book, which serves as the primary data source for this study. To conduct a thorough analysis, the researcher employs two secondary sources that provide relevant indicators and criteria used to evaluate both the book and its vocabulary content. These secondary sources serve as a theoretical framework to ensure a systematic and credible analysis.

1. The Primary Source

The primary source in this research is a vocabulary book entitled “500 Vocabulary, Words Kids Need to Know” written by Nor Yuslinda. The book published by WasaPower in 2020, is written in both English and Malay. It spans 124 pages and carries an ISBN of 9789671708538. The book weighs 312 grams.



Figure III.1 The 500 Vocabulary, Words Kids Need to Know³

This book is divided into two sections: the main section and the supplementary section. The main section consists of 18 topics, while the

³ Nor Yuslinda, *500 Vocabulary Words Kids Need to Know* (Kuala Lumpur: WasaPower Group Sdn. Bhd, 2021).

supplementary section includes 5 topics. Below is the complete list of topics in this book.

Table III.1 The Topics of the Vocabulary Book⁴

Number	Topics
1	170 Common Nouns (English-B. Malaysia-English)
2	Irregular Nouns
3	Simple Present Tense and Simple Past Tense
4	Be-Verbs
5	Modals
6	The 140 Most Frequent Verbs
7	80 Common Opposite Words
8	Articles
9	Demonstrative Adjectives
10	Personal Pronouns (Subject)
11	Personal Pronouns (Object)
12	Possessive Pronouns
13	Prepositions of Place
14	Prepositions of Time
15	Prepositions of Movement
16	Conjunction
17	WH- Questions
18	Adverbs
19	75 Professions / Occupations in The World
20	75 Feeling & Emotion Words
21	The 50 Most Important English Proverbs
22	75 Other Ways to Say Phrases That You Use Everyday
23	References

2. The Secondary Source

Secondary sources used in this research include a book by McDonough & Shaw, “Materials and Methods in ELT” and another book by Tomlinson, “Materials Development in Language Teaching”.

⁴ Nor Yuslinda, *500 Vocabulary Words Kids Need to Know* (Kuala Lumpur: WasaPower Group Sdn. Bhd, 2021).

From these two books, the researcher identified a set of indicators that define a good book and quality vocabulary material. These indicators serve as the basis for analyzing the book *500 Vocabulary Words Kids Need to Know*. This book is used as the primary object of analysis to determine whether it meets the established criteria.



Figure III.2 The Secondary Source Books^{5 6}

D. The Technique of Data Collection

The data collection method employed in this study is content analysis. The steps involved in collecting data are: (1) Selecting the English textbook “500 Vocabulary, Words Kids Need to Know,” There were several English vocabulary books found at Maahad Tahfiz Baitul Ehsan. Still, the book 500 Vocabulary, Words Kids Need to Know because it is used by the teachers. (2) Finding secondary source used to analyze the vocabulary book (3) Reviewing the material contained within the textbook. The researcher

⁵ J. McDonough, C. Shaw., and Hitomi. Masura, *Materials and Methods in ELT: A Teacher Guide* (Hoboken, NJ: John Wiley & Sons, Inc, 2013), p. 120 https://archive.org/details/materialsmethods0000mcdo_k5x3.

⁶ Brian Tomlinson, *Materials Development in Language Teaching*, ed. Second Edition (Cambridge, UK: Cambridge University Press, 2011), p. 8 <https://archive.org/details/materialsdevelop0000unse>.

explores the book's content and observes what is in it, including its pages, chapters, visual elements, textual features, overall layout, and design. 4) Taking notes for data analysis to capture important information, patterns, and emerging themes.

The researcher first analyzes the book to determine whether it meets the criteria of a good book. The indicators help determine the quality and effectiveness of the vocabulary book in supporting students' language learning. Some of the indicators of a good book are as follows.⁷

1. The intended audience
2. The proficiency level
3. The context in which the materials are to be used
4. How the language has been presented and organized into teachable units/lessons
5. The authors' views on language and methodology
6. Are the materials used as the main 'course' or to be supplementary to it?
7. Is the teacher's book in print and locally available?
8. Is the layout or presentation clear or cluttered?
9. The presentation of the skills and materials
10. The grading and sequencing of the materials

⁷ J. McDonough, C. Shaw., and Hitomi. Masura, *Materials and Methods in ELT: A Teacher Guide* (Hoboken, NJ: John Wiley & Sons, Inc, 2013), p. 120 https://archive.org/details/materialsmethods0000mcdo_k5x3.

11. Does the material suit different learning styles so that it can motivate students and teachers alike
12. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes

Subsequently, the researcher analyzes the vocabulary material presented in the book. This analysis is guided by several indicators of effective vocabulary materials as proposed by Tomlinson. These indicators include the following.⁸

1. Unique topics of vocabulary
2. Culturally familiar vocabulary
3. Relevant and Useful
4. Is a vocabulary list/index included?
5. What visible material does the book contain and is it actually integrated into the text?
6. Is the material not culturally biased or specific, and does it not represent minority groups and/or women in a negative way?

The researcher uses a checklist as the instrument of data collection. In the book *Research Procedure: A Practical Approach* by Arikunto, several forms of checklists can be used as data collection instruments. The first form is a yes/no checklist, which is used to record the presence or absence of a behavior or event by giving a check mark (√) in the "Yes" or "No" column.

⁸ Brian Tomlinson, *Materials Development in Language Teaching*, ed. Brian Tomlinson (Cambridge University Press, 2011), p. 2 <https://doi.org/10.1017/9781139042789>.

The second form is an attitude scale checklist, which uses a rating scale such as "Strongly Agree", "Agree", "Disagree", and "Strongly Disagree" or in observations can be in the form of "Always", "Often", "Sometimes", and "Never". The third form is a frequency checklist, which records how often an action or behavior occurs in learning activities. In addition, there is also a semi-open checklist, which allows researchers to record additional information or free statements from respondents, even though it is arranged in a checklist format.⁹ These four forms make it easier for researchers to obtain data that is systematic, measurable, and relevant to the focus of the research.

The researcher uses a "Yes" or "No" checklist. The checklist includes 18 items on the principles of good textbooks and vocabulary analysis by McDonough, Shaw, and Tomlinson theory. The checklist is as follows.

Table III.2 The Indicator Good Book and Vocabulary Material

No.	Criteria	Yes	No
Book			
1	The intended audience		
2	The proficiency level		
3	The context in which the materials are to be used		
4	How the language has been presented and organized into teachable units/lessons		
5	The authors' views on language and methodology		
6	Are the materials used as the main 'course' or to be supplementary to it?		
7	Is the teacher's book in print and locally available?		
8	Is the layout or presentation clear or cluttered?		
9	The presentation of the skills and materials		

⁹ Suharsimi Arikunto, *Research Procedure: A Practical Approach* (Yogyakarta: Rineka Cipta, 2010). <https://www.scribd.com/document/756557803/Suharsimi-Arikunto-Prosedur-Penelitian>

No.	Criteria	Yes	No
Book			
10	The grading and sequencing of the materials		
11	Does the material suit different learning styles so that it can motivate students and teachers alike		
12	Materials should provide the learners with opportunities to use the target language to achieve communicative purposes		
Vocabulary			
13	Unique topics of vocabulary		
14	Culturally familiar vocabulary		
15	Relevant and Useful		
16	Is a vocabulary list/index included?		
17	What visible material does the book contain and is it actually integrated into the text?		
18	Is the material not culturally biased or specific, and does it not represent minority groups and/or women in a negative way?		

E. The Techniques of Data Analysis

The data is analyzed using Miles and Huberman's method. According to Miles and Huberman, the data analysis process in qualitative research consists of three main stages: data reduction, data display, and conclusion drawing and verification.¹² These three steps are described below.

1. Data Reduction

Data reduction is the process of summarizing, selecting, and focusing on the collected data. It involves filtering out irrelevant information so that only essential data is used. This process can be carried out through categorization, coding, and data summarization.

¹² Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis A Methods Sourcebook, Sustainability (Switzerland)*, 3rd ed. (USA: SAGE Publications, 2014), p. 308 <https://shorturl.at/Kil0t>.

In this section, the researcher employs a checklist as an instrument of analysis. The book and its vocabulary content are examined thoroughly. The goal is to determine whether they align with the established indicators of a quality educational resource

2. Data Display

Data display aims to present data in an organized manner to enhance understanding. It can be represented in various forms, such as tables, graphs, diagrams, narratives, or matrices. This helps researchers identify patterns, relationships, and emerging findings more effectively.

The researcher presents the findings through detailed descriptions. This section evaluates the extent to which the vocabulary book meets the established criteria. The analysis is supported by reasoning and relevant empirical evidence.

3. Conclusion and Verification

The final stage is conclusion drawing and verification, where the researcher interprets the meaning of the analyzed data. The conclusions must be verified by referring to relevant data and theories. In this stage, the researcher draws conclusions from the findings. The analysis focuses on whether the book *500 Vocabulary Words Kids Need to Know* meets the established criteria. Based on the evaluation, it is then determined whether the book can be considered a good vocabulary resource.

F. The Techniques of Checking Data Trustworthiness

In the study, it's crucial to verify the credibility of each case to ensure the research results are reliable and can be validated. The trustworthiness of qualitative research is vital because checking the trustworthiness of data is used to contradict the assumption that qualitative research is not scientific.¹⁰ This study includes checking the data's credibility to maintain its trustworthiness. As with the effort to check the credibility of the data from this study.

According to Flick, triangulation enhances the credibility and validity of research findings by using multiple methods or investigators. Investigator Triangulation entails applying multiple researchers to collect, analyze, and interpret data to reduce bias and enhance the credibility of the findings. Methodological Triangulation, entails applying different methods, such as combining qualitative and quantitative approaches, to study the same phenomenon.¹¹ Overall, triangulation strengthens research by providing a more comprehensive and reliable understanding of the studied phenomenon.

The researcher uses investigator triangulation by asking another researcher to analyze the data. The researcher also uses different methods to analyze the data to strengthen the credibility and validity of research

¹⁰ Jeff Rose and Corey W. Johnson, "Contextualizing Reliability and Validity in Qualitative Research: Toward More Rigorous and Trustworthy Qualitative Social Science in Leisure Research," *Journal of Leisure Research* 51, no. 4 (August 7, 2020): p. 432, <https://doi.org/10.1080/00222216.2020.1722042>.

¹¹ Uwe Flick, *Doing Triangulation and Mixed Methods* (1 Oliver's Yard, 55 City Road London EC1Y 1SP: SAGE Publications Ltd, 2018), <https://doi.org/10.4135/9781529716634>.

findings. Another method used is expert evaluation. This method involves gathering insights from subject matter experts, such as experienced English teachers, curriculum developers, or linguists, who can provide feedback on the vocabulary book's effectiveness, comprehensiveness, and pedagogical quality.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

A. The General Findings

The book 500 Vocabulary Words Kids Need to Know has good content quality as it presents essential vocabulary and grammar elements for learning English. With 18 main topics and 5 bonus topics, this book covers important aspects such as common nouns, frequently used verbs, prepositions, conjunctions, and various other word categories. Additionally, it is bilingual (English and Malay), making it easier for students who are still developing their English skills to understand. However, the book does not explain the language learning approach used, so teachers or self-learners may need additional references to determine the best method for utilizing it.

In terms of structure and organization, the book is well-structured, presenting material progressively from simpler to more complex concepts. The systematic arrangement of topics helps students understand and master vocabulary step by step. Furthermore, the inclusion of bonus categories such as professions, emotion-related words, and important English proverbs adds educational value. Nonetheless, the absence of a dedicated teacher's guide may pose a challenge in optimizing its use in the classroom.

Regarding language and writing style, the book uses clear and easily understandable language suitable for students. The explanations are concise and straightforward, with Malay translations provided to enhance

comprehension. The vocabulary selection is also relevant to everyday life, supporting practical use in communication. However, as the book primarily focuses on presenting vocabulary lists and grammar rules, its delivery may feel less interactive compared to books that employ a context-based or narrative approach.

In terms of visual aspects and design, the book has a neat layout with relevant illustrations that help students better understand and remember vocabulary. The bilingual format also facilitates cross-referencing between English and Malay. However, the effectiveness of the illustrations in aiding vocabulary comprehension could be further evaluated, especially for students who rely heavily on visual learning.

Finally, in terms of feasibility and usefulness, this book serves as an effective learning resource for students who want to expand their English vocabulary. With its extensive vocabulary coverage and systematic arrangement, it supports language acquisition for both academic and everyday communication purposes. However, the lack of a teacher's guide limits its use in more structured classroom settings. Overall, this book is a valuable reference for students looking to enhance their vocabulary, though it could be further optimized with additional learning strategies..

B. The Specific Findings

This research's findings are based on the book's material, which is vocabularies and the book itself, which is elaborated by 18 indicators of

McDonough, Shaw, and Tomlinson theory. The indicators are: the intended audience; the proficiency level; the context in which the materials are to be used; how the language has been presented and organized into teachable units/lessons; the authors' views on language and methodology; are the materials used as the main 'course' or to be supplementary to it?; is the teacher's book in print and locally available?; is the layout or presentation clear or cluttered?; the presentation of the skills and materials; the grading and sequencing of the materials; does the material suit different learning styles so that it can motivate students and teachers alike; Unique topics of vocabulary; Culturally familiar vocabulary; Relevant and Useful; Materials should provide the learners with opportunities to use the target language to achieve communicative purposes; Is a vocabulary list/index included?; What visible material does the book contain and is it integrated into the text?; Is the material not culturally biased or specific, and does it not represent minority groups and/or women in a negative way?

The book's material is briefly analyzed using 18 indicators from McDonough, Shaw, and Tomlinson's theory, as explained below.

1. The intended audience

The analysis shows that the vocabulary book fulfills the criterion of clearly identifying the intended audience, as McDonough and Shaw's theory outlines. The book, *500 Vocabulary Words Kids Need to Know*, is specifically designed for children, which is evident from its cover. On

the cover, we can find the book title 500 Vocabulary Words Kids Need to Know, which indicates that it is intended for children. Additionally, the researcher found on the book's official website that it is designed for children aged 6 to 12 years.¹ This clear definition of its target audience helps ensure that the book's language, teaching approach, and overall structure are engaging and accessible for young learners. As a result, the book is an effective tool to help children learn vocabulary.

2. The proficiency level

The analysis shows that the vocabulary book fulfills the criterion of clearly identifying the proficiency level, as McDonough and Shaw's theory outlines. From the book's cover and title, it can be seen that this book is specifically designed for beginner-level learners.² The cover is designed with a children's theme, indirectly indicating that the book is intended for beginner-level learners, as children aged 6 to 12 are generally categorized as beginners. The vocabulary presented in this book is tailored to the needs of beginner-level learners.

Moreover, the material is presented in simple, easy-to-understand language, accompanied by abundant visual imagery that helps users comprehend and engage with the content, further reinforcing the book's suitability for beginner-level learners.³ Indicating the proficiency level

¹ Mak Lin, "Buku: 500 Vocabulary Words Kids To Know," n.d., <https://www.ceritamak.com/2019/11/buku-500-vocabulary-words-kids-to-know.html>. (Accessed on March 9, 2025, at 11:50 AM WIB).

² Yuslinda, *500 Vocabulary Words Kids Need to Know*. p. i

³ A. Shablovskiy and E. Gorshechnikova, *IT English for Beginners* (LCC MAKs Press, 2023), <https://doi.org/10.29003/m3619.978-5-89407-635-5>.

helps teachers and learners understand the book's scope and ensures that the material aligns with the learners' current abilities, facilitating a smooth and effective learning process.

3. The context in which the materials are to be used

The analysis indicates that the vocabulary book meets the criterion of defining the context in which the materials are to be used, as outlined by McDonough and Shaw's theory. By clearly outlining the intended context, the book ensures that its content and activities are appropriately structured, helping both teachers and learners use the material effectively and achieve the desired learning outcomes.

The book's context is evident from both its cover and content. The cover's title indicates that the book is designed for vocabulary learning. Meanwhile, the content, consisting of a vocabulary list, reinforces this purpose by emphasizing vocabulary acquisition.⁴ So, the material is used in a daily communication context, classroom learning or self-study to improve vocabulary mastery.

4. How the language has been presented and organized into teachable units/lessons

The analysis reveals that the vocabulary book aligns with McDonough and Shaw's theory by organizing language into teachable units or lessons. The book structures its content logically and systematically, dividing vocabulary into manageable sections or themes

⁴ Yuslinda, *500 Vocabulary Words Kids Need to Know*. p. 2-110

that enhance learning. Each unit or lesson builds on the previous one, ensuring gradual progression and reinforcing key concepts. This structured approach supports both teachers and learners in navigating a clear and effective learning path.

The overall material focuses on parts of speech, with each section logically connected to the next. The organization of the book is evident in its table of contents. It begins with vocabulary lists of common nouns, followed by irregular nouns, simple present tense, and simple past tense. Next, it introduces *be*-verbs, then modals, the 140 most frequent verbs, and 80 common opposite words. Articles are presented next, followed by demonstrative adjectives. Personal pronouns are divided into subject, object, and possessive forms, while prepositions are categorized into place, time, and movement. Conjunctions come next, followed by WH-questions and adverbs.⁵ This systematic progression makes the content easy to follow and facilitates efficient learning.

The material in this book is structured based on grammatical categories, with divisions according to parts of speech such as nouns, verbs, adjectives, and adverbs. The sequence is logical, starting with the most basic concepts, such as common nouns and basic verbs, before progressing to more complex grammatical structures like modals, conjunctions, and WH-questions. Each section is also interconnected, where previous material supports the understanding of subsequent topics,

⁵ Yuslinda. p. v

for example, after introducing basic verbs, the book then explains past tense forms and auxiliary verbs. This systematic structure is evident in the table of contents, which provides a clear overview of the learning stages and facilitates navigation for both students and teachers. Additionally, the material is divided in detail, such as pronouns being categorized into subject, object, and possessive forms, and prepositions classified based on function, such as place, time, and movement. This systematic arrangement helps students learn vocabulary more effectively and progressively.

5. The authors' views on language and methodology

The analysis indicates that the vocabulary book does not meet the criterion of clearly reflecting the authors' views on language and methodology, as outlined in McDonough and Shaw's theory. This aspect is absent throughout the book, including the opening and closing. After the cover, the content transitions directly to the metadata and table of contents, with no introductory notes or preface to outline the authors' perspectives.⁶ Similarly, the book concludes with a references section, without any closing remarks or guidance from the authors regarding the intended learning path.⁷ This means the book lacks a clear explanation of the theoretical principles or teaching approaches that guide its design.

⁶ Yuslinda. p. i-iv

⁷ Yuslinda. p. 124

Understanding the authors' views on language learning and instructional methodology is essential for ensuring that the material aligns with effective teaching practices and supports the intended learning outcomes. The absence of this clarity may limit the book's effectiveness in guiding both teachers and learners.

6. Are the materials used as the main 'course' or to be supplementary to it?

The analysis indicates that the vocabulary book specifies supplementary support for language learning. Based on the observations conducted by the researcher, this vocabulary book serves as supplementary material in English learning at Maahad Tahfiz Baitul Ehsan. In addition, this vocabulary book is also used by students for self-study to enhance their knowledge of English vocabulary.

7. Is the teacher's book in print and locally available?

The analysis reveals that the teacher's book for "*500 Vocabulary, Words Kids Need to Know*" is neither in print nor locally available. This is because the author intentionally designed the vocabulary book solely for students, believing that the content provided in the student book is sufficiently clear and comprehensive for their needs.

8. Is the layout or presentation clear or cluttered?

The analysis reveals that the vocabulary book successfully meets the criterion of a clear and well-structured layout. This clarity is evident in how the material is presented. Key topic titles, such as *Simple Present*

Tense, Be-Verb, Pronouns, and Prepositions, are prominently displayed at the top of each page in bold and large font, ensuring they stand out and draw attention.⁸ Similarly, the title of the vocabulary list is strategically placed on a dedicated page preceding the list.⁹ It provides a clear and organized structure for readers to follow.

The vocabulary is also presented clearly and organized, using tables that make it easy for students to identify and understand. For instance, in the Malaysia-English vocabulary table, the first column contains the numbering, followed by a column listing the vocabulary in Malay and the next column providing the corresponding vocabulary in English.¹⁰ Similarly, some tables present vocabulary from English to Malay, ensuring a comprehensive and user-friendly learning experience.

Additionally, the occupation vocabulary is presented in a tabular format. The first column displays numbers, followed by a list of occupations in English in the second column. The third column provides explanations of the vocabulary in English, while the fourth column includes the Malay translations. The table concludes with images representing each occupation, enhancing visual understanding.¹¹ This structured layout helps students easily compare and comprehend the vocabulary through multiple forms of representation.

⁸ Yuslinda. p. 16, 32-33, 38, 64-81, 121

⁹ Yuslinda. p. 1, 31, 35, 58, 83, 97, 111,

¹⁰ Yuslinda. p. 17-30

¹¹ Yuslinda. p. 84-96

This means the book is organized in a visually appealing and easy-to-follow manner, with well-spaced content and a logical flow. A clear layout helps students navigate the material easily, preventing confusion and enhancing their learning experience. By avoiding clutter, the book ensures that learners can focus on the content without being overwhelmed by distractions.

9. The presentation of the skills and materials

The analysis indicates that the vocabulary book effectively presents skills and materials, meeting the required criteria. The material is consistently structured, with uniform headings and subheadings, and tables are used throughout the book to present vocabulary clearly and systematically. Additionally, the inclusion of illustrations enhances comprehension and engages students in the learning process.

Moreover, the vocabulary is presented in a varied and engaging manner. For instance, the book includes lists of common nouns translated between English and Malay, with the vocabulary arranged alphabetically from A to Z, making it easier for readers to locate specific words.¹² Additionally, it covers irregular nouns along with their plural forms, as well as other parts of speech such as verbs (in both simple present and past tenses), pronouns, prepositions, conjunctions, and adverbs.¹³ There are also context-based vocabulary lists, such as professions/occupations

¹² Yuslinda. p. 2-15

¹³ Yuslinda. p. 16, 31-34, 68-71, 73-77, 78-79, 81-82

and feelings/emotions, which enhance the practical relevance of the content.¹⁴ Moreover, the example sentences from the vocabulary are also appropriate to the student's age, making it easier for students to understand the vocabulary.

This suggests that the book presents its content clearly and systematically, ensuring that learners can easily follow and engage with the material. A well-structured presentation helps students build their language skills progressively, reinforcing vocabulary acquisition and practical application. By organizing the skills and materials cohesively, the book enhances its usability and supports a more effective learning process.

10. The grading and sequencing of the materials

The analysis shows that the vocabulary book meets the criterion for appropriate grading and sequencing of the materials. This is evident from the structured arrangement of topics, which progresses from simpler concepts to more complex ones. For instance, the book initially introduces a list of common nouns. It then advances to a slightly more challenging topic, irregular nouns, where singular and plural forms are also explored.

Next, the material begins to introduce be-verbs and modals. It then progresses to more complex topics, such as articles and demonstrative adjectives. Other parts of speech are introduced gradually, starting with

¹⁴ Yuslinda. p. 83-110

pronouns. Personal pronouns are presented first, followed by possessive pronouns. Prepositions are introduced similarly, beginning with simpler types like prepositions of place and then moving on to prepositions of time and movement. More advanced topics, such as conjunctions, wh-questions, and adverbs, are also covered. The book concludes with its most complex section, which includes four topics: vocabulary related to professions and emotions with their explanations, proverbs with their meanings, and commonly used phrases.¹⁵ This structured progression ensures that learners build a solid foundation before advancing to more challenging linguistic concepts.

This indicates that the content is arranged in a logical and progressive order, starting with simpler concepts and gradually advancing to more complex ones. Proper grading and sequencing are essential for scaffolding learning, ensuring that students build on prior knowledge and develop their vocabulary skills step by step. This structured approach enhances learners' comprehension, retention, and confidence in language use.

11. Does the material suit different learning styles so that it can motivate students and teachers alike?

The analysis of the vocabulary book shows that this book does not meet the criteria for different learning styles. Even though the book is suitable for visual and reading/writing learning styles. However, it does

¹⁵ Yuslinda. p. v

not meet the criteria for auditory and kinesthetic learning style due to the absence of audio from the vocabulary and there are also no activities or exercises from the vocabulary book. Therefore, while the vocabulary book effectively supports visual and reading/writing learners, it lacks features that cater to auditory and kinesthetic learners, making it less inclusive for diverse learning preferences.

12. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes

This book introduces vocabulary across various categories that are useful for everyday communication. With word lists, example sentences, and contextual usage, students can understand how these words are applied in conversation and writing. Some topics, such as 75 Other Ways to Say Phrases That You Use Everyday, also help students develop language variation, supporting more natural communication.

However, the book does not explicitly provide interactive activities or communication-based exercises, such as conversations, role-plays, or discussion tasks that encourage students to use the language in real-life situations. Without sections that prompt students to practice speaking or writing in more communicative contexts, the application of language for communicative purposes remains somewhat limited. Therefore, while this book provides useful vocabulary for communication, additional activities or supplementary materials are needed to fully meet this criterion.

13. Unique topics of vocabulary

The book *500 Vocabulary Words Kids Need to Know* meets the criteria for vocabulary variety by presenting unique and diverse topics. In addition to covering fundamental elements such as common nouns, verbs, pronouns, and prepositions, this book also introduces learners to a broader and more contextualized vocabulary.

The uniqueness of this book is evident in the bonus topics provided, such as “The 50 Most Important English Proverbs”, which helps students understand proverbs as part of linguistic and cultural wisdom.¹⁶ Additionally, the topic “75 Other Ways to Say Phrases That You Use Everyday” allows students to enrich their language variations in daily communication.¹⁷ With lists of world professions and emotion-related vocabulary, this book not only focuses on academic vocabulary but also on broader aspects of life.¹⁸ The combination of fundamental and unique topics in this book demonstrates that *500 Vocabulary Words Kids Need to Know* is not just a simple word list but a comprehensive and contextual learning resource for English language learners.

14. Culturally familiar vocabulary

The vocabulary in this book is familiar to readers, particularly students in Malaysia. This is because the book includes vocabulary commonly encountered in daily life, such as *selendang* (shawl), *sukan*

¹⁶ Yuslinda. p. 111-120

¹⁷ Yuslinda. p. 121-123

¹⁸ Yuslinda. p. 83, 110

(sport), tali (rope), tadika (kindergarten), soalan (question), seluar (pants), and others.¹⁹ These vocabularies are naturally familiar to children.

Additionally, the example sentences in this book use words that are relevant to students' everyday lives in Malaysia. For instance, the places mentioned include Kuala Lumpur and Jalan Hang Tuah, which are well-known locations.²⁰ The names used in the examples, such as Musa, Ah Chong, Jasmin, and Raju, are also familiar to Malaysian children.²¹ Thus, this book not only helps students expand their vocabulary but also ensures that learning remains relevant and culturally appropriate to their environment.

15. Relevant and Useful

Based on the analysis conducted, it was found that the vocabulary presented in this book is highly relevant and beneficial for students. A significant number of words included in the book can be applied in daily conversations, making it a practical resource for learners looking to enhance their communication skills. For instance, verbs such as cut, close, call, carry, catch, and paint are commonly used in everyday interactions.²² By learning and practicing these words, students can improve their ability to express themselves in various real-life situations, from simple requests to more complex discussions.

¹⁹ Yuslinda. p. 29

²⁰ Yuslinda. p. 33-34

²¹ Yuslinda. p. 32, 36, 66

²² Yuslinda. p. 41

Moreover, the book also contains a wide range of other essential vocabulary categories, including pronouns, prepositions, conjunctions, WH-question words, and adverbs.²³ These elements play a crucial role in sentence construction, enabling students to form grammatically correct and meaningful sentences. By familiarizing themselves with these word types, learners can expand their language proficiency and develop greater confidence in using English in both spoken and written communication. The inclusion of these diverse vocabulary categories ensures that students not only memorize words but also understand how to use them effectively in different contexts, thereby strengthening their overall language skills.

16. Is a vocabulary list/index included?

The analysis indicates that the vocabulary book meets the criterion of including a vocabulary list, which is expected given its purpose as a vocabulary-focused resource. The vocabulary list provides an essential tool for learners to review and reference words systematically, supporting effective learning and retention.

Since it is a vocabulary book, it naturally includes vocabulary lists. These lists can be found on almost every page of the book. However, some of the pages toward the end feature phrases and proverbs instead of vocabulary. Additionally, pages 31–34 contain explanations of grammar,

²³ Yuslinda. p. 68-81

specifically the simple present and simple past tenses, rather than vocabulary lists.

17. What visible material does the book contain and is it actually integrated into the text?

The analysis shows that the vocabulary book meets the criterion of containing visible material, such as images and illustrations, which are integrated into the text. These visual elements effectively support the vocabulary learning process by providing clear and engaging representations of the words. The integration of images and illustrations not only enhances comprehension but also aids in retention, making the vocabulary more memorable for learners.

The book contains visual materials, including illustrations and images. From pages 2 to 82, the illustrations related to and unrelated to the vocabulary can be found.²⁴ Meanwhile, the list of professions and emotions vocabularies from pages 84 to 110, each vocabulary entry is accompanied by an image.²⁵ These visual elements in the book help learners understand better by providing context and making it easier to connect with the vocabulary.

²⁴ Yuslinda. p. 2-82

²⁵ Yuslinda. p. 84-110

18. Is the material not culturally biased or specific, and does it not represent minority groups and/or women in a negative way?

The analysis indicates that the vocabulary book meets the criterion of not being culturally biased or specific and does not negatively represent minority groups or women. This is evident in the examples provided for prepositions of place and time: while the preposition of place employs the pronoun "he," the preposition of time uses "she," ensuring balanced gender representation.²⁶ Furthermore, the illustrations accompanying the vocabulary are free from cultural bias or negative depictions of minority groups and women.²⁷ Overall, the material utilizes common, inclusive language and imagery across its vocabulary, examples, and illustrations.

This ensures that the material is inclusive, respectful, and appropriate for a diverse group of learners. By avoiding stereotypes or discriminatory content, the book fosters a positive learning environment where all students feel valued and respected. This inclusivity enhances the book's effectiveness in catering to learners from varied cultural and social backgrounds.

For a clearer understanding, the research results are summarized in the following table.

²⁶ Yoslinda. p. 74-75

²⁷ Yoslinda. p. 91

Table IV.1 The Presentation of the Research Results

No.	Criteria	500 Vocabularies, Words Kids Need to Know
1	The intended audience	The intended audience of the book is children
2	The proficiency level	The proficiency level of the book is beginner-level
3	The context in which the materials are to be used	The material is used in daily communication, classroom learning or self-study context to improve vocabulary mastery
4	How the language has been presented and organized into teachable units/lessons	The language is presented logically and systematically, dividing vocabulary into manageable sections or themes
5	The authors' views on language and methodology	The author does not share the views on language and methodology
6	Are the materials used as the main 'course' or to be supplementary to it?	The material is the supplementary course
7	Is the teacher's book in print and locally available?	The teacher's book is not in print or locally available.
8	Is the layout or presentation clear or cluttered?	The vocabulary is presented in a clear and organized manner
9	The presentation of the skills and materials	The material is consistently structured and presented in a varied way
10	The grading and sequencing of the materials	The content is arranged in a logical and progressive order
11	Does the material suit different learning styles so that it can motivate students and teachers alike	The material suits the visual and reading/ writing learning style, but not the auditory and kinesthetic
12	Materials should provide the learners with opportunities to use the target	The book does not provide activities or communication-based exercises

	language to achieve communicative purposes	
13	Unique topics of vocabulary	There are several unique topics of the book, such as “The 50 Most Important English Proverbs” and “75 Other Ways to Say Phrases That You Use Everyday”
14	Culturally familiar vocabulary	The vocabulary is familiar to students, including the names of objects, names of people and places that are often found in everyday life
15	Relevant and Useful	The vocabulary is very relevant and useful for students because it is often used in real life situations
16	Is a vocabulary list/index included?	Vocabulary lists can be found on almost every page of the book
17	What visible material does the book contain and is it actually integrated into the text?	Visible material included illustrations and images
18	Is the material not culturally biased or specific, and does it not represent minority groups and/or women in a negative way?	The material is inclusive, respectful, and appropriate for a diverse group of learners

From the analysis above, it can be concluded that the book meets 14 of the 18 indicators of the criteria of a good book. Therefore, the compatibility of the materials in the textbook with McDonough, Shaw, and Tomlinson's theory is:

Table IV.2 The Number of Fulfilled Criteria

No.	Criteria/ Indicator	Total
1	The number of criteria	18
2	Total of criteria fulfilled by the book	14

Percentage:

Total of criteria fulfilled by the textbook x 100%

The number of criteria

$$= \frac{14}{18} \times 100\%$$

$$= 78\%$$

So, the book 500 Vocabularies, Words Kids Need to Know meets 78% of McDonough, Shaw and Tomlinson's theory.

C. The Discussion of Research Results

This section discusses the research findings and their implications for the research objectives. The results are analyzed based on the other theory of textbook evaluation to provide a deeper understanding of the topic. The following is the discussion of the results of this research analysis.

The first indicator of research analysis is 'the intended audience'. The book clearly indicates its audience, which is children. This is aligned with the theory of Sheldon, which states that 'a good textbook must have a clear user definition or target of users'.²⁸ Having a clear target audience for a vocabulary book means that it is designed for a specific user group. The book is good to consider the target audience so the content, language level, and teaching approach are appropriate for the audience.

The second indicator of research analysis is 'proficiency level'. The book stated indirectly that the proficiency level of the book is beginner-

²⁸ Leslie E. Sheldon, *ELT Textbooks and Materials: Problems in Evaluation and Development* (London: The Eastern Press Ltd, 1987), p. 40
<https://cir.nii.ac.jp/crid/1130282269395270656>.

level. Greene and Petty also said in their theory that the textbook should consider the linguistic aspect so it will be suitable for the learner's ability.²⁹ Making sure that the content of the book is in line with the learner's proficiency level is very important since an inappropriate level of difficulty can reduce the student's enthusiasm for learning.

The third is the context in which the materials are to be used. The material is used in daily communication contexts, classroom learning, or self-study to improve vocabulary mastery. It is important to maintain that the material of the book has real context use. Surtikanti stated in her theory that 'a textbook should have some relation to real-life language use'.³⁰ Therefore, the material must connect to real-life language use to make it effective. By matching real communication situations, such as daily conversations, classroom activities, or self-study, the book helps learners practice useful language and improve their vocabulary.

The next indicator is how the language has been presented and organized into teachable units/lessons. The language is presented logically and systematically, dividing vocabulary into manageable sections or themes. This indicator is similar to the tenth and the twelfth ones, which are 'Is the layout or presentation clear or cluttered?' and 'The presentation of the skills and materials'. The vocabulary is presented in a clear and

²⁹ Nini Ibrahim and Muhammad Anwar, "Telaah Kurikulum Dan Buku Teks Bahasa Indonesia," no. December (2006): p. 109. <https://shorturl.at/wy43q>

³⁰ Monika Widyastuti Surtikanti, "Textbook Evaluation on Curriculum 2013-Based Textbook 'When English Rings A Bell' for the Seventh Grade," *JOEEL: Journal of English Education and Literature* 1, no. 1 (2020): p. 17, <https://doi.org/10.38114/joeel.v1i1.22>.

organized manner and the material is consistently structured and presented in a varied way. So, the overall appearance of this vocabulary book is well-organized and clear. This aligns with Sheldon's theory, which states that “a good textbook must be well-structured and clearly organized”.³¹ A well-organized textbook ensures that learners can easily follow the material, making the learning process more effective and engaging.

The author does not share the views on language and methodology. The authors' views on language and methodology in a vocabulary book are important. The authors' views on language and teaching methods will influence how the material is structured, the approaches used, and the way vocabulary is introduced and practiced. These views serve as a guide for both teachers and students in understanding and effectively utilizing the book. As stated in Sheldon's theory, guidance is important for a book³². For instance, if the author emphasizes a communicative approach, teachers and students can align their learning strategies accordingly, ensuring interactive and meaningful engagement. By following the intended methodology, students can maximize their learning outcomes and achieve their goals more effectively.

The material is the supplementary course in the learning process. As additional material for learning English, this book is considered very good

³¹ Leslie E. Sheldon, *ELT Textbooks and Materials: Problems in Evaluation and Development* (London: The Eastern Press Ltd, 1987), p. 20 <https://cir.nii.ac.jp/crid/1130282269395270656>.

³² Leslie E. Sheldon, “Evaluating ELT Textbooks and Materials,” *ELT Journal* 42, no. 4 (1988): 237, <https://doi.org/10.1093/elt/42.4.237>.

because it meets 11 of the 14 categories of good textbooks. Moreover, the book not only contains a list of vocabulary but also parts of speech, proverbs, and common phrases. Overall, this book serves as an excellent supplementary resource for learning English, as it meets most of the criteria for a good textbook. Its comprehensive content, which goes beyond vocabulary lists to include parts of speech, proverbs, and common phrases, makes it a valuable tool for enhancing language proficiency.

The teacher's book of this vocabulary book is not in print or locally available. Even though it is only a vocabulary book, a teacher's book is also needed because in this book there are no exercises or activities related to the learning material, therefore a teacher's book is needed to support learning to be more engaging. As stated in Sheldon's theory 'A good (student's) textbook must be accompanied by a teacher book, tape script, and answer key'.³³ Without a teacher's book, the learning process may become less interactive and structured, making it essential to provide additional guidance and resources to enhance student engagement and comprehension.

Vocabulary lists can be found on almost every page of the book. Given that this is a vocabulary book, it must include vocabulary lists to fulfill its intended purpose. This is aligned with the theory of Ur, which states that 'a good textbook must have good vocabulary explanation'.³⁴ This ensures that

³³ Leslie E. Sheldon, *ELT Textbooks and Materials: Problems in Evaluation and Development* (London: The Eastern Press Ltd, 1987), p. 20 <https://cir.nii.ac.jp/crid/1130282269395270656>.

³⁴ Penny Ur, *A Course in Language Teaching Practice and Theory* (Cambridge: University Press, 2009), p. 63 <https://archive.org/details/courseinlanguage0000urpe>.

learners are consistently exposed to new words, reinforcing their understanding and retention.

Visible material included in the book are illustrations and images. Visible materials are important because they help learners associate words with visual representations, making it easier to understand and remember meanings. They also make learning more interesting, provide context, and support different ways of learning, especially for visual learners. Additionally, images can explain difficult ideas and help overcome language differences, making it easier to learn new words. This is in line with the theory of Ur, which states that ‘Appropriate visual materials available’ is essential for a good textbook.³⁵ Additionally, the presence of visual materials can enhance student engagement and motivation, making the learning process more effective and enjoyable.

The material is inclusive, respectful, and appropriate for a diverse group of learners. In the book, no tendency toward a particular culture is found, nor is there any form of discrimination against any party. Sheldon and Surtikanti stated in their theory that a good textbook must not be culturally biased.^{36 37} Therefore, the book meets the criteria of a good textbook by being fair, inclusive, and free from cultural bias.

³⁵ Penny Ur, *A Course in Language Teaching Practice and Theory* (Cambridge: University Press, 2009), p. 63 <https://archive.org/details/courseinlanguage0000urpe>.

³⁶ Leslie E. Sheldon, *ELT Textbooks and Materials: Problems in Evaluation and Development* (London: The Eastern Press Ltd, 1987), p. 20 <https://cir.nii.ac.jp/crid/1130282269395270656>.

³⁷ Monika Widyastuti Surtikanti, “Textbook Evaluation on Curriculum 2013-Based Textbook ‘When English Rings A Bell’ for the Seventh Grade,” *JOEEL: Journal of English Education and Literature* 1, no. 1 (2020): p. 17, <https://doi.org/10.38114/joeel.v1i1.22>.

The next indicator is the grading and sequencing of the materials. The content is arranged in a logical and progressive order, starting from the simple to the more complex one. As stated by Sheldon, a good textbook must be graded. Similarly, Ur also said that ‘the book’s content must be clearly organized and graded (sequenced by difficulty)’. Grading is important in a textbook because it helps learners progress step by step, starting with simple concepts before moving on to more complex ones. This structured approach ensures that students build a strong foundation and are not overwhelmed by difficult material too soon. Proper grading also helps maintain motivation, supports different learning paces, and improves comprehension by gradually allowing learners to develop their skills and knowledge.

Finally, the material suits the visual and reading/ writing learning styles, but not the auditory and kinesthetic learning styles. Cunningsworth stated in his theory that textbooks should take account of students’ needs as learners and should facilitate their learning processes, it means that a good textbook must accommodate all four learning styles.³⁸ Therefore, the lack of auditory and kinesthetic elements in the material may hinder students who rely on these learning styles, making it less effective for a diverse range of learners.

³⁸ Alan Cunningsworth, “Choosing Your Coursebook” (Thailand: Macmillan Publishers Limited, 1998), p. 78 <https://archive.org/details/choosingyourcour0000cunn>.

D. The Threat of The Research

One challenge in this research was that the researcher planned to interview the author of *500 Vocabularies, Words Kids Need to Know*, but it was not possible. Despite several attempts to contact the author, there was no response. This meant the researcher couldn't get extra information about how the book was created or the author's approach to teaching vocabulary. Because of this, the study had to rely only on analyzing the book itself and using textbook evaluation criteria. While this still provided useful results, hearing directly from the author could have given more insight. To address this in future research, other ways of getting information could be explored, such as reaching out to the publisher or looking for interviews or statements from the author elsewhere.

CHAPTER V

CONCLUSION, SUGGESTION, AND IMPLICATION

A. The Conclusions

Based on the research findings, the following conclusions can be drawn:

1. The book 500 Vocabulary Words Kids Need to Know is categorized as a good vocabulary book because it meets 14 out of 18 criteria of a good textbook as outlined by McDonough, Shaw, and Tomlinson. This indicates that the book effectively meets the needs of beginner learners, presents content clearly and logically, and includes inclusive materials that support the learning process. However, several areas could be improved, such as the absence of the authors' views on language and teaching methodology, the lack of a teacher's book, limited attention to different learning styles, and insufficient opportunities for learners to use the target language in communicative contexts. Despite these minor shortcomings, the book remains a valuable resource for vocabulary learning at the beginner level.
2. In terms of vocabulary presentation, the book offers a clear and accessible list of vocabulary items, accompanied by engaging illustrations that help enhance comprehension and memory retention. The vocabulary presented in the book is familiar, relevant, and useful to the students. The vocabulary is presented in a way that suits beginner-level students; however, it could be further improved by incorporating

more contextual and communicative activities that encourage students to apply the vocabulary in real-life situations.

B. The Suggestions

1. For the Educational Institution

The institution is advised to provide a teacher's guide as a companion to the 500 Vocabulary Words Kids Need to Know book. The availability of a teacher's guide will assist educators in developing appropriate teaching strategies based on the book's content. This is especially important considering the limited time allocated for English instruction in the tahfiz setting.

2. For English Teachers

Teachers are encouraged to include practical language activities such as vocabulary games, discussions, and role-play simulations. The goal is to enable students to use vocabulary in real-life contexts, not just memorize it. This will also boost students' motivation and confidence in using English.

3. For the Author/Publisher

The author or publisher is expected to include a clear explanation of the methodological approach used in the development of the book. This is essential so that both teachers and students can understand how to best utilize the content. Additionally, providing an audio or digital version would greatly benefit students with diverse learning styles.

4. For Students

Students are encouraged to use this book not only during class but also for independent learning at home. They can try creating their own sentences using the vocabulary they have learned. In this way, language mastery will become more active and long-lasting.

5. For Future Researchers

Future researchers are advised to explore the effectiveness of this book using qualitative approaches such as interviews with teachers and students. The research can also be expanded by comparing this book with other vocabulary books. The results will offer more comprehensive insights for the development of similar learning materials.

C. The Implications

The findings of this study have several implications for vocabulary learning and material development, particularly in educational settings such as Maahad Tahfiz Baitul Ehsan Maluri.

1. For Educators

Since *500 Vocabulary Words Kids Need to Know* meets most of the criteria for a good textbook, teachers can confidently use it as a primary resource for vocabulary instruction. However, the absence of a teacher's book and limited methodological guidance may pose challenges. Therefore, educators are encouraged to supplement the book with additional

instructional strategies and activities to address different learning styles effectively.

2. For Curriculum Developers

The study highlights the strengths of the book in terms of organization, inclusivity, and usability. However, the book lacks explicit language learning methodologies and sufficient teacher support materials. Therefore, curriculum developers should consider incorporating these elements when designing future vocabulary resources to ensure comprehensive language instruction.

3. For Students

The book provides an accessible and structured approach to vocabulary acquisition, making it suitable for young learners. It presents vocabulary in a clear and organized manner. However, to maximize learning outcomes, students may benefit from additional interactive and contextualized activities beyond the book's content.

4. For Future Research

This study serves as a reference for further investigations into vocabulary book development. Future researchers may explore comparative studies with other vocabulary books or examine the book's long-term effectiveness on students' language development. They may also develop supplementary materials to address the limitations identified in this study.

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Appendix 1**The Presentation of the Research Result**

No.	Criteria	500 Vocabularies, Words Kids Need to Know
1	The intended audience	The intended audience of the book is children
2	The proficiency level	The proficiency level of the book is beginner-level
3	The context in which the materials are to be used	The material is used in daily communication, classroom learning or self-study context to improve vocabulary mastery
4	How the language has been presented and organized into teachable units/lessons	The language is presented logically and systematically, dividing vocabulary into manageable sections or themes
5	The authors' views on language and methodology	The author does not share the views on language and methodology
6	Are the materials used as the main 'course' or to be supplementary to it?	The material is the supplementary course
7	Is the teacher's book in print and locally available?	The teacher's book is not in print or locally available.
8	Is the layout or presentation clear or cluttered?	The vocabulary is presented in a clear and organized manner
9	The presentation of the skills and materials	The material is consistently structured and presented in a varied way
10	The grading and sequencing of the materials	The content is arranged in a logical and progressive order
11	Does the material suit different learning styles so that it can motivate students and teachers alike	The material suits the visual and reading/ writing learning style, but not the auditory and kinesthetic
12	Materials should provide the learners with opportunities to use the target language to achieve communicative purposes	The book does not provide activities or communication-based exercises
13	Unique topics of vocabulary	There are several unique topics of the book, such as "The 50 Most Important English Proverbs" and "75 Other Ways to Say Phrases That You Use Everyday"
14	Culturally familiar vocabulary	The vocabulary is familiar to students, including the names of objects, names of people and places that are often found in everyday life
15	Relevant and Useful	The vocabulary is very relevant and useful for students because it is often used in real life situations
16	Is a vocabulary list/index included?	Vocabulary lists can be found on almost every page of the book
17	What visible material does the book contain and is it actually integrated into the text?	Visible material included illustrations and images
18	Is the material not culturally biased or specific, and does it not represent minority groups and/or women in a negative way?	The material is inclusive, respectful, and appropriate for a diverse group of learners

Appendix II

The Checklist Instrument

No.	Criteria	Yes	No
Book			
1	The intended audience	√	
2	The proficiency level	√	
3	The context in which the materials are to be used	√	
4	How the language has been presented and organized into teachable units/lessons	√	
5	The authors' views on language and methodology		√
6	Are the materials used as the main 'course' or to be supplementary to it?	√	
7	Is the teacher's book in print and locally available?		√
8	Is the layout or presentation clear or cluttered?	√	
9	The presentation of the skills and materials	√	
10	The grading and sequencing of the materials	√	
11	Does the material suit different learning styles so that it can motivate students and teachers alike		√
12	Materials should provide the learners with opportunities to use the target language to achieve communicative purposes		√
Vocabulary			
13	Unique topics of vocabulary	√	
14	Culturally familiar vocabulary	√	
15	Relevant and Useful	√	
16	Is a vocabulary list/index included?	√	
17	What visible material does the book contain and is it actually integrated into the text?	√	
18	Is the material not culturally biased or specific, and does it not represent minority groups and/or women in a negative way?	√	

Appendix III

The Coding of Good Textbook Criteria

No.	Criteria	Code
1	The intended audience	AUD
2	The proficiency level	PROF
3	The context in which the materials are to be used	CONTEXT
4	How the language has been presented and organized into teachable units/lessons	ORG
5	The authors' views on language and methodology	METH
6	Are the materials used as the main 'course' or to be supplementary to it?	USE
7	Is the teacher's book in print and locally available?	TB-AVAIL
8	Is the layout or presentation clear or cluttered?	LAYOUT
9	The presentation of the skills and materials	PRES
10	The grading and sequencing of the materials	GRAD-SEQ
11	Does the material suit different learning styles so that it can motivate students and teachers alike	DIF-LS
12	Materials should provide the learners with opportunities to use the target language to achieve communicative purposes	COMMU
13	Unique topics of vocabulary	UNIQUE
14	Culturally familiar vocabulary	FAM
15	Relevant and Useful	RELEVANT
16	Is a vocabulary list/index included?	CULT-BIAS
17	What visible material does the book contain and is it actually integrated into the text?	VOCAB
18	Is the material not culturally biased or specific, and does it not represent minority groups and/or women in a negative way?	VIS-MAT

Appendix IV
The Trustworthiness of the Data

The Analysis Using Sheldon's Theory

No.	Criteria	Matched	Not Matched
1	A good textbook must have a clear objective (rationale)		v
2	A good textbook must be accessible (availability)	v	
3	A good textbook must have clear user definition or target of users	v	
4	A good textbook must have appropriate text and graphical material on each page	v	
5	A good textbook must be clearly organized	v	
6	A good textbook must have good linkage or connections	v	
7	A good textbook must be graded.	v	
8	A good textbook must have good physical characteristics	v	
9	A good textbook must have good appropriacy		v
10	A good textbook must accommodate authenticity	v	
11	A good textbook must be sufficient		v
12	A good textbook must not be cultural bias	v	
13	A good textbook must accommodate educational	v	
14	A good textbook must have interactive and rememberable materials	v	
15	A good textbook must be flexible to be used	v	
16	A good (student's) textbook must be accompanied by a teacher book, tape script, and answer key		v

Percentage:

Total of criteria fulfilled by the textbook x 100%

The number of criteria

$$= \frac{12}{16} \times 100\%$$

$$= 75\%$$

So, the book 500 Vocabularies, Words Kids Need to Know meets 75% of Sheldon's theory.



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Judul Skripsi : Learning Material Analysis of The English Vocabulary Book 500 Vocabulary Words Kids Need to Know

Berdasarkan hasil pemeriksaan terhadap data penelitian, metode analisis, dan temuan yang diperoleh, saya menyatakan bahwa:

1. Hasil penelitian yang disajikan sesuai dengan prosedur penelitian yang telah dijelaskan.
2. Analisis yang dilakukan sesuai dengan pendekatan penelitian yang dipilih.
3. Hasil penelitian memiliki tingkat keabsahan yang dapat dipertanggungjawabkan.
4. Tidak ditemukan penyimpangan yang dapat mengganggu validitas hasil penelitian.

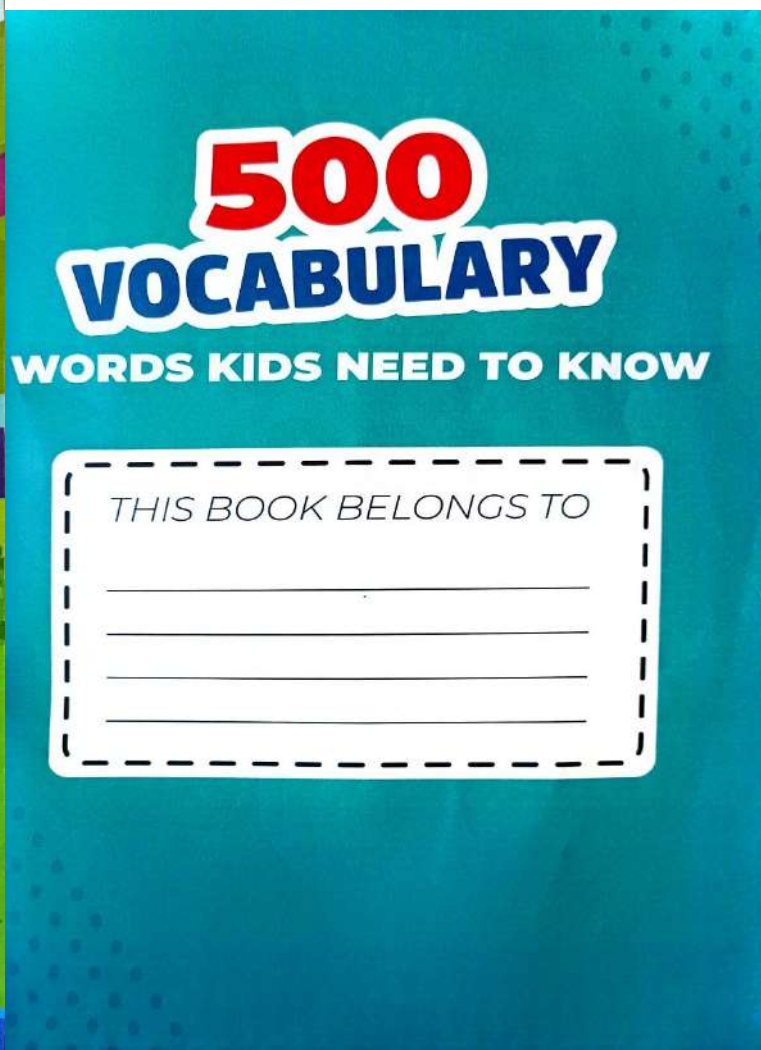
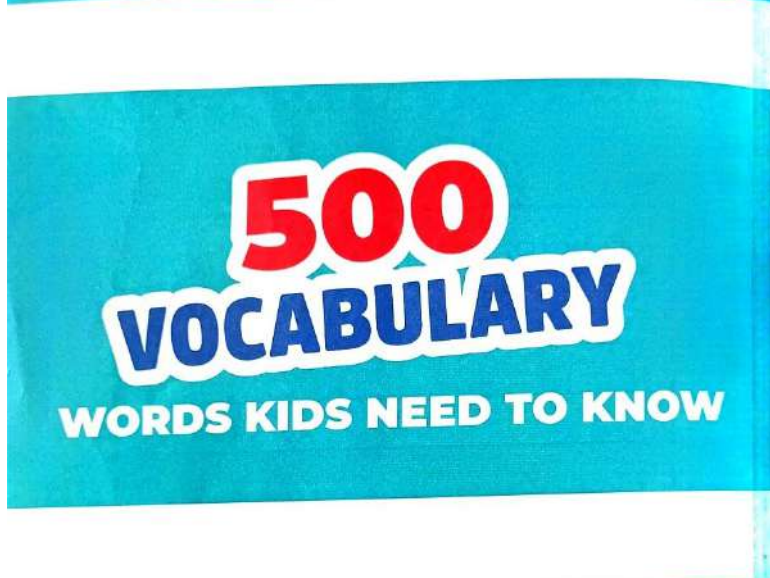
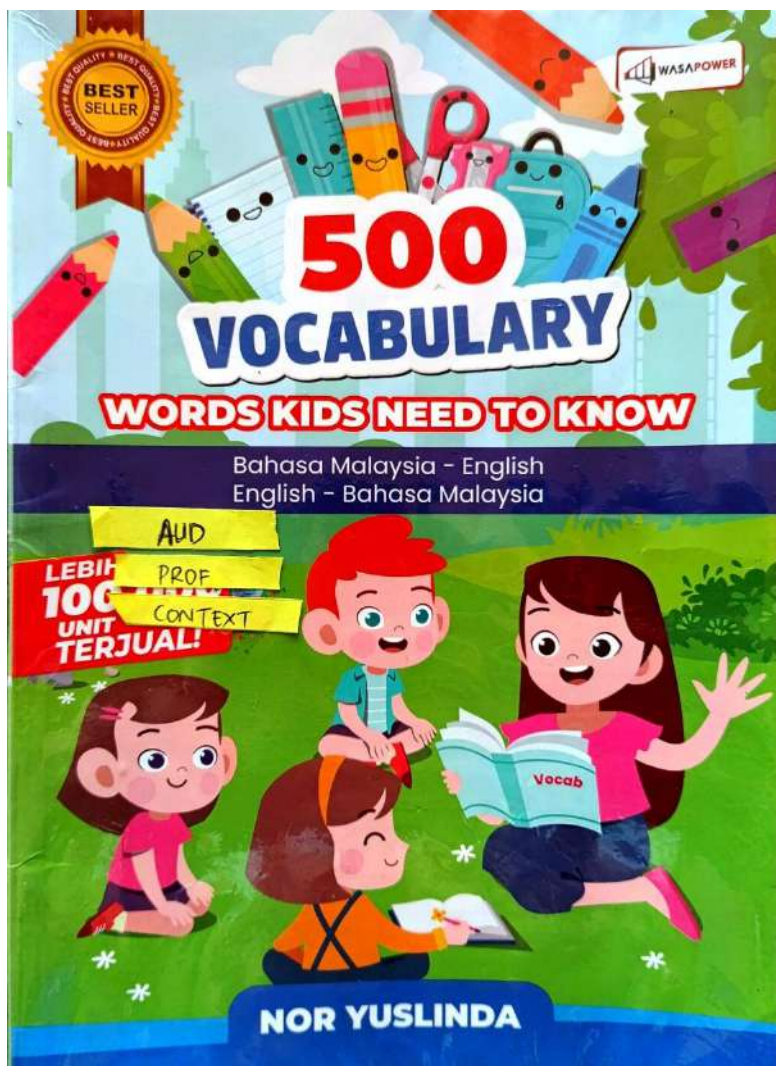
Dengan ini, saya menyatakan bahwa hasil penelitian ini telah diuji keabsahannya dan dapat dijamin keakuratannya.

Padangsidimpuan,
Validator

Maret 2025


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Appendix V
The Book Content



500 Vocabulary

Cetakan Pertama Julai 2019

Cetakan Kedua belas Ogos 2021

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Hak cipta, diperlihatkan. Tidak dibenarkan mengeluarkan mana-mana bahagian daripada terbitan ini sama ada ilustrasi dan isi kandungannya dalam apa jua bentuk dan cara sama ada secara elektronik, fotokopi, mekanikal, rakaman dan sebagainya sebelum mendapat izin bertulis daripada pemilik hak cipta terlebih dahulu.

Perpustakaan Negara Malaysia

Data Pengkatalogan-dalam-Penerbitan

Nor Yuslinda Binti Muhamad Yusof -
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[PERHATIAN]

Perkongsian dalam buku ini merupakan pandangan penulis melalui pengalaman sendiri, penulis tidak bertanggungjawab ke atas mana-mana kerugian, kehilangan atau risiko yang ditanggung oleh pemilik buku ini yang timbul akibat daripada penggunaan mana-mana kandungan buku ini samada secara langsung atau tidak langsung.

CONTENTS

NUMBER	TOPIC	PAGES
1	170 COMMON NOUNS (ENGLISH-B.MALAYSIA-ENGLISH)	1 - 30
2	IRREGULAR NOUNS	16
3	SIMPLE PRESENT TENSE AND SIMPLE PAST TENSE	31 - 34
4	BE-VERBS	35 - 37
5	MODALS	38 - 39
6	THE 140 MOST FREQUENT VERBS	40 - 57
7	80 COMMON OPPOSITE WORDS	58 - 63
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23	REFERENCES	124

170 COMMON NOUNS

CONTEXT

ENGLISH

B.MALAYSIA

1	Adult	Orang dewasa
2	Advice	Nasihat
3	Age	Umur
4	Air	Udara
5	Animal	Binatang
6	Answer	Jawapan
7	Audience	Penonton
8	Beach	Pantai
9	Beauty	Kecantikan
10	Bed	Katil
11	Behaviour	Kelakuan
12	Blood	Darah

500 VOCABULARY

ENGLISH

B.MALAYSIA

13	Breakfast	Sarapan
14	Building	Bangunan
15	Burglar	Pencuri (pecah rumah)
16	Castle / Palace	Istana
17	Ceremony	Majlis / Upacara
18	Church	Gereja
19	City / Town	Bandar
20	Clothes	Pakaian
21	Cottage	Pondok
22	Country	Negara
23	Day	Hari
24	Death	Kematian

GRAD-SEQ

ENGLISH

B.MALAYSIA

25

Dessert

Pencuci mulut

26

Dinner

Makan malam

27

Donation

Derma



28

Drinks

Minuman

29

Dust

Habuk

30

Earth

Bumi



31

East

Timur

32

Education

Pelajaran / Pendidikan

33

Enemy

Musuh

34

Example

Contoh

35

Face

Wajah / Muka

36

Factory

Kilang



	ENGLISH	B.MALAYSIA
37	Farm	Ladang
38	Fast food	Makanan segera
39	Festival	Perayaan / Pesta
40	Field	Padang
41	Flood	Banjir
42	Food	Makanan
43	Friend	Kawan
44	Funeral	Pengebumian
45	Gender	Jantina
46	Gift	Hadiah
47	Grass	Rumput
48	Grocery shop	Kedai runcit

49	Group	Kumpulan
50	Hall	Dewan
51	Health	Kesihatan
52	Hill	Bukit
53	Hole	Lubang
54	Holiday	Cuti / Percutian
55	Home	Kediaman / Rumah
56	Hour	Jam
57	House	Rumah
58	Human	Manusia
59	Husband	Suami
60	Insect	Serangga

	ENGLISH	B.MALAYSIA
61	Island	Pulau
62	Jungle / Forest	Hutan
63	Kindergarten	Tadika
64	Kitchen	Dapur
65	Knowledge	Ilmu pengetahuan
66	Lake	Tasik
67	Land	Darat / Tanah
68	Language	Bahasa
69	Letter	Surat / Huruf
70	Library	Perpustakaan
71	Life	Hidup
72	Lifestyle	Gaya hidup

73	Line	Garisan
74	Location	Lokasi / Tempat
75	Lunch	Makan tengahari
76	Man	Lelaki dewasa
77	Market	Pasar
78	Marriage	Perkahwinan
79	Meal	Hidangan / Waktu makan
80	Minute	Minit
81	Mirror	Cermin
82	Money	Duit
83	Mosque	Masjid
84	Mountain	Gunung

ENGLISH

B. MALAYSIA

85	Nap	Tidur sebentar
86	Neighbour	Jiran
87	Object / Thing	Benda
88	Occupation	Pekerjaan
89	Ocean	Lautan
90	Office	Pejabat
91	Page	Muka surat
92	Pants	Seluar
93	Paper	Kertas
94	Parent	Ibu / Bapa
95	Park	Taman
96	Part	Bahagian

ENGLISH

B. MALAYSIA

97	People	Orang (lebih dari seorang)
98	Person	Orang
99	Pet	Haiwan peliharaan
100	Picture	Gambar
101	Place	Tempat
102	Plant	Tumbuhan
103	Playground	Taman permainan
104	Pollution	Pencemaran
105	Pond	Kolam
106	Porridge	Bubur
107	Present	Hadiah /*Hadir
108	Price	Harga

*Hadir = Kata Kerja (Verb) /
Kata Sifat (Adjective)

ENGLISH

B. MALAYSIA

109	Pupil	Murid
110	Question	Soalan
111	Race	Bangsa / Perlumbaan
112	Rain	Hujan
113	Religion	Agama
114	Reward	Ganjaran
115	Rice	Nasi
116	River	Sungai
117	Road	Jalan / Laluan
118	Roof	Atap
119	Room	Bilik
120	Rope	Tali

ENGLISH

B. MALAYSIA

121	Rubbish / Garbage	Sampah
122	Salt	Garam
123	Sand	Pasir
124	School	Sekolah
125	Sea	Laut
126	Season	Musim
127	Secret	Rahsia
128	Sentence	Ayat
129	Shape	Bentuk
130	Shawl	Selendang
131	Shelter	Tempat berlindung
132	Show	Pertunjukan

ENGLISH

B. MALAYSIA

133	Sibling	Saudara kandung
134	Side	Bahagian
135	Sky	Langit
136	Soil	Tanah
137	Sound	Bunyi
138	Sport	Sukan
139	Stage	Pentas
140	Stall	Gerei
141	State	Negeri
142	Stone	Batu
143	Story	Cerita
144	Street	Jalan (di bandar) / Lorong

ENGLISH

B. MALAYSIA

145	Sun	Matahari
146	Teenager	Remaja
147	Temple	Tokong / Kuil
148	Thief	Pencuri
149	Time	Masa
150	Toddler	Kanak-kanak kecil
151	Tourist	Pelancong
152	Tower	Menara
153	Treatment	Rawatan
154	Trip	Lawatan
155	Vacation	Percutian
156	Vehicle	Kenderaan

ENGLISH

B. MALAYSIA

157	Victim	Mangsa
158	Village	Kampung
159	Volunteer	Sukarelawan
160	Way	Laluan
161	Weather	Cuaca
162	Wedding	Upacara perkahwinan
163	Week	Minggu
164	Wife	Isteri
165	Woman	Perempuan dewasa
166	Word	Perkataan
167	Work	Kerja
168	World	Dunia
169	Wound	Luka
170	Year	Tahun

IRREGULAR NOUNS

KATA NAMA LUAR BIASA

PRES GRAD-SEQ

SINGULAR

PLURAL
(LEBIH DARI 1)

1	Foot - kaki	Feet
2	Mouse - tikus	Mice
3	Man - lelaki dewasa	Men
4	Woman - wanita	Women
5	Tooth - gigi	Teeth
6	Person - orang	People
7	Ox - lembu jantan	Oxen
8	Cactus - pokok kaktus	Cacti
9	Goose - angsa	Geese
10	Child - kanak-kanak	Children

B.MALAYSIA

ENGLISH

1	Agama	Religion
2	Atap	Roof
3	Ayat	Sentence
4	Bahagian	Part
5	Bahagian	Side
6	Bahasa	Language
7	Bandar	City / Town
8	Bangsa / Perlumbaan	Race
9	Bangunan	Building
10	Banjir	Flood
11	Batu	Stone
12	Benda	Object / Thing

B.MALAYSIA

ENGLISH

13	Bentuk	Shape
14	Bilik	Room
15	Binatang	Animal
16	Bubur	Porridge
17	Bukit	Hill
18	Bumi	Earth
19	Bunyi	Sound
20	Cerita	Story
21	Cermin	Mirror
22	Contoh	Example
23	Cuaca	Weather
24	Cuti / Percutian	Holiday

B.MALAYSIA

ENGLISH

25	Dapur	Kitchen
26	Darah	Blood
27	Darat / Tanah	Land
28	Derma	Donation
29	Dewan	Hall
30	Duit	Money
31	Dunia	World
32	Gambar	Picture
33	Ganjaran	Reward
34	Garam	Salt
35	Garisan	Line
36	Gaya hidup	Lifestyle

B.MALAYSIA

ENGLISH

37	Gerei	Stall
38	Gereja	Church
39	Gunung	Mountain
40	Habuk	Dust
41	Hadiah	Gift
42	Hadiah / *Hadir	Present
43	Haiwan peliharaan	Pet
44	Harga	Price
45	Hari	Day
46	Hidangan / Waktu makan	Meal
47	Hidup	Life
48	Hujan	Rain

*Hadir = Kata Kerja (Verb) /
Kata Sifat (Adjective)

B. MALAYSIA

ENGLISH

49	Hutan	Jungle / Forest
50	Ibu / Bapa	Parent
51	Ilmu pengetahuan	Knowledge
52	Istana	Castle / Palace
53	Isteri	Wife
54	Jalan (di bandar) / lorong	Street
55	Jalan / Laluan	Road
56	Jam	Hour
57	Jantina	Gender
58	Jawapan	Answer
59	Jiran	Neighbour
60	Kampung	Village

B. MALAYSIA

ENGLISH

61	Kanak-kanak kecil	Toddler
62	Katil	Bed
63	Kawan	Friend
64	Kecantikan	Beauty
65	Kedai runcit	Grocery shop
66	Kediaman / Rumah	Home
67	Kelakuan	Behaviour
68	Kematian	Death
69	Kenderaan	Vehicle
70	Kerja	Work
71	Kertas	Paper
72	Kesihatan	Health

B. MALAYSIA

ENGLISH

73	Kilang	Factory
74	Kolam	Pond
75	Kumpulan	Group
76	Ladang	Farm
77	Laluan	Way
78	Langit	Sky
79	Laut	Sea
80	Lautan	Ocean
81	Lawatan	Trip
82	Lelaki dewasa	Man
83	Lokasi / Tempat	Location
84	Lubang	Hole

B. MALAYSIA

ENGLISH

85	Luka	Wound
86	Majlis / Upacara	Ceremony
87	Makan malam	Dinner
88	Makan tengahari	Lunch
89	Makanan	Food
90	Makanan segera	Fast food
91	Mangsa	Victim
92	Manusia	Human
93	Masa	Time
94	Masjid	Mosque
95	Matahari	Sun
96	Menara	Tower

B. MALAYSIA

ENGLISH

97	Minggu	Week
98	Minit	Minute
99	Minuman	Drinks
100	Muka surat	Page
101	Murid	Pupil
102	Musim	Season
103	Musuh	Enemy
104	Nasi	Rice
105	Nasihat	Advice
106	Negara	Country
107	Negeri	State
108	Orang	Person

B. MALAYSIA

ENGLISH

109	Orang (lebih dari seorang)	People
110	Orang dewasa	Adult
111	Padang	Field
112	Pakaian	Clothes
113	Pantai	Beach
114	Pasar	Market
115	Pasir	Sand
116	Pejabat	Office
117	Pekerjaan	Occupation
118	Pelajaran	Education
119	Pelancong	Tourist
120	Pencemaran	Pollution

B. MALAYSIA

ENGLISH

121	Pencuci mulut	Dessert
122	Pencuri	Thief
123	Pencuri (pecah rumah)	Burglar
124	Pengebumian	Funeral
125	Penonton	Audience
126	Pentas	Stage
127	Perayaan / Pesta	Festival
128	Percutian	Vacation
129	Perempuan dewasa	Woman
130	Perkahwinan	Marriage
131	Perkataan	Word
132	Perpustakaan	Library

B. MALAYSIA

ENGLISH

133	Pertunjukan	Show
134	Pondok	Cottage
135	Pulau	Island
136	Rahsia	Secret
137	Rawatan	Treatment
138	Remaja	Teenager
139	Rumah	House
140	Rumput	Grass
141	Sampah	Rubbish / Garbage
142	Sarapan	Breakfast
143	Saudara kandung	Sibling
144	Sekolah	School

145	Selendang	Shawl
146	Seluar	Pants
147	Serangga	Insect
148	Soalan	Question
149	Suami	Husband
150	Sukan	Sport
151	Sukarelawan	Volunteer
152	Sungai	River
153	Surat / Huruf	Letter
154	Tadika	Kindergarten
155	Tahun	Year
156	Tali	Rope

157	Taman	Park
158	Taman permainan	Playground
159	Tanah	Soil
160	Tasik	Lake
161	Tempat	Place
162	Tempat berlindung	Shelter
163	Tidur sebentar	Nap
164	Timur	East
165	Tokong / Kuil	Temple
166	Tumbuhan	Plant
167	Udara	Air
168	Umur	Age
169	Upacara perkahwinan	Wedding
170	Wajah / Muka	Face

SIMPLE PRESENT TENSE AND

SIMPLE PAST TENSE

YOCAB

What is SIMPLE PRESENT TENSE?

A

to show habitual actions - Menunjukkan sesuatu perkara yang berkaitan dengan tabiat seseorang atau perkara yang dibuat secara rutin.

Types

Singular verb (1)

Plural verb (lebih dari 1)

Examples

Cooks / brushes / likes

Cook / brush / like

My sister always cooks at home.My sister and I always cook at home.Bob brushes his teeth every morning.Musa and Lily brush their teeth every morning.She likes to eat durian.They like to eat durian.

What is SIMPLE PRESENT TENSE?

B

for timeless actions / universal truths - Untuk menyatakan sesuatu perkara atau kebenaran yang umum.

Types

Singular verb (1)

Plural verb (lebih dari 1)

Examples

is / eats

are / eat

FAM

Kuala Lumpur is the capital city of Malaysia.

There are seven days in a week.

Rooster crows in the morning.

Cows eat grass.



33

What is SIMPLE PRESENT TENSE?

C

for directions and instructions

Examples:

Open the door.

FAM

Turn right to Jalan Hang Tuah.

What is SIMPLE PAST TENSE?

to show a past action / something happened in the past - menunjukkan sesuatu perkara yang telah berlaku.

Examples:

They walked to school yesterday.

I called my father just now.



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THE 140 MOST FREQUENT VERBS

35

GRAD - SEQ

BE-VERBS

1	am	Untuk "I" / saya	I am Danial.
2	is	Untuk kata nama dan kata ganti nama singular merujuk kepada 1 orang / binatang / perkara / benda Singular (1)	My father <u>is</u> a handsome man.
3	are	Untuk "you" serta kata nama dan kata ganti nama plural merujuk kepada lebih daripada 1 orang / binatang / perkara / benda	Ah Chong and Ja <u>are</u> best friends. You <u>are</u> my best friend.
4	was	Past tense for "is" Past tense - perkara yang sudah terjadi. Untuk "I" serta kata nama dan kata ganti nama singular	She <u>was</u> in the class this morning. I <u>was</u> in the class last night.



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BE-VERBS

5

were

Past tense for "are"

Past tense - perkara yang sudah terjadi.

My mother and I were in the house last night.Untuk "you" serta kata nama dan kata ganti nama **plural**You were in the house last night.

6

Has

Mempunyai / Ada

Untuk kata nama dan kata ganti nama **singular**Steven has three erasers.

7

Have

Mempunyai / Ada

Untuk "I / you" serta kata nama dan kataganti nama **plural**The students have a great teacher.

8

Had

Past tense for "have"

We had three kittens when we were young.

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MODALS

GRAD - SEB

MODALS

	ENGLISH	BAHASA MALAYSIA	EXAMPLE
1	Can	Tentang kebolehan (present tense)	I <u>can</u> swim.
2	Could	Tentang kebolehan pada masa lepas (past tense) Kemungkinan	I <u>could</u> climb trees when I was young. There <u>could</u> be a storm later.
3	Should	Patut / Harus	You <u>should</u> listen to my advice.
4	May	Kemungkinan besar akan terjadi	Roy <u>may</u> lose his job.
5	Might	Kemungkinan (sesuatu yang agak mustahil) Past tense for "may"	If you hurry, you <u>might</u> get there on time. He <u>might</u> have called earlier but I was not at home.



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MODALS

6

May / Might

Untuk meminta kebenaran

May I go to the toilet?

Might I ask for a favour?

7

Must

Mesti

We must follow the rules.

8

Will

Permintaan / Lebih 'informal'

Will you help me in the kitchen?

9

Would

Kemahuan / Permintaan. Lebih "formal"

Would you please turn on the light?

10

Will

Akan / Di atas kerelaan (present tense / future tense)

I will help you later.

11

Would

Akan / Di atas kerelaan (past tense)

I would meet him.

39

PRES

	SIMPLE PRESENT TENSE	BAHASA MALAYSIA	SIMPLE PAST TENSE
1	Act	Tindakan / Berlakon	Acted
2	Add	Tambah	Added
3	Answer	Jawab / *Jawapan	Answered
4	Ask	Tanya	Asked
5	Become	Menjadi	Became
6	Begin	Mula	Began
7	Bend	Bengkok	Bent
8	Bite	Gigit	Bit
9	Bleed	Berdarah	Bled
10	Blow	Tiup	Blew
11	Break	Patah / Pecah	Broke
12	Bring	Bawa	Brought
13	Build	Bina	Built
14	Burn	Bakar / Menyalakan (api)	Burnt / Burned
15	Burst	Meletus / Meletup	Burst
16	Buy	Beli	Bought

*Jawapan = Kata Nama (Noun)

40

500 VOCABULARY			
VOCAB		RELEVANT	
	SIMPLE PRESENT TENSE	BAHASA MALAYSIA	SIMPLE PAST TENSE
17	Call	Panggil / menelefon	Called
18	Care	Peduli / Beri penjagaan	Cared
19	Carry	Bawa	Carried
20	Catch	Tangkap	Caught
21	Change	Tukar	Changed
22	Choose	Pilih	Chose
23	Close	Tutup	Closed
24	Come	Datang	Came
25	Cry	Menangis	Cried
26	Cut	Potong	Cut
27	Damage	Rosakkan	Damaged
28	Die	Mati / Meninggal dunia	Died
29	Dig	Gali	Dug
30	Dive	Menjunam / Selam (ke dalam air)	Dived / Dove (US)
31	Do	Buat / Lakukan	Did
32	Draw	Lukis	Drew

41

500 VOCABULARY			
	SIMPLE PRESENT TENSE	BAHASA MALAYSIA	SIMPLE PAST TENSE
49	Give	Beri	Gave
50	Go	Pergi	Went
51	Grow	Membesar / Berkembang	Grew
52	Hang	Gantung	Hung / Hanged
53	Hear	Dengar	Heard
54	Help	Tolong	Helped
55	Hide	Sorok	Hid
56	Hit	Pukul	Hit
57	Hold	Pegang / Mengadakan (majlis)	Held
58	Hurt	Menyakiti / Disakiti	Hurt
59	Jump	Lompat	Jumped
60	Keep	Simpan	Kept
61	Kick	Tendang	Kicked
62	Know	Tahu	Knew
63	Learn	Belajar	Learned
64	Leave	Tinggalkan	Left

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500 VOCABULARY			
	SIMPLE PRESENT TENSE	BAHASA MALAYSIA	SIMPLE PAST TENSE
33	Dream	Impikan / *Mimpi	Dreamed
34	Drink	Minum	Drank
35	Drive	Memandu	Drove
36	Dry	Keringkan	Dried
37	Eat	Makan	Ate
38	Fall	Jatuh	Fell
39	Feel	Rasa (perasaan / deria)	Felt
40	Fight	Gaduh	Fought
41	Find	Jumpa / Dapat	Found
42	Flee	Melarikan diri	Fled
43	Fly	Terbang	Flew
44	Fold	Lipat	Folded
45	Follow	Ikut	Followed
46	Forget	Lupa	Forgot
47	Forgive	Maafkan	Forgave
48	Get	Dapat	Got

*Mimpi = Kata Kerja (Verb) / Kata Nama (Noun)

500 VOCABULARY			
	SIMPLE PRESENT TENSE	BAHASA MALAYSIA	SIMPLE PAST TENSE
65	Let	Izinkan / Biarkan	Let
66	Like	Suka / *Seperti	Liked
67	Listen	Dengar	Listened
68	Live	Tinggal	Lived
69	Look	Lihat	Looked
70	Lose	Hilang	Lost
71	Make	Buat	Made
72	Mark	Tanda	Marked
73	Mean	Maksud / *Kejam	Meant
74	Mistake	Buat kesilapan	Mistook
75	Move	Pindah / Gerak	Moved
76	Need	Perlu	Needed
77	Open	Buka	Opened
78	Pay	Bayar	Paid
79	Pinch	Cubit	Pinched
80	Play	Main	Played

*Kejam = Kata Sifat (Adjective)
*Seperti = Kata Sendi Nama (Preposition)

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	SIMPLE PRESENT TENSE	BAHASA MALAYSIA	SIMPLE PAST TENSE
81	Pour	Tuang	Poured
82	Press	Tekan	Pressed
83	Pull	Tarik	Pulled
84	Punish	Denda	Punished
85	Push	Tolak	Pushed
86	Put	Letak	Put
87	Queue	Beratur	Queued
88	Read	Baca	Read
89	Repair	Baiki	Repaired
90	Ride	Tunggang	Rode
91	Ring	Membunyikan loceng / Menelefon seseorang	Rang
92	Rise	Naik / Meningkatkan	Rose
93	Run	Lari	Ran
94	Say	Kata / Sebut	Said
95	See	Nampak	Saw
96	Sell	Jual	Sold

97	Send	Hantar	Sent
98	Sew	Jahit	Sewed
99	Shake	Goyang	Shook
100	Shoot	Tembak	Shot
101	Show	Tunjuk / *Pertunjukan	Showed
102	Sing	Nyanyi	Sang
103	Sit	Duduk	Sat
104	Smell	Hidu	Smelt / Smelled
105	Speak	Bertutur	Spoke
106	Spell	Eja	Spelt
107	Spend	Berbelanja	Spent
108	Spill	Tumpah	Spilt / Spilled
109	Spin	Putar / Berpusing	Spun
110	Spit	Ludah	Spat / Spit (US)
111	Stand	Berdiri	Stood
112	Start	Mula	Started

*Pertunjukan = Kata Nama (Noun)

	SIMPLE PRESENT TENSE	BAHASA MALAYSIA	SIMPLE PAST TENSE
103	Steal	Curi	Stole
104	Sting	Sengat	Stung
105	Stir	Kacau (cecair / adunan)	Stirred
106	Stop	Berhenti	Stopped
107	Study	Belajar	Studied
108	Sweep	Sapu	Swept
109	Swim	Berenang	Swam
110	Take	Ambil	Took
111	Talk	Bercakap	Talked
112	Teach	Ajar	Taught
113	Tell	Beritahu	Told
114	Think	Fikir	Thought
115	Throw	Campak	Threw
116	Try	Cuba	Tried
117	Turn	Tukar / Belok	Turned
118	Understand	Faham	Understood

119	Use	Guna	Used
120	Walk	Jalan	Walked
121	Want	Mahu	Wanted
122	Wash	Basuh	Washed
123	Watch	Tonton / *Jam tangan	Watched
124	Wear	Pakai	Wore
125	Wet	Basahkan	Wet / Wetted
126	Win	Menang	Won
127	Wipe	Lap	Wiped
128	Work	Kerja	Worked
129	Write	Tulis	Wrote
130	Yawn	Menguap	Yawned

*Jam tangan = Kata Nama (Noun)

	BAHASA MALAYSIA	SIMPLE PRESENT TENSE	SIMPLE PAST TENSE
1	Ajar	Teach	Taught
2	Ambil	Take	Took
3	Baca	Read	Read
4	Baiki	Repair	Repaired
5	Bakar / Menyalakan (api)	Burn	Burnt / Burned
6	Basahkan	Wet	Wet / Wetted
7	Basuh	Wash	Washed
8	Bawa	Bring	Brought
9	Bawa	Carry	Carried
10	Bayar	Pay	Paid
11	Belajar	Learn	Learned
12	Belajar	Study	Studied
13	Beli	Buy	Bought
14	Bengkok	Bend	Bent
15	Beratur	Queue	Queued
16	Berbelanja	Spend	Spent

	BAHASA MALAYSIA	SIMPLE PRESENT TENSE	SIMPLE PAST TENSE
17	Bercakap	Talk	Talked
18	Berdarah	Bleed	Bled
19	Berdiri	Stand	Stood
20	Berenang	Swim	Swam
21	Berhenti	Stop	Stopped
22	Beri	Give	Gave
23	Beritahu	Tell	Told
24	Bertutur	Speak	Spoke
25	Bina	Build	Built
26	Buat	Make	Made
27	Buat / Lakukan	Do	Did
28	Buat kesilapan	Mistake	Mistook
29	Buka	Open	Opened
30	Campak	Throw	Threw
31	Cuba	Try	Tried
32	Cubit	Pinch	Pinched

	BAHASA MALAYSIA	SIMPLE PRESENT TENSE	SIMPLE PAST TENSE
3	Curi	Steal	Stole
4	Dapat	Get	Got
5	Datang	Come	Came
6	Denda	Punish	Punished
7	Dengar	Hear	Heard
8	Dengar	Listen	Listened
9	Duduk	Sit	Sat
10	Eja	Spell	Spelt
11	Faham	Understand	Understood
12	Fikir	Think	Thought
13	Gaduh	Fight	Fought
14	Gali	Dig	Dug
15	Gantung	Hang	Hung / Hanged
16	Gigit	Bite	Bit
17	Goyang	Shake	Shook
18	Guna	Use	Used

	BAHASA MALAYSIA	SIMPLE PRESENT TENSE	SIMPLE PAST TENSE
49	Hantar	Send	Sent
50	Hidu	Smell	Smelt / Smelled
51	Hilang	Lose	Lost
52	Ikut	Follow	Followed
53	Impikan / *Mimpi	Dream	Dreamed
54	Izinkan / Biarkan	Let	Let
55	Jahit	Sew	Sewed
56	Jalan	Walk	Walked
57	Jatuh	Fall	Fell
58	Jawab / *Jawapan	Answer	Answered
59	Jual	Sell	Sold
60	Jumpa / Dapat	Find	Found
61	Kacau (cecair / adunan)	Stir	Stirred
62	Kata / Sebut	Say	Said
63	Keringkan	Dry	Dried
64	Kerja	Work	Worked

*Mimpi = Kata Kerja (Verb) /
Kata Nama (Noun)

*Jawapan = Kata Nama (Noun)

	BAHASA MALAYSIA	SIMPLE PRESENT TENSE	SIMPLE PAST TENSE
65	Lap	Wipe	Wiped
66	Lari	Run	Ran
67	Letak	Put	Put
68	Lihat	Look	Looked
69	Lipat	Fold	Folded
70	Lompat	Jump	Jumped
71	Ludah	Spit	Spat / Spit (US)
72	Lukis	Draw	Drew
73	Lupa	Forget	Forgot
74	Maafkan	Forgive	Forgave
75	Mahu	Want	Wanted
76	Main	Play	Played
77	Makan	Eat	Ate
78	Maksud / *Kejam	Mean	Meant
79	Mati / Meninggal dunia	Die	Died
80	Melarikan diri	Flee	Fled

*Kejam = Kata Sifat (Adjective)

	BAHASA MALAYSIA	SIMPLE PRESENT TENSE	SIMPLE PAST TENSE
81	Meletus / Meletup	Burst	Burst
82	Memandu	Drive	Drove
83	Membesar / Berkembang	Grow	Grew
84	Membunyikan loceng / Menelefon	Ring	Rang
85	Menang	Win	Won
86	Menangis	Cry	Cried
87	Menguap	Yawn	Yawned
88	Menjadi	Become	Became
89	Menjunam / Selam (ke dalam air)	Dive	Dived / Dove (US)
90	Menyakiti / Disakiti	Hurt	Hurt
91	Minum	Drink	Drank
92	Mula	Begin	Began
93	Mula	Start	Started
94	Naik / Meningkatkan	Rise	Rose
95	Nampak	See	Saw
96	Nyanyi	Sing	Sang

	BAHASA MALAYSIA	SIMPLE PRESENT TENSE	SIMPLE PAST TENSE
97	Pakai	Wear	Wore
98	Panggil / Menelefon	Call	Called
99	Patah / Pecah	Break	Broke
100	peduli / beri penjagaan	Care	Cared
101	Pegang / Mengadakan (majlis)	Hold	Held
102	Pergi	Go	Went
103	Perlu	Need	Needed
104	Pilih	Choose	Chose
105	Pindah / Gerak	Move	Moved
106	Potong	Cut	Cut
107	Pukul	Hit	Hit
108	Putar / Berpusing	Spin	Spun
109	Rasa (perasaan / deria)	Feel	Felt
110	Rosakkan	Damage	Damaged
111	Sapu	Sweep	Swept
112	Sengat	Sting	Stung

	BAHASA MALAYSIA	SIMPLE PRESENT TENSE	SIMPLE PAST TENSE
113	Simpan	Keep	Kept
114	Sorok	Hide	Hid
115	Suka / *Seperti	Like	Liked
116	Tahu	Know	Knew
117	Tambah	Add	Added
118	Tanda	Mark	Marked
119	Tangkap	Catch	Caught
120	Tanya	Ask	Asked
121	Tarik	Pull	Pulled
122	Tekan	Press	Pressed
123	Tembak	Shoot	Shot
124	Tendang	Kick	Kicked
125	Terbang	Fly	Flew
126	Tindakan / *Berlakon	Act	Acted
127	Tinggal	Live	Lived
128	Tinggalkan	Leave	Left

*Berlakon = Kata Kerja (Verb)

*Seperti = Kata Sendi Nama (Preposition)

	BAHASA MALAYSIA	SIMPLE PRESENT TENSE	SIMPLE PAST TENSE
129	Tiup	Blow	Blew
130	Tolak	Push	Pushed
131	Tolong	Help	Helped
132	Tonton / *Jam tangan	Watch	Watched
133	Tuang	Pour	Poured
134	Tukar	Change	Changed
135	Tukar / Belok	Turn	Turned
136	Tulis	Write	Wrote
137	Tumpah	Spill	Spilt / Spilled
138	Tunggang	Ride	Rode
139	Tunjuk / Pertunjukan	Show	Showed
140	Tutup	Close	Closed

*Jam tangan = Kata Nama (Noun)



80 COMMON OPPOSITE WORDS

	ENGLISH	B. MALAYSIA
1	Above	Di atas
2	Absent	Tidak hadir
3	Active	Aktif
4	Ancient	Kuno / Sangat lama
5	Alive	Hidup
6	Asleep	Tidur
7	Back	Belakang
8	Bald	Botak
9	Beautiful	Cantik
10	Before	Sebelum
11	Best	Terbaik
12	Big	Besar
13	Black	Hitam
14	Bold	Berani
15	Boring	Bosan
16	Borrow	Pinjam
	Below	Di bawah
	Present	Hadir
	Lazy	Malas
	Modern	Moden
	Dead	Mati
	Awake	Terjaga
	Front	Depan
	Hairy	Berambut
	Ugly	Hodoh
	After	Selepas
	Worst	Paling Teruk
	Small / Little	Kecil
	White	Putih
	Shy	Malu / Pemalu
	Interesting	Menarik
	Lend	Pinjamkan



NO	ENGLISH	B. MALAYSIA
17	Brave	Berani
18	Broad	Lapang
19	Catch	Tangkap
20	Careful	Berwaspada
21	Cheap	Murah
22	Clean	Bersih
23	Clever	Pandai
24	Correct	Betul
25	Deep	Dalam
26	Difficult	Sukar
27	Dull	Pudar / Malap
28	Early	Awal
29	Empty	Kosong
30	Fast	Laju
31	Fat	Gemuk
32	Fierce	Garang
	Scared	Takut
	Narrow	Sempit
	Throw	Campak
	Careless	Cuai
	Expensive	Mahal
	Dirty	Kotor
	Stupid	Bodoh
	False / Wrong	Salah
	Shallow	Cetek
	Easy	Mudah
	Bright	Terang
	Late	Lambat
	Full	Penuh
	Slow	Perlahan
	Thin	Kurus
	Gentle	Lemah lembut



NO	ENGLISH	B.MALAYSIA
33	Few	Many
34	Float	Sink
35	Good	Bad
36	Happy	Sad
37	Heavy	Light
38	Hot	Cold
39	Huge	Tiny
40	Hungry	Full
41	High	Low
42	Inside	Outside
43	Long	Short
44	Lose	Find
45	Love	Hate
46	Neat	Untidy
47	Near	Far
48	Noisy	Quiet
		Sedikit
		Banyak
		Timbul
		Tenggelam
		Baik
		Jahat
		Gembira
		Sedih
		Berat
		Ringan
		Panas
		Sejuk
		Terlalu Besar
		Terlalu kecil
		Lapar
		Kenyang
		Tinggi
		Rendah
		Bahagian dalam
		Bahagian luar
		Panjang
		Pendek
		Hilang
		Jumpa
		Sayang / Cinta
		Benci
		Kemas
		Berselerak
		Dekat
		Jauh
		Bising
		Senyap



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NO	ENGLISH	B.MALAYSIA
49	Old	New
50	Old	Young
51	Open	Shut
52	On	Off
53	Polite	Rude
54	Pull	Push
55	Raw	Cooked
56	Rich	Poor
57	Right	Wrong
58	Right	Left
59	Rough	Smooth
60	Sad	Happy
61	Safe	Dangerous
62	Sharp	Blunt
63	Smart	Shabby
64	Soft	Hard
		Lama
		Baru
		Tua
		Muda
		Buka
		Tutup
		Buka
		Padam
		Biadap
		Tolak
		Sudah masak
		Miskin
		Salah
		Kiri
		Licin
		Gembira
		Bahaya
		Tumpul
		Selekeh
		Keras



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ENGLISH	B.MALAYSIA
Start	Finish
Strong	Weak
Sweet	Sour
Tall	Short
Thick	Thin
Tight	Loose
Together	Apart
Top	Bottom
True	False
Up	Down
Useful	Useless
Wet	Dry
Wild	Tame
Win	Lose
Wise	Foolish
Yes	No
	Mula
	Akhir / Tamat
	Kuat
	Lemah
	Manis
	Masam
	Tinggi
	Rendah
	Tebal
	Nipis
	Ketat
	Longgar
	Bersama
	Berpisah
	Atas
	Bawah
	Benar
	Tidak Benar
	Ke atas
	Ke bawah
	Berguna
	Tidak berguna
	Basah
	Kering
	Liar
	Jinak
	Menang
	Kalah
	Bijak
	Bodoh
	Ya
	Tidak



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ENGLISH	BAHASA MALAYSIA	EXAMPLE
	Number 1	
	GRAD-SEQ	
	Tersebut (itu)	I like <u>the</u> book. (Saya suka buku tersebut)
	Merujuk kepada orang / binatang / benda / perkara tertentu	Please close <u>the</u> door. (Tolong tutup pintu tersebut)
The	Digunakan apabila mengulangi kata nama (orang/ binatang / benda / perkara) untuk kali ke-2, ke-3 dan seterusnya	I have a <u>cat</u> . (kali pertama). <u>The cat's</u> name is CiCi. (kali kedua)
	Hanya ada satu sahaja seumpamanya.	<u>The</u> sun / <u>The</u> sky / <u>The</u> moon
	Nombor turutan	I am <u>the</u> mother of Lala and Lili.
	Superlative (paling)	<u>The</u> first / <u>The</u> second / <u>The</u> last.
		That watch is <u>the</u> most expensive item in the shop.
		Jojo is <u>the</u> cleverest student in the class.



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Number 2

ENGLISH	BAHASA MALAYSIA	EXAMPLE
a	Satu *Hanya untuk kata nama yang boleh dikira. "a" - perkataan bermula dengan bunyi huruf konsonan (semua huruf kecuali a,e,i,o,u) * bukan 100% berdasarkan huruf pertama perkataan. Ia berkaitan dengan bunyi sama ada ia bunyi huruf konsonan atau tidak.	I have <u>a</u> doll. Rina is <u>a</u> girl. James is <u>a</u> European. (bunyi konsonan yoo - ropean). He is <u>a</u> university student (bunyi konsonan yoo - niversity).



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Number 3

ENGLISH	BAHASA MALAYSIA	EXAMPLE
an	Satu *Hanya untuk kata nama yang boleh dikira. "an" - perkataan bermula dengan bunyi huruf vowel (a,e,i,o,u)	FAM I want <u>an</u> orange. Raju is holding <u>an</u> umbrella. Jasmine is <u>an</u> honest girl. (bunyi vowel o -nest. Silent 'H')



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DEMONSTRATIVE ADJECTIVES

ENGLISH	B. MALAYSIA	EXAMPLE
1 This	ini Singular (1)	<u>This</u> toy is expensive.
2 These	ini Plural (Lebih dari 1)	<u>These</u> apples are sweet.
3 That	itu Singular (1)	<u>That</u> is my house.
4 Those	itu Plural (Lebih dari 1)	<u>Those</u> are my friends.



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GRAD-SEQ

RELEVANT

PERSONAL PRONOUNS

(subject) Kata Ganti Nama

Apakah itu personal pronouns (subject)?

Kumpulan kata ganti nama yang terdiri daripada "I, you, he, she, it, we, they".

Ciri-ciri
seperti berikut :

- 1 Kebiasaannya terletak pada kedudukan pertama ayat.
- 2 Terletak SEBELUM Verb (kata kerja).

Contoh : Ramu / drives / to KL.
He drives to KL.

*Drive - Verb (kata kerja)



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LAYOUT

No	ENGLISH	BAHASA MALAYSIA	EXAMPLE
1	I	Saya	I am Danial.
2	You	Awak	<u>You</u> are my beloved mother.
3	He	Kata ganti nama hanya untuk seorang lelaki	<i>Ahmad</i> is my classmate. <u>He</u> is a smart boy.
4	She	Kata ganti nama hanya untuk seorang perempuan.	<i>Kiki</i> is my classmate. <u>She</u> is a pretty girl.
5	It	Kata ganti nama. Merujuk kepada hanya 1 binatang / benda / perkara Singular (1)	The cat's name is <i>Tompok</i> . <u>It</u> loves to eat fish.
6	We	Kita / Kami	<i>Ramu and I</i> are siblings. <u>We</u> live in Ampang.
7	They	Kata ganti nama untuk lebih dari 1 orang / binatang / perkara / benda	<i>Gopal and Ah Meng</i> are best friends. <u>They</u> play together every evening. I want to buy all the books. <u>They</u> are cheap.



PERSONAL PRONOUNS

(object) Kata Ganti Nama

Apakah itu personal pronouns (object)

Kumpulan kata ganti nama yang terdiri daripada "me, you, him, her, it, us, them".

Ciri-ciri
seperti berikut :

- 1 Kebiasaanya terletak pada kedudukan tengah / akhir ayat
- 2 Terletak SEBELUM Verb (kata kerja) / prepositions (Contoh : in, on, with, by, of, from...)

Contoh : Sazzy / meets / Jojo.
Sazzy meets him.

*meet - Verb (kata kerja)



PRES

ENGLISH	BAHASA MALAYSIA	EXAMPLE
1 Me	Saya	My dad called <u>me</u> last night.
2 You	Awak	I want to meet <u>you</u> now.
3 Him	Kata ganti nama hanya untuk seorang lelaki	I bought this present for <u>him</u> yesterday.
4 Her	Kata ganti nama hanya untuk seorang perempuan.	I can't find <u>her</u> in that building.
5 It	Kata ganti nama. Merujuk kepada hanya 1 binatang / benda / perkara Singular (1)	I like this <u>movie</u> . I watched <u>it</u> last week.
6 Us	Kita / Kami	You can borrow the books from <u>us</u> .
7 Them	Kata ganti nama untuk lebih dari 1 orang / binatang / perkara / benda	The headmaster wants to meet <u>them</u> now. Those dresses are beautiful. Can I buy all of <u>them</u> ?



GRAD - SEQ

POSSESSIVE

PRONOUNS

- Kata ganti nama (Kepunyaan)

PRES

1 My	Milik saya	That is <u>my</u> cat.
2 Your	Milik awak	You must bring <u>your</u> book tomorrow.
3 His	Milik dia. Lelaki Singular (1)	This is <u>his</u> pen.
4 Her	Milik dia. Perempuan Singular (1)	That is <u>her</u> sister.
5 Its	Milik kepada seekor binatang / 1 benda	The cat has three kittens. <u>Its</u> kittens are cute.
6 Their	Milik kepada kata nama yang lebih dari 1 orang / binatang / perkara / benda	That is <u>their</u> house. (orang lebih dari seorang) <u>Their</u> ears are big. (elephants Lebih dari seekor)
7 Our	Milik kita / kami	<i>James and I</i> are siblings. <u>Our</u> parents live in London.



GRAD - SEQ

PREPOSITIONS OF PLACE

PRES

NO	ENGLISH	BAHASA MALAYSIA	EXAMPLE
1	At	di	The dog is standing <u>at</u> the gate.
2	Above	lebih tinggi / di atas. Kedudukan. Boleh digunakan untuk berkaitan dengan konsep	The class is for students <u>above</u> the age of 9. Ben lives <u>above</u> the pizza shop.
3	Across	di seberang	The shop is <u>across</u> the street.
4	Around	sekitar	We need to collect all the rubbish <u>around</u> here.
5	Among	di kalangan	The bee is flying <u>among</u> those flowers.
6	Behind	di belakang	My school is <u>behind</u> the big building.
7	Below	di bawah. Kebiasaannya digunakan untuk berkaitan dengan konsep "lower / less than"	The game is for children <u>below</u> the age of 10.
8	Beside / Next to	di sebelah	The pet shop is <u>beside / next to</u> the grocery shop.



VIS-MAT

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NO	ENGLISH	BAHASA MALAYSIA	EXAMPLE
9	Between	di antara (di tengah-tengah)	The toddler is sitting <u>between</u> her mother and father.
10	By	dekat	He park his car <u>by</u> the mosque.
11	In	di dalam	His cat is <u>in</u> the cage.
12	In front of	di hadapan	The orange is <u>in front of</u> the glass.
13	Near	dekat	KFC is <u>near</u> my house.
14	On	di atas (menyentuh permukaan)	The hat is <u>on</u> the book.
15	Opposite	bertentangan	The museum is <u>opposite</u> the hall.
16	Outside	bahagian luar	There are many cars <u>outside</u> the market.
17	Far from	jauh daripada	My house is <u>far from</u> our school.
18	Under	di bawah	There is a cow <u>under</u> the tree.

CULT - BIAS



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GRAD - SEQ

PREPOSITIONS OF TIME

ENGLISH	BAHASA MALAYSIA	EXAMPLE
At	pada (masa/ pukul berapa)	I wake up <u>at</u> 6 a.m every day.
By	selewat-lewatnya	Meet me <u>by</u> 3pm.
On	CULT - BIAS tarikh / hari	She goes to her grandmother's house <u>on</u> Sundays. (setiap Ahad) Let's meet <u>on</u> the 1st September.
In	minggu / bulan / tahun	I was born <u>in</u> June.
During	sepanjang tempoh tertentu . Contoh : during the day, during Hari Raya, during the film	The restaurant is open <u>during</u> the day. We usually visit each other <u>during</u> Hari Raya.



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LAYOUT

GRAD - SEQ

PREPOSITIONS OF MOVEMENT

NO	ENGLISH	BAHASA MALAYSIA	EXAMPLE
1	Against	bertentangan (arah)	Don't drive <u>against</u> traffic.
2	Around	mengelilingi	They walked <u>around</u> the town for an hour this morning.
3	Away from	jauh daripada	The mouse ran <u>away from</u> the cat just now.
4	Backwards	ke belakang	She stepped <u>backwards</u> and fell last night.
5	From	daripada / dari	My teacher took the book <u>from</u> me just now.
6	Over	melempi / melangkaui	The horse jumps <u>over</u> the fence.
7	Past	melempi / lalu (di hadapan)	The cat walks <u>past</u> the box.



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NO	ENGLISH	BAHASA MALAYSIA	EXAMPLE
8	To	hingga / ke / kepada	I work from Monday <u>to</u> Friday. Please pass this letter <u>to</u> your mother.
9	Towards	ke arah	They are running <u>towards</u> the stadium now.
10	Through	melalui / menembusi	You have to walk <u>through</u> that door.



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CONJUNCTIONS

- Kata Hubung

PRES

NO	ENGLISH	BAHASA MALAYSIA	EXAMPLE
1	If	jika	Call me <u>if</u> you need help.
2	Of	berkaitan / tentang / dari / berasal	This is the first page <u>of</u> the book. This is a picture <u>of</u> my family. I drink three glasses <u>of</u> milk.
3	And	dan	Blue <u>and</u> red are my favourite colours.
4	As	sebagai	I work <u>as</u> an engineer.
5	For	untuk	This present is <u>for</u> you.
6	With	dengan	I want to stay <u>with</u> you.
7	But	tetapi	He is clever <u>but</u> lazy.



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NO	ENGLISH	BAHASA MALAYSIA	EXAMPLE
8	Or	atau	Do you want coffee <u>or</u> tea?
9	So	maka (menunjukkan sebab)	It was still painful <u>so</u> I went to see a doctor.
10	Neither (nor)	tiada satu pun / tiada seorang pun	<u>Neither</u> Rita <u>nor</u> Ah Fong likes durian.
11	Either (or)	salah satu / sama ada	<u>Either</u> you stay <u>or</u> I leave.
12	Because	kerana	I am here <u>because</u> of you.



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WH-QUESTIONS

NO	ENGLISH	BAHASA MALAYSIA	EXAMPLE
1	What	Apa?	What is this?
2	Who	Siapa? (Hanya untuk orang)	Who are you?
3	When	Bila?	When will you meet me?
4	Why	Mengapa?	Why are you crying?
5	Where	Di mana?	Where do you live?
6	Whose	Milik siapa?	Whose bag is that?
7	Which	Mana satu?	Which is your brother?
8	How	Bagaimana?	How to do this?

9 How much

Berapa harga ? /
Berapa banyak? (untuk
uncountable nouns -
Benda tidak boleh dikira)

How much is this candy?



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GRAD-SEQ

ADVERBS

PRES

RELEVANT

ENGLISH

BAHASA MALAYSIA

EXAMPLE

1	Always	Selalu / Sentiasa	Ah Leong <u>always</u> wears his blue shoes.
2	After	Selepas	I will eat cake <u>after</u> I eat this meal.
3	Before	Sebelum	Wash your hands <u>before</u> you touch the food.
4	Early	Awal	My teacher plans to end the lesson <u>early</u> today.
5	Later	Kemudian	Rajish and Aiman will come <u>later</u> .
6	Never	Tidak pernah	His room is <u>never</u> tidy.
7	Now	Sekarang	They are searching for the cat <u>now</u> .
8	Really	Benar-benar	The tea is <u>really</u> hot.



VISMAT

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ENGLISH

BAHASA MALAYSIA

EXAMPLE

9	Seldom	Jarang	Ali <u>seldom</u> goes to the mall.
10	Sometimes	Kadang-kadang	<u>Sometimes</u> I eat fried rice for breakfast.
11	Today	Hari ini	I am happy <u>today</u> .
12	Tomorrow	Esok	They will get married <u>tomorrow</u> .
13	Tonight	Malam ini	Can we meet at 7 Eleven <u>tonight</u> ?
14	Very	Sangat	They come here <u>very</u> often.
15	Yesterday	Semalam	I went to Kuala Lumpur <u>yesterday</u> .

VIS-MAT



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PROFESSIONS / OCCUPATIONS
IN THE WORLD

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75 PROFESSIONS / OCCUPATIONS
IN THE WORLD

GRAD-SEQ

UNIQUE

LAYOUT

No	PROFESSION / OCCUPATION	EXPLANATION	BAHASA MALAYSIA	PICTURE
1	Accountant	Someone who keeps or examines the records of money received, paid and owed by a company or person.	Akauntan	
2	Actor (male)/ Actress (female)	Someone who pretends to be someone else while performing in a film, play, or television or radio programme.	Pelakon	
3	Architect	A person whose job is to design new buildings and make certain that they are built correctly. A person responsible for achieving a particular plan or aim.	Arkitek	
4	Artist	A person who professes and practices an imaginative art.	Pelukis	
5	Astronomer	Someone who studies astronomy (the scientific study of the universe and objects that exist naturally in space such as the moon, the sun, planets, and stars)	Ahli astronomi	



No	PROFESSION / OCCUPATION	EXPLANATION	BAHASA MALAYSIA	PICTURE
6	Astronaut	A person who has been trained for travelling in space.	Angkasawan	
7	Author	The writer of a book, article, play, etc.	Penulis	
8	Baker	A person whose job is to make bread and cakes for sale, or to sell bread and cakes.	Pembuat roti	
9	Barber	A person who cuts men's hair and shaves or trims beards as an occupation.	Tukang gunting	
10	Butcher	A person who sells meat in a shop.	Penjual daging	
11	Carpenter	A person whose job is making and repairing wooden objects and structures.	Tukang kayu	

No	PROFESSION / OCCUPATION	EXPLANATION	BAHASA MALAYSIA	PICTURE
12	Chef	A skilled and trained cook who works in a hotel or restaurant, especially the most important cook.	Cef / Tukang masak profesional	
13	Cleaner	A person whose job is to clean houses, offices, public places, etc.	Tukang cuci	
14	Clerk	A person who works in an office, dealing with records or performing general office duties.	Kerani	
15	Clown	An entertainer who wears funny clothes, has a painted face, and makes people laugh by performing tricks and behaving in a silly way.	Badut	
16	Coach	Someone whose job is to teach people to improve at a sport, skill or school subject.	Jurulatih	
17	Cobbler	A person who repairs shoes.	Tukang kasut	

VOCAB		VIS-MAT		
No	PROFESSION / OCCUPATION	EXPLANATION	BAHASA MALAYSIA	PICTURE
18	Dancer	Someone who dances either as a job or for pleasure.	Penari	
19	Dentist	A person whose job is treating people's teeth.	Doktor gigi	
20	Designer	A person who imagines how something could be made and draws plans for it.	Pereka	
21	Doctor	A person with a medical degree whose job is to treat people who are ill or hurt.	Doktor	
22	Electrician	A person who puts in, checks and repairs electrical wires and electrical equipment.	Juruelektrik	
23	Driver	Someone who drives a vehicle.	Drebar	

No	PROFESSION / OCCUPATION	EXPLANATION	BAHASA MALAYSIA	PICTURE
24	Engineer	A person whose job is to design or build machines, engines, or electrical equipment, or things such as roads, railways or bridges, using scientific principles. A person whose job is to repair or control machines, engines or electrical equipment.	Jurutera	
25	Factory worker	A person whose job is to operate machinery, feeding products into the production line, monitor the machines, raising any issues with their manager, and as well, control and adjust machine settings such as the speed.	Pekerja kilang	
26	Farmer	Someone who owns or takes care of a farm.	Peladang / petani	
27	Fireman/ Fire fighter	A man whose job is to stop unwanted fires from burning.	Ahli bomba	
28	Fisherman	Someone who catches fish, especially as a job.	Nelayan	

No	PROFESSION / OCCUPATION	EXPLANATION	BAHASA MALAYSIA	PICTURE
29	Florist	A person who works in a shop that sells cut flowers and plants for inside the house.	Peniaga bunga	
30	Garbage collector / Waste collector	A person whose job is to collect the garbage from containers outside houses and other buildings.	Pengutip sampah	
31	Gardener	Someone who works in a garden, growing and taking care of plants.	Tukang kebun	
32	Hairdresser	A person who cuts people's hair and puts it into a style, usually works in a special shop, called a hairdresser's.	Pendandan rambut	
33	Instructor	A person whose job is to teach people a practical skill.	Pengajar	
34	Janitor	A person employed to take care of a large building, such as a school and who deals with the cleaning, repairs, etc.	Penjaga, pencuci atau pembersih bangunan	

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No	PROFESSION / OCCUPATION	EXPLANATION	BAHASA MALAYSIA	PICTURE
35	Journalist	A person who writes news stories or articles for a newspaper or magazine or broadcasts them on radio or television.	Wartawan	
36	Judge	A person who is in charge of a trial in a court and decides how a person who is guilty of a crime should be punished or who makes decisions on legal matters.	Hakim	
37	Lawyer	Someone whose job is to give advice to people about the law and speak for them in court.	Peguam	
38	Lecturer	Someone who teaches at a college or university.	Pensyarah	
39	Librarian	A person who works in a library.	Pustakawan	
40	Lifeguard	A person on a beach or at a swimming pool whose job is to make certain that the people who swim are safe and to save them if they are in danger.	Anggota penyelamat	

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No	PROFESSION / OCCUPATION	EXPLANATION	BAHASA MALAYSIA	PICTURE
41	Locksmith	A person who repairs or makes locks and supplies keys.	Tukang kunci	
42	Mechanic	Someone whose job is repairing the engines of vehicles and other machines.	Mekanik	
43	Model	A person with a role either to promote, display or advertise commercial products or to serve as a visual aid for people who are creating works of art or to pose for photography.	Model, peragawati (wanita), peragawan (lelaki)	
44	Musician	Someone who is skilled in playing music, usually as a job.	Pemuzik	
45	Newsreader	Someone who reads out the reports on a television or radio news programme.	Pembaca berita	
46	Nurse	A person whose job is to care for people who are ill or injured, especially in a hospital.	Jururawat	

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No	PROFESSION / OCCUPATION	EXPLANATION	BAHASA MALAYSIA	PICTURE
47	Optician	Someone whose job is examining people's eyes and selling glasses or contact lenses to correct sight problems.	Pakar optik / Pakar mata	
48	Painter	Someone who paints pictures. Someone whose job is to paint surfaces such as walls and doors.	Pelukis Tukang cat	
49	Pharmacist	A person who is trained to prepare and give out medicines in a hospital or shop.	Ahli farmasi	
50	Photographer	A person who takes photographs either as a job or hobby.	Jurugambar	
51	Pilot	A person who flies an aircraft.	Juruterbang	
52	Plumber	A person whose job is to supply and connect or repair water pipes, baths, toilets, etc.	Tukang paip	

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No	PROFESSION / OCCUPATION	EXPLANATION	BAHASA MALAYSIA	PICTURE
53	Politician	A member of a government or law-making organisation.	Ahli politik	
54	Policeman (male) / Policewoman (female)	A member of a police force.	Polis	
55	Postman	Someone whose job is to deliver and collect letters, etc. that are sent by post.	Posmen	
56	Receptionist	A person who works in a place such as a hotel, office, or hospital, who welcomes and helps visitors and answers the phone.	Penyambut tetamu	
57	Rubber tapper	Someone who collects latex from a rubber tree. The latex is harvested by slicing a groove into the bark of the tree at a depth of a quarter inch with a hooked knife and peeling back the bark.	Penoreh getah	
58	Sailor	A person who works on a ship, especially one who is not an officer.	Kelasi	

VISION

No	PROFESSION / OCCUPATION	EXPLANATION	BAHASA MALAYSIA	PICTURE
59	Salesman / Saleswoman	A person whose job is selling things in a shop or directly to customers.	Jurujual	
60	Scientist	An expert who studies or works in one of the sciences.	Saintis / Ahli sains	
61	Secretary	Someone who works in an office, writing letters, making phone calls, and arranging meetings for a person or for an organization.	Setiausaha	
62	Security guard	Someone whose job involves preventing people going into places without permission, transporting large amounts of money or protecting goods from being stolen.	Pengawal keselamatan	
63	Shop assistant	Someone who serves customers in a shop.	Pembantu kedai	
64	Shopkeeper	A person who owns and manages a small shop. A person who owns and manages a small shop.	Pekedai	
65	Singer	A person who sings, especially someone whose job is singing.	Penyanyi	

No	PROFESSION / OCCUPATION	EXPLANATION	BAHASA MALAYSIA	PICTURE
66	Soldier	Someone who fights as part of an army when there is a war.	Askar	
67	Steward (male) / Stewardess (female)	A person employed to look after the passengers on a ship, aircraft or train.	Pramugara (lelaki) / Pramugari (wanita)	
68	Surgeon	A doctor who is specially trained to perform medical operations.	Doctor bedah / Pakar bedah	
69	Tailor	Someone whose job is to repair, make, and adjust clothes, especially someone who makes jackets, trousers, coats, etc. for men.	Tukang jahit	
70	Teacher	Someone whose job is to teach in a school or college.	Guru	
71	Telephone operator	A person who works at the switchboard of a telephone exchange.	Operator telefon	

No	PROFESSION / OCCUPATION	EXPLANATION	BAHASA MALAYSIA	PICTURE
72	Travel agent	A person whose job is to arrange travel for end clients (individuals, groups, corporations) on behalf of suppliers (hotels, airlines, car rentals, cruise lines, railways, travel insurance, package tours).	Ejen pelancongan	
73	Veterinarian (Vet)	A person trained in the medical treatment of animals.	Doktor haiwan	
74	Waiter (male) / Waitress (female)	A person whose job is to bring the food to customers at their tables in a restaurant.	Pelayan	
75	Zookeeper	A person who works in a zoo, taking care of the animals.	Penjaga zoo	

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FEELING & EMOTION
WORDS

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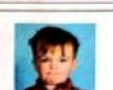
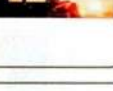
GRAD-SEQ

UNIQUE

NO	ADJECTIVE	MEANING	BAHASA MALAYSIA	PICTURE
1	Afraid	Frightened / Fear / Anxiety	Takut / Bimbang	
2	Amazed	Great surprise or wonder.	Mengagumkan / Menghairankan	
3	Amused	Thinking that something is funny and wanting to laugh or smile.	Menggembirakan / Menghiburkan / lucu / kelakar	
4	Angry	The strong feeling that you have when something has happened or somebody has done something that you do not like.	Marah / Berang	
5	Annoyed	Slightly angry / Irritated. (Being annoyed is different from being angry. If I am angry at someone, I might yell at them. If I am annoyed, I might just roll my eyes and shake my head.)	Marah (sedikit) / Meradang	



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ADJECTIVE	MEANING	BAHASA MALAYSIA	PICTURE
Anxious	Extreme uneasiness of mind / Worried.	Cemas / Bimbang / Terganggu fikiran	
Ashamed	Feel guilty or embarrassed about something you have done or about a quality in your character.	Malu	
Awkward	Showing the result of a lack of expertness / Causing embarrassment.	Janggal / Kekok	
Awed	The feeling when you see or experience something truly powerful and great and when you are completely stunned by all that greatness.	Kagum / Ngeri / Gerun / Takut bercampur memuja	
Bold	Showing a willingness to take risks / Confident and courageous.	Berani	

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NO	ADJECTIVE	MEANING	BAHASA MALAYSIA	PICTURE
11	Bored	The state of being weary and restless through lack of interest.	Jemu / Bosan	
12	Brave	Having or showing courage.	Berani	
13	Calm	Free from agitation, excitement or disturbance.	Tenang	
14	Caring	Feeling or showing concern for or kindness to others.	Ambil berat / Peduli	
15	Cautious	Careful about avoiding danger or risk.	Berhati-hati / Berwaspada	
16	Cheerful	Full of good spirits.	Riang / Gembira	

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LAYOUT

ADJECTIVE	MEANING	BAHASA MALAYSIA	PICTURE
Comfortable	Free from stress or tension.	Selesa	
Confident	Having or showing assurance and self-reliance.	Yakin	
Confused	Being perplexed or disconcerted.	Keliru	
Contented	Happy and satisfied	Gembira dan puas hati	
Curious	Marked by desire to investigate and learn.	Ingin tahu	
Disappointed	Defeated in expectation or hope.	Kecewa	

CULT-BIAS

101

NO	ADJECTIVE	MEANING	BAHASA MALAYSIA	PICTURE
23	Disliked	Something that a person habitually does not like or enjoy.	Tidak suka / Tidak gemar	
24	Enjoyable	An enjoyable event or experience gives you pleasure.	Seronok	
25	Enthusiastic	Energetic interest in a particular subject or activity and an eagerness to be involved in it.	Berminat / Bersemangat / Ghairah	
26	Embarrassed	Self-conscious confusion and distress.	Malu (Sesuatu yang memalukan atau mengaibkan)	
27	Excited	Having, showing or characterized by a heightened state of energy, enthusiasm or eagerness.	Teruja	
28	Exhausted	Extremely tired.	Penat / Letih	

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ADJECTIVE	MEANING	BAHASA MALAYSIA	PICTURE
Funny	1) Someone or something that is funny makes you laugh. 2) Strange / Unusual	1) Kelakar / Lucu / Lawak 2) Pelik / Luar dari kebiasaan	
Frustrated	Feeling discouragement, anger and annoyance because of unresolved problems or unfulfilled goals, desires or needs.	Hampa / Kecewa	
Guilty	Culpable of or responsible for a specified wrongdoing.	Rasa bersalah / Berdosa	
Grateful	Feeling or showing an appreciation for something done or received.	Bersyukur / Berterima kasih / Terhutang budi	
Greedy	Wanting a lot more food, money, etc. than you need.	Tamak / Gelojoh / Rakus	

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NO	ADJECTIVE	MEANING	BAHASA MALAYSIA	PICTURE
34	Happy	Notably fitting, effective or well adapted.	Gembira	
35	Hateful	Deserving of or arousing hate.	Benci	
36	Helpless	Unable to defend oneself or to act without help.	Tidak berupaya / Tidak berdaya / Tanpa pertolongan atau bantuan / Tidak bermaya	
37	Hopeful	Having qualities which inspire hope.	Harapan / Berharap	
38	Hopeless	Having no expectation of good or success.	Tiada harapan	
39	Hurt	To cause emotional pain.	Terluka	

CULT-BIAS

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PRES

NO	ADJECTIVE	MEANING	BAHASA MALAYSIA	PICTURE
40	Inspired	Excellent or resulting from inspiration.	Menyemai inspirasi / Menggalakkan / Mengilhamkan	
41	Interested	Showing curiosity or concern about something or someone.	Berminat	
42	Jealous	Feeling or showing envy.	Cemburu / Iri hati / Dengki	
43	Joyful	Experiencing, causing or showing joy.	Gembira / Riang / Gembira	
44	Lazy	Not willing or not wanting to work or use effort to do something.	Malas / Tidak mahu bekerja / Tidak banyak membuat kerja	
45	Lonely	Being without company.	Sunyi / Keseorangan	

NO	ADJECTIVE	MEANING	BAHASA MALAYSIA	PICTURE
46	Love	Strong affection for another arising out of kinship or personal ties.	Sayang / Cinta	
47	Mad	1) Very angry / Annoyed 2) Crazy / Extremely silly / Stupid	1) Sangat marah / Gusar / Meradang 2) Tidak siaman / Gila	
48	Neglected	Not given proper or necessary care or attention.	Terabai	
49	Nervous	Worry about the possible results of a particular situation.	Gementar	
50	Nice	1) Pleasant / Enjoyable / Satisfactory 2) Kind / Friendly / Polite	1) Menyenangkan / Menyeronokkan / Memuaskan 2) Baik / Mesra / Sopan	
51	Optimistic	Hopeful and confident about the future.	Optimis (Keyakinan bahawa perkara atau keadaan yang baik akan berlaku)	

ADJECTIVE	MEANING	BAHASA MALAYSIA	PICTURE
panicky	A sudden strong feeling of fear that prevents reasonable thought.	Cemas / Panik	
Pity	Sympathetic sorrow for one suffering, distressed or unhappy.	Kasih	
Proud	Feeling or showing pride.	Bangga / Megah / Angkuh	
Regretful	Sorrowful because of what is lost, gone or done.	Kesal	
Relaxed	Set or being at rest or at ease.	Santai	
Relieved	Happy that something unpleasant has not happened or has ended.	Lega	

NO	ADJECTIVE	MEANING	BAHASA MALAYSIA	PICTURE
58	Sad	Affected with or expressive of grief or unhappiness.	Sedih	
59	Safe	Secure from threat of danger, harm or loss.	Selamat	
60	Satisfied	Pleased or content with what has been experienced or received.	Puas hati	
61	Scared	Thrown into or being in a state of fear, fright or panic.	Takut	
62	Shocked	Feel surprised and upset.	Terkejut	
63	Sorrow	Deep distress, sadness or regret especially for the loss of someone or something loved.	Duka / Sedih	

75 FEELING & EMOTION WORDS			
ADJECTIVE	MEANING	BAHASA MALAYSIA	PICTURE
Suspicious	Disposed to suspect / Distrustful	Curiga / Sangsi / Syak	
Sympathy	The feeling or mental state brought about by such sensitivity.	Simpati / Belas kasihan	
Trust	Firm belief in the reliability, truth or ability of someone or something.	Percaya / Yakin	
Uncomfortable	Causing discomfort or annoyance.	Tidak selesa	
Worried	Concern or anxiety about what is happening or might happen.	Risau / Bimbang	
Hungry	Uncomfortable feeling in your stomach because you need food.	Lapar	

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75 FEELING & EMOTION WORDS			
NO	ADJECTIVE	MEANING	BAHASA MALAYSIA
70	Shy	Nervous or timid in the company of other people.	Malu / Segan (Kurang keyakinan diri atau tidak biasa dengan orang, keadaan atau suasana tertentu)
71	Sleepy	Needing or ready for sleep.	Mengantuk
72	Sick	Not well or healthy.	Sakit
73	Stubborn	1) A stubborn person is determined to do what he or she wants and refuses to do anything else. 2) Things that are stubborn are difficult to move, change or deal with.	1)Nekad / Tegar 2) Degil / Keras hati / Keras kepala
74	Surprised	Feeling or showing surprise because something has happened that you did not expect.	Terkejut
75	Wondered	1) The emotion excited by what is strange and surprising. 2) To feel curiosity or be in doubt about.	1)Kagum / Hairan / Takjub 2)Tertanya-tanya pada diri sendiri

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THE 50 MOST IMPORTANT ENGLISH PROVERBS	
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111

THE 50 MOST IMPORTANT ENGLISH PROVERBS	
NO	PROVERB
1	"Two wrongs don't make a right."
	MEANING
	BAHASA MALAYSIA
2	"The pen is mightier than the sword."
	MEANING
	BAHASA MALAYSIA
3	"It's no use crying over spilt milk."
	MEANING
	BAHASA MALAYSIA
4	"Hope for the best, prepare for the worst."
	MEANING
	BAHASA MALAYSIA
5	"When the going gets tough, the tough get going."
	MEANING
	BAHASA MALAYSIA
6	"The early bird catches the worm."
	MEANING
	BAHASA MALAYSIA

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GRAP-SEQ

THE 50 MOST IMPORTANT ENGLISH PROVERBS

7	PROVERB	"Many hands make light work."
	MEANING	More helpers make a task easier. People can do things more quickly and easily when they work together.
	BAHASA MALAYSIA	Lebih ramai yang membantu, lebih cepat dan mudah sesuatu kerja atau tugas diselesaikan.
8	PROVERB	"The more haste, the less speed."
	MEANING	If you try to do things too quickly, it will take you longer in the end. Acting too quickly and without diligence, focus, and attention to details will result in avoidable mistakes and thus requires even more time to complete the task.
	BAHASA MALAYSIA	Sesuatu perkara atau pekerjaan yang dilakukan dengan sangat pantas hanya akan menyebabkan ia mengambil masa yang lebih lama untuk diselesaikan. Bertindak dengan pantas tanpa ketekunan, tumpuan dan perhatian terhadap perincian akan menyebabkan kesilapan boleh berlaku dan akan menggunakan lebih banyak masa untuk diselesaikan.
9	PROVERB	"Birds of a feather flock together."
	MEANING	Individuals of like character, taste or background tend to stay together.
	BAHASA MALAYSIA	Individu-individu yang mempunyai ciri-ciri, citarasa atau latar belakang yang sama cenderung untuk kekal bersama.
10	PROVERB	"Do not count your chickens before they are hatched."
	MEANING	Don't depend on something before it happens. Don't make plans based on events that may or may not happen.
	BAHASA MALAYSIA	Jangan bergantung kepada sesuatu perkara sebelum ia benar-benar terjadi. Jangan membuat sebarang rancangan bergantung kepada keadaan yang tidak pasti (sama ada akan terjadi atau tidak terjadi).
11	PROVERB	"Never look a gift horse in the mouth."
	MEANING	Do not be unappreciative of or question a gift you have received.
	BAHASA MALAYSIA	Jangan menjadi seseorang yang tidak menghargai atau mempersoalkan hadiah atau pemberian yang diterima.



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THE 50 MOST IMPORTANT ENGLISH PROVERBS

12	PROVERB	"No man is an island."
	MEANING	No one can survive without any help at all from other people. Everyone relies on others.
	BAHASA MALAYSIA	Tiada siapa yang dapat bertahan tanpa sebarang bantuan orang lain. Setiap orang bergantung kepada orang lain.
13	PROVERB	"Keep your friends close and your enemies closer."
	MEANING	You should know your enemies well.
	BAHASA MALAYSIA	Anda perlu tahu dan kenali siapa musuh anda dengan baik.
14	PROVERB	"Practice makes perfect"
	MEANING	Continue to do something many times so that you will learn to do it very well.
	BAHASA MALAYSIA	Terus melakukan sesuatu berkali-kali, supaya anda belajar untuk melakukannya dengan baik.
15	PROVERB	"Kill two birds with one stone"
	MEANING	Achieve two aims at once. Succeed in achieving two things in a single action.
	BAHASA MALAYSIA	Berjaya dalam mencapai dua perkara atau kejayaan dalam satu tindakan.
16	PROVERB	"No pain no gain"
	MEANING	It is necessary to suffer or work hard in order to succeed.
	BAHASA MALAYSIA	Suatu kemestian untuk berasa terseksa / sukar atau bekerja keras untuk mencapai kejayaan.
17	PROVERB	"Better to be safe than sorry"
	MEANING	Be careful now so that problems do not occur later on.
	BAHASA MALAYSIA	Berhati-hati sekarang supaya tidak timbul masalah-masalah di kemudian hari.



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THE 50 MOST IMPORTANT ENGLISH PROVERBS

18	PROVERB	"Blood is thicker than water"
	MEANING	Family relationships and loyalties are the strongest and most important ones.
	BAHASA MALAYSIA	Hubungan keluarga dan kesetiaan adalah yang terkuat dan paling penting.
19	PROVERB	"Don't judge a book by its cover."
	MEANING	We can't simply judge people only by their appearances.
	BAHASA MALAYSIA	Kita tidak boleh hanya menilai orang hanya dengan penampilan / luaran mereka.
20	PROVERB	"Like father, like son"
	MEANING	Someone resembles their parents either in terms of appearance or because of their behavior.
	BAHASA MALAYSIA	Seseorang yang menyerupai kedua ibubapa sama ada dari segi rupa, penampilan atau kelakuan.
21	PROVERB	"A picture is worth a thousand words."
	MEANING	Picture conveys emotions and messages better than written or spoken explanations.
	BAHASA MALAYSIA	Gambar menyampaikan emosi (perasaan) dan mesej lebih baik dari tulisan dan penjelasan secara lisan.
22	PROVERB	"Better late than never."
	MEANING	It is better for someone or something to be late than never to arrive or happen at all.
	BAHASA MALAYSIA	Lebih baik sesorang atau sesuatu terlambat daripada tidak tiba atau tidak berlaku.
23	PROVERB	"There's no place like home."
	MEANING	The home is the best place.
	BAHASA MALAYSIA	Tempat terbaik adalah rumah atau tempat sendiri.



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THE 50 MOST IMPORTANT ENGLISH PROVERBS

24	PROVERB	"Actions speak louder than words."
	MEANING	What you do is more important than what you say because the things you do show your true intentions and feelings.
	BAHASA MALAYSIA	Apa yang anda dilakukan adalah lebih penting daripada apa yang anda katakan kerana perkara yang dilakukan menunjukkan niat dan perasaan anda yang sebenarnya.
25	PROVERB	"Easy come, easy go."
	MEANING	Something that is achieved can also be lost easily.
	BAHASA MALAYSIA	Sesuatu yang dicapai dengan mudah juga boleh hilang dengan mudah.
26	PROVERB	"Don't bite the hand that feeds you."
	MEANING	Do not act badly towards the person who is helping or has helped you.
	BAHASA MALAYSIA	Jangan memperlakukan / melayan orang yang membantu anda dengan buruk.
27	PROVERB	"All good things must come to an end."
	MEANING	You should accept that even enjoyable experiences cannot last forever.
	BAHASA MALAYSIA	Anda harus menerima bahawa pengalaman atau keadaan yang menyenangkan tidak dapat bertahan selama-lamanya.
28	PROVERB	"One man's trash is another man's treasure."
	MEANING	What is useless to one person is valuable to another.
	BAHASA MALAYSIA	Sesuatu yang tidak bernilai bagi seseorang adalah bernilai untuk orang lain. Apa yang tidak berguna kepada seseorang adalah berharga kepada yang lain.
29	PROVERB	"Beauty is in the eye of the beholder."
	MEANING	Different people have different ideas about what's beautiful.
	BAHASA MALAYSIA	Setiap orang ada pandangan berbeza tentang kecantikan.



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THE 50 MOST IMPORTANT ENGLISH PROVERBS

30	PROVERB	"Good things come to those who wait."
	MEANING	Patience is often rewarded.
	BAHASA MALAYSIA	Kesabaran sering diberi ganjaran.
31	PROVERB	"Don't put all your eggs in one basket."
	MEANING	Have a backup plan. Don't risk all of your money or time in one plan.
	BAHASA MALAYSIA	Jangan merisikokan semua wang atau masa anda untuk satu pelan. Pastikan ada pelan sokongan yang lain.
32	PROVERB	"Honesty is the best policy."
	MEANING	Don't lie. Be honest and true all through the life even in bad situations.
	BAHASA MALAYSIA	Jangan berbohong. Bersikap jujur dan benar sepanjang hidup walaupun dalam situasi yang buruk.
33	PROVERB	"You can lead a horse to water, but you can't make him drink."
	MEANING	You can give someone an opportunity but not force them to take it.
	BAHASA MALAYSIA	Anda boleh memberi seseorang peluang tetapi tidak dapat memaksa mereka untuk mengambil peluang tersebut.
34	PROVERB	"If you want something done right, you have to do it yourself."
	MEANING	Don't trust other people to do important things for you. You have to do things yourself to control the quality of the results.
	BAHASA MALAYSIA	Jangan mempercayai orang lain untuk melakukan perkara-perkara penting untuk anda. Anda perlu melakukan sendiri untuk menjaga kualiti.



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THE 50 MOST IMPORTANT ENGLISH PROVERBS

35	PROVERB	"A chain is only as strong as its weakest link."
	MEANING	No matter how strong most of the chain is, even if there's one weak part, it could break the entire chain.
	BAHASA MALAYSIA	Proseses, organisasi, etc. are vulnerable because the weakest person or part can always damage or break them. Tidak kira betapa kuatnya seutas rantai, ia tetap akan putus jika hinggai ada satu bahagian yang lemah (rosak / putus). Individu yang paling lemah di dalam sesuatu pasukan akan menyebabkan pepecahan / kemudaratan untuk seluruh pasukan. Bahagian yang paling lemah di dalam sesuatu proses akan menyebabkan kerosakan keseluruhan proses.
36	PROVERB	"Do unto others as you would have them do unto you."
	MEANING	Don't do mean things to people.
	BAHASA MALAYSIA	Treat others as one's self would wish to be treated. Jangan menzalimi atau menganiaya orang lain. Beri layanan (yang baik) kepada orang lain sepertimana anda ingin dilayan. Jangan melakukan perkara yang anda sendiri tidak mahu orang lain berbuat yang sama kepada anda.
37	PROVERB	"Two heads are better than one"
	MEANING	It's easier to do something as a team than by yourself
	BAHASA MALAYSIA	Ia lebih mudah untuk melakukan sesuatu sebagai sebuah pasukan berbanding dengan melakukan sendiri semua perkara.
38	PROVERB	"If you can't beat them, join them"
	MEANING	When you try to change someone's behaviour and it doesn't work, you might have to change instead.
	BAHASA MALAYSIA	You are going to start doing the same as other people because you have tried to do something different and it has failed. Apabila anda cuba mengubah tingkah laku seseorang dan ia tidak berkesan maka mungkin anda sendiri perlu berubah. Anda akan mula melakukan perkara yang sama seperti yang dilakukan oleh orang lain kerana anda telah cuba melakukan sesuatu yang berbeza tetapi telah gagal.



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THE 50 MOST IMPORTANT ENGLISH PROVERBS

39	PROVERB	"When in Rome, do as the Romans."
	MEANING	Act the way that the people around you are acting.
	BAHASA MALAYSIA	Bertindaklah sebagaimana orang-orang di sekeliling anda bertindak.
40	PROVERB	"When the going gets tough, the tough get going."
	MEANING	When conditions become difficult, strong people take action.
	BAHASA MALAYSIA	Apabila keadaan menjadi sukar, orang yang kental akan mengambil tindakan untuk menanganinya.
41	PROVERB	"Fortune favours the bold."
	MEANING	People who bravely go after what they want are more successful than people who try to live safely.
	BAHASA MALAYSIA	Orang yang berani mengejar apa yang diinginkan lebih berjaya daripada orang yang cuba hidup dengan selamat.
42	PROVERB	"You can't make an omelet without breaking a few eggs"
	MEANING	It is impossible to achieve something important without there being some bad effects.
	BAHASA MALAYSIA	Adalah mustahil untuk mencapai sesuatu yang penting tanpa ada kesan buruk.
43	PROVERB	"God helps those who help themselves."
	MEANING	Don't just wait for good things to happen to you. Work hard to achieve your goals.
	BAHASA MALAYSIA	Jangan hanya menunggu perkara baik yang berlaku kepada anda. Anda perlu bekerja keras untuk mencapai matlamat anda.
44	PROVERB	"Beggars can't be choosers."
	MEANING	If you're asking for a favour from someone else, you have to take whatever they give you.
	BAHASA MALAYSIA	Jika anda meminta bantuan dari orang lain, anda perlu mengambil apa sahaja yang mereka berikan kepada anda.



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THE 50 MOST IMPORTANT ENGLISH PROVERBS

45	PROVERB	"If it ain't broke, don't fix it."
	MEANING	Don't try to improve something that has already worked fairly well. You'll probably end up causing new problems.
	BAHASA MALAYSIA	Jangan cuba memperbaiki sesuatu yang sudah berfungsi dengan baik. Anda mungkin akan menimbulkan masalah baru.
46	PROVERB	"Too many cooks spoil the broth."
	MEANING	When there are too many people trying to lead and give their opinions, it's confusing and leads to bad results. Jobs and projects should have one or two strong leaders.
	BAHASA MALAYSIA	Keadaan akan mengelirukan dan memberikan hasil yang tidak memuaskan apabila terdapat terlalu banyak orang yang cuba memimpin dan memberi pendapat. Pekerjaan dan projek hanya memerlukan satu atau dua pemimpin yang kuat sahaja.
47	PROVERB	"There's no time like the present."
	MEANING	If you need to do something, don't wait until later. Do it now.
	BAHASA MALAYSIA	Jangan bertangguh jika ingin melakukan sesuatu. Lakukan sekarang.
48	PROVERB	"Absence makes the heart grow fonder."
	MEANING	To miss and love someone / something more when he / she / it is not around.
	BAHASA MALAYSIA	Lebih merindui dan menyayangi seseorang / sesuatu apabila tiada di sisi atau berjauhan.
49	PROVERB	"The grass is always greener on the other side of the hill."
	MEANING	People always want what others have.
	BAHASA MALAYSIA	Manusia sentiasa mahukan apa orang lain ada.
50	PROVERB	"There's no such thing as a free lunch."
	MEANING	Things that are offered for free always have a hidden cost.
	BAHASA MALAYSIA	Kebiasannya ada kos tersembunyi di sebalik barangan yang diberi percuma.



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75 OTHER WAYS TO SAY PHRASES THAT YOU USE EVERY DAY

GRAD-SEQ

UNIQUE

OTHER WAYS TO SAY "HELLO"

1. Hi.
2. Good morning.
3. Good afternoon.
4. Good evening.
5. Good day
6. Greetings
7. Pleased to meet you.
8. How are things?

9. How are you?
10. How do you do?
11. Long time no see.
12. Nice to meet you.
13. Nice to see you.
14. (It's a) pleasure to meet you.
15. Hello there.

HELLO



OTHER WAYS TO SAY "GOOD LUCK"

1. All the best!
2. Finger crossed!
3. Have a blast!
4. You'll do great!
5. All the best to you!
6. Many blessings to you!
7. You are going to be amazing!

8. You were made for it!
9. I hope it all goes well.
10. Break a leg!
11. May the force be with you!
12. Go forth and conquer.
13. Blow them away!
14. Knock them dead!
15. God speed!

GOOD LUCK



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75 OTHER WAYS TO SAY PHRASES THAT YOU USE EVERY DAY

OTHER WAYS TO SAY "THANK YOU"

THANK YOU



1. Thanks!
2. Thanks a million.
3. Thanks a ton.
4. Thanks a bunch.
5. Thanks for everything.
6. I can't thank you enough.
7. You are an angel.
8. I owe you one.

9. It's very kind of you.
10. I'm so grateful.
11. I'll forever be grateful.
12. I owe you big time.
13. This means a lot to me.
14. Accept my endless gratitude.
15. I cannot express my appreciation.

OTHER WAYS TO SAY "SORRY"

SORRY



1. My apologies.
2. Pardon / Pardon me / I beg your pardon.
3. Excuse me.
4. My bad.
5. Please don't be mad at me.

6. I was wrong. Can you forgive me?
7. That's my fault.
8. Sorry about that.
9. That was wrong of me.
10. My mistake.

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75 OTHER WAYS TO SAY PHRASES THAT YOU USE EVERY DAY

OTHER WAYS TO SAY "YES"

1. Certainly.
2. Of course.
3. No problem!
4. Definitely.
5. Absolutely.

6. By all means.
7. OK.
8. Alrighty!
9. Brilliant!
10. Cool!

YES



OTHER WAYS TO SAY "NO"

1. Not now
2. No thanks, I won't be able to make it.
3. Not this time.
4. Regrettably, I'm not able to.
5. Maybe another time.

6. No thank you, but it sounds lovely.
7. I wish I could make it work.
8. Not possible.
9. I wish I were able to.
10. If only I could!

NO



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METH

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September 2024

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Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	: Nurun Najiah
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Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Analysis of 500 Vocabulary Words Kids Need to Know Book By Nor Yuslinda

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
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Case : Permission to do Research

To Whom it may concern,

Hereby authorize the release of my academic records and other related information to UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan

Name : Nurun Najiah

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It is Hereby declared, he have done the research by title “The Analysis of The Vocabulary Book 500 Vocabulary Words Kids Need to Know by Nor Yuslinda”

Such letter is made with fact and in order to be used properly.

Malaysia, June 2024

Mudir Maahad Tahfiz Baitul Ehsan

(AIZAT Bin OMAR)