



## Countable Noun Analysis on *Connect (Term 2) Student's Book*: A Book Analysis

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### Abstract

*The complexity of language in children's books can provide serious challenges for young readers, leading to frustration and preventing comprehension. The purpose of this study was to evaluate the accessibility of the English children's book, "Connect Term 2 Student's Book," by investigating the utilization of countable nouns and their implications for teachability, similarity, availability, coverage, and defining power. This type of research is quantitative descriptive. The study found 172 countable nouns in the text using a quantitative descriptive method, with 89.53% being singular nouns and 10.47% being plural nouns. The findings provide light not just on the language complexity of the book, but also on its potential for successful teaching, conceptual understanding, and general readability for young readers.*

## Introduction

Children's literature plays a pivotal role in shaping young minds and fostering a love for reading. However, the effectiveness of these literary resources can be compromised when the language used exceeds the cognitive grasp of the intended audience. According to Nation et al. (2022), some children's books utilize language that is overly complex or laden with vocabulary beyond the reading level of the target demographic. This mismatch between language complexity and readers' proficiency can lead to frustration, hindering comprehension and impeding the learning process.

Understanding the critical link between language acquisition and cognitive, emotional, and social development in children, educators and researchers have embarked on a quest to find literature that strikes a harmonious balance between linguistic challenge and developmental appropriateness. In this context, the selection of children's books becomes a significant endeavor, one that carries profound implications for the holistic growth of young learners (Shichanina, 2021).

The "Connect Term 2 Student's Book" emerges as a compelling subject of inquiry in this realm. This advanced educational tool, crafted by Claire Medwell in collaboration with Wendy Cherry and Emma Wilkinson, targets Kindergarten 2 students in their English language learning journey. What sets this book apart is its meticulous approach to content, specifically addressing themes such as family dynamics, real-life animal names, and celebratory events. These topics

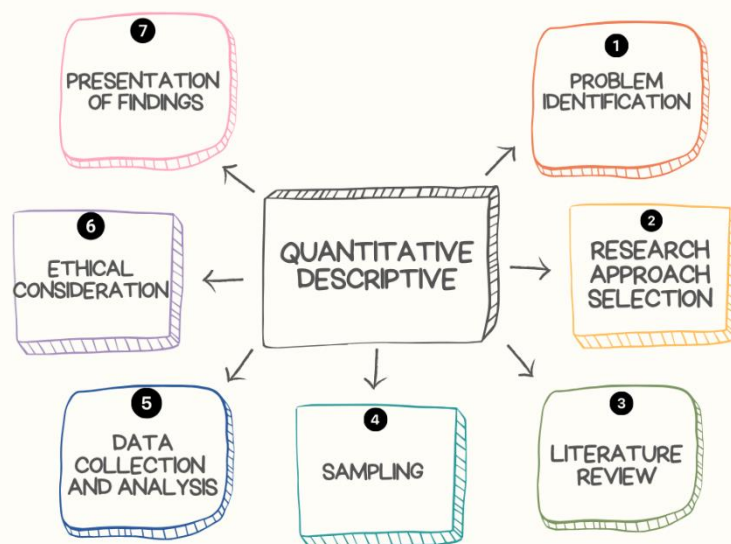
delve beyond mere vocabulary acquisition; they provide valuable insights into children's social and emotional well-being (Pulimeno et al., 2020). By exploring familiar yet essential aspects of a child's world, this book aims to bridge the gap between linguistic challenge and cognitive assimilation, nurturing not just language skills but also emotional intelligence.

This research investigates the complexities of the "Connect Term 2 Student's Book." The goal is to determine how many accountable nouns appear in this English book for children, as well as if they demonstrate teachability, similarity, availability, coverage, and defining power, as defined by Li and Richard's (1995) theory. The comprehensive theory on vocabulary selection for language education developed by Li and Richards (1995) serves as the foundation for our analysis of the "Connect Term 2 Student's Book." This approach is based on five key criteria: teachability, similarity, availability, coverage, and defining power. To enable effective learning experiences, Teachability emphasizes the need of adding specific and easily illustrable language that correspond with approaches such as the Direct Method. Similarity stresses the inclusion of terms that are similar to those in the learner's original language, recognizing the importance of cognates for language learners moving between languages.

The importance of terms that are not frequently used but immediately spring to mind in specific settings is highlighted by availability, ensuring the early introduction of vocabulary relevant to recognizable topics. Coverage broadens the selection criteria to include words that include the meanings of other words, improving learners' understanding of linked topics. Finally, defining power emphasizes the presence of words that are necessary for defining the meanings of other terms.

## Method

This research method is quantitative descriptive. Quantitative descriptive method is a research approach used to collect, analyze, and describe numerical data in detail and systematically without making inferences or conclusions about the broader population (Charli et al., 2022). This method is very useful in summarizing the key characteristics of a dataset and presenting easily understandable information about the data. The phases of data analysis are presented in Figure 1.



**Figure 1.** Phases of the data analysis stated by John W. Creswell

## Results and Discussion

Based on the analysis conducted, it can be concluded that the book demonstrates the application of effective language learning principles, including teachability, similarity, availability, coverage, and defining power.

**Table 1.** Percentage of the number of nouns

Description	Number of Noun
Singular Noun	154/172 (89.53%)
Plural Noun	18/172 (10.47%)

Here is an analysis of the usage of singular nouns and plural nouns in a specific context. Table 1 shows that out of a total of 172 cases or examples observed, 154 of them (approximately 89.53%) used singular nouns, while 18 cases (about 10.47%) used plural nouns. This finding provides insights into the preference or tendency to use singular nouns in the investigated context.

**Table 2.** Number of Singular and Plural for each chapter

Chapter	Number of nouns	Noun words
Singular		
5	58	Cake, Ice cream, Pizza, Yogurt, Water, Salad, Cake, Ice cream, Pizza, Salad, Water, Yogurt, Salad, Salad, Pizza, Pizza, Cake, Party, Yogurt, Yogurt, Ice cream, Ice cream, Water, Party, Cake, Party, Cheese, Bread, Traffic lights sandwich, Sandwich, Kashari, Molokhiya, Nachos, Tacos, Pizza, Pasta, Food, Cake, Cake, Cake, Bee, Yogurt, Yo-yo, Yellow, Water, Wash, White, Pizza, Salad, Water, Cake, Cake, Cake, Cheese, Bread, Cake, Pizza, Ice cream.
6	33	Cow, Duck, Rabbit, Sheep, Cat, Horse, Cat, Cow, Cow, Rabbit, Sheep, Sheep, Horse, Horse, Cat, Horse, Rabbit, Cat, Nut, Nose, Nest, Zebra, Cat, Cow, Tractor, Rabbit, Sheep, Cow, Duck, Horse, Cat, Farmer, Zoo.
7	36	Family, Job, Dentist, Doctor, Firefighter, Police officer, Teacher, Vet, Doctor, Police officer, School, Mommy, Vet, Dentist, Vet, Teacher, Firefighter, Astronaut, School, Teacher, Doctor, Dentist, Vet, Van, X-Ray, Violin, Egg, Yogurt, Firefighter, Teacher, Vet, Space, Earth, Moon, Rocket, Doctor.
8	27	Bike, Kite, Scooter, Slide, Swing, Trampoline, Slide, Swing, Bike, Trampoline, Kite, Bee, Kite, Bike, Scooter, Trampoline, Bee, Bee, Bike, Scooter, Swing, Trampoline, Bike, Kite, Swing, Trash, Trash.

## Plural

5	8	Candles, Tomatoes, Olives, Cucumbers, Foods, Noodles, Olives, Tomatoes
6	4	Apples, Apples, Apples, Rabbits.
7	6	Adults, Firefighters, Heroes, Traffic lights, People, Astronauts.
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## Teachability

This study has determined which words, because they are concrete and observable, are best suited for instruction. Concrete food products such as "cake," "ice cream," and "pizza" are great for early schooling since they may be graphically shown efficiently. In a similar vein, graphics can be used to illustrate animals like "Cow," "Duck," and "Rabbit," as well as basic farm machinery like the "Tractor." Furthermore, occupations such as "Dentist," "Doctor," and "Teacher" symbolize distinct functions that can be illustrated graphically, enhancing students' comprehension. It is simple to illustrate the idea of "School" by using illustrations or by pointing to the classroom. Outdoor and recreational objects such as "Bike," "Kite," and "Trampoline" are also suitable for early education because they are visually understandable and may be demonstrated successfully.

The finding shows that this book is teachable for children because it provides easy vocabularies. Furthermore, learners will acquire second language features if what is being taught is relatively close to their stage in language development.

## Similarity

Many word parallels between Indonesian and English have been found in the investigation, especially in the domains of food, objects, and occupations. For example, terms like "Yogurt," "Pizza," "Es Krim" (Ice Cream), and "Salad" retain their structure and meaning in both languages, making it easier for learners to understand. Furthermore, understanding terminology like "Yo-yo," "Zebra," "Rocket," and "Vet" is made easier because they are the same in both languages. In addition, some Indonesian words, such as "Traktor" (Tractor), "Apel" (Apple), and "Roket" (Rocket), are similar to their English equivalents, which helps students recognize and remember these words. Words like "Dokter" (Doctor) and "Polisi" (Police) in Indonesian strongly resemble their English counterparts. The parallels also exist in terms of vocations.

Additionally, names like "Trampolin" (trampoline) and "Ayunan" (swing) in the context of recreational equipment remain comparable in both languages, making it easier for learners to understand these concepts (Pienemann, 1989). Because these English and Indonesian words contain similar properties, they are useful tools for Indonesian learners of English as they help them recall and understand these vocabulary items.

## Availability

The topic of daily food items and objects is covered in Chapter 5. Words like "cake," "pizza," and "ice cream" are easily accessible in people's brains since they are not only often used but

also linked to particular events. In a similar vein, fundamental ideas like "Water," "Bread," and "Traffic lights" are instantly familiar and understandable. In Chapter 6, we explore items and creatures that can be found in zoos or on farms. These nouns, which stand for commonplace objects in their surroundings, are fundamental for early learners. Identifiers such as "Duck," "Horse," and "Farmer" are instantly recognizable and strongly associated with rural environments.

Words pertaining to families and occupations are introduced in Chapter 7. These nouns are essential to learning a language and comprehending society. When considering certain occupations, terms like "Firefighter," "Teacher," and "Doctor" probably come to mind first. In the same way, terms that are fundamental to people's lives—like "Family," "Mommy," and "School"—are also instantly recognizable. Outdoor activities and things are the subject of Chapter 8, which includes words like "bike," "slide," and "swing." These words are more readily available in learners' thoughts because they are not only often used but also conjure up strong mental imagery. Furthermore, commonplace objects like "Trash" are readily connected to environmental consciousness.

The availability theory is supported by these well-chosen nouns, suggesting that they are appropriate for early instruction in a language course. Their accessibility and ubiquity guarantee speedy comprehension and retention (Pienemann, 1989). By including these words in instructional materials, teachers can greatly improve their students' vocabulary growth and lay a solid basis for future language study.

## **Coverage**

A strategic approach was used in this exhaustive research, highlighting the importance of "Coverage Words" that function as complete umbrella terms within certain categories. These coverage words, which include "Food Items," "Party," "Animals and Farm Equipment," "Professions and Roles," "Educational Settings and Concepts," "Recreational Equipment and Objects," and "Environmental Concept," are critical in encapsulating a diverse range of specific items within their respective domains. For example, the "Food Items" category includes a wide selection of things, ranging from decadent delicacies like cake and ice cream to more substantial meals like sandwiches and pizzas. Similarly, "Recreational Equipment and Objects" encompasses a wide range of outdoor play equipment such as bikes, kites, and trampolines.

Using these overarching coverage terms in the early stages of instruction has great educational value in the pedagogical environment. Students gain a conceptual framework that aids the integration and categorization of multiple specific phrases within the same thematic topic by introducing and thoroughly understanding these covering words (Pienemann, 1989). This strategic approach not only improves vocabulary comprehension but also fosters a deeper knowledge of the relationships between diverse elements, resulting in a more comprehensive understanding of the subject matter.

## **Defining Power**

In Chapter 5, you'll learn about "Container-Related Words," such as cake (a container for desserts), ice cream (a frozen dessert in a container), and pizza (a food item served in a box). Furthermore, concepts such as yogurt and water, which are typically stored in containers, are defined. Furthermore, the chapter digs into "Food Terminology," throwing light on products such as cheese, bread, sandwich, nachos, and tacos, which are frequently provided at events

such as parties. Chapter 6 is mostly concerned with "Animal Terminology," which includes a wide range of creatures such as cows, ducks, rabbits, and horses. It also includes farming and animal husbandry terminology like tractor, farmer, and zoo.

Chapter 7 broadens the scope to "Professions and Related Terms," highlighting important jobs such as dentist (a healthcare professional), doctor (a medical expert), firefighter (professionals who deal with fires), and teacher (an educational professional). It also covers parental terminology like "Mommy" and fascinating jobs like astronauts, which contributes to a well-rounded awareness of diverse professions. In Chapter 8, you'll learn about "Outdoor and Recreational Terms," such as bike (a two-wheeled vehicle), kite (a flying device linked to a string), and scooter (a tiny motorized vehicle). It also includes recreational equipment like slides, swings, and trampolines. It also encompasses the concept of "Trash," which represents waste products.

These "Defining Words" are critical in giving a framework for understanding more particular and nuanced terminology within their respective categories (Pienemann, 1989). This analytic approach is consistent with cognitive theories of language acquisition, emphasizing the significance of key concepts in the process of defining and interpreting a large vocabulary.

## **Conclusion**

When the "Connect Term 2 Student's Book" is examined through the lens of Li and Richards' vocabulary selection criteria, it is clear that the book excels at integrating complexity with developmental appropriateness. The book ensures concrete, clearly illustrated, and intelligible content through careful word selection, boosting effective learning experiences. Teachability, similarity, availability, coverage, and defining power principles are strategically incorporated to increase learners' knowledge and integrate a varied range of language.

## **Recommendations**

Future researchers should meticulously plan data collection methods for comprehensive analyses, ensuring effective exploration of children's literature. Educators should integrate vocabulary selection criteria into teaching, focusing on teachability, similarity, availability, coverage, and defining power. Creative assignment design is critical, considering nuances not always found in textbooks.

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