CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, statements of the problem, objective of the study, theoretical framework, significant of the study, limitation and scope, definition of key terms, and organization of the study.

1.1 Background of the Study

English is the first foreign language that has been taught in Indonesia. English is taught since the learners in elementary school and it is taught as local content subject. While in junior high school, high school until college level, English is the compulsory subject, because the importance of English is the key to the international communication.

Learning a language means that we learn to speak, write, listen, and read. When learning a language that means we are also learning vocabulary. In learning English, the learners learn the four skills and the three language components of learning English. The skills are listening, speaking, reading and writing; and the languages components are grammar, vocabulary and pronunciation. The very basic component in learning English is vocabulary because vocabulary is an element of language, which carries the meaning. The four language skills: listening, speaking, reading, and writing need words. Without words language does not function as a communication. Wilkins stresses that it will be easy in mastering other components and skills by mastering and understanding vocabulary. "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed", Wilkins says further (in Thornbury, 2002: 13).

Wilkins adds "vocabularies are the flesh of a language while grammar is the skeleton". Enriching learners' vocabulary will help them communicate and understand ideas in English better. If the learners spend most of their time studying grammar, their English will not improve very much (Marzuki and Bandu, 2014:80). If learners don't have enough vocabulary, they will not be able to communicate successfully with other people because the message they want to pass to the listeners depend so much on the use of words..

Realizing the importance of mastering vocabulary, the writer is interested to analyze how vocabulary is presented in the English textbooks used for the Senior High Schools. Mastering vocabulary is not easy for students especially students in Indonesia because English is learned as a foreign language. As such, they lack exposure outside the class hours. As Thornbury (2002:2) states that language learning problems emerge when they have to produce language, the writer has observed that Indonesian learners have problems in using the language both productively and receptively.

To help the students develop their English vocabulary mastery, the materials used should be graded based on the school levels. This means that the higher the grade of the students, the more difficult words should be presented to them. Based on the General Service List (see Appendix 1 and 2), the more difficult words are the words of the lower frequency.

English teachers commonly rely on the vocabulary usually presented in the textbooks used in class. Since textbooks may become the only learning resources for the learners, they also realize that textbooks have to contain the appropriate materials that fit with the level of students to achieve the

goals of the English as stated in the Curriculum 2013. The teachers should also know the vocabulary presented in the book and their level of difficulty.

Paul Nation (2002:6-7) states that vocabulary can be divided into high frequency, academic vocabulary, technical vocabulary, and low frequency vocabulary. The most common division, which is known, used the language English teaching and learning program, covers low and high frequency words. Based on the General Service List (see Appendix 1 and 2) there are three groups of vocabulary which are the first one thousand word list, second one thousand word list, and above second on thousand word list.

In this study, the writer is interested in analyzing the content words in the English e-textbook entitled "Bahasa Inggris" for Grade XII of Senior High School published by the Ministry of Education and Culture.

1.2 Statement of the Problems

Based on the reasons presented on the background of the study, the major problem of this study is formulated as follow:

♣ How content words: nouns, verbs, adjectives, and adverbs are presented in the English e-textbook entitled "Bahasa Inggris" for Grade XII of Senior High School published by Ministry of Education and Culture?

The minor problems are formulated as follow:

1. What content words: nouns, verbs, adjectives, and adverbs are presented in the English e-textbook entitled "Bahasa Inggris" for Grade XII of Senior High School?

2. What is the frequency of each word found in the e-textbook?

3. What are the levels of the words based on the General Service List?

1.3 Objectives of the Study

According to the statement of the problems mentioned, the major objective of this study is:

♣ To find out how content words: nouns, verbs, adjectives, and adverbs are presented in the English e-textbook entitled "Bahasa Inggris" for Grade XII of Senior High School published by Ministry of Education and Culture.

The minor objectives of the study are:

1. To find out the content words: nouns, verbs, adjectives, and adverbs which are presented in the English e-textbook entitled "Bahasa Inggris" for grade XII of Senior High School.
2. To find out the frequency of each word found in the e-textbook.
3. To find out the levels of the words based on the General Service List.

1.4 Significance of the Study

The objective of this study is to find out how content words are presented in the English e-textbook entitled "Bahasa Inggris" for Grade XII of Senior High School published by Ministry of Education and Culture. Therefore, the result of the study is expected to give input for teachers in helping the students to develop their vocabulary mastery.

By knowing the levels of the words listed in the book, the teacher will be able to develop and give appropriate exercises to help students achieve the basic competences as stated in Curriculum 2013 in line

with the difficulty levels of the vocabulary used in the book as found in the result of the study.

1.5 The Scope and Limitation of the Study

The writer analyzed 16 chapters from the textbook. This study focuses on the content words that are presented in the English e-textbook entitled "Bahasa Inggris" for grade XII of Senior High School based on Curriculum 2013 published by the Ministry of Education and Culture and the frequency of the words.

1.6 Theoretical Framework

To conduct the research, there are some underlying theories. The writer uses the following underlying theories: the nature of vocabulary, parts of speech and the General Service List.

One of the basic elements in learning a language is vocabulary. The total number that made a language is vocabulary (Hornby, 1989 in Amaliah, 2013:20). It considered as a list of words used in a book, usually with definition and translation. Learners will think that learning vocabulary is wasting time because the number of vocabulary is unlimited. They will find difficulties in learning a language if they don't know vocabulary.

According to Francis (1958: 234), parts of speech are the various types of words based on the position and the function they can present in several structures. The words that make a sentence or more have their own position, function and even the use.

Nation (2002: 6-7) states that vocabulary can be divided into high frequency academic vocabulary, technical vocabulary, and low frequency vocabulary.

1.7 Definition of Key Terms

In this study, the writer will define some of key terms. Defining the key terms is very important in order to prevent confusion for the reader.

1. **Vocabulary** is the total numbers of words that are arranged in a language. (Hornby (1989) in Amaliah (2013: 20))

2. **Parts of speech** are the various types of words based on the position and the function they can present in several structures.(Francis, 1958: 234)

3. **General Service List** is a list of words, which frequently occur in English. The original list is compiled by Michael West in 1953. *(retrieved from http://www.eapfoundation.com, Oct 2, 2016)*

4. **High frequency words** consist of 2,000 words families that are possible to say and write in our daily life. (Paul Nation, 2002:6)

5. **Pivot Table** is interactive tables that allow the user to group and summarize large amounts of data in a concise, which is easier for reporting and analysis that available in Microsoft Excel. (*retrieved from http://www.wikihow.com/Create-Pivot-Tables-in-Excel,* May 19,2016)

6. **FOTWL** is First One Thousand Word List, list of one thousand words list of General Service List that frequently occur in English text or conversation

7. **SOTWL** is Second One Thousand Word List, list of another one thousand words list of General Service List that occur less frequently in English text or conversation

8. **ASOTWL** is Above Second One Thousand Word List, list of words of General Service List that rarely occur in English text or conversation compared to FOTWL or SOTWL.

1.8 Organization of the Study

This study consists of three chapters. Chapter I presents the introduction, containing background of the study, statement of the problems, objective of the study, significant of the study, limitation and scope, theoretical framework, definition of key terms, and organization of the study. Chapter II discusses the review of the related literature. Chapter III presents the research methodology, the subject, the research instrument, the procedure of collecting data, and the procedure of data analysis. The findings and discussion are presented in Chapter IV. The last, chapter V presents the conclusion and suggestion.