

## **CHAPTER I**

### **INTRODUCTION**

This chapter discussed the background of the study, the problems of the study, the objects of the study, the significances of the study, the scope and limitation of the study, and the definition of the key terms.

#### **1.1 Background of Study**

The standard of English proficiency is when the learner can master the four skills; listening, speaking, reading, and writing. The four skills are the pinnacles of language which will take you to greater heights (Sadiku: 2015). Mastery of the four important language skills certainly requires a lot of English vocabulary as the main point/a main provision. Learners' vocabulary development is an important aspect of their language development. As AlQahtani (2015) said that Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. Moreover, Tozcu and Coady (2004: 473) point out learning vocabulary is an important aspect of language two and foreign language acquisition and academic achievement and is vital to reading comprehension and proficiency, to which it is closely linked.

The common-sense view of vocabulary learning is that learning a word means learning its meaning. As Hebert and Kamil (2005: 3) define vocabulary is the knowledge of meanings of words. Additionally, Seishin (2012) state that

Many teachers word teaching only means giving a definition and spelling or pronunciation, not the deeper aspects of word learning. There is, however, much more to learning a word than this, and Nation (2001), building on the work of Richards (1976), lists nine different aspects of what it means to know a word from the perspective of second language learning.

It is well known that the English language has become famous in academia and a mandatory subject in many schools. Having a right proportion of English vocabulary (as cited in Nordlund, 2016) suggested that a 2000-word general service list of English words (GSL) is a parameter for “must-know” word. And this becomes the main attention to achieve intentional vocabulary size. Nation (2001) states that high vocabulary size has particularly become an expectation to understand language. But there has been a growing notion that relying on size does not assure proficiency. Which means that vocabulary knowledge should take into account. In addition, Zhong (2011) point out that understanding the vocabulary knowledge and its development process contributes to the understanding of how second language (L2) learners process and produce the languages. Learning new words involve the acquisition of vocabulary breadth as well as depth.

Emphasizing on depth of vocabulary knowledge, the term ‘depth’ refers to quality of vocabulary (as cited in Cervatiuc, 2007). By first initiative of Richards (1976) to list the different types of knowledge that are necessary to fully know a word, Nation (2001) coming up with a list of various types of vocabulary knowledge. Nation (2001) divides word knowledge into three main parts: form

(spoken, written, and morphology), meaning (form and meaning, concepts and referents, and associations), and use (grammatical functions, collocations, constrains on use such as register and frequency). Each facet of knowledge is breaking down into receptive and productive knowledge. Milton (2009) explains that the Nation's list is very useful and insightful and makes apparent of how much involved in fully knowing a word. Brown (2011) has proven to implement the Nation's list into a criticism of the vocabulary activities in nine General English textbooks. The results show that a single aspect of vocabulary knowledge – form and meaning – receives by far the most attention in the textbooks at all three levels, while two other aspects – grammatical functions and spoken form – also receive attention. The other six aspects receive little or no attention.

Textbooks are one type of text, a book for use in an educational curriculum (Brown, 2001). Textbook is one of the media used in English language learning. A textbook can often play a crucial role in learners' success or failure (Mukundan, Hajimohammadi, & Nimehchisalem, 2011). There is a main reason why textbook are widely use. It make it easier for the teacher developing the materials without consuming many time to do it. Textbook also make the learning process more focused and clearly oriented towards the final outcome standards. So, In short, a textbook defines what is to be learned (McGrath, 2002). It demand the textbook must cover all aspects and a series of activities that can support the achievement of these standards. Analysis of the content of textbook is very necessary in order to improve what is covered in Textbook in order to improve the understanding of learners in the future to achieve the final learner standards.

Here the researcher tries to evaluate vocabulary knowledge based on Nation's list in English textbook that is belong to Senior High School Student since the aspects of the materials and also exercises for this level is exactly complete. As an English language learner, Nation (2001) highlights that when deciding how to spend on a word, it is useful to learning burden of the word. Therefore, vocabulary knowledge building must be internalized. Finally, the research is entitled "**Analysis on vocabulary knowledge in English textbook of Senior High School**".

### **1.2 Statement of the Problem**

Pertaining to the above-illustrated background, the present study aims to find the aspects of vocabulary knowledge in Senior High Schools' English book. The main research questions are formulated as following:

1. What are the aspects of vocabulary knowledge proposed by Nation involved in Senior High Schools' English textbook?
2. What is the dominant aspect of Nations' vocabulary knowledge in Senior High Schools' English textbook?

### **1.3 Objectives of Study**

Based on the statement of the problem above, the writer is expected to find out the following:

1. To discover a detailed aspect of vocabulary knowledge proposed by Nation (2001) that is generated in Senior High Schools' English textbook.

2. To find out the dominant aspect of Nations' vocabulary knowledge in Senior High Schools' English textbook.

#### **1.4 Scope and Limitation**

This study is limited to the vocabulary knowledge of Senior High Schools' English textbook. However, it is focus on a detailed aspect of vocabulary knowledge. The writer chooses an English textbook of Senior High School grade twelve as the object of the research. It is from Kemendikbud publisher. The theory which the writer use is based on the theory of vocabulary knowledge proposed by

Nation (2001), which establishes into three main parts: form (spoken, written, and morphology), meaning (form and meaning, concepts and referents, and associations), and use (grammatical functions, collocations, constrains on use such as register and frequency). Each facet of knowledge is breaking down into receptive and productive knowledge.

#### **1.5 The significance of the Study**

It is expected that this study can provide some contributions. Theoretically, the result is expected to provide some linguistics contributions by providing some contribution to the scope of Nation's vocabulary knowledge. This study is expected to be useful for English Department students and lecturers who interested in analyzing Vocabulary Knowledge as background study. It is also expected to be useful for being teaching material and applied in vocabulary learning process among students, teacher or educators.

Practically. It is expected to be useful to enlarge the knowledge at the practical level, the result of this study can hopefully provide the following contributions:

1. Highlighting Nation's vocabulary knowledge. Using Nation's theory and being analyzed through the activities in the Senior High Schools' English textbook.
2. Teacher get advantage from this study. As explained by Nation (2001) that teachers should be able to estimate the learning burden of words for each of the aspects of what is involved in knowing a word, so that they can direct their teaching towards aspects that will need attention and towards aspects that will reveal underlying patterns so that later learning is easier.
3. For English learners, by drawing attention to vocabulary knowledge can help them to truly understand a word. And it also has been crucial that vocabulary knowledge is an essential part of literacy skill (as cited in Zhong, 2011).
4. Expecting to make the readers know about vocabulary knowledge, the detail aspect of it in the Senior High Schools' English textbook. The writer also gives references for further study and helps the readers to understand more about vocabulary knowledge and provide additional references or sources for the library of IAIN Kediri and SLC, especially for the student who are doing research.

### **1.6 Definition of Key Terms**

To make a limitation of this study clear, it is needed to define the meaning of the key terms in this study. And also, to avoid misunderstanding about

the meaning of the word in the study, the definitions of key terms are defined as follow:

### **1. Vocabulary**

Vocabulary is all words that exist in a particular language or subject, it is known and used by a particular person. As AlQahtani (2015) said that Vocabulary learning is an essential part in foreign language learning. Moreover, Tozcu and Coady (2004: 473) point out learning vocabulary is an important aspect of language two and foreign language acquisition and academic achievement.

### **2. Vocabulary knowledge**

Vocabulary knowledge is known as the knowledge of the word (Laufer et al., 2004). In the research on vocabulary, vocabulary knowledge is also known as the depth of vocabulary that brings up to the extent to which the word is understood by speakers. Vocabulary knowledge also means students learn the words with deep meaning, including pronunciation, meaning, spelling, frequency, sound structure, syntax and collocation according to context (Qian, 2002). According to Nation (2001), vocabulary knowledge involves some different kinds of knowledge. Those are: The spoken form Written form, Word parts, Form and meaning, Concept and referents, Associations, Grammatical function, Collocations, and Constraint on use.

### **3. Textbook**

Textbooks is a book that contains detailed information about a subject for people who are studying that subject. Textbooks act as sources of ideas and activities. They play an important role in making the leap from intentions and

plans to classroom activities (Schmidt, McKnight, and Raizen, 1997, in Sarem, Hamidi, and Mahmoudie, 2013).