

# CHAPTER I

## INTRODUCTION

### A. Background of the research

Vocabulary is the basic element in learning English that should be mastered by the student in every level. In learning english, the students have to get a great number of words to be applied in english skills. They have to know how to implement each skill accurately so they can master all the english skills. Vocabulary is important to be learnt because when the teacher teaches all the english skills, automatically the students are taught vocabulary by the teacher (john and mario, 2004). When they get the english skills, it underlines the importance of vocabulary to be learnt.

Ideally, the students of junior and senior high school should be able to master basic vocabulary and its aspects, especially meaning. Many students have difficulties when they read books with english. The difficulties is lack of vocabulary. Students will ask to their friends or teacher and also open their dictionary to know the meaning that they do not know. By mastering the meaning of a word, hopefully the students are able to master the other aspects of vocabulary easily. As we know that the level of vocabulary in junior high school and senior high school textbooks is diferrent and also in every chapter of the books.

Vocabulary in each book have differents level and also in each class for Junior High School and Senior High School, from those different level

makes the comprehension of students is different. The majority of the students do not know all of the words that make the students understand with the book.

Therefore, to know the level of each book in Junior and Senior High School the researcher will analyze the textbooks. It makes the teacher know the level of vocabulary of each book. To know how much vocabulary gives to the students in teaching learning process, and also to know about the number of words families that mastered by students to achieve their comprehension. In this research, the researcher make corpus of Junior and Senior High School English Textbooks to list of word families they have and measure the quantity of their vocabulary mastery. Therefore, the researcher is interested in “Vocabulary Levels of Junior High School and Senior High School Textboks”.

## **B. Reasons for Choosing the Topic**

This research was conducted based on some reasons:

1. Vocabulary is one of language aspects which is very important if one wants to master language.
2. Research dealing with vocabulary level contained in textbooks either JHS and SHS are still rarely found.

## **C. Problem of the Research**

This research attempted to answer the following questions:

1. What are the vocabulary levels of JHS and SHS English textbook (distribution among the K1-K20 vocabulary levels)? In addition, what

percentage of the words in JHS and SHS English textbook do the K1-K20 vocabulary levels cover?

2. If 2,000 English word families are required to accomplish 80% comprehension of a text, how many new words should one learn to attain the 95% comprehension?
3. What percentage of the words in JHS and SHS English textbook does Coxhead's (2000) Academic word list cover?

#### **D. Aims of the Research**

Based on the problems of the research, the aim of the study as follows.

1. To know the vocabulary levels of JHS and SHS English textbook.
2. To know how many new words in one learns to attain the 95% comprehension.
3. To know the percentage of the words in JHS and SHS English National Examination texts.