

CHAPTER II

LITERATURE REVIEW

A. Vocabulary

1. The Definition of vocabulary

There are some definition of vocabulary which are stated by some experts. Generally, vocabulary is a word in a language. According to Hatch and Brown (1995), vocabulary is a list or set of words for a particular language or a list or set of words that might be used by individual speakers of a language.

The definition of vocabulary is also stated by another expert, Pikulksi and Templeton (2004) stated that vocabulary is the sum of words that are used by and understood by student. Another definition of vocabulary is also stated by Kamil and Hiebert. According to Kamil and Hiebert (2005), vocabulary is a set of oral and print words which are mastered by someone in which those are used in the productive and receptive skills. From the definition above, it can be concluded that vocabulary is the collection of words which are mastered and used by someone to convey and accept an information.

As nation (2001) states, These four kinds of vocabulary :

a. High frequency words

High frequency refers to the general service english words which constitute the majority of all words occurring in all types of texts.

West's (1953) general service list of English words (GSL) is the most well-known list. The GSL's 2,000 most frequent word families of English (comprising 3,372 types) constitute approximately 75% of the non-fiction tokens and around 90% of the running words in fiction.

b. Academic words

Coxhead's (2000) 570 academic word families were claimed to cover almost 10% of the total words in a general academic text.

c. Technical words

Technical vocabulary that words used in specialized field and considerably different from subject to subject, Around 5% of the running words.

d. Low frequency

These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text.

In one of Chujo's studies (2004), using his self-created non-fiction corpus of TOEFL and TOEIC preparation tests to gauge vocabular levels of the proficiency tests with the assumed text coverage of 95% in the BNC hfwl 1st -14th 1000-word levels, TOEFL is reported to hold more vocabulary than TOEIC (6,000 -6,500 vocabulary level for TOEFL versus 4.500 -5000 level for TOEIC).

A research in Taiwan (Hsu, 2009) revealed that General English Proficiency Test (GEPT), which is regularly administered at four levels,

i.e., elementary. Intermediate, high intermediate, and advanced level, involved 2,263 words, 4,947 words (including the 2,263), and more than 8,000 words (2,263 and 4,947 are inclusive) respectively. The GEPT elementary level is presumed to be appropriate for students who have studied English junior high school (grade 7-9). The GEPT intermediate level is seen suitable for senior high school graduates (10-12) or university freshmen. The GEPT high-intermediate level is considered to be suitable for university graduates majoring in English the GEPT advanced level is considered adequately difficult such that only someone with a graduate degree from a university in an English-speaking country would be able to pass it. Following Taiwan's Ministry of Education guide (Hsu, 2009) that set vocabulary goal of 2,000 Basic English words for primary and secondary schools, it was therefore presumed that in order to pass the senior high school examination a student had to have a vocabulary size of at least 2,000 words.

2. Vocabulary Levels

Vocabulary levels is a general measure applied to understand the vocabulary size of words. To know vocabulary levels the researcher used web Vocabprofilers Vocabulary levels in this study were defined program which was inspired and based on RANGE program. RANGE program itself was created by Nation and Coxhead (n.d). Range program incorporates the General List of English Words (GSL), Academic Words List (AWL) and British National

Corpus High Frequency Word List (BNC HFWL). Vocabulary levels in this study were defined as the number of words counted from the top of BNC HFWL accounting for 95% of the running words in that textbook if we accept the assumption of 95% text coverage as the minimum for successfully guessing meanings from context and gaining reasonable comprehension (Hsu, 2009).

B. About Textbooks

Here, the vocabulary levels sources are from Junior High School's and Senior High School textbook. Textbooks are currently the main materials used in the English curriculum in public school. The researcher find the textbook from Junior High School and Senior High School that use curriculum 2013, then finds out the text there. Textbooks are currently the main materials used in the English curriculum in the school. The researcher uses *When English Rings the Bell* to Junior High School and *BAHASA INGGRIS* to Senior High School.

1. Definitions of Textbooks

The term coursebook and textbook are often used interchangeably in EFL context. However, EFL practitioners specifically use the term textbook to refer to an instructional material of English as a subject matter taught at schools and which is designed for specific groups of learners in a defined context, such as in a specified educational context within a certain country. Meanwhile, according to Nunan (2003) coursebooks are not

written for a specific group of people, but written for a generalized target group for use in English or non-English speaking countries.

Nunan (2003) defines textbooks as prepackaged, published books used by the students and teacher as the primary basis for a language course, ranging from those that are broadly focused on developing all language skills to those that focus on a specific skill such as writing or specific area such as hotel management. They may also include audio-cassettes or CDs, videos, workbooks, CD-ROMs, test packages, internet materials, and occasionally a teacher's guide. Richards (2001) states that commercial textbooks together with ancillaries such as workbooks, cassettes, and teachers' guides are perhaps the commonest form of teaching materials in language teaching.

Acklam (1994) in Nunan (2003) defines textbooks as learning tools shared by teachers and learners which can be used in systematic and flexible ways, providing a plan for learning, a visible outline of what is to be learned in a classroom, and a bank of resource material and ideas. In order to use a textbook systematically and flexibly, it is critical to understand how they are put together and how they can be adapted to meet the needs of particular learners.

According to Richards (2001), textbooks are used in different ways in language programs. For example, a reading textbook might be the basis for a course on reading skills, providing both a set of reading texts and exercises for skills practice. A writing textbook might provide model

compositions and a list of topics for students to write about. A grammar textbook might serve as a reference book and provide examples as well as exercises to develop grammatical knowledge. A speaking textbook might provide passages for students to read and discuss. A listening textbook together with audiocassettes or CDs might serve as the primary listening input in a listening course.

The target of English learning in Junior High School (SMP/MTs) is that learners are able to achieve functional level, in which they communicate both oral and written to solve daily life problems. Meanwhile, Senior High School (SMA/MA) students are expected to achieve informational level, because they are prepared for taking higher education. Epistemic level is considered too demanding for Senior High School students because in Indonesia, English functions as a foreign language.

The objective of English subject in Senior High Schools is to provide learners with the following abilities: 1) to develop their communicative competence both oral and written to achieve informational literacy level, 2) to possess awareness towards the nature and importance of English in enhancing the nation's competitiveness within a global community, and 3) to improve learners' understanding towards the interconnection between language and culture.

The scope of English subject in Senior High School covers: 1) discourse competence, that is, the ability to comprehend and produce oral

and written texts through the four skills of language comprising listening, speaking, reading, and writing in integrated way to achieve informational literacy level; 2) the competence to comprehend and produce various short functional texts, monologues, and essays representing the text types of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking. The grading and order of the learning materials are represented in the use of vocabulary, grammar, and rhetorical steps; and 3) the supporting competence covering linguistic competence (using grammar, vocabulary, pronunciation, and punctuation), sociocultural competence (using expressions and functions appropriately in various communication contexts), strategic competence (overcoming problems which occur during the communication process using various ways to sustain communication, and discourse forming competence (using instruments to form a discourse).

2. The role of textbooks

Allwright (1981) in Richards and Renandya (2002) suggests that there are two positions on the role of textbooks in the language classroom. The first role is the deficiency view which sees the role of textbooks or published materials as being to compensate for teachers' deficiencies and ensure that all the syllabus is covered using well thought out exercises. On the other hand, the different view sees materials as carriers of decisions best made by someone other than the teacher because of differences in

expertise. Hutchinson and Torres (1994) in Richards and Renandya (2002:) see the role of the textbook as a possible agent of change. This can be achieved when a number of conditions are met. First, the textbook need to become a vehicle for teacher and learner training. In other words, beside an explicit and detailed teacher's guide, the student book should also include appropriate learning-how-to-learn suggestions. Second, the textbook must provide support and help with classroom management, thus freeing the teacher to cope with new content and procedures. Third, the textbook will become an agent of change if it provides teacher with a clear picture of what the change will look like and clear practical guidance on how to implement it in the classroom. Fourth, if adopted by a school, a textbook can result in collegial support and shared responsibility for and commitment to the change.

3. Textbook Design

Learning material is a key component in most language programs. In selecting the learning material, teachers must consider the approach and the curriculum used. The learning material is the basic input for students in classrooms (Richards an Renandya, 2002). Learning materials for learners can be found in many forms, such as printed or non-printed materials, and authentic materials, which are materials that are not designed for instructional use, such as magazines, newspaper, and TV materials. In this case, textbook is one of the most currently used by EFL teachers in Indonesia.

Before developing a textbook, an author must have comprehensive knowledge on the process of schooling, the nature of the curriculum, the psychology of learners, the subject matter, and the grading and sequencing of the books in the field. Besides, he must be able to write and express ideas clearly for students at the suitable grade level. Finally, schools' and learners' financial ability must also be considered in deciding whether or not the textbook will be a sophisticated one (Albatch and Kelly, 1998). Hall in Tomlinson and Masuhara (2004) states that in developing textbooks or materials, authors should ask themselves "How do we think people learn language". This question will help them in articulating the main theories of language learning, profile of target learners, and list of objective and aims of learning.

