

## **CHAPTER I**

### **INTRODUCTION**

This chapter provides the background of the research study. It describes the reason why the researcher conducting the analysis on the Use Vocabulary in the Textbook Entitled “Grow with English” for Grade 5 in Elementary School of Paringin Selatan. Afterward, the problems are designed in the research question along with the objective of the study and the good quality of the use vocabulary in the English course book for fifth grade of elementary school. It is continued with the significances of the study to inform how the result of the research will be beneficial. The limitation about what is included in this research is provided in scope and limits of the study. Finally, the last part of this chapter is the definition of key terms.

#### **A. Background of Study**

Textbook is one of many materials which are most frequently used in teaching learning process. It is one of knowledge sources which are the easiest to obtain and becomes one of many aids to assist the students in acquiring clear concepts of subject matter (Pusporini N, 2009, p.6). A course book also plays an important role in teaching; it facilitates students in learning activities because a course book offers advantages which constitute useful resources (Jakovos T, 2000, p.7). Based on explanation National Education Department (Depdiknas), Course book is material for learning that

compiled systematically which is used by teacher and students in the teaching-learning process. Course book must full field some criteria become a good course book such as make the student interest to read, provide the objective studies, give task for student, there is resume and communicative stylistic (Djauhar S.M, 2008).

Language is foremost a means of communication, and communication almost always takes place within some sort of social context. When we use language, we communicate our individual thoughts, as well as the cultural beliefs and practices of the communities of which we are a part: our family, social groups, and other associations.

Indonesia is our primary language, but possible for us to use foreign language to communicate each other. According to Firman Allah Q.S. Ibrahim 4:

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ  
وَيَهْدِي مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ

In Indonesia, English as a foreign language is not only used as a means of communication and maintaining relationship with other nations but also as a subject learned at school. By studying English, it is hoped that Indonesian people can keep communication with other people in the world. Today, the study of English continues to take up an important place in our educational curriculum.

Hutchinson and Torres argue that the course book has a very important and a positive part to play in teaching-learning English. They state that course books provide the necessary input into classroom lesson through different activities, readings and explanations. Thus, they will always survive on the grounds that they meet certain needs (Tok Hidayet, 2010, p.508). Course book usually serve multiple roles in ELT, According to Cunningsworth (1995), there are some criteria of good course book that explain in some checklist. The criteria are design and organization of the course book, language content include vocabulary and pronunciation, skill of English such as listening, speaking, reading and writing, and also the topic of the course book (Iakovos T., 2011, p.758). The content of English language course book influence what teacher teach and student learn (Montasser M.A.W, 2013, p.55).

The abundant of published textbook in market makes selecting and evaluating course book in EFL classroom become a challenging task. Some course book may be suitable for language teaching, but not specifically design for teaching purpose. They do not cover the materials meet the requirement of good EFL course book criteria. The most important is how teachers can do with the course book to reach to goal of the teaching-learning process (Ansary, Hasan and Babaii, Esmat, 2002, p.7).

The idea of the textbook as a container of vocabulary input is not as frequent but still it is possible to find that concept in the EFL field. Among the few scholars that have related textbooks and vocabulary, we find

Thornbury (2002), who sees textbooks as sources for words. He claims that vocabulary input realized in the actual content of books by means of segregated vocabulary activities, integrated text-based activities and task instructions. We believe that the analysis on vocabulary of textbooks is a necessary step for the improvement of EFL education. We understand the textbook as a container of vocabulary input as well as an important resource for language teaching and learning. For this reason, in the present study we look at a sample of EFL textbooks in order to ascertain in the textbooks of the same educational level.

The elementary school English teachers have to be able to select course books. It can be one of the means to obtain the success of the English teaching-learning process. It is than necessary to select a high-quality English course book to keep or even promote the quality of the English teaching-learning process. Therefore, the researcher conducted a research study in relation to the evaluation of the English course books used in the elementary schools in Paringin. Furthermore, this study can also help the teachers as the guidance to determine a good English course book. Realizing this fact, the researcher thinks school try to develop the materials. It is necessary to use the curriculum in order to know some indicators.

According to Allen (1983, p.1), "vocabulary is the body of words that make up a language and the vocabulary has important factor in the language teaching and learning process, especially in English because without a good working knowledge of words and their meanings, both written and

verbal communication will be muddled or poorly understood”. Teachers can emphasize reading and verbal interaction with children to help them build a strong working vocabulary. Students with poor in vocabulary or the world recognition skill to make sense of the material is. Students do not tend to read very often, which causes them to miss out on learning new words. Vocabulary can affect many of their grades.

The mostly importance of vocabulary has become a powerful insight to raising achievement, the words we know can helps us organize our learning, the creation of labels or words is our tool for increasing learning, vocabulary instruction should be a focal point of learning, especially for students impacted by poverty and vocabulary instruction is an excellent advance organizer but also must be taught in the context. Vocabulary much more than grammar, is the key to the students understanding what they hear and read in school, then to communicating successfully with other people when learning English. For this reason it is mostly important for the students to quickly build up a large of vocabulary.

Children are different from adults. They are different in development terms that are in the physical, cognitive as well as psychological development. Regarding characteristics differences, Piaget as cited in Marsh (1996, p.18) sees the cognitive or intellectual development of children of 7 to 11 or 12 years is in a concrete operation stage. In this stage, children develop the ability to conserve, along with the ability to deal adequately with classes, with variation (e.g. they can arrange things from the smallest to largest), and

with a number of concepts. They can perform complex operation on problem as long as the problems are concrete things around them.

Many students usually difficult in learning vocabulary and memorize it when learning English, that is why many problem are there from the use and choosing the vocabulary for teaching-learning process. The effect of the use wrong vocabulary in teaching English are make the students difficult to understanding the learning and make them not interested in learning English in the classroom. Young learners usually active in learning something and always wants to know new things around them. Then, to help the students understand it is important to visualize the item and get the pupils to repeat or use the item actively. One good way of doing this is to let them see or perhaps touch the vocabulary item, for instance a house. The teacher needs to let them repeat it in different ways and they should be given a chance to listen to the teacher talking about it. Thus, the teacher must to know the use of vocabulary and choose a good course book for teaching English for better education in teaching-learning process.

From the explanation above, the writer is interested to analyze the techniques does the book use to introduce vocabulary for young learners and what vocabulary does inappropriate to English material for EYL in English textbook from because vocabulary is important element in learning English. Besides, the analysis on the techniques and the use of vocabulary in this textbook has ever been researched before.

The researcher chooses to analyze the fifth grade because the researcher thinks the children in that class were all smart and their grades were good, especially when learn vocabulary, they use the vocabulary that the teacher gave to them and they use it for speaking to each other and why the researcher chooses to analyze the “Grow with English” book because the teacher used the book to teach them. Furthermore, the researcher more interested in choosing to analyze the “Grow with English” book in fifth grade because the researcher interested to analyze the techniques does the book use to introduce vocabulary for young learners and what vocabulary does inappropriate to English material for EYL. Thus, the researcher thinks the “Grow with English” book is the must the researcher chooses for this research.

The researcher chooses to analyze the course book “Grow with English” used by the fifth grade students of elementary school mostly in Parangin. The course book support the textbook published by Erlangga. The researcher is going to analyze the course book with the content analysis approach based on the techniques used by the course book. Moreover, the researcher wants to analysis the use of vocabulary based on the course book. Based on the reason, the researcher decided to conduct a research entitled: **A CONTENT ANALYSIS OF THE USE VOCABULARY IN THE TEXTBOOK ENTITLED “GROW WITH ENGLISH” FOR GRADE 5 IN ELEMENTARY SCHOOL OF PARINGIN SELATAN.**

**B. Research Questions**

Concerning the background, this research has some problem statements which are separated by some questions below:

1. What techniques are used in the book to introduce vocabulary for young learners?
2. What vocabulary does appropriate to English material for EYL?

**C. Objectives of Study**

From the formulation of those research questions, this study aim to:

1. To know the techniques are used in the book to introduce vocabulary for young learners.
2. To know what vocabulary does appropriate to English material for EYL.

**D. Significance of Study**

Through the result of this research, the researcher expects to give a contribution to the students, teachers, and readers.

1. For the students, it hopefully give awareness to them the importance of vocabulary for study English and enrich their vocabulary by using more know basic vocabulary for their daily and enrich their understanding in learning English, then make them interest with the English course book and also the learning process.
2. For the teachers, it hopefully be a solution as the guidance to determine a good English course book especially in teaching vocabulary in teaching English and can be adopted by other teachers to determine a good



English course book to support their teaching activity for better education.

3. For the readers, it hopefully be references to enlarge their knowledge about a good English course book especially in vocabulary.

## **E. Definition of Key Terms**

### **1. Content Analysis**

The term ‘content analysis’ can be simply defines the process of summarizing and reporting written data – the main contents of data and their messages (L. Cohen, 2007, p.475). Besides, it also can be defines as an analysis of the written or visual contents of a document (N. E Wallen & Fraenkel, J. R, 2001, p.167). In qualitative research, several analysis methods can be used, for example, phenomenology, hermeneutics, grounded theory, ethnography, phenomenographic and content analysis (Burnard, 1995). In1952, Berelson defined content analysis as “a research technique for the objective, systematic and quantitative description of the manifest content of communication” (Berelson, 1952 p.18). Berelson's definition does not capture the qualitative and latent perspective of the analysis. In order to make the method applicable both in a quantitative and a qualitative approach, and without specifying the depth of analysis, Krippendorff (2004) defined content analysis as “a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use ” (p.18). Downe-Wambolt (1992)

underlines that content analysis is more than accounting process, as the goal is to link the results to their context or to the environment in which they were produced: “Content analysis is a research method that provides a systematic and objective means to make valid inferences from verbal, visual, or written data in order to describe and quantify specific phenomena” (p.314). In this research, content analysis is a method and data collection technique used to summarize and analyze the English textbook entitled “Grow with English”.

## **2. The Use of Vocabulary in the Textbook**

The value of vocabulary for EFL Learning is estimated so highly that some linguistics places it above grammar (Nation, 2001, p.55). We can say that vocabulary is the heart of any language because people can convey their messages just with words even if they do not know the correct pronunciation and the grammatical rules. According to Michael Swan and Catherine Walter (1984), that vocabulary learning is the largest and most important task facing the language learner. As a result, vocabulary is given a significant importance in the different teaching and learning techniques and strategies including texts, which are used in all course books.

## **3. English Textbook**

A textbook or course book is a manual of instruction in any branch of study. Textbooks are produced according to the demands of educational institutions. Schoolbooks are textbooks and other books used

in schools (The American Heritage Dictionary of the English Language, 2014). Crawford (2000) advocates the use of well-developed textbooks. Those textbooks, based on sound learning principles, are appropriately paced, which might alleviate students' anxiety and further promote learning. Although most textbooks aren't only published in printed format, many are now available as online electronic books. The textbooks used in this research is the English textbook for the fifth grades of elementary school "Grow with English" semester 2 published by Erlangga and used in SDN Paringin Selatan 1 based on basic competences of curriculum 2006.

#### **4. Vocabulary**

Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to. According to Richards (2001), Taken from Oxford Pocket Dictionary, "vocabulary is all the words that person knows or use or list of words with their meaning, especially in a book for learning a foreign language". Vocabulary is one of the essential aspects of language. Knowing appropriate vocabulary is very important to understand language. It is important to mastery of vocabulary to express ideas precisely and forcefully. It is mean vocabulary is best learned when someone feels that a certain word is needed.

## **5. Young Learners**

The term young learner covers a wide age range. This can be anybody from the age of three to the age of eighteen. There is a big difference between what a – three-year-old child can do and what a child of fifteen can do. We should consider their development too. Some children develop faster others need more time (Pribilova, 2006, p.10). The young learners are the students of the elementary school from the age of 6-12 years old. They can be subdivided into two group: they are younger group ‘6-8years old’ and older group ‘9-12 years old’. According to their level, they are called as students of lower classes such as first, second and third year students and upper classes namely fourth, fifth and six years students. Scot and Yterbeg (2010, p.18) Subdivided them into two groups: they are level one ‘5-7 years old’ and level two ‘8-10 years old’.