

CHAPTER I INTRODUCTION

In this chapter, the researcher presents the introduction of the study. It mainly talks about research background, problem statement, research objectives, research significance, research scope and limitations, theoretical framework, key term definitions, and thesis organization.

1.1 Background of the Study

Language plays an important role in the process of communication since humans need language to communicate with each other. By using language, people can express themselves and convey what they feel. The senders and recipients have to master their language so they can understand each other. As stated to Gorys Keraf (1997:1), language is a communication tool between community members and human-generated voices. So, it shows that people need to socialize with others through language, and it is important for human survival. Language as a means of communication can be transferred written or spoken (Austin, 1962).

There are more than seven thousand languages spoken by people around the world, and one of them is English. In the era of globalization that has progressed rapidly, and is supported by the sophistication of technology, all of us might think the same that English is the language people must learn. Indirectly, English has become the leading language of international discourse and the *lingua franca* (which means English as a Second or Foreign Language) in many regions. The United Nations inaugurated that English is one of the languages used in intergovernmental meetings and the creation of government documents. English is also the second international language after the Chinese language.

Many supporting factors help a person to be able to communicate in a language other than their main language. In this era, many institutions offer language courses, more precisely English courses, ranging from classes for children or beginners to classes for adults or expert classes. Various kinds of learning models are offered to the community which then become a consideration for prospective students. From this, we can conclude that language skills are very important so that we can communicate well. The environment is very influential on a person's ability to understand language.

There are so many vocabularies in English that everyone should master. The foundation for comprehension is vocabulary. Learning vocabulary is very important because it is closely related to one's skills, such as reading and writing skills. Besides that, learning vocabulary can give you the ability to say what you mean, helps you to understand what other people are saying or what they read, and bolster your ability to grasp ideas and think more logically. Having a rich vocabulary will help you to communicate more engagingly and also make an impression on others.

There are many ways to learn vocabulary, for example, we can learn through advertisements, films, animations, video games, flashcards, teaching materials, books, and so on. Books are one of the most widely used media in the learning process. In their presentation, many books have used pictures or illustrations so that the material presented or written can attract the reader's attention. As we all know, words and images are inseparable. We read or hear words and think of images. We see images and think of words. Well-selected images set the right context for the language, providing a setting where students can put a deeper understanding of second language acquisition. Well-selected images also capture the reader's attention from an emotional point of view, helping their linguistic memory and providing a context and outclass experience (Myvanwy Birds, 2012). Images must engage, stir up curiosity, provide inspiration for writing and speaking, and enhance learners' classroom experience (Keddie, 2009). The visual one is the most immediate and effective from an emotional point of view and plays a keynote in successful language teaching (Schumann, 1998).

As we know, not all educational books include all aspects of the skill. Some books focused on one of them, whether about reading, writing, grammar, or vocabulary. Also, every book has limitations that vary from one another, for example, in terms of the clarity of the material, the choice of words, size and type of font, pictures or illustrations, color appeal, explanation of the material, and others. From this understanding, it can be concluded that each book has its specialties in a specific field. Therefore, we, especially teachers, must be wiser in choosing textbooks to serve as reference books for teaching materials for their students. It is necessary to analyze one by one whether the educational book is appropriate or not, too easy or difficult to understand, suitable for children in this school or not, and other considerations that we must consider as a teacher.

In Indonesia itself, there are so many different kinds of educational books, and it can be distinguished by what curriculum is used in the school, whether it uses the national curriculum or the international curriculum. National schools, both public and private schools, are schools that use the national curriculum system set by the government through the Ministry of Education and Culture consisting of KI (*Kompetensi Inti*) and KD (*Kompetensi Dasar*). Aspects of assessment that are highlighted from this national-based curriculum include (1) attitude competence spiritual or *kompetensi sikap spiritual*, (2) social attitudes or *kompetensi sikap sosial*, (3) knowledge competency or *kompetensi pengetahuan*, and (4) skills competency or *kompetensi keterampilan*. Meanwhile, international standard schools generally refer to curricula such as Cambridge Assessment International Education, Edexcel, or International Baccalaureate (IB).

With what has been said before, the presentation of vocabulary, in printed form or with pictures is helped by their long-standing habit of visual learning. It's easier to remember the visual image of a word even in the context of long-term memory. Adina Levine and Thea reves (1990) stated that learners choose better visual strategies even when words are presented. Therefore, the authors want to conduct research entitled "Vocabulary Presentations in Cambridge Textbook: *Guess What! Level 6*".

1.2 Statements of the Problem

In line with the discussion above, the research question of this study is whether the presentation of the vocabulary contained in the Cambridge textbook: *Guess What! Level 6* provide a clear explanation of introducing new vocabulary according to the existing topic or not?

1.3 Objectives of the Study

The purpose of this research is to analyze whether vocabulary items and vocabulary activities listed in the Cambridge textbook: *Guess What! Level 6* able to give proper presentation to students so they can understand the meaning of the word.

1.4 Significance of the Study

The results of this study are expected to be beneficial for several parties. Most importantly, the results can be helpful to complement references for students and English

teacher on the use of this Cambridge textbook: *Guess What! Level 6* for their learning materials in schools and/or in learning institutions. Also, to assist authors and other publishers to design educational textbooks that are appropriate to the ability level of students.

1.5 Scope and Limitation of the Study

This research is limited to analyzing a Cambridge textbook entitled *Guess What! Level 6* in presenting an explanation of the use of appropriate vocabulary to grade 6 (six) students in increasing vocabulary understanding. The research uses the assessment textbook rubric adapted from *Badan Standar Nasional Pendidikan* (National Standards Board of Education).

1.6 Theoretical Framework

This research builds on the theory of textbook lexical presentation to help researchers find answers to problems. The main question being asked in this study is whether the vocabulary and vocabulary activities described in Cambridge textbooks are: what do you think it is! Level 6 can give a good explanation.

This research focuses on strengthening students' vocabulary, which is the main part of English that learners need to learn in order to become proficient in the language. Indeed, McCarthy (1990) agrees, stating that the experience of most language teachers is that vocabulary is the most important element of any language course. Needless to say, Flohr (2010, p.2) emphasizes that students must learn vocabulary. Because otherwise you won't be able to understand what you encounter in texts or hear in conversations.

1.7 Definition of Key Terms

This research has some key terms which are briefly explained in order to avoid misunderstanding in their meaning.

- a. **Textbooks.** Textbooks are considered the most important source of knowledge and the most organized tool for achieving the goals of a particular foreign language curriculum. These helps identify teacher and student perspectives on this topic (O'Keefe, 2013). Especially since the textbooks by Ravitch (2003) and Valverde et al. (2002) are of great importance and play an important role in shaping the views of teachers, students, and families on school subjects. A textbook can be simply defined as a book written for teaching and/or learning. Textbooks are what students most likely need to extract from the curriculum, and their purpose is to support student learning. Textbooks are an important factor for successful learning. The importance of their role cannot be overstated (Mikk, 2000).
- b. **Vocabulary.** Lens (2005:121) explains that a vocabulary is the set of words a person knows. Bintz (2011:44) states that vocabulary can be defined as the words you need to know in order to communicate effectively. The language we speak (expressive vocabulary) and the language we listen to (receptive vocabulary). Hornby Room (2006:1645) defined vocabulary as all the words a person knows or uses when speaking in a particular language about a particular topic.
- c. **Cambridge Textbook: Guess What! Level 6.** *Guess What! British English* is an exciting English textbook used as standard teaching material in several schools or learning centers, especially for elementary students. The book was published by Cambridge University Press in August 2015. It consisted of 1 (one) pre-unit and 8 (eight) core units and was written by a highly qualified author team, Susannah Reed and Kay Bentley, along with Lesley Koustaff (as a course consultant).

1.8 Organization of the Thesis

This research consists of five chapters. Starting from CHAPTER I (one) which contains the introduction. It consists of the research background, problem statement, research objectives, research significance, research scope and limitations, theoretical framework, key term definitions, and thesis organization. Then, CHAPTER II (two) is about the review of related literature, which consists of several theories and previous theories. Next, CHAPTER III (three) is about research methodology. It presents the research design, research subject, research data, data collection procedures, data analysis techniques, and triangulation. After that, CHAPTER IV (four) is about research findings, which consist of findings and discussions relating to the research. Finally, CHAPTER V (five) is about the conclusions the researcher found and what suggestions the researcher gave to the parties concerned.