# CHAPTER I

# INTRODUCTION

This chapter contains the background of the research, questions of the research, and limitation of Lexical Bundles.

## 1.1 Background of the Study

In the millennial era, people require language to improving their communication skills. Language is a tool of people to do communication with others in society, without language people have difficulties to relate their meaning. According to Faris (2013) " language is very important as a medium to interact and communicate in society" in other language is communicative tool. The concluded of the statement, the language is advantage for people to interact in society and language exists to satisfy the communicative needs of its users. People must develop their language skill every day not only fluent to use the first language but also be master in English as a second language for upgrading the language ability.

English as the foreign language in Indonesia, it very important for communication among people around the world. Therefore, Indonesian students are expected to master English for develop language ability and improving communication skills. English is necessary for students, that will help achieve their potential in the future life and it is necessary to challenge them in the millennial era, because almost all part in real life as a book, sign, computer, and anything use English for giving information. The sooner they start learning by the right methods, students can learn English quickly and effectively. After they have this initial grasp of English, they will have good foundation that would be an advantage in their next studies that is why Indonesian government has chosen English to be taught in junior high school, senior high school and vocational high school. According to the new curriculum (*Kurikulum 2013),* one of the goals of teaching English is to develop students' communicative competence and skill in spoken and written.

The four language skills should be mastered by students, that are listening, speaking, reading and writing. To achieve all of the skills well, the students must have sufficient vocabulary. The students as they may find difficulties ways, to start

learning English or what are must be they learn first. Several researchers suggested Vocabulary in English should be a good point to start of learning English. Harmon et al .(2009) stated that learning vocabulary development is an important aspect of their language development, Chacón-Beltrán et al. (2010), Laufer and Nation (2012) the necessary for learning English is vocabulary, it should be acquired along the way when dealing with other language aspects in the language classroom.

It concluded vocabulary is necessary for students to starting learning English as a foreign language, and sufficient vocabularies will be helpful for students. Learning vocabulary first can solve the problem with difficulties in how to start learnin English, According to Harmer (1991) the considered vocabulary as the vital organs and the flesh of language. Therefore to develop their English language ability, vocabulary is the main skill for them to learn.

Vocabulary one skill in English that gives knowledge about words, so the students should be master all words or lexemes in the dictionary purely. Vocabulary knowledge is often showed to be a critical tool for second language learners, the reason why if they are have limited vocabulary in the second language it can be made difficult and unsuccessful in communication. Moreover, a learner with sufficient vocabulary will be easy to increase their ability by using appropriate word choice because they have sufficient word choices.

Neuman & Dwyer ( 2009 ) " Vocabulary can be defined as words we must know to communicate effectively words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)". Therefore vocabulary is required for students, it correlates with their communicative ability. Alqahtani (2015) Schmitt stated that " lexical knowledge is central to communicative competence and the acquisition of a second language ".

From the definition above can be concluded that vocabulary is the total of number of individual words (lexical)  that are needed to express what the speaker means. In the other hand, vocabulary is a much-needed recognition of language skill. For most people, the ability to absorbing all of the lexical by knowing a dictionary is very difficult, so a lot of researchers have an interest in groups of words that usually called lexical bundles. The lexical bundles is a study of multi-words,

according to Biber et al (1999) " define a lexical bundles as a recurrent sequence of words which appears across texts in the same register and help shape distinctiveness of the register". Hyland (2008) stated " lexical bundles are also referred to as " clusters " or " chunks" and are extended collocations which appear more frequently than expected by chance, helping to shape meanings and contributing to our sense of coherence in a text ", in a further publication Biber (2006) stated that lexical bundles as the most frequent recurring sequences of words in a given register.

Several studies have shown that the knowledge of these lexical bundles marks a higher level of proficiency than the knowledge of individual words. Vidacovic and Barker (2010) found that "learners with lower proficiency relied more on individual words than conventionalized multi-word sequences or lexical bundles". In other Chen and Baker (2010) also found that " the frequency of lexical bundles increased as the language proficiency grew "  It is proved how lexical bundles will be advantageous to help students develop language skills from lower to higher and make their knowledge of word increasing. Pang (2010) conducted research on lexical bundles to demonstrate the essential role of lexical bundles in academic writing and to explore strategies in second language. from the research above it concluded the lexical bundles have an important role for language development.

The research of lexical bundles mostly focuses on the journal and academic article were showed that the lexical bundle has an important role in English writing. For example, the data of study conducted Kwary et al (2017) they only researched from journal article across academic disciplines. Conrad and  Biber (2005) analyzed lexical bundles in conversation and academic prose and Arani et al (2015) only focused on lexical bundles in medical research articles. However, the focus was still on the frequency and function of the lexical bundle in academic essays and journals. Therefore the researcher have the interest to do research more about the lexical bundles in other sources besides academic essays and academic journals. Based on the explanation, the researcher finds none of them analyze lexical bundles in English textbook especially Indonesian twelfth-grade textbook. This study seeks to

fill in the gap of the research before, this research about lexical bundles by focusing on the English foreign textbooks for students.

Textbook the most common method throughout schools and college all the world use to language learning. Hutchinson and Torres (1994: 315) stated that a course book is "an almost universal element of ELT (English Language Teaching)". In other Tomlinson, (1998:190) Explained the textbook become the most powerful device for spreading new ideas in language teaching, besides conferences, journals, and workshops, at the same time. Byrd (2001) also states that a textbook serves as a content and teaching/learning activities provider, which determines what happens in a classroom. From the statement, the textbook is an important language learning source for students in the school or colleges. That proved textbook is necessary for language learning as the main media to develop student language ability.

Considering the reason above for establishing English textbook for students, the teacher should behave well in four English language skill, grammar, and lexical bundles choices. According to Richards (2001: 256 - 257) affirmed that the textbooks may provide structure and syllabus, help standardize instruction, maintain quality, provide a variety of learning resources (CDs, workbooks, videos, and comprehensive teaching guides), effective and efficient, train inexperienced teachers, and visually appealing. Therefore for compiling textbook many factors must be seen to get acceptable book for students.

Several researchers found one of the problem in textbook is lexical bundles choices. English Foreign textbook the way of students to learn vocabulary, it also can influence student's language ability. According McGarrel and Nguien (2017) " increased attention to careful selection of lexical strings that reflect actual language use reflected in relevant corpora, it can only support the challenging task of developing vocabulary skills, which include appropriate use of lexical bundles ", it means lexical bundles choices are great importance to forming textbook, because textbook is main of learning sources from students. Therefore lexical bundles in the textbook can help students to improve their language ability especially twelfth-grade who are prepared in higher academic English.

Based on the explanation the researcher finds a problem that the lexical bundles have big impact to develop students vocabulary and organize English textbook for students, because a lot of textbook authors, both theoreticians, and language teaching practitioners seem to have less attention. Whether the lexical words in the textbook have adapted for students or not, and the textbook it was suitable help and support easy and effective vocabulary acquisition. It is needed to know whether the selection of teaching and learning materials are needed to appropriate to the students level ability.

This research aims to find out what kind of lexical bundles and the functional classification in the Indonesian twelfth-grade textbook. Therefore this study focus on the a study of lexical bundles in Indonesian twelfth-grade textbook. The textbook published by *Kementrian Pendidikan dan Kebudayaan 2015* (The Ministry of Education and Culture). It was used in the 2013 curriculum and almost of senior high schools used the book as the main source for learning English. The reason above bring the researcher would like to observe into depth about the frequency and classification of lexical bundles in Indonesian twelfth-grade textbook.

### 1.2 Statement of the problem

Based on the background of the study, the problems are formulated as follow:

1. What kind of the lexical bundles found in the Indonesian twelfth-grade textbook ?

2. How is the functional classification of the lexical bundles in twelfth-grade textbook ?

### 1.3 Purpose of the Study

Based on the problem above, the purpose of the study is formulated as follow:

1. To know what kind of lexical bundles in the Indonesian twelfth-grade textbook.

2. To know how lexical bundles functional classification distribute in the Indonesian twelfth-grade textbook.

**1.4 Significance of the Study**

The advantages of this research for society is, the methods used in this study can inspire people to research a book, especially textbook, Whether the book contains the aspects required by a good book, for example lexical bundles. The lexical bundles presented in the book should be 3-, 4-, and 5 lexical bundles. The lexical bundles were only 3- bundles is less to give more knowledge about word, while too much can make confusing reader, and then the research shows that the acceptability of a book can be seen from lexical bundles. The other beneficial of the study for the teacher. Teacher can comparing learning source by look lexical bundles, it was appropriate for student's level ability or not.

**1.5 Scope and Limitation of the Study**

The scope of the study is lexical bundles, especially in corpus. The source of the data taken only from English text book with entitled *"Bahasa Inggris "* and the limitation of the study used computational corpus tool it called *kfNgram,* the tool does not apply generally, only used in this study. The outside of this matter is not an instrument of this study

**1.6 Definition of Key term**

To avoid missunderstanding and misinterpretation, the researcher give some definition of keyterm.

1. Lexical bundle is study of multi words as a recurrent sequence of words which appears across texts in the same register and help shape distinctiveness of the register and therefore become 'prefabricated chunks' that speakers and writers can easily retrieve from their memory and use again and again as text building blocks.
2. Textbook serves as a content and teaching learning activities provider, which determines what happens in a classroom, It is important language learning source and universal element for young learner in the schools and colleges.