

CHAPTER 1

INTRODUCTION

1.1 Background of The Research

Acquiring a second language is an unavoidable phenomenon for most of the world's population. People are expected to be able to use more than one language in order to correspond with current demand of the world. In acquiring a second language, we have to learn the language entirely from its vocabulary, grammar, context, and function related to a particular language that we would like to acquire (Nation,2001). For some people acquiring a language is marked by the ability of the person to use the language fluently in writing and speaking. A linguist named Elliot from ETJ.English.com in his video "how many words do I need to know to be good at English" mentioned that we could not put a number on the amount of words we need to know to be fluent in English. We just need to speak well, and to do so, we need to know many words. From that fact, we know that the more vocabulary a speaker has known and used, they would be considered more fluent. It shows how important it is to learn a lot of vocabularies to acquire second language ultimately.

However, the phenomena that happen today are that most researchers pay a little attention to vocabulary acquisition and focus on the other aspects that are considered more important. Nevertheless vocabulary is one of the most important things that the learners should pay more attention to, as Wilkins stated in James Milton's book (Milton, 2009), without grammar, very little can be conveyed, but

without vocabulary, nothing can be conveyed. In other words, in second language acquisition, acquiring vocabulary is something that every language should deal with. In short enriching vocabulary is significant for all language learners.

From those phenomena, the researcher finds that in one literary class at English Department Andalas University. the lecturer assigns the student to make a Vocabulary List or known as Diary of Vocabulary, as the additional assignment other than the main assignment to write papers about some theories in the class. Those Vocabulary Lists are intended to help the student to enrich their vocabulary. The phenomena interest the researcher to see the process in that class and the student's progress in the class. The class is Literary and Critic Theory class taken by students in fourth semester in 2019.

Furthermore, this research is aimed to identify the process of the vocabulary enrichment of the student and the progress of the student in Literary and Critic Theory class at English Department, Andalas University. The research would be based on a theory proposed by Paul Nation (2001) in his book *Learning Vocabulary In Other Language*. The process would be identified by using *The General Processes of Language Vocabulary Learning* by Nation.

1.2 Research Questions

There are two questions or problems that will be identified in this research:

1. What is the process of vocabulary enrichment of the students taking Literary and Critic Theory (LCT) Class C in 2019 at English Department, Andalas University?

2. What is the progress of the students' vocabulary enrichment?

1.3 Objective of The Research

The aims of this research:

1. To describe the process of vocabulary enrichment of the students taking Literary and Critic Theory (LCT) Class C in 2019 at English Department, Andalas University.
2. To describe the progress of the students' vocabulary enrichment.

1.4 Scope of The Research

This research aims to see the second language acquisition of the students at English Department Andalas University. In identifying the language acquisition, the researcher would like to focus on vocabulary enrichment of the students taking Literary and Critic Theory (LCT) class C in even semester in 2019. In this class, the students are assigned to read some literary works, find difficult or unfamiliar words, enlist them in a diary of vocabulary or known as Vocabulary list, and expected to use them. The lecturer instructed the students to find 25 unfamiliar words every week and assigned them to make some writing assignments. So this research would like to see the learning processes in the class and describe the progress that the students make by analyzing their vocabulary growth in their writing assignments. In order to answer the first research question the researcher will use the three General Processes of Learning Vocabulary proposed by Nation in 2001. To see the student's progress through their writing, the researcher would focus on the use of the vocabulary in their assignment. The analysis focused on

the use of the low-frequency words and particular words that they use in describing a theory in their writing. To answer the second research question the researcher will use a measurement called Lexical Frequency Profile proposed by Nation in (2001:277).

1.5 Research Method

1.5.1 Source of the data

The participants of this research were second year students at English Department of Andalas University taking Literary and Critics Theory (LCT) Class C in 2019. There were two sources of data: the interview result of the students and the students' writing assignments that they produced while taking Literary and Critic Theory class in their fourth semester.

In Literary and Critic Theory class at English Department, students were assigned to make a vocabulary list to help the student enriched their vocabulary. By making this vocabulary list, the students were asked to read some works and wrote in their vocabulary list any words they found difficult or unfamiliar. Besides making this vocabulary list, the students were also asked to produce writing assignments including mid-term paper (the student were asked to produce a paper to describe or to show their understanding about a chosen theory), and final paper (the students also asked to make a paper to show their understanding about a chosen theory that they learn after the mid-term).

1.5.2 Data Collecting Procedure

There were some ways of collecting the data in order to complete this research:

1. Interviewing the students of LCT class C. The interview have already conducted to see the learning processes that occurred in the class. Interview had been used by second language acquisition researchers seeking data on stages and processes of acquisition (Nunan, 1992), so the researcher conducted an interview to see the students' processes in Literary and Critic Theory class.

2. Transcribe the interview. In order to describe the processes, the researcher would transcript the answers of the students in the interview.

3. Collecting Mid-Term Paper and Final Paper assignments produced by the students in the class. In analyzing the data, the researcher would analyze the vocabulary growth that the student made in their assignment. In answering the second research question, the indicator was the increasing amount of difficult or uncommon vocabulary used by the student. The researcher would count out the vocabulary and the difficult words used by the student in their writing. The difficult and uncommon words referred to the low frequency words that classified in the level of 3 to 10 (the 3rd 1000 words to 10th 1000 words) based on the 10.000 Headword List by Paul Nation (e.g Elaborate, depict etc)

4. Making the list of the words and the frequency of the words occurs in their mid-term assignment and their final paper assignment. The researcher would use an online application program named Sketch Engine. This application helped the researcher count the word occurrence in the paper or the frequency of a word used by the student.

5. The researcher determined the level of each word used by the student according to the 10.000 Headword List by Paul Nation. Level 1-2, the 1st and 2nd1000 words in the list, is considered the high-frequency word. The rest were considered low-frequency words or usually referred to as complex and unfamiliar words.

6. Making the list of the particular describing words such as 'describe', 'depict', 'portray', 'explain', 'elaborate', 'define', 'said', etc that the students use in their papers. Those words are considered low-frequency words.

1.5.3 Data Analysis

Firstly, the researcher would describe the students' process during the class to answer the first research problem. The description or the explanation of the process used the perspective of the General Processes of Language Vocabulary Learning proposed by Nation in his book entitled *Learning Vocabulary in Another Language*, published in 2001.

Secondly, to describe the student's vocabulary enrichment progress, there were two indicators that the researcher would like to analyze. The first indicator was the amount of the low-frequency words of the students and the productive

knowledge of the students in using those words. After listing the vocabularies and determining the level of the words found in the students' writing as stated in Data Collecting Procedure point 4 and 5, the researcher would like to see the amount of the low-frequency words used in the papers based on the measurement called Lexical Frequency Profile proposed by Nation. Along with the lexical frequency profile measurement, the productive knowledge indicated from the student's ability to produce incorrect spelling in different contexts and express the meaning they want to convey will be analyzed.

The second indicator was the use of the particular vocabulary that the students used in describing or explaining a theory in their papers. Since the paper was about to describe some theories, the researcher would give more attention to describing words, such as 'describe'. This word was prevalent to use on paper. The researcher would see the words used by the students in order to describe something. Some students frequently used the word 'describe' instead of the other words in higher level, such as 'depict' or 'portray'. In this analysis process, the researcher would use a thesaurus dictionary to see if the students use the more literal word than other words.

