

CHAPTER I INTRODUCTION

A. The Background of The Study

Language has become the way in communication. Since the past language connected between human. Start with body language, sounds, pictures or illustrates until the language like we use right now. Without language, human can't do the interaction well.

Lyons in Jindal, (2002:5) says that language is principal system of conversational spoken or written symbols by means of which human beings, as members of a social group and participants in its culture, communicate. Language is a mediator used by people to transfer the information or the idea.

Language has become the key in every aspects of life such as religion, culture, social, law and economy. Now a days, every country and region has their own language. But to avoid the misunderstanding needs the one language. So, each country has one mother language like Indonesia has Indonesian language. Technology development also make possible for every people from different country to communicate and interact. Until now, English has become the international language. Because, learn English is not really difficult and many countries use English as their mother language.

English has become the second language in some countries such as Malaysia and Singapura. But in Indonesia, English still as foreign language

eventhough children in Indonesia has learnt it since elemantry school. Almost in every application job demand the applicants to use English passive or active. So, each citizen must learn English.

ASEAN Economic Society (MEA) demands every citizen improve their skill in English. It means that the competitor in looking for jobs not only come from Indonesia but from the other country in ASEAN. If we don't have the skills of course we will lose. Language, of course be the first skill that we should imporve. And to improve the skill in English, of course education influences this.

Indonesia ranked at 60 out of 120 countries in the world based on the Education for all Development Index (EDI) data in 2010 (UNESCO, 2012). The value of EDI standard consists of 4 component, they are universal primary education, adult literacy, gender parity and equality, and quality of education. It proves the low quality of Indonesia's education. Implementation of the curriculum can be seen directly through the process of teaching and learning in schools in Indonesia. Level of education in Indonesia starting from elementary school, junior high school, high school, university, has to be carried out in accordance with the applicable curriculum so as to achieve the learning objectives perfectly.

Learning process cannot be separated from learning material or learning media. The material that used by the teacher as the rule in teaching and also for students is textbook. Teaching materials must be prepared in accordance

with the needs of learners so that learners are able to achieve the learning objectives because they are truly motivated to study only if teaching material constantly addresses their needs (Blagojevic, 2013), especially textbook as a source of learning relates directly to the level of skills and knowledge of learners.

Textbooks or course books either required or supplementary provide content and teaching-learning activities, which shape much of what happens in the classroom (Celce-Murcia in Widodo, 2007). Textbooks produced by publishers are prepared in accordance with a set.

Language consists of fourth skills, they are writing, reading, listening and speaking. A textbook should have these fourth skills. Inside the textbook have the text with some genre, conversation script and exercise that used in teaching learning process. In using textbook, teacher should understand it. And the language in English textbook should used the right.

More vocabularies that we have make our English better. So many things that we should learn in vocabularies start from the meaning, structure, sound, part of words and collocation. In connecting the word and has meaning, word can't stand alone. We have to collocate the word with other word. Each language has different collocation. It makes the sentence that we used sounds unnatural. In a textbook consists of some texts, sentences, clauses until words. To understanding a text we should understand form the smallest unit in a text.

During the PPL SMA N 1 Sei Rampah, the writer found many students find the difficulties in understanding the textbook especially in understanding the text. Because, many of them doesn't understand the meaning of words in a text. Almost all of them doesn't understand about the collocation. This happened because the teacher also has the linguistic comprehension. So, it makes the student doesn't comprehend the content of the textbook.

Less linguistic comprehension also makes teacher difficult in understanding a textbook. In textbook we will find so many collocations which sometimes do not appropriate or difficult to know the meaning because we do not use it in daily language. If the teacher doesn't have the linguistic comprehension will find the difficulties in understanding the words and the whole text also. These impacts ind teaching learning process. Students will get the wrong learning process.

For that reason, the writer choose this title about "A Discourse Analysis of Collocation in English Textbook for Grade X in the Senior High School" to analyze the collocation inside the whole textbook. Because the understanding and using the collocation will impact in understanding the whole text in the textbook.

B. The Problems of the Study

Based on the background of study above, the problems of study were formulated as the following :

- 1) What types of collocation awere used in the English textbook ?

- 2) How were the collocations used in the English textbook ?
- 3) What type of collocation was dominantly used in the English textbook ?

C. The Objectives of the Study

The objectives of the study were :

- 1) To described the types of collocation in English textbook for Grade X in the Senior High School
- 2) To analyzed how the collocation are used in the English textbook for Grade X in the Senior High School
- 3) To described the dominant type of collocation is used in English textbook for Grade X in the Senior High School.

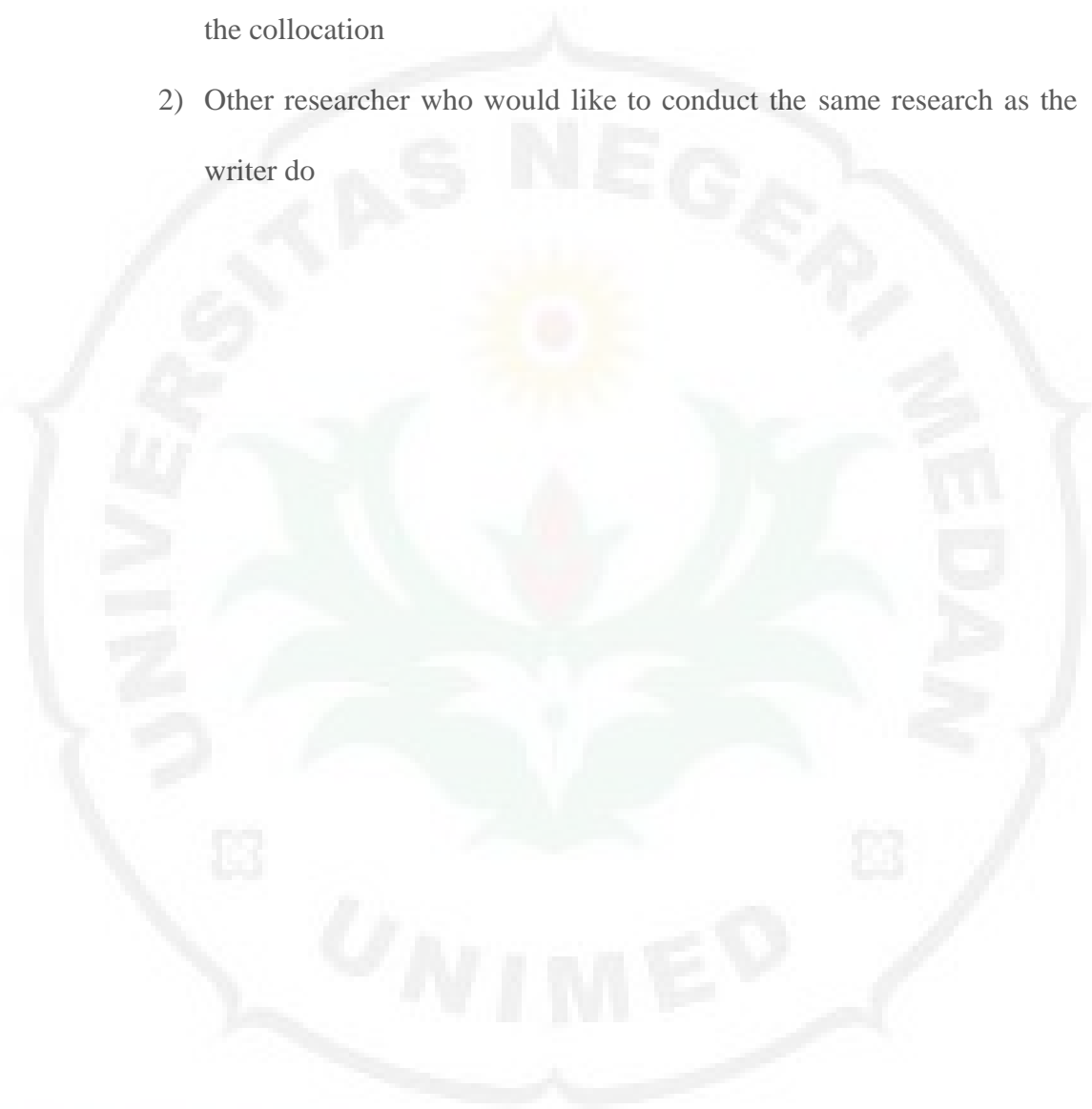
D. The Scope of The Study

In relation to make this study stayed focus, the limitation of the study was needed. This study was going to see how the used of collocation in English textbook for Grade X in The Senior High School from some publishers. The data took from The English Textbook for Grade X in the Senior High School by The Book Matters Centre of Ministry of Education. This research focused on analyze the used of collocation from those textbook.

E. The Significances of the Study

The findings of the study were expected to give relevant contributions to the following :

- 1) Students : to enrich their understanding of discourse analysis and also the collocation
- 2) Other researcher who would like to conduct the same research as the writer do



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