CHAPTER I

INTRODUCTION

This chapter discusses some important points of research conducted, which are the background of the study, the focus of the study, research questions, and the benefits of the study.

1.1 Background of The Study

In the process of teaching language, especially English, one of the basic aspects essential to the students' knowledge is lexis. According to Lewis (1997) language is made of lexical elements besides grammar. He feels that emphasis should be laid on structures made of word, clusters of words or lexical chunks rather than grammatical structures. Similarly, Richard and Rodgers (2001) suggest that the building blocks of language learning and communication are not grammar, function, notions, or some other units of planning and teaching but lexis, that is, word and word combinations.

Lexeme is the fundamental unit of the lexicon of a language. Lexeme is a unit which may consists of one or more (orthographic) word forms; *simple* containing single words and *complex* being multi-word expressions. Lexeme has a correlation with words because the words are derived from lexeme. For example the word sleep, sleeps and sleeping and slept are forms of the lexeme 'sleep

A lexeme refers to a family of lexical units (Cruse, 1986). Lexical unit is a division of lexeme. Lexical unit is also called as 'lexical items'. Lexical item is a single word or part of a word or a chain of words that forms the basic elements of a language lexicon (vocabulary).

Vocabulary refers to the words and phrases that people know and use. It includes an understanding of how words work in relation to each other and within specific contexts. Vocabulary is an important component in supporting proficiency. The richer vocabulary a person has the more capable a person is to communicate with other.

Vocabulary is concerned with meaning. Vocabulary is one of the basic elements to learn language. As stated by Richard and Renandya (2002), vocabulary is the main component of language proficiency and provides much of the basis or how well learners speak, listen, read and write. Through vocabulary, language learners can apply reading, listening, speaking and writing skill. Vocabulary is one of the elements of English to be learned. The purpose of vocabulary learning should include both remembering words and the ability to use them automatically in a wide range of language contexts when the need arises (McCarthy, 1984).

A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning second language. Vocabulary is a clear indicator of how well foreign language (FL) learners can communicate (Lewis, 1997; Widdowson, 1989). When we learn a language, we need to master

four skills: listening, reading, speaking and writing. Meanwhile, vocabulary knowledge is fundamental to them. One cannot understand a sentence without knowing what most of the words mean. In addition, students' word knowledge is linked strongly to academic success because students who have an extensive vocabulary can understand new ideas and concepts more quickly than students with a limited vocabulary extent. The lack of vocabulary knowledge affects all the four language skills. Therefore, vocabulary is important to be mastered in learning a second language.

Ujian Nasional (UN) was first held in Indonesia in 1985 for four cores of subject such as mathematics, science, Indonesian language, and English. The purposes of its managing are firstly to map the quality of education service across regions and secondly to set a criterion for graduation. "Increasing the quality of education is very important because it's related to human resource quality" quoted Zakaria (2009) a member of Badan Standar Nasional Pendidikan (BSNP).

UN is administered annually in order to be used as the standard measurement tool by the government. UN is given to every terminal grade in every level starting from elementary up to high school level. On the basis of its function as the standardized tool for education in Indonesia, UN accordingly is utilized to uplift the students and schools recognition, especially those from outside of Java.

In addition, UN also becomes the government tool to evaluate how Indonesia's education system works. UN results can be used to show whether the government has managed Indonesia's education properly or not. Stated in the government regulation number 19 year 2005 on national education standard that the function of

UN is as follows: 1. Mapping school quality; 2. Selection criteria to enter higher education; 3 student graduation criteria; 4 developing and giving aid to schools in order to improve the quality of education. Moreover, the minimum passing grade standard for all subjects in UN 2015 for Senior High School is 5.5 from the scale 1-10. Simply spoken, it can be said that if students' achievement is good or at least reach the standard, the government is successful. On the contrary, if the students do not reach the standard, the government fails.

A study in Taiwan by Hsu (2009) states that, in order to pass the senior high school examination, a student has to have a vocabulary extent of at least 3000 words. In addition, Hatch (1995) notes that High School students studying English in Spain are introduced to 800-1,000 English words in the first year of EFL classes, 1,700-2,000 more in the second-year classes, and another 2,500-3,000 in third-year classes. In short, to pass the examination, students of Senior High Schools have to master at least 2000-3000 words.

"Research has identified multiple component skills and knowledge resources as important contributors to reading abilities. However, one of the primary factors consistently shown to affect reading is knowledge of the words in the texts" (Bowey, 2005; Grabe, 2004; Koda, 2005; Nassaji, 2003; Perfetti, Landi, & Oakhill, 2005). Among many variables investigated in their study, Wu and Hu (2007) points out that vocabulary knowledge was found to have a significant and positive correlation with reading achievement and play a key role in reading comprehension. In addition, students must learn a large number of individual word (lexical items)

forms to be able to read a variety of texts in English, especially the words that have been shown to be extremely widespread in language use (Grabe, 2009; Schmitt, 2004).

Based on those descriptions, it can be concluded that the relationship between UN reading comprehension text, lexical items and vocabulary cannot be separated. The roles of vocabulary and lexical items are important in reading comprehension because to understand the whole text, the learners need to have a wide extent of vocabulary and besides that the text can be understood not only on single-word basis but also in multi-word expressions such as phrases, clauses and sentences as its building blocks.

In English subject, despite changes in curriculum approach, reading has been the dominant skill tested and reading text is one of the problems for students in accomplishing their English test. Since the students do not know the meaning of many words in English reading text, reading texts become the stumbling block in the UN. Students' most dominant problem in UN is about understanding the vocabulary in the reading text. Students' lack of vocabulary makes them difficult to comprehend the overall meaning of English Reading text. As stated by Meara (1980) Lack of adequate vocabulary knowledge is an obvious and serious obstacle for many students who learn English as a second language. Learners themselves readily admit that they experience considerable difficulty with vocabulary, and most learners identify the acquisition of vocabulary as their greatest single source of problems.

Moreover, Laufer (1989) points out that successful comprehension involves more than being able to understand vocabulary in a text, and a lack of familiarity with more than 5% of the running words in a text can make reading a formidable task.

Considering these condition, the writer is interested in conducting a research related to the vocabulary profile of UN (Ujian Nasional). In order to know what kind of vocabulary mostly encountered in the UN reading text and to assist the students in comprehending the reading texts and doing the UN test better. In this study the writer investigates the vocabulary of English UN (Ujian Nasional) 2015 Reading Texts for Senior High School. Based on the issues presented, the writer focuses on types of lexical items encountered in English UN 2015 Reading Texts for Senior High School in Jakarta. The writer also adopts the theory proposed by Lewis (1997)

1.2 Focus of the Study

In order to conduct this study, the writer focused on investigating the vocabulary profile of reading texts of UN 2015 English Exam for Senior High Schools. There were 14 reading texts in English Exam. This study focused on the types of lexical items encountered in UN 2015 reading text, each frequency of the lexical items, and the vocabulary extent of UN reading texts for Senior High schools that covered 3000 new general service list and new academic words list by Browne and Coxhead.

1.3 Research Question

Based on the background above, the question of this study were formulated into main research question and subsidiary question.

Main question:

How is the vocabulary profile of UN (Ujian Nasional) 2015 reading texts for Senior High Schools?

Subsidiary question:

- What are the types of lexical items encountered in UN 2015 reading text?
- What is the frequency of each lexical item?
- To what extent do the vocabularies of UN reading texts for Senior High schools cover the 1000 – 3000 level new general service list and new academic-word list by Browne and Coxhead?

1.4 Significance of the Study

- The result of this study is beneficial for enriching the students' vocabulary knowledge.
- This study is beneficial for guiding the teacher to teach the students vocabulary.

- This study is beneficial for writer's knowledge of senior high school vocabulary

CHAPTER II

LITERATURE REVIEW

This chapter discusses related theories concerning with the vocabulary profile of UN reading texts for Senior High Schools. They cover an overview of lexis and vocabulary, lexical items, types of lexical items, vocabulary level, definition of reading and reading text.

2.1 Overview of Vocabulary and Lexis

Hornby (2000) defined vocabulary as a total number of words which make up language. "Vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use" (Hatch, 1995). Putri (2013) stated that a vocabulary usually develops with age and serves as a usual and fundamental tool for communication and acquiring knowledge. From those definitions above, it can be concluded that vocabulary is defined as all the words known and used by particular people. Vocabulary refers to the words we must know to communicate effectively whether orally or in written.

On the other hand, Lewis (1993) stated that lexis refers to strings of words which go together. Lexis includes not only the single words but also the word combinations that people store in their mental lexicons (Olga, 2001). Furthermore,

Lewis (1997) defined lexis as a more general word than common vocabulary. Vocabulary is often used to talk of the individual words of language; lexis covers single words and multi-word objects which have the same status in the language as simple words, the items we store in our mental lexicons ready for use. In Greek, Lexis means 'word' which is used as a collective expression in linguistic terminology in the sense of vocabulary (Singleton, 2000).

The differences between vocabulary and lexis are that the term vocabulary refers to words alone, while lexis relates to not just words but elements both above and below the word level, smaller elements such as particles ('up' in the phrasal verb step up) including bound morphemes ('un' as in unconscious) in addition to larger elements such as fixed expressions (raise your hands, on the fence about). Vocabulary is made up of the word units themselves. It comprises just the word units and nothing more while lexis refers to the system of word units in a language. It is an important point that lexis comprises a system principally because lexis interfaces with other aspects of language.

In his support of a new role for lexis, Lewis (1993) proposed the following major ideas: 1. Lexis is the basis of language. 2. Lexis is misunderstood in language teaching because of the assumption that grammar is the basis of language and that mastery of grammatical system is a prerequisite for effective communication. 3. One of the central organising principles of any-meaning-centred syllabus should be lexis. 4. The key principle of a lexical approach is that "language consists of grammaticaliazed lexis, not lexicalised grammar. In addition, Wilkins (1972) a supporter of the lexical approach, was the first to stress the importance of the role

of vocabulary in language teaching. He states that, without grammar, very little can be conveyed; without vocabulary nothing can be conveyed (1992:11). Similarly, Sinclair (1995) agreed with Wilkins' view and stated that a lexical mistake often causes misunderstanding, while a grammar mistake rarely does (cited in Lewis, 1997:16).

Based on the descriptions above lexis and vocabulary cannot be separated because they are related to each other. In the text we will meet both lexis and vocabulary – vocabulary as words alone and lexis as a group of words that have to be translated as one phrase or clause to get the entire sense of meaning.

2.1.1 Lexical items

Lexical item is a single word or part of a word or a chain of words that forms the basic elements of a language lexicon (vocabulary). The lexicalists classified lexical items into different categories using different terminology. Pawley and Syder (1983) classified lexical items as lexical chunks. They divided lexical chunks into two types: 1. Memorized sentences 2. Lexicalized stems. Williams (1998) described the prefabricated language as comprising three types of chunks: 1. Functional Stems 2. Purely lexical chunks 3. Semi-lexical chunks. Lewis (1997:8) identifies multi-word items as falling into four types: 1. a) Words, b) Polywords 2) Collocation, 3) Fixed expression, 4) Semi-fixed expression. Though there were different types of classifications of the chunks and this study adopted the division proposed by Lewis.

2.1.2 Types of Lexical Items

Lewis (1997) proposed lexical items to be divided into four types and they were explained in details below:

1. **Words and Polywords**

   Words constitute the largest of all the four categories. They refer to words that can stand alone and what we traditionally call vocabulary. E.g. open, sit. While Polywords refer to a small group of lexical items which fall between words and major multi-word categories. These chunks are nearly always very short 2- or 3-word phrases which are obvious and units normally not reversible. Lewis (1997) considers adverbial phrases of different kinds as polywords. E.g Sentence adverbs: *on the other hand,* Expressions of time: *the day after tomorrow,* Prepositions of place: *upside down.*

2. **Collocation**

   Collocations are chunks of lexical items that naturally co-occur by mutual expectancy. "Collocation is the readily observable phenomenon whether certain words co-occur in natural text with greater than random frequency" (Lewis, 1997). Kjellmer (1987) defines collocation as a sequence of words that occurs more than once in an identical form in corpus, and which is grammatically well structured. Similarly, Clear (1993) suggests that collocation is a recurrent co-occurrence of words.

   Lewis (2000) suggests different kinds of collocations as follows:

• Adjective + Noun = magnificent bird • Noun + Noun = talent show • Verb+ Adjective+ Noun = revise the original plan • Verb + Adverb = recover immediately • Adverb + Verb = well rewarded • Adverb+ Adjective = totally safe • Verb+ preposition + Noun = seething with anger.

3. **Fixed Expression**

Fixed expressions or Institutionalized expressions are chunks a speaker stores as units and uses in speech. E.g • Social Greetings: Good morning; How are you? • Politeness Phrases: No thank you, I'm fine. • Phrase Book Language: Can you tell me the way to…. Please? • Idioms: Hang on, you're putting the cart before the horse there.

4. **Semi-Fixed Expression**

According to Lewis (1997), semi-fixed expressions are often verbless expressions in the spoken language for managing everyday situations'. He categorized semi–fixed expression into various types: Almost-fixed expressions, which permit minimal variations: It's / That's not my fault • Spoken sentences with a simple slot: Could you pass…….., please ? • Expressions with a slot which must be filled with a particular kind of slot-filler: Hello. Nice to see you. I haven't seen you + time expressions with for or since. Sentence heads, which can be completed in many ways: What was really interesting /surprising/annoying was…….. • More extended frames such as those for a formal letter or the opening paragraph of an academic paper. For example: These are broadly speaking two views of……..The more traditional, usually associated with…… (Lewis,1997)

2.2 Vocabulary Level

In March of 2013, on the 60th anniversary of Michael West's publication of the General Service Lists (GSL), Culligan Philips and Browne announced the creation of a New General Service List (NGSL), one that is based on a carefully selected 273 million-word subsection of the 2 billion word Cambridge English Corpus (CEC). In addition, Browne and Coxhead (2013) worked to create a New Academic Word List (NAWL) to complement students and teachers working with the NGSL who wanted to learn or teach academic English. The combination of NGSL/NAWL gives about 5% more text coverage than the combined GSL/AWL.

Nunan (2003) proposed that there are three types of vocabulary; academic, high frequency and low frequency. Academic vocabulary refers to words that are more often found in academic texts than in any other forms of text. The high frequency words are the 2000 most commonly used words within a language. Low frequency vocabulary words are the other words that are not in the 2000 high frequency.

Nation (2012) suggested that it is useful to see vocabulary as divided into three main levels. A high frequency vocabulary of around 2000 words, a mid-frequency vocabulary of an additional 7000 words making a total of 9000 and the remaining low frequency vocabulary of at least another 10000 words or potentially higher. Adult native speakers seem to have the vocabulary size of around 20000 words, but mastering this would be a very long term goal for most foreign language learners. More sensible goals are to aim initially at a high-frequency vocabulary of 2000

words, and then to give attention largely to the most useful part of the mid frequency vocabulary for particular purposes.

Hsu (2009) stated that in order to pass the senior high school examination a student has to have a vocabulary size of at least 2000 words. In addition, Hatch (1995) in her book 'Vocabulary, Semantics, and Language Education' noted that High School students studying English in Spain are introduced to 800-1,000 English words in first year EFL class, 1,700-2,000 more in second year classes, and another 2,500-3,000 in third year . Based on the description above, it can be concluded that to pass the examination, students of Senior High Schools have to master at least 1000 - 3000 words.

2.3 Reading

Reading is a process conducted by readers to get information or message from the writer of text or passage or other written language. By reading, the students broaden their points of view of their atmosphere and knowledge. Nevertheless, it is often difficult to convince students of English as a foreign language (EFL) that the texts in English can be understood even though there are vocabulary items and structures the students have never encountered before. Briefly, it can be said that reading in a foreign language consists of grasping meaning in that language through its written representation (Lado, 1961). From the statement above, we can obtain useful information which is used in daily life. For example, we read an advertisement, newspaper, science and technology book, story etc.

Reading is one of the best ways of expanding vocabulary. The best way to teach vocabulary is learn by context. When students see new words or expressions by its context, there are two advantages that students will get. First, students remember the words better and second, students see how the words are used.

Vocabulary is one of the five core components of reading instruction that are essential to teach children how to read successfully (Cunningham, 2001). These core components include phonemic awareness, phonics, fluency, vocabulary and comprehension.

Cunningham (2001) recommended that (1) vocabulary should be taught both directly and indirectly; (2) repetition and multiple exposures to vocabulary items are important; (3) learning in rich contexts is valuable for vocabulary learning; (4) how vocabulary is assessed and evaluated can have differential effects on instructions; and (5) dependence on a single vocabulary – learning strategy will not result in optimal learning.

2.4 The Role of Vocabulary in Reading

"Reading can be used to help students practice their recognition skills of the eight parts of speech in English, as well as different types of important structures such as titles, headings, bolding and italics" (Beare, 2000). According to Cunningham (2001) vocabulary instruction is one of the essential ability that students should improve for better achievements in reading comprehension. The

ability to read and comprehend is a crucial performance in learning a new language, especially in academic settings. Moreover, to improve reading, a learner needs knowledge of vocabulary which varies depending on the learner's level in the language. In addition, reading itself is an activity which in contextualization improves the vocabulary knowledge of the learner.

Vocabulary plays a fundamental role in the reading process, and contributes greatly to a reader's comprehension. A reader cannot understand a text without knowing the meanings of most of the words. Students learn the meanings of most words indirectly, through everyday experiences with oral and written language. Other words are learned through carefully designed instructions.

2.5 Reading Text

Text is a stretch of language, either in speech or in writing that is semantically and pragmatically coherent in its real-world context (Carter and McCarthy, 2006). A text can range from just one word to a sequence of utterances or sentences in speech, a letter and a novel. Besides that, Fountas and Pinnel (2011) states that there are ten text characteristics for guided reading, there are a) Genre, b) Structure, c) Content, d) Themes and Ideas, e) Language and Literary Features f) Sentence Complexity g) Vocabulary h) Words i) Illustration j) Book and Print Features.

Genre is a type of text and refers to a system by which fiction and nonfiction texts are classified. *Structure* is the way the text is organized and presented. The

structure of most fiction and biographical texts is narrative, arranged primarily in chronological sequence. Factual texts are organized categorically or topically and may have sections with headings. Writers of factual texts use several underlying structural patterns to provide information to readers. The most important are description; chronological sequence; comparison and contrast; cause and effect; and problem and solution. The presence of these structures, especially in combination, can increase the challenge for readers. *Content* refers to the subject matter of the text – concept that are important to understand. Content is considered in relation to the prior experience of readers. *Themes and ideas* are big ideas that are communicated by the writer. Ideas may be concrete and accessible or complex and abstract. A text may have multiple themes or a main theme and several supporting themes. *Language and literary features*, written language is qualitatively different from spoken language. Fiction writers use dialogue, figurative language, and other kinds of literary structures such as character, setting, and plot. Factual writers use description and technical language. *Sentence Complexity* meaning is mapped onto the syntax of language. Texts with simpler, more natural sentences are easier to process. *Vocabulary* refers to words and their meanings. The more known vocabulary words in a text, the easier a text will be. *Words,* this category refers to recognizing and solving the printed words in the text. *Illustrations* mean that drawings, paintings, or photographs accompany the text and add meaning and enjoyment. *Book and print features* are the physical aspects of the text - what readers cope with in terms of length, size and layout.

2.6 Previous Related Studies

In conducting this study, the writer found previous research related to this study. This study was conducted by Dara Pusparani Sundara Putri from the English Department of UNJ. She studied about the vocabulary profile of UN reading texts of junior high school. She used Fromkin and Rodman's concept of part of speech to analyze the vocabulary profile of English UN reading text 2013 for Junior High School and investigated the extent of part of speech covered in English UN 2013 reading texts, which used West's general service list and academic words list. The results of this study show that, there are just 12 texts altogether containing part of speech, in which content words are more dominant than functional words and covering only 525 words in the vocabulary list.

In addition, Lakhsmi (2012) in her exploratory study of teaching lexis through comics used the division types of lexical items/ chunks by Lewis (1997) to identify the lexical items that are found in comics and to aid the learners in reinforcing the lexical items/chunk in their mental lexicon. The results of the study show that there are three hundred and seventy two lexical chunks/ items in comics and classifies them into polywords, collocations, fixed expressions and semi-fixed expressions based on categorization proposed by Lewis (1997).

Similar to the research above, this study aims to investigate the vocabulary profile of English UN reading text. However, the writer uses lexical approach proposed by Michael Lewis (1997) that has been adapted in Lakshmi's (2012) study by omitting the terms 'words' and classifying the lexical items/chunks into

polywords, collocations, fixed expression and semi fixed expression in this study, while the previous study conducted by Putri (2013) used Traditional grammar based on Fromkin and Rodman's theory of part of speech to analyse the vocabulary profile of UN Reading text 2015. This study was also conducted in different place and time, that was in Senior High Schools of year 2015. Since this study was conducted in Senior High Schools of year 2015, this study aims to complete the previous study above, which wants to investigate the vocabulary profile of UN 2015 reading texts for Senior High Schools.

2.7 Conceptual Framework

Lexical items is a single word or part of a word or chain of words that forms the basic elements of a language lexicon (vocabulary). In addition, Lewis (1997) defined lexis as a more general word than common vocabulary. Vocabulary is often used to talk of the individual words or words alone of language while lexis covers single words and multi-word objects which have the same status in the language as simple words, the items we store in our mental lexicons ready for use. Furthermore, Richard and Rodgers (2001) pointed out that the building blocks of language learning and communication are not grammar, function, notions, or some other unit of planning and teaching but lexis, that is, word and word combinations.

Cunningham (2001) said vocabulary instruction is one of the essential ability that students should improve for better achievements in reading comprehension. In addition, reading itself is an activity which in contextualization improves the vocabulary knowledge of the learner. A reader cannot understand a text without knowing the meaning of most of the words.

According to Hatch (1995) in her book 'Vocabulary, Semantics, and Language Education', High School students studying English in Spain are introduced to 800-1,000 English words in the first year of EFL class, 1,700-2,000 more in the second year, and another 2,500-3,000 in third year . In addition, Hsu (2009) in her research states that in order to pass the senior high school examination a student has to have a vocabulary extent of at least 2000 words. Based on the description above, it can be concluded that to pass the examination, students of Senior High Schools have to comprehend at least 1000 - 3000 words.

To sum up, the role of vocabulary is important because it is one of the essential abilities that students should improve for better achievement in reading comprehension. Moreover, understanding the lexical items is also necessary, because to comprehend the language or reading text as a whole picture, we need to know the word meanings not only as single words but also in word combinations because the building blocks of language learning are word and word combinations. So, in the specific case of students' viable efforts to pass the national examination, reading activity will improve the vocabulary knowledge of the learner when they are able to understand the texts tested and when they know the meanings of most of the words and word combinations. Furthermore, to pass the examination,

students of Senior High Schools have to master at least 1000 - 3000 words vocabularies. Therefore, the writer wants to analyze the vocabulary profile of UN English reading text to help Senior High School students to be familiar and able to comprehend the words and word combinations which they will encounter in the UN English reading text. In order to do so, the writer analyze the vocabulary by discovering and investigating the most common types, the frequency of occurrence and the extent of lexical items or words in the 14 texts of UN reading texts.

Based on the previous description, the writer uses Michael Lewis (1997) concept divisions of lexical items/chunks adapted in Laksmi's (2012) study to investigate the most common types and the frequency of occurrence in the 14 texts of UN 2015 reading texts, and uses Browne and Coxhead (2013) 1000-3000 level new general and new academic word list vocabulary lists within Vocab Profiler software invented by Cobb (2009) as its parameter. The concept categorizes lexical items into four divisions: polywords, collocation, fixed expression (institutionalized expression) and semi fixed expression.

CHAPTER III

METHODOLOGY

This chapter discusses methodology used in this study. The discussions of this chapter include the purpose of the study, research design, scope of the study, place and time of the study, data and data source, data collection procedures, and data analysis procedure.

3.1 Purpose of the Study

The purpose of this study was to investigate the vocabulary of UN 2015 English reading texts for Senior High Schools. The purpose of this study can be achieved by finding out the types of lexical items encountered in UN 2015 reading texts, finding out the frequency of each lexical items, and finding out the extent of vocabularies of UN 2015 reading texts for Senior High Schools that cover the 1000 - 3000 level new general service list and new academic words lists by Browne and Coxhead (2013).

3.2 Research Design

This study utilized qualitative research by using content analysis as a research method. According to Weber (1990) content analysis is a research method that uses a set of procedure to make valid inferences from text. Similar to Weber,

Krippendoff in his book Content Analysis: An introduction to its methodology (2003) states that he found three kinds of definitions of content analysis as a research method: a) Definition that takes content to be inherent in text, b) Definition that takes content to be a property of the source of a text, c) Definition that takes content to emerge in the process of a researcher's analyzing a text relative to a particular context.

Meanwhile, Ary (2013) points out that content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents. He adds that one of the purposes of content analysis is to discover the level of difficulty of materials in textbooks or other publications.

Content analysis study applied in the reading texts is an appropriate design to be used in this study in order to find an in-depth data description of the vocabulary profile for Senior High School level using the UN 2015 English Reading Texts.

3.3 Scope of the Study

The study focused on investigating vocabulary of English UN reading texts 2015 in Senior High School. The writer investigated the vocabulary profile by using Michael Lewis (1997) concept of lexical items / chunks. The scope of the study covered English UN 2015 Reading Texts in Jakarta region. The investigated

vocabulary were categorized into Lewis (1997) theory that had been adapted in Lakshmi's (2012) study, which divided the types of lexical items into four divisions. They are polywords, collocation, fixed expression and semi fixed expression. In order to answer the research questions, the writer would find out the types of lexical items and each frequency of lexical items in reading texts and find out the extent of vocabularies of UN 2015 reading text in Senior High School that cover the 1000 - 3000 level new general service list and new academic words lists by Browne and Coxhead (2013).

3.4 Place and Time of the Study

This study was conducted from February to June 2016. The data were taken from SMAN 22 Jakarta. As the data of this study were written documents which can be done and take place freely, the writer chose Universitas Negeri Jakarta and the writer's house as a place of the study.

3.5 Data, Data Source and Instrument of the Study

The data of this study were the vocabularies which encountered within 14 reading texts. The subject of this study was English UN reading text 2015 for Senior High School. The vocabularies were investigated to analyze the vocabulary profile of English UN reading text 2015 by finding out the types of lexical items, the frequency of each lexical items and to what extent do the vocabularies can cover

1000 - 3000 level new general service list and new academic word level within each texts in reading text.

There were 5 types of English UN Exam test packages. each package of which carried equal exam weightings, as stated by BNSP in its released for the prediction of English UN text. The writer used only one package of UN 2015 English exam tests for Science program, taken from SMAN 22 Jakarta as the data source. In 2015, each package test use a barcode. The government used this special code in order to prevent the UN contents from leaking. The barcode in UN paper was only known by the government and the printing company.

The instrument of this study was Lewis' (1997) concept of lexical items adapted by Laksmi's (2012) study to investigate the vocabulary profile of English UN reading text 2015 and 1000 - 3000 level new general service list and new academic words lists by Browne and Coxhead (2013) within Vocab Profiler software inventing by Cobb (2009).

3.6 Data Collection Procedure

In this study, the data were collected in some steps, such follows:

1. Taking one package sample out of five packages of UN English Test 2015 for Senior High School.

2. Reading the 14 English UN 2015 reading text thoroughly

3. Reducing the part of data that do not belong to the study.

The data were reduced by excluding listening section, question and several words such as follows: such as proper noun, interjections, unclassified words, alphabetical symbols, units, and abbreviations from this study. Those words were excluded in order to prevent inflated vocabulary size and shrink text coverage.

4. Categorizing each text to be analyze with two kinds of instrument.

In order to answer the questions, the writer used a vocabulary-analysis instrument, namely 'table of lexical items' which was based on Lewis' (1997) theory on division types of lexical items/chunks that had been adapted in Lakshmi's (2012) study to find out the vocabulary profile. The table was divided into four parts, polywords, collocation, fixed expression (institutionalized), semi-fixed expression. Each part has its own division. First, polywords consist of expression of time, sentence adverb, phrasal verbs, preposition of place. Second, collocation consists of twelve parts, adj + noun, verb + noun, noun+noun, noun + verb, noun + preposition, verb + adj, adv + adj, adj + adv, adj + preposition, adv + verb, verb + preposition and verb + adv. Third, fixed expression consists of one-worded, two-worded, three-worded, four-worded, and five-worded. Fourth, semi-fixed expression consists of three parts, sentence heads, discourse markers and sequencers.

Then, in order to answer the third question, the writer using Browne and Coxhead 1000-3000 New General Service Lists within Vocab Profiler software

inventing by Cobb (2009) to find out the extent of English UN 2015 Reading Texts.

3.7 Data Analysis Procedure

1. Classifying the reading texts using Lewis' (1997) theory of lexical items/ chunks divisions adapted by Lakshmi (2012) which fall into four parts polywords, collocation, fixed expression, and semi-fixed expression as presented in the table below.

Table 3.7.1 Unit Analysis for Lexical Items

Text 1			
Polywords	Collocation	Fixed Expression	Semi Fixed Expression
Text 2			
Polywords	Collocation	Fixed Expression	Semi Fixed Expression
Text 14			
Polywords	Collocation	Fixed Expression	Semi Fixed Expression

Total	

2. Dividing the lexical items into four parts polywords, collocation, fixed expression, and semi-fixed expression of reading texts then, labelling and separating each division of lexical item in an individual table to make it specific and easy for analysis before inputting it in the table of lexical items.

Table 3.7.2 Unit Analysis for Polywords

Text 1			
expression of time	sentence adverb	phrasal verbs	preposition of place
Text 2			
expression of time	sentence adverb	phrasal verbs	preposition of place
Text 14			
expression of time	sentence adverb	phrasal verbs	preposition of place
Total			

Polywords type is the first type of lexical items. It consists of expression of time, sentence adverb, phrasal verbs and preposition of place.

Table 3.7.3 Unit Analysis for Collocation

Text 1										
Adj + N	V+ N	N+ N	N+ V	N+ P	V + Adj	Adv + adj	Adj + adv	Adj +p	Adv + V	V+ p	V+adv
Text 2										
Adj + N	V+ N	N+ N	N+ V	N+ P	V + Adj	Adv + adj	Adj + adv	Adj +p	Adv + V	V+ p	V+adv
Text 14										
Adj + N	V+ N	N+ N	N+ V	N+ P	V + Adj	Adv + adj	Adj + adv	Adj +p	Adv + V	V+ p	V+adv
Total										

(Adapted from teaching collocation by Lewis, 2000 in Lakshmi, 2012)

Note :

N : Noun   V: Verb   Adj : Adjective

Adv : Adverb   P : Preposition

Collocation is the second type of lexical items. Collocation is a sequence of words that occurs more than once in identical form. In his research Lewis (2000) divides different kinds of collocation into twelve parts. It consists of Adjective + Noun, Verb + Noun, Noun + Noun, Noun + Verb, Noun + Preposition, Verb + Adjective, Adverb + Adjective, Adjective + Preposition, Adverb + Verb, Verb + Preposition and Verb + Adverb.

Table 3.7.4 Unit Analysis for Fixed Expression Analysis

Text 1				
One worded	Two worded	Three worded	Four worded	Five worded
Text 2				
One worded	Two worded	Three worded	Four worded	Five worded

Text 14				
One worded	Two worded	Three worded	Four worded	Five worded
Total				

(Adapted from the lexical approach by Lewis, 1997 in Lakshmi, 2012)

The third type of lexical items is fixed expression or sometimes called as institutionalized expression. Fixed expression is chunks a speaker stores as units and uses in speech. Fixed expression is divided into one worded, two worded, three worded, four worded, and five worded.

Table 3.7.5 Unit Analysis for Semi Fixed Expression

Text 1		
Sentence head	**Discourse markers**	**Sequencers**
Text 2		
Sentence head	**Discourse markers**	**Sequencers**
Text 14		
Sentence head	**Discourse markers**	**Sequencers**

Total			

The fourth type of lexical items is semi-fixed expression. Semi fixed expression are often verbless expressions in the spoken language for managing everyday situations'. It consists of sentence head, discourse markers and sequencers.

3. Calculating the types of lexical items which mostly occurred on the text. To see its frequency.

4. **Table 3.7.6 Unit Analysis for the frequency of lexical items occurred**

Text	Polywords	Collocation	Fixed Expression	Semi Fixed Expression
1				
2				
3				
4				
14				
Total				

5. Calculating the total number of words appearing using Browne and Coxhead 1000-3000 New General Service Lists within Vocab Profiler software (www.lextutor.ca) inventing by Cobb (2009) to find out the vocabulary extent of English UN 2015 Reading Texts.

Table 3.7.7 Unit Analysis for Total Number of Words Appearing in 1000 - 3000 Vocabulary List

Text	NGSL 1000	NGSL 2000	NGSL 3000	NGSL > 3000	NAWL
1					
2					
14					
Total					

(Adapted from a new general service list by Browne, 2013 in Vocab Profiler software)

6. Summarizing the result of the study into tables and charts in finding and conclusion.

3.8 Analysis Criteria

This study used Lewis (1997) theory of types of lexical items/ chunk divisions that had been adapted in Lakshmi (2012) and Browne and Coxhead (2013)

1000-3000 New General Service Lists within Vocab Profiler software (www.lextutor.ca) invented by Cobb (2009) as the analysis criteria.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter present the findings and discussion based on the research questions and analysis.

4.1 Data Description

In this study, the data were taken from one package of English UN 2015 for Senior High School. The one package consists of two parts. Part one was listening section and part two was reading section. There were 50 questions in one package of English UN 2015 for Senior High School. There were 15 questions of listening part and 35 questions of reading part. For the English UN 2015 reading part for Senior High School started from number 16 until 50. There were 14 texts in UN reading section and the data used for this study were the vocabularies within the reading section only.

In order to investigate the vocabulary profile, the writer finding out the types of lexical items encountered in the text, the frequency of each lexical items and the extent of vocabularies of English UN 2015 reading text for senior high school using 1000-3000 new general service list by Browne and Coxhead (2013) within Vocab Profiler software invented by Cobb (2009) as its parameter.

The data were reduced by excluding listening section, question and several words such as proper noun, interjections, unclassified words, alphabetical symbols, units, and abbreviations from this study. Those words were excluded in order to prevent inflated vocabulary size and shrink text coverage.

Subsequently, the writer categorized each text for analysis using two kinds of instruments. The writer used a vocabulary-analysis instrument. Firstly, the writer used tables of lexical items based on Lewis (1997) theory about division types of lexical items / chunks that had been adapted in Lakshmi study which omit the terms 'words' to find out the vocabulary profile. The table was divided into four parts, polywords, collocation, fixed expression (institutionalized), semi-fixed expression. Each part has its divisions. First, polywords consist of expressions of time, sentence adverb, phrasal verbs, preposition of place. Second, collocation consists of twelve parts, adj + noun, verb + noun, noun+noun, noun + verb, noun + preposition, verb + adj, adv + adj, adj + adv, adj + preposition, adv + verb, verb + preposition and verb + adv. Third, fixed expression consists of one-worded, two-worded, three-worded, four-worded, and five-worded. Fourth, semi-fixed expression consists of three parts: sentence heads, discourse markers and sequencers.

Then, in order to answer the third question, the writer used Browne and Coxhead 1000-3000 New General Service Lists within Vocab Profiler software (www.lextutor.ca) invented by Cobb (2009) to find out the vocabulary extent of English in UN 2015 Reading Texts.

4.2 Discussion

In this study, the writer analyzed the vocabulary profile of UN 2015 Reading Text for Senior High School. This chapter was organized based on the research questions as previously mentioned in the first chapter.

Based on the research questions, the findings in this study were divided into three parts:

1. Findings about the types of lexical items encountered in UN 2015 Reading Text for Senior High School

2. Findings about the frequency of each lexical item

3. Finding about the extent of vocabularies of UN reading text in Senior High school that covered 1000 - 3000 level new general service list and new academic word list by Browne and Coxhead

4.2.1 Types of the lexical items encountered in English UN 2015 Reading Texts

From the 14 UN 2015 reading texts, the writer classified the vocabulary based on Michael Lewis (1997) concept of lexical items. The concept categorized lexical items into four division: Polywords, collocation, fixed expression (institutionalized expression) and semi fixed expression.

After analyzing each subdivision of lexical items -- polywords, collocation, fixed expression and semi-fixed expression, the writer summarized the types of

lexical items encountered in the UN reading texts as in the table below.

Table 4.2.1. Types of the lexical items encountered in English UN 2015 Reading Texts

Text	Polywords	Collocation	Fixed Expression	Semi Fixed Expression
1	3	8	2	2
2	2	3	1	-
3	4	16	-	1
4	5	13	-	5
5	10	13	-	5
6	7	5	1	5
7	2	11	1	3
8	4	16	2	1
9	3	12	-	5
10	7	26	-	3
11	1	9	-	1
12	2	8	-	5
13	-	3	-	1

14	1	4	-	1
Total	51	145	7	38

(Adapted from The Lexical Approach by Lewis, 1997 in Lakshmi, 2012)

Viewing the results of the table above, There were four lexical items were encountered in UN 2015 Reading Text. They were polywords, collocation, fixed expression and semi fixed expression (see appendix 2). However, in text 13, there are no polywords. In text 3 to 5 and 10 to 14 there are no fixed expressions, as well as no semi-fixed expressions in the text 2. This results showed that fixed expression was the least type encountered in the reading text. Below were several examples of lexical items encountered in UN Reading text 2015. The examples of lexical items were written in bold.

Taken from text 2

- *Polywords*

"Book for **one year** and have 5% discount. Please call to schedule **a year night out**".

Taken from text 9

- *Collocation*

Mosquitoes do not randomly perch on a person, but they are choose their victims selectively, **searching for** the most aromatically appealing humans

Taken from text 1

- *Fixed Expression*

  Dear Sirs,

  On Monday, July 1, 2014 Kabuki Sales Corporation of America's Eastern Regional Office….

 **Yours faithfully**, Dina

  Taken from text 1

- *Semi Fixed Expressions*

  "I have enclosed our most recent brochure on robotic equipment for your review."

To see the specific analysis of this study, the writer showed each subdivisions chart of the lexical items as follows:

According to Lewis (1997) Polywords referred to a small group of lexical items which falls between words and major multi-word categories. The writer found fifty five polywords from the UN Reading Texts selected for this study. The polywords were subdivided into four categories namely expression of time, sentence adverbs, phrasal verbs, and preposition of place.
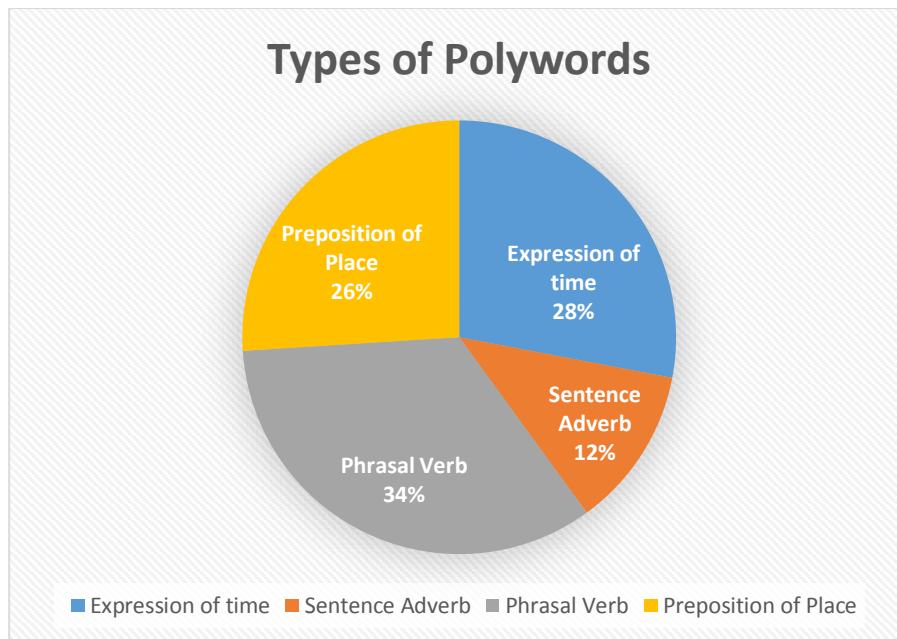
Chart 1 : Polywords Analysis

After analyzing the text, the writer found 17 phrasal verbs (34%), 14 expressions of time (28%), 13 s place (26%) and 6 sentence adverbs (12%). Below were some examples of polywords that encountered in the reading text. The examples were taken from several sentences that contained of polywords. The examples of polywords were written in bold.

Extract 1 :

Taken from text 2

- *Expression of time*

    "Book for **one year** and have 5% discount. Please call to schedule **a year night out**".

    Taken from text 7

- *Sentence adverb*

"Considering the reasons, we can make a conclusion that the use of formalin and other perservatives is really a serious problem if it is not resolved immediately".

Taken from text 4

- *Phrasal verbs*

United States (December 8, 2012), the pharmacist of National Institute of Medical Services said that patients should get prescriptions refilled early enough so they won't **run out** of medicines. The doctor also said that their patients should have their health care provider **write down** advice and instruction for taking the medication.

Taken from text 5

- *Preposition of place*

"He gently laid his baby in patch of grass **along the bank** of the river."

Lewis defined collocation as the readily observable phenomenon whether certain words co-occur in natural text with greater than random frequency. In this study, there were one hundred and forty five collocation identified from UN 2015 Reading Text chosen for the study. . These collocations were classified into twelve types based on their word-partnership.. The categorization was as follows: adj+noun, verb+noun, noun+noun, noun+verb, noun+preposition, verb+adjective, adverb+adjective, adjective+adverb, adjective+preposition, adverb+verb, verb+preposition and verb+adverb.
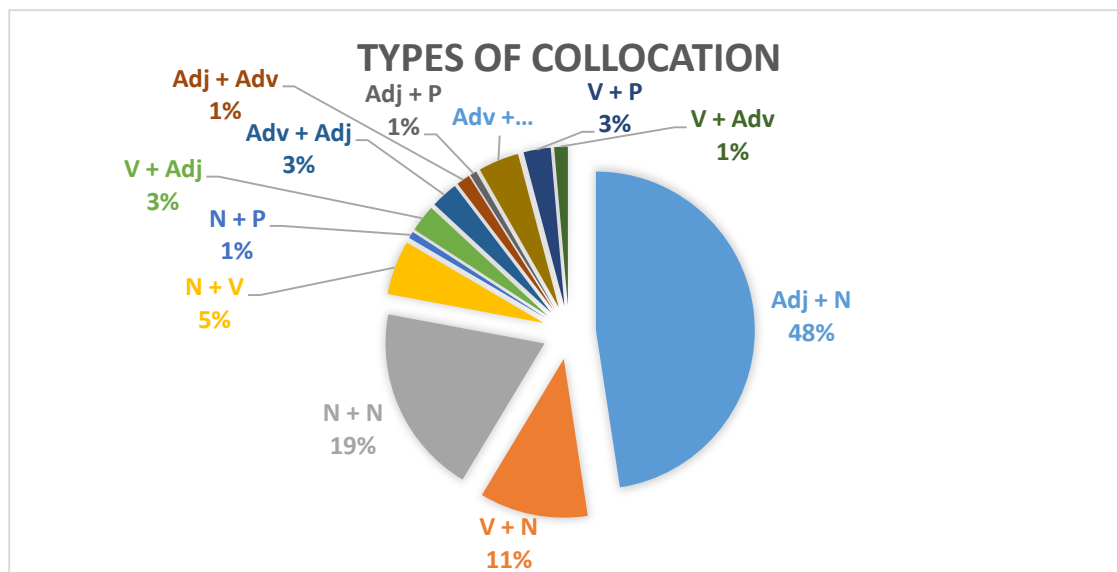
Chart 2 : Collocation Analysis

The writer found 69 adj+noun (48%), 16 verb+noun (11%), 28 noun+noun (19%), 8 noun+verb (5%), 1 noun+preposition (1%), 4 verb+adjective (3%), 4 adverb+adjective (3%), 2 adjective+adverb (1%), 1 adjective+preposition (1%), 6 adverb+verb (4%), 4 verb+preposition (3%), 2 verb+adverb(1%).

Below were some examples of collocation that encountered in the reading text. The examples were taken from several sentences that contained of collocation. The examples of collocation were written in bold.

Extract 2

Taken from text 3

- **Adjective + noun**

  "National flag-carrier Garuda Indonesia begins its new flight service on Monday morning in an effort to expand its **international networks".**

- **Verb + noun**

"Garuda sales and marketing director Erik Meijer said in a statement made available to the Jakarta Post on Monday, adding that the Jakarta – London route would **make a stop** in Amsterdam, the Netherlands."

- **Noun + noun**

The aircraft is also equipped with "In-flight Connectivity" that includes exConnect facilities (**internet connection** via WiFi)

- **Noun + preposition**

First class passenger will get the **privilege of** having their meals cooked by a chef on board.

Taken from text 7

- *Verb + Adj*

When the control is weak and the use of formalin is **spread wide** all over the Indonesian regions

- *Adv + Adj*

… and these days it has really happened, the citizen's bodies will be **badly contaminated** with the poisons.

- *Adj + Adv*

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not **resolved immediately**.

- *Adv + verb*

   and these days it has **really happened**, the citizen's bodies will be badly contaminated with the poisons.

   Taken from text 9

- *Noun + preposition*

   ….listen to our favorite **radio broadcast** by streaming it on our tablet.

- *Verb + preposition*

   In a mere second, we can **chat for** hours with a person who is sitting at the other parts of the world.

- *Adj + preposition*

   Mosquitoes do not randomly perch on a person, but they are choose their victims selectively, **searching for** the most aromatically appealing humans

- *Verb + adv*

   ….. according to a study **released recently.**

   According to Lewis (1997) Fixed expression or Institutionalized expressions are chunks a speaker stores as units and uses in speech. The writer identified seven fixed expression from the UN reading texts selected for this study. The fixed expressions were classified into five categories: one-worded, two-worded, three-worded, four-worded and five-worded.

TYPES OF FIXED EXPRESSION

Three worded
14%
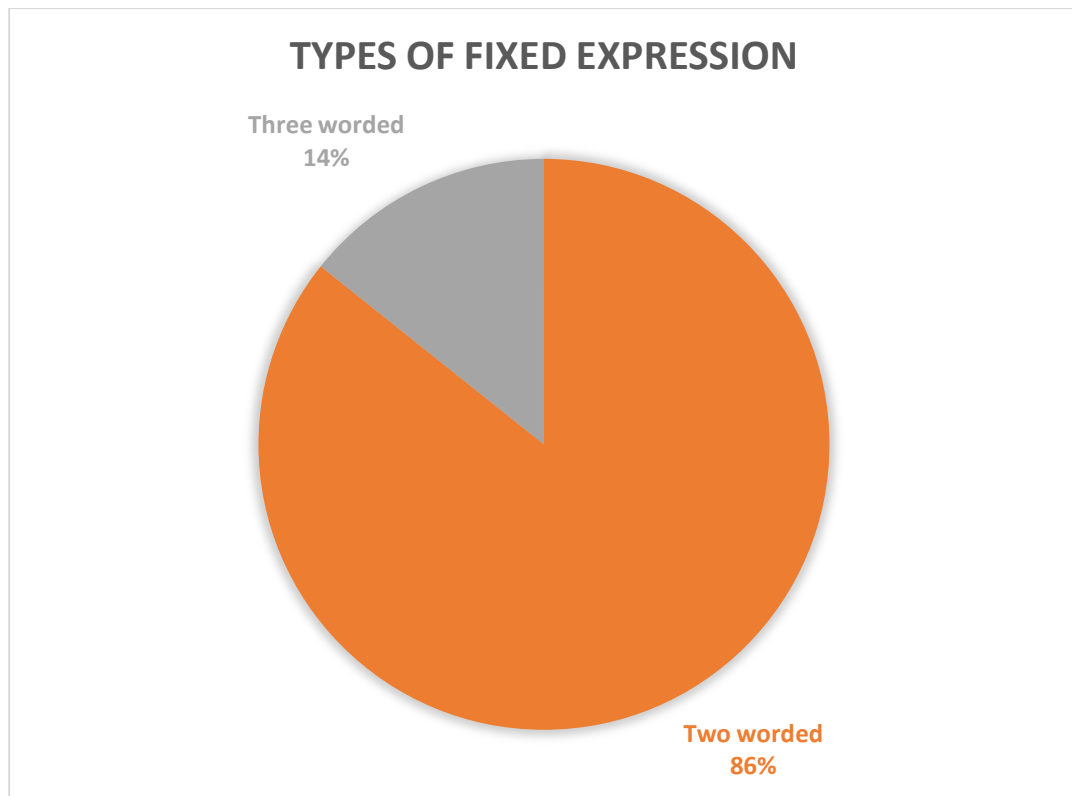
Two worded
86%

Chart 3: Fixed Expression

The writer identified 6 two worded (86%) and 1 three worded (14%). Below were some examples of fixed expression that encountered in the reading text. The examples were taken from several sentences that contained of fixed expression. The examples of fixed expression were written in bold.

Extract 3

Taken from text 1

- *Two worded*

   Dear Sirs,

On Monday, July 1, 2014 Kabuki Sales Corporation of America's Eastern Regional Office….

Yours faithfully, Dina

- *Three worded*

Can you imagine that our digestive system absorbs the substance that should be for human and animal corpses?

According to Lewis (1997) semi-fixed expression are often verb less expressions in the spoken language for managing everyday situations'. The writer identified thirty eight semi fixed expression from the UN Reading Texts selected for this study. The present study only found two broad categories namely sentence head and other semi-fixed expression which include discourse markers and sequencers. Sentence head was referred to those clauses or phrases that allowed a substitution in their place and which provided a chance to the speaker to complete them in many ways. Discourse markers were words which connect what was being expressed and what follows next in the spoken and written language. Sequencers too are a type of discourse markers that highlight the order of the happenings.
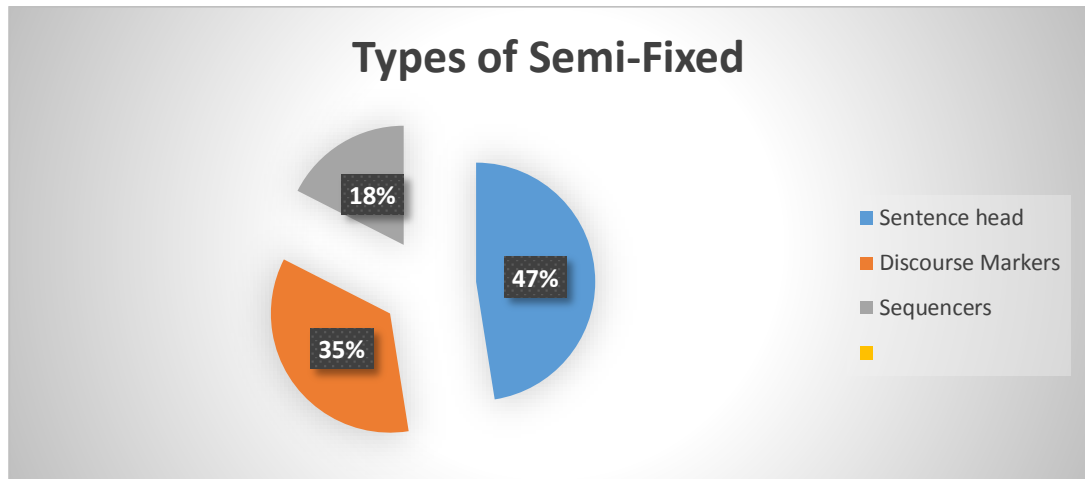
Chart 4: Semi Fixed Expression

The writer identified 18 sentence heads (47%), 13 discourse markers (35%), and 7 sequencers (18%). Below were some examples of semi fixed expression that encountered in the reading text. The examples were taken from several sentences that contained of semi fixed expression. The examples of semi fixed expression were written in bold.
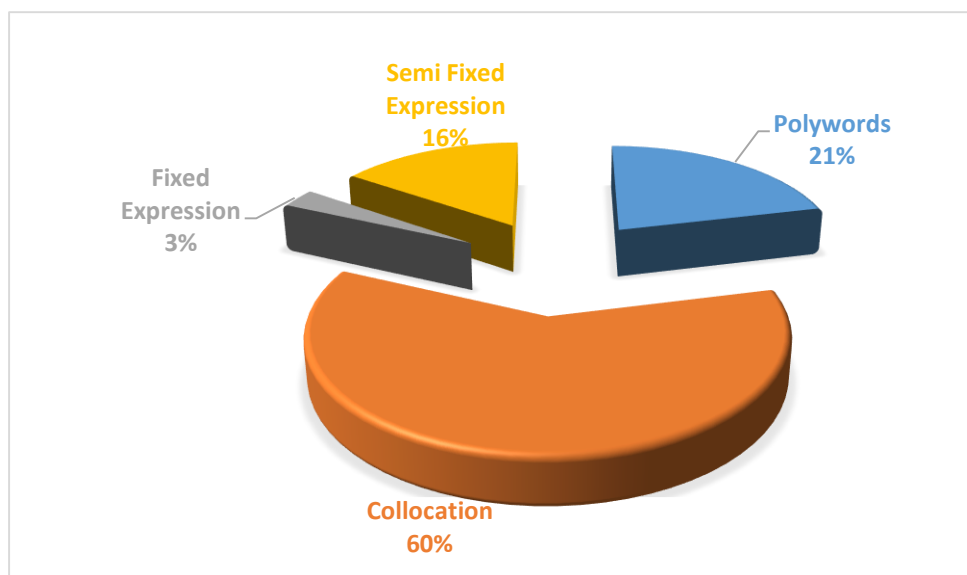
Extract 4

Taken from text 1

- *Sentence heads*

    "I have enclosed our most recent brochure on robotic equipment for your review."

    "I hope you find it interesting."

4.2.2 The Frequency of Each Lexical Items in English UN 2015 Reading Texts

Chart 5: The frequency of each lexical items

Based on the chart above the most dominant of lexical items in the UN Reading Text was collocation with 145 words (60%), followed by polywords with 51 words (21%), semi fixed expression with 38 words (16%) and the lowest was fixed expression with 7 words (3%). The collocation occurred in every genre of text in UN 2015.

From the chart of lexical items frequency above, it can be seen that collocation is the most important part in reading, because every paragraph in every genre of texts consists of some collocations, especially the adj+n part. Collocations create phrases. Some phrases and verb adding make clauses and sentences into a whole text. That is why collocation is the most dominant of lexical items encountered in every genre of text.

Polywords was the second types that mostly encountered in the UN texts. It mostly occurred in advertisement text, formal letter, report, news items, recount, descriptive text and narrative text. The third types that encountered in the text of UN was semi fixed expression. The semi-fixed ones occur widely in both spoken and written language. These expressions allow a number of different words or phrases to be inserted into them. In UN Reading Text 2015, the semi fixed expression mostly occurred in formal letter, news items, recount, descriptive text and procedure text. Fixed expression was the rare types of lexical items encountered in UN text 2015. Fixed expressions are used mostly in spoken language, that is why these expression rarely found in written text. These expression only found in several text such as, formal letter and advertisement in the UN text 2015. In conclusion, it is obvious that it is important to understand this word partnership to comprehend the reading text in UN.
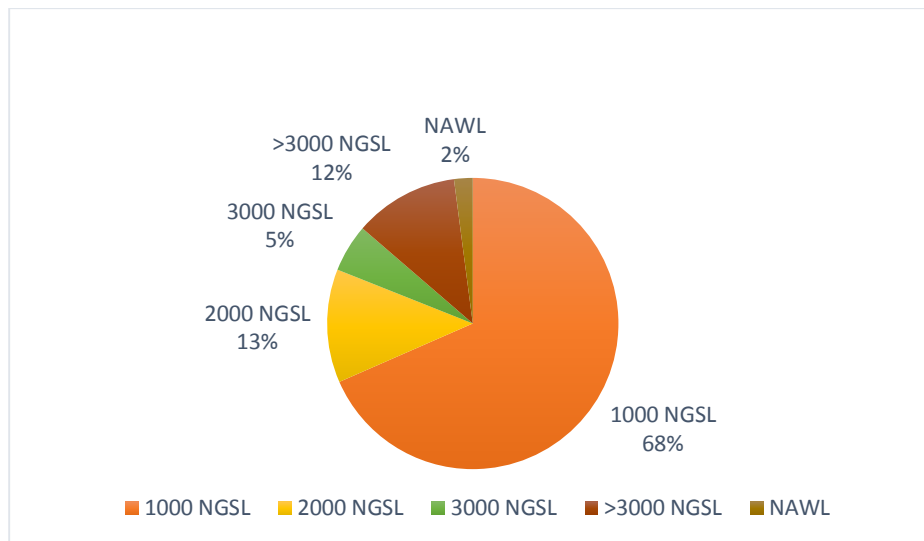
4.2.3 The Extent of Vocabularies in English UN 2015 Text That Covered 1000-3000 New General Service List and New Academic Words List.

Based on theory of Hsu (2009) in order to pass the senior high school examination the students had to master vocabulary size of at least 2000 - 3000 words. In this part, the writer showed the results of total number of words appeared in 3000 vocabulary list in UN 2015 Reading Texts for Senior High School using Charles and Browne (2013) 3000 level vocabulary lists as its parameter. The table and chart were presented below:

Table 2: The extent of vocabularies in English UN 2015 Text covered NGSL and NAWL

Text	NGSL 1000	NGSL 2000	NGSL 3000	NGSL > 3000	NAWL
1	28	9	2	6	-
2	26	3	2	4	-
3	56	11	5	9	-
4	78	10	2	9	-
5	119	16	7	13	1
6	67	23	7	8	3
7	70	8	5	11	3
8	69	14	9	28	5
9	69	11	10	8	2
10	89	23	9	31	8
11	40	6	4	5	2
12	41	6	1	3	2
13	33	10	1	2	1
14	41	2	-	3	-
Total	826	152	64	140	25

(Adapted from a new general service list by Browne, 2013 in Vocab Profiler software)

Chart 4.3 The Extent of Vocabularies in English UN 2015 Reading Texts covered NGSL and NAWL

Based on the table and chart above, the results showed that the most dominant words appearing in the texts fall into the 1000 NGSL comprising 826 words (68%), followed by 2000 NGSL with 152 words (13%), then >3000 NGSL with 145 words, 3000 NGSL with 64 words (5%) and the last NAWL with 25 words (2%). From the chart above it can be seen that the English UN 2015 reading texts for Senior High Schools contained of 1067 words or 88% in the vocabulary extent of 1000 NGSL to 3000 NGSL and NAWL level and it can be concluded that 1000 to 3000 NGSL and NAWL by Browne and Coxhead were aligned with Indonesia's National Curriculum and it can be used as a parameter in Indonesia. It proved by 88% of running words in UN 2015 Reading Text covered 1000 – 3000 NGSL by Browne and Coxhead. However, it would be better if the teacher and students also study the vocabulary beyond 3000 level because the percentage of vocabulary >3000 level occupied the third-rank dominant words in the UN texts.

Based on the analysis, the researcher tried to analyze and make the connection between the findings and the research questions. The research question of this study is how is the vocabulary profile of UN (Ujian Nasional) Reading Texts for Senior High Schools?

Based on the analysis above, the writer discussed three points. First, the writer talked about the types of lexical items encountered in the reading text. Second, the frequency of each lexical items in the reading text and the last, the extent of vocabularies in English UN 2015 Text that covered NGSL and NAWL.

In lexical items category, there were four types of lexical items were encountered in UN 2015 Reading Text. They were polywords, collocation, fixed expression and semi fixed expression. The results showed that most of words encountered in the texts were collocation and polywords. However, in several texts there were no fixed expression and only some semi fixed expression identified. Since the most text contained of collocation and polywords, it can be concluded that students should be concern and study more about collocation. The students should recognized collocation and its word partnership because in the UN reading text not only contain of the vocabularies words which can stand alone but also the group of words which make a building blocks of sentences and text such as collocation and polywords. Therefore, learning and reading more about how is the lexical items and its types in reading text is important for the students to comprehend the reading texts in UN better.

Next was frequency of lexical items, in this section the writer found that in lexical items chart, collocation was the dominant parts of lexical items that were encountered. In this part, the results showed that the dominant parts in collocation subdivision were adj + noun, and the subdivision of polywords that were dominant in this text were phrasal verbs. Collocation and polywords build phrases and clauses. Phrases and clauses themselves are the second and third grammatical hierarchies after words. Before a reading text becomes a whole text, the text consists of words, phrases, clauses and sentences. Thus, the students should know more about collocation and polywords because they build phrases and clauses that carry meaning to understand the content contexts within the texts.

The last was 1000-3000 vocabulary lists. The finding showed that most of vocabulary words in English UN 2015 reading text were covered in the vocabulary extent of the 1000-3000 vocabulary list by Browne and Coxhead (2013). The results showed that the UN 2015 English reading texts for Senior High Schools were 88% in the vocabulary extent of 1000 NGSL to 3000 NGSL level. As Hsu (2009) stated that in order to pass the senior high school examination a students had to master vocabulary size of at least 2000 words. In addition, Hatch (1995) noted that High School students studying English are introduced to 800-1,000 English words in first year EFL class, 1,700-2,000 more in second year classes, and another 2,500-3,000 in third year. Thus, it can be concluded that to pass the examination students in Senior High School have to master at least 1000 - 3000 words and that theory align the results of this present study which was the UN 2015 reading texts in Senior High School were extent 88% vocabulary from 1000 NGSL to 3000 NGSL and

NAWL level. However it would be better if the teacher and students study the vocabulary beyond 3000 level because the percentage of vocabulary >3000 level occupy the third rank dominant words in the UN text.

The discussion of this chapter are the students should understand the lexical items because lexical items is chain of word that forms the basic elements of a language vocabulary. Lexical items also not only consist of words that stand alone but also a group of words that makes a building blocks of the sentences in the text. Learning lexical items and its divisions can help the students to comprehend the text better, because to know the text as whole text it cannot be sense or interpret as a single words one by one to understand its meaning. But we have to interpret it as a group of words to understand its meaning by its context to comprehend the text as a whole.

Teacher should help the students to find out what kind of vocabulary that they should know to accord their level, because Senior High School is a crucial level. Senior High School is the gate to the university level, and the candidate students of university are demanded to know atleast 1000-3000 level of vocabulary in order to pass senior high school successfully before they enter higher education in university. Thus, it's important for teacher to help the students to find out what kind of vocabulary that they should know to accord their standard level

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Based on the findings and discussion in the previous chapter, the writer summarizes the conclusion into three parts.

1. First, there were four lexical items encountered in UN 2015 Reading Texts. They were polywords, collocation, fixed expression and semi-fixed expression. The reading texts were dominated by collocation and polywords, rather than fixed expressions and semi-fixed expressions. Therefore, students should be aware and study more about collocation and polywords to comprehend the reading texts in UN better.

2. Second, the frequency of lexical items in this study was dominated by collocations. Collocations comprised 145 words (57%), followed by Polywords 51 words (21%) in the running words. Meanwhile, semi fixed expression consist of 38 words (16%) and the lowest frequency was fixed expressions with 7 words (3%). Thus, collocation is the most important element in reading text. As, every paragraph in the texts mostly contain of collocations, this could be the evidence that shows this word partnership is important to be mastered in comprehending the UN reading texts.

3. Third, There were 1067 words (88%) in the UN reading text were covered of coverage level of 1000 to 3000 New General Service Lists and New Academic Words Lists level by Browne and Coxhead. As Hsu (2009) and Hatch (1995) theories state that to pass the examination successfully students in Senior High Schools have to master at least 1000-3000 words, that theory accords with the results of this present study in which the UN 2015 reading texts in Senior High Schools covered 88% vocabulary from 1000 NGSL to 3000 NGSL and NAWL level.

5.2 Recommendation

Based on the conclusion above, there are several things that the writer wants to suggest:

- Vocabulary is an important element to learn in order to support students in reading comprehension. However, learning vocabulary alone is not enough. Group of words, equally belonging to other lexical items, such as polywords, collocations, fixed expressions and semi-fixed expressions are also crucial to be learned. To understand a text as a whole, it would be easier if the students learn how to comprehend group of words in grasping the content meaning within the texts by guessing from the context, rather than by translating the words one by one. Accordingly, the teacher should teach the students collocation and other word partnerships or word combinations, in order to assist students comprehending the English better.

- In order to make a better learning, the teachers should help the Senior-High-School students how to learn to comprehend the vocabulary meaning in reading text by guessing from the contexts and insert the strategy in their teaching during the learning process, in addition to teaching them grammar.

- The students' lack of vocabulary and vocabulary mastery can be fixed and enriched by asking them to read more, not only textbooks but also authentic materials such as English magazines, newspaper, and novels; and try to use the new vocabularies in their daily conversations so that the vocabularies stay on their long term memory.

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