

CHAPTER I

INTRODUCTION

This introduction chapter consists of five sub-chapters. They are background of the study, statement of research problems, objectives of the study, significance of the study, and scope and limitation of the study which help the writer carrying out and writing this study.

1.1 Background of the Study

English is a global language. English can be said as a global language because the use of English is recognized in every country and it plays the special role. According to Crystal (2003), more than 100 countries use English as the main foreign language that should be encountered in schools, replacing other foreign languages. This role is seen obviously in some countries which do not use English as a mother tongue. In Indonesia, English is considered to be foreign language. Foreign language refers to the language that is not spoken in the society but it is learned largely in the classroom (Moeller & Catalano, 2015). Since English is a foreign language, it is taught from elementary school student until adult. However, it is not required for the society in Indonesia to be able to master. Even so, English is important to be learned for supporting someone's knowledge.

Another issue which needs to be understood when learning foreign language is vocabulary knowledge. Vocabulary knowledge refers to the knowledge of words as well as the meaning of the words. It requires the learners to use the

words based on the context appropriately. The use of various words into good sentences and the selection of appropriate meanings based on context show that someone has learned foreign language. Nation (2001) describes the relationship between vocabulary knowledge and language use is that vocabulary knowledge enables language use and conversely the use of language refers to vocabulary enhancement.

Not only about word, but there is also a term called lexeme which will be found when learning English. Words seem to be the building-blocks of the language, because words can stand alone and have meaning. Lexemes are not always same as words, words are units of language that can stand alone, but lexemes can represent several words and its inflection. Lexemes or lemma consists of a headword and its inflection, plural, third person singular, present tense, past tense, present participle, past participle, comparative and superlative, under the same part of speech (Nation, 2001).

In writing, the learners have to practice their vocabulary knowledge about words and lexemes based on what the writing tells about. In this case, the use of lexemes can be measured through lexical richness measurement. Kyle & Crossley (2016) stated that lexical richness is the measurement of how rich the students' have in writing and composing the words or lexical in a good writing. That statement proves that the lexical richness measurement applied in order to understand the way the learners use words and lexemes, and also how diverse lexemes are being used by learners. The result will be different depends on the understanding of each learner.

There are many kinds of writing works. One example of the writing works is short story. Short story is a type of literary works which tells about the story of character, all conflicts and the solution concisely. Short story tends to be dense and straightforward where there is a peak of the problem (climax) and its solution. Short story can be in the form of fiction or reality. Everyone can write all about experiences, hopes, imagination and others into a short story. During writing those stories, the learners of English language can be practicing their ability in writing.

English-language learners (ELL) are students who cannot communicate fluently, who usually come from non-English-speaking homes and backgrounds. They normally need specialized learning instructions in their academic courses. Because of Indonesia is one of non-English speaking country, the students in this country are considered as English foreign learners (EFL). Even the university students majoring in English are also as English foreign learners because they do not use this language in general society. They are expected to use English language both in speaking and writing. One example is the students of English Study Program in University of Trunojoyo Madura.

Writing is more essential in EFL students at university because they have enough knowledge to write and produce specific writing genres, such as non-academic writing. The students are required to write short stories with certain themes by using their own words. Since the English study program students of University of Trunojoyo Madura are EFL learners, then those short stories are considered as English learners' writing products. Those short stories are compiled

into an anthology book of short stories. However, the female authors are more than the male authors. It can indicate that author's gender has a role to the writing.

This study focuses on the lexical richness of English learners' writings. Lexical richness in English is considered important because English is most widely used and studied as a main foreign language in many countries. Lexical richness shows the diversity of lexemes used by learners. In addition, this study examines lexical richness of the short stories according to the authors' gender. Singh (2001) stated that only a few studies have partially addressed gender differences in spoken and written language output. From that statement, this study initiates to add gender difference in this study. This study examines the anthology of short stories written by students of English Study Program, because that book consists of short stories which are likely to have the same number of words in every story and there are two genders who write those short stories.

1.2 Statement of Research Problems

Based on the background of the study above, the statements of research problems are formulated as follows:

1. How are lexical density, lexical sophistication and lexical variation in each short story?
2. How is lexical richness of each short story from its lexical density, lexical sophistication, and lexical variation?
3. How is the lexical richness of the short stories based on the authors' gender?

1.3 Objectives of the Study

Based on statements of the study formulated above, objectives of the study are:

1. To explain lexical density, lexical sophistication and lexical variation in each short story.
2. To explain the lexical richness from the lexical density, lexical sophistication, and lexical variation in short stories.
3. To explain the lexical richness of the short stories based on the authors' gender.

1.4 Significance of the Study

This study provides both theoretical and practical benefits. Theoretically, this study is expected to give additional information about lexical richness in the short story. Practically, it can be the reference for the next writers who analyzing the lexical richness. It is hoped that the readers can understand about lexical richness and also realized that the amount of lexemes can be measured. Moreover, the readers are expected to be able to apply the method of measuring lexemes in other English writings.

1.5 Scope and Limitation of the Study

The scope of this study is in the field of discourse analysis. This study is concerned with lexical richness of short stories. The short stories were written by students of English Study Program, University of Trunojoyo Madura. They were

compiled in the form of anthology with the title *The Magic Tale*. Furthermore, the limitation of this study is the number of words that is used in the short story. This study uses the measurements of lexical richness which are proposed by Laufer and Nation (1995). However, only three of measurements that have been used in this study, they are lexical density, lexical sophistication, and lexical variation.