

CHAPTER I

INTRODUCTION

1.1. Background of Research

Teaching and learning English is one the most challenging topic. It is because EFL students have to determine all kinds of English, which have four skills: Listening, Reading, Writing, and Speaking. Meanwhile, to support all skills, the students learn the subject related to the skills, such as Sentence structure, pronunciation and vocabulary. For those subjects, EFL students and teachers have their strategies for learning. (Surmanov & Azimova, 2020) They stated that vocabulary learning is an essential part of foreign learning as the meaning of new words is often emphasized in books or classrooms. It is also central to language teaching and paramount to the language learner. Recent research indicates that learning vocabulary is problematic because many learners are not confident about best practices in vocabulary learning and where to begin to form an instructional emphasis on word learning.

Learning would not be strategic if the learner applied one strategy to all the aims of the studies. Nowadays, communicative teaching has been emphasized to students who should find ways to enrich their vocabulary. One of the most crucial strategies most students have applied is keeping a vocabulary notebook to enhance their vocabulary acquisition and achievement. (Meara & Meara, as cited in Fowle 2002) explain that a vocabulary notebook is one that learners keep recording new and valuable lexical items. Similarly, (Almusharraf, 2021) notes that a lexical notebook refers to any form of the personal dictionary used to record new or useful vocabulary and additional word information beyond a word's meaning.

In addition, keeping a vocabulary notebook is the most common way for EFL students to memorize new lexical. It could be seen that the correlation between vocabulary attitude and

language learning itself (Naderifar, 2018). As well as the previous statement (Srisopha, 2022) points out that no matter how well learners learn Grammar and how successfully the pronunciation without words to express a broader range of meanings, communication in a foreign language cannot happen in any meaningful way.

In recent years, there have been several kinds of learning strategies. This research will focus on autonomous learning, that popular concept in learning a foreign language, especially among Indonesian EFL students. This strategy requires the students to enrich their goals supported by self-regulation that they have arranged. (Azari Noughabi & Amirian, 2021) they stated that self-regulation was defined as “self-generated thoughts, feelings, and behaviour-oriented to gaining the aims. Having a sense of autonomous learning takes many elements of learning activities. Among students who have to learn autonomy behavior, they will reach their goals successfully. Moreover, learning vocabulary for EFL learners takes a crucial part and intention to enrich their vocabulary achievement and to support their English learning.

Furthermore, by those, all aspects above that could support students' vocabulary achievement. Students lack vocabulary, which is the primary tool to communicate in English and affects their negative attitude towards the language. As well as a lack of a sense of autonomous learning in EFL students to arrange their learning strategy, nevertheless, the lack of students' behavior in autonomous learning regarding how to learn and achieve independently reflects the current education situation in our country being accustomed to traditional ways of teaching and learning. The students always depend on teachers and books, and there is almost no initiative to take part in different activities and tasks. Especially in Junior and Senior High School, students lack a sense of autonomous learning behaviour. However, it is not only the teacher's responsibility

to motivate students to learn autonomously, but also the students themselves should build their learning strategy and arrange their learning goals, especially in learning English vocabulary.

The main focus of this research paper is to analyse the correlation of using a vocabulary notebook, which could be applied by learners' learning autonomously behaviour, as a strategy to enrich learners' vocabulary acquisition and achievement. The researcher has conducted preliminary research regarding this topic. This research was conducted on Second-grade students of senior high school Al-hidayah Islamic Boarding School Jambi, applied the vocabulary notebook to students' vocabulary acquisition and achievement. Also, this school obliges the students to speak Arabic and English bilingually in their daily activities. However, it has been applied for several years. The researcher has found that most students still lack English vocabulary, which could be seen in their daily activities, and their vocabulary notebook are not run effectively as well as could be seen in their vocabulary achievement in the final result. So, the researcher wants to determine the correlation between vocabulary notebooks and autonomous learning on students' vocabulary acquisition and achievement.

1.2. Research Questions

Based on the background of the study above, the researcher arranged four research questions.

1. Do vocabulary notebook and autonomous learning correlate to students' vocabulary acquisition?
2. Do vocabulary notebook and autonomous learning correlate to students' vocabulary achievement?
3. Do vocabulary notebook and autonomous learning affect vocabulary acquisition?
4. Do a vocabulary notebook and autonomous learning affect students' achievement?

1.3.Limitation of Research

This research only focuses on the correlation of vocabulary notebooks and autonomous learning on vocabulary acquisition and achievement of the Second-grade students of senior high school of Al-hidayah Islamic Boarding School Jambi 2023.

1.4. The Objective of the Research

The objectives of this study are;

1. To investigate the effect keeping a vocabulary notebook and autonomous learning on vocabulary acquisition.
2. To investigate the correlation between keeping a vocabulary notebook and autonomous learning on students' vocabulary achievement.
3. To investigate the significant effect students' vocabulary notebooks and autonomous learning on students' vocabulary acquisition.
4. To investigate the significant effect keeping a vocabulary notebook and autonomous learning on students' vocabulary achievement.

1.5. The Significance of the Research

This study provides an exciting opportunity to advance the understanding of the four variables involved in this study. It provides more reference to future studies focusing on the correlation of vocabulary notebook and autonomous learning on students' vocabulary acquisition and achievement. This study offers critical insights to the teachers and researchers about the effect and correlation between vocabulary notebook and autonomous learning on students' vocabulary acquisition and achievement.

1.6. Definition of Key Terms

1. Vocabulary Notebook is a book that the students use to collect new words as a tool for them to memorize and understand the words. Another term, like vocabulary notebook, is students' vocabulary notes in self-collection. The students bring A vocabulary notebook not only in the classroom but also in their daily activities. Also, it could be said that a vocabulary notebook is a student's self-dictionary.
2. Autonomous learning is learning to take chances of the learners evaluating and setting their learning goals. Also, the learners select new vocabulary and write them in a vocabulary notebook. Furthermore, autonomous learning means that the vocabulary notebook could be applied as a students' strategy to enrich the vocabulary. Moreover, autonomous learning does not have time-schedule to learn vocabulary and write them in vocabulary notebook. Autonomous learning in this current research means that the students choose, write and memorize the vocabulary needed.
3. Vocabulary acquisition is the vocabulary that the students memorize and understand the words and put in the sentences. Also, the students could acquire the vocabulary in any form of grammatical function. In addition, the students could practice the vocabulary in their speaking.
4. Achievement means the score of students' vocabulary test the teacher holds at the end of each semester.