CHAPTER I

INTRODUCTION

This chapter is an introductory section of the research. In this chapter the writer elaborate background, statement of problems, research objective, research significance and definition of the key term.

A.   Background

Vocabulary is central to English language teaching because, without appropriate vocabulary, students cannot understand or express their own ideas. As Schmitt (2010) noted, "learners carry around dictionaries and not grammar books". Each vocabulary helps students understand and communicate with others in English. Thus, vocabulary is the important aspect in learning English. Students must have rich vocabularies when they want to make a conversation with a native speaker. This study is intended to discover students' vocabulary in English.

In EFL, the learning process in vocabulary is the main point for students. Based on Schmitt (2000), one of the keys to learning a foreign language is vocabulary. Vocabulary is one of the components in language that maintains all of the information about the meaning and use of the word in the language. Students must improve their vocabularies if students want to be a master of vocabulary because vocabulary is very important for students in English learning process.

Nowadays, it is widely known that vocabulary is an important issue. Students want to be fluent in English, but the vocabulary is one of the weaknesses for students. Therefore, vocabularies are needed for students who learn English. According to Wilkins (1972), "without grammar very little can be conveyed, without vocabulary, *nothing* can be conveyed". Without very little grammar to convey, without vocabulary, nothing can be said. Without very little grammar to convey, without vocabulary, nothing can be said.

Generally, in the teaching process, students still do not understand the materials directly that teacher has explained. Sometimes, several of students don't want to ask their teacher about the materials that they do not understand since they do not have any courage in delivering their opinion because of lack in the vocabulary.

As a result, students are afraid when they want to ask their teachers that they do not understand. They do not feel confident to speak, to express their ideas in English. They have no courage to speak in front of the class because they feel afraid of making mistakes. They do not want to be humiliated.

Therefore, teachers can adapt to good learning models for students, and then they will use the model for the student in understanding the material. This is because learning process does not become a meaningful process to learners in the result of their inability to transfer what they have learned in different contexts.

In this case, based on prelimerely observation, writing Diary in English learning has a great influence on the learning process. Students can explore the materials they

do not understand yet and as teachers become knowing that students have already understood or not about the material that has teachers explained.

Therefore, when we are going to write our diary, we need enough vocabulary to be able to convey their existing sentences which they will pass through their respective diaries so that, students can easily write the sentences in their minds that they want to convey.

According to Schmidt (2016), a dairy learning provides the way to check student's ability in their capability in vocabulary. Many students read in English and they sometimes cannot recognize the meaning in terms of concepts and references. If students feel strange with the words or phrases they've found, the learners write it down. Obviously, the learners are weak in recognizing those vocabularies and try to figure it out with a looking up the meaning in the dictionary through the diary.

There are some researchers that had analyzed in enrich vocabulary through writing dairy activities. For example, Clip in (2012), was analyzed the benefit of learning diary as a tool for metacognitive strategies development focusing on listening and speaking. Rue MA In (2014), had analyzed the developing interaction of learning styles and learning strategies in motivating, for advanced ESL learner. Salehuddin (2012), also had analyzed diary to promote de-compartmentalized learning through topical presentation and reflective diary writing. Inane in (2010) also uses the diary as self-regulated learning. The last, Jing in (2005) also explained that diary study can solve difficulties and constraints in EFL learning. Obviously, this study has differences with those previous researchers. That study focuses on how to

enrich students' vocabulary in the learning process using diary activities as a reflection after studying.

B. Research Questions

From the description above, this study is intended to answer following research questions:

1. What is the Students' English Vocabulary before they Write English Diary?

2. What is the Students' English Vocabulary after they Write English Diary?

3. What is the significance of students' learning on their English Vocabulary before and after using Writing English Diary?

C. Research purposes

From the research questions above, this study is intended for two kinds of the following objects:

1. To describe Students' English Vocabulary before they Write English Diary?

2. To describe Students' English Vocabulary after they Write English Diary.

3. To describe the significance of students' learning on their English Vocabulary before and after using Writing English Diary.

D. Research Object

Based on the background above, this study is intended in the two following objectives:

1. To explore students' understanding of the learning process by using Writing English Diary.

2. To make the teacher easier in exploring the media learning of the teaching process.

3. To enrich Students' Vocabulary.

E.   The Significance of the Research

This study is significant in the two aspects: *Practically* and *theoretically.*

Practically, this study is expected to be useful for students and teachers that Writing English Diary can be used as a tool in the learning process.

Theoretically, this study can be useful for gaining information those Writing English Diary as the ways to enrich Students' Vocabulary and has a great influence on a student in the learning process.

F.   Rationale

A diary is a book in which one keeps a daily record of events and experiences. According to Clayton (2009), dairy can be considered as an avenue for learners to write about how they feel in the process of acquiring the knowledge in the learning process.

The well-known definition of dairy is provided by Bailey (1990), p. 215: ``A dairy is a first-person account of a language learning or teaching experience, documented through regular, candid entries in a personal journal''. There are a lot of techniques that have designed to teach and to practice in learning vocabulary and one of the techniques is using reflection diary activities after study. Reflective diary writing promotes "significant learning, including problem-solving skills, higher order reasoning, integrative thinking, goal clarification, openness to new ideas, ability to adopt new perspectives, and systematic thinking (Ash & Clayton, 2009: 27).

A diary may be derived from life experience in vocabulary. Letitia Trif (2013) A structured reflective writing diary is focused on the following areas: characterizing the school climate factors where students conduct teaching practice, analyzing the relationship between the school mentor and teachers' identifying the strengths and weaknesses in terms of classroom management. It is very important because the teacher will create a prediction about what will the teacher do in the next meeting of learning process.

Furthermore, A classroom diary is a report, written immediately after each class, An important argument that supports the relevance of diary writing emerges from the application of meta-cognitive theory to the interaction between thinking and writing. Written language is not only an instrument of thinking representation but also a factor of thinking development, such as: thinking skills in view of a given objective and skills to explore the unknown (reviewed by Salema 1987).

Besides, vocabulary is about the word for a tool students' practice to descriptive, reflective or critical recording of professional experiences acquired a teacher trainee in teacher training situations. Besides, to identify students' own needs, students' interests, and students' training motivation, it is not easy for a teacher since the students has different perspective while he use with spoken or written language.

Letitia (2013) current research on vocabulary result that reflective diary strongly influences vocabulary skill. In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing (Nation,2011).

So, dairy is one of learning media to develop students with lack of vocabulary. From the explanation above, it can be concluded that dairy is one of learning media to develop students vocabulary.

G.   Hypothesis

According to Hatch and Farhady (1982), the hypothesis is a tentative statement about the outcome of the result. The relationship between variables should be stated in a clear term. This research has two variables; the first is daily dairy activities as the "X" variable, and the second is student' vocabulary as the "Y" variable. The relation of the research hypothesis purpose as follows: "Enriching Students' English Vocabulary by Writing English Diary"

The hypothesis in this study is an alternative hypothesis (Ha) and the null hypothesis (Ho). The formulated hypothesis is described as follows:

Ha: There is a significant improvement in Students' English Vocabulary after using English diary.

Ho: There is no significant improvement in Students' English Vocabulary after using English Diary.

H.   Previous Research

There are several research studies on diary study in enriching students' content comprehension. First, the research was conducted by Osborne (2013) who studied An Autoethnographic study of the use of mobile devices in University of Lancaster, U.K. The result shows that a diary entries were subjected to an interactive thematic analysis to identify key categories, themes, and the findings show that learning strategies, content and it can motivate during studies.

Second, the research was conducted by Otilia (2011) in the learning process. The result from this study showed that the learning diary presents the way that can check students' ability of reflection. The diary helps students to think about new ideas, about practical activities that they carried out, about the way of their studying.

The third, research was conducted by Daniel (2008) in students weekly diary. This study result that a diary is a lot of things that can be applied in daily life or during students' studies. Most of the respondents had positive views on the "learning process" because it can be useful for students in personal levels of competence, problem-solving, self-understanding, respect to the material.

The last research also was conducted by Louise O and Vasvári (2014) in life writing. The result shows that a diary plays an important role in the understanding

study of children who have a poor vocabulary. It is because the diary is among the most personal and immediate accounts of life in the Holocaust.

From some of the above research, it is clear that activating a diary of students can be considered in enriching vocabulary. This can be implemented in the classroom activity by the teacher. A diary method needs to be adapted to make easier for students to understand English vocabulary in their teaching and learning activities. The previous research shows that a diary makes some enrichments in students vocabulary fluently. Thus, this research is different from the previous research. This research studies how to activate student's learning in sharing their ideas and transferring their knowledge to new contexts. Therefore, it is the effect on student's content comprehension in teaching and learning vocabulary.