

CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesian's neighbouring countries such as Malaysia, Singapore, and Hongkong, English is the second language that they use to formal and informal situations but in Indonesia English as a foreign language. English in Indonesia is more likely to be taught and learned only as a foreign language (Sulistiyo, 2016). Therefore, Indonesian students have particular challenges to learn English that is not encountered in those countries, where English is more commonly used in their daily life. In this case, English teachers have an essential role during the teaching-learning activity. Thus, the teacher must be able to teach students well with varied and suitable ways.

Vocabulary is one of the necessary things in language learning. Vocabulary plays a significant role for students in learning a language (Cameron, 2001). Hornby (1995) specified vocabulary as a total of words in a language; vocabulary is a list of words with its meanings and definition. It is an essential thing for communicative skill. Most of the teacher use a traditional way of teaching and learning vocabulary; students always depend on memorizing the word with its meaning. Alabsi (2016) said that some students face many difficulties when learning vocabulary in traditional ways which focuses on memorizing and rote learning. Especially in Indonesian student, based on the research from Astra (2010), Indonesian students face problems in learning vocabularies like

memorizing, translating, and find antonym or synonym. To overcome the problem of activating learners' passive vocabulary acquisition, they need to have an effective vocabulary strategy.

There are some strategies to teaching vocabulary as established by Schmitt & McCarthy (1997), there are guessing from context, using word parts and mnemonic techniques to remember words, and using vocabulary cards. Calce-Murcia (2001) suggested three strategies to learn vocabulary, there are guessing the meaning from context, mnemonic devices, and vocabulary notebook. This study concerns about vocabulary notebook which is one of the strategies to learn vocabulary. It is a kind of personal dictionary or daily journal in a small book which can help the students on vocabulary acquisition. According to Schmitt (1997), vocabulary notebook is classified as a cognitive strategy within the more significant division of consolidation strategies. Vocabulary notebooks offer students the opportunity to enlarge their repertoire of vocabulary learning strategies, and they potentially enhance the vocabulary acquisition.

The effectiveness of vocabulary notebooks has been proved by some researchers such as Schmitt & Schmitt (1995), Ledbury (2009), and Fowle (2002). Several advantages have been referenced to the use of vocabulary notebook: Improving vocabulary study (Schmitt & Schmitt, 1995), enhancing ability to use dictionaries and guess from context (Ledbury, 2009), keeping teachers informed about learners' progress (Fowle, 2002), and improving learner autonomy (Fowle, 2002). After that, the results of the study carried out by Vela & Rushidi (2016), and Komur & Ozdemir (2015) showed that making of vocabulary notebook was

successful in helping students' acquire the target vocabulary words. The previous research used a general vocabulary in the process. Thus, this research is different from previous research. This research focuses on productive vocabulary, the students can use the words for writing and speaking (Hiebert & Kamil, 2005). The productive vocabulary notebook will contain pictures, various sentences, synonym and antonym, clue, and other items to make the students have a long-term memory from the vocabulary. It will be more useful, and they can bring it everywhere easily. Finally, the title of this research is "MAKING PRODUCTIVE VOCABULARY NOTEBOOKS: EFL LEARNERS' PRODUCTIVE VOCABULARY ACQUISITION."

B. Research Questions

This study is proposed to answer the three following research questions:

1. What is the productive vocabulary acquisition of students before making productive vocabulary notebooks?
2. What is the productive vocabulary acquisition of students after making productive vocabulary notebooks?
3. How significant is the effect of making productive vocabulary notebooks for student's productive vocabulary acquisition?

C. Limitations of Study

There are three limitations of this research. First is a limitation in giving treatments. The treatment that has been given is only four times. Making vocabulary is habitual and a lot of aspects that must be learned in learning vocabulary. The more treatments are needed in this strategy. Second, the

limitation of controlling students in making vocabulary notebook is less strict in this research. Because of the limitation of time, the researcher only has three times in a week for controlling them. To make the students are consistent in making their vocabulary every day, the teachers must give more controlling every day to see the progress. The last limitation, this study is limited to the data collected from the eighth-grade students in SMP Al-Hasan Bandung who attend in English class at first semester 2018-2019 academic year. It was conducted in a limited population with small participants.

D. The Significances of Study

Theoretically, academic vocabulary knowledge is very needed for every language skill such as reading, speaking, listening, and writing. Therefore, having a good knowledge of vocabulary is an essential thing in any academic life. Vocabulary notebooks can make a significant contribution to learners' productive academic vocabulary in the longterm (Komur & Ozdemir, 2015). Practically, this research is expected to help students in productive vocabulary acquisition. This research can help the teachers to teach vocabulary indifferently. This research is also expected to help the next researcher to be information and comparison.

E. Rationale

This research will find the empirical evidence about the effectiveness of making productive vocabulary notebooks in students' vocabulary acquisition on seventh-grade students at Al-Hasan Bandung. Vocabulary is very important for students in EFL because it is an important thing to support language skill. So, the

existence of a technique which can facilitate the students in vocabulary acquisition.

Vocabulary is the essential part of language learning. It is central to language teaching, and it is essential to a language learner (Alqahtani, 2015). According to Hiebert & Kamil (2005), vocabulary is divided into three kinds, one of them is productive vocabulary. Productive vocabulary is the set of words that an individual can use when are speaking and writing and they are words that familiar and used frequently. One of the learning vocabulary strategies is using a vocabulary notebook. Some experts concur that vocabulary notebook is a personal note that helps the learner to record the information beyond a word and it means including information for example sentences, antonym, synonym, pictures and pronunciation (Fowle 2002; Nation 2001; Schmitt & Schmitt 1995). Vocabulary notebooks give students opportunities for repeated exposure to target words and other related lexical knowledge (Lai, 2013). It can be one of the effective strategies for vocabulary acquisition of students. Students will be more familiar with the words which are not known before. It was supported by the study from Komur & Ozdemir (2015), the result said that the students who keeping vocabulary notebooks were more actively engaged in the learning process and became more familiar with the words. The vocabulary notebooks are not only contained of words and their definition but also it should be meaningful for students. The research before from Vela & Rushidi (2016), students get a list of words each week, and they record them in their notebook and regularly review them.

This research uses the vocabulary notebooks technique to be studied. It is because the technique will help the students to be more active engagement with the words as Komur & Ozdemir said (2015). It also allows them to construct their vocabulary acquisition through “introduce, define, discuss, and apply” so the technique will be saved in their long-term memory.

F. Hypothesis

The statement of the hypothesis can be noticed in the following hypothesis:

1. Alternative Hypothesis (H_a)

There is a significant influence on students' productive vocabulary acquisition after making productive vocabulary notebook.

2. Null Hypothesis (H_o)

There is no a significant influence on students' productive vocabulary acquisition after making productive vocabulary notebook.

G. Related Studies

There are some related studies about vocabulary notebook. For example, Wulandari (2015) with her paper entitled “The Effect of Vocabulary Knowledge at The Seventh Grade of SMP Muhamadiyah Palangkaraya”. The similarities with the study are using vocabulary notebooks as a media in teaching vocabulary. The differences of this research are the researcher focuses on knowing whether the effectiveness of using productive vocabulary notebook in teaching and learning English in the eighth grade at Al-Hasan Bandung. The research stating that using

vocabulary notebook gave effect to students' vocabulary knowledge at the seventh-grade students at SMP Muhammadiyah Palangkaraya was accepted.

Second research from Antoniosyola (2013) entitled "Improving the Tenth Grade Students' Vocabulary Achievement and students' active participation by using vocabulary notebook at MA Al-Falah Kajar Bondowoso in the Academic Year 2012/2013". The similarity with this research is using vocabulary notebooks, while the differences are subject, place, objective, kinds of vocabulary and research design. It was focused for the students at the tenth grade of MA Al-Falah Kajar Bondowoso, the objective in the research was intended to improve students' vocabulary achievement and students' participation, and the design in this research was classroom action research. Meanwhile, in the research, the researcher focuses on the students in the eighth grade of Al-Hasan Bandung. The objective of this research is to know whether students effectiveness using vocabulary notebook in teaching and learning English, and this research use one kind of vocabulary that is productive vocabulary and method used in this research was a quantitative method and research design was pre-experimental with one group. The result was known that the use of vocabulary notebooks could improve the students' vocabulary achievement and their active participation in the teaching-learning process.

Third research is from Hanifia (2013), she entitled her research "The Use of Vocabulary Journal in Enriching Students' Vocabulary Mastery and The Students' Attitude Toward Its Use." The research is using different terms for the title, It uses the term vocabulary journal, but this research uses vocabulary

notebooks. Both of them have a general similarity, that is a students' daily journal of their vocabulary acquisition. Fika's research used a mix method, while this research used the quantitative method. Her research adds an interview to find out the students attitude toward the use of vocabulary journal. Fifty students from the eighth grade of a Junior High School in Bandung were taken and divided into two groups namely the control group and experimental group. The result of the research is it is proven that to some extents vocabulary journal is effective to develop students' ability in mastering vocabularies. Moreover, the data of the interview showed positive responses to the use of vocabulary journal.

The last relevant studies from Komur & Ozdemir (2015), the title is "The Effect of Keeping Vocabulary Notebooks on Productive Academic Vocabulary Growth." The study is an experimental study aiming to explore the effect of keeping vocabulary notebooks on productive academic vocabulary growth which are composed of the first year ELT students at Mugla Sitki Kocman University while this research is conducted to junior high school's students. The author uses the same method that is the quantitative method, with the control group was composed of eight males and ten females, and there were six males and 14 males in the experimental group. Data were obtained before the treatment, during the treatment, and after the treatment. Both groups have pre-test. Experimental group did better in the word formation part and post-test.