

CHAPTER I

INTRODUCTION

This chapter consists of the background of research, the research questions, the research purposes, the significances of the research, the rationale, and the previous studies.

A. Background of Research

Vocabulary is important in any language learning. According to Yongqi Gu (2003) cited in Rasouli (2015), the importance of vocabulary has been highlighted for EFL (English Foreign Language) learners, because of their limited exposure to language and not having enough opportunity to use learned items in a real situation. In other words, vocabulary is the most vital step in the process of language learning.

Writing is a productive skill in language learning. It is more complicated than speaking. The writing process involves an idea, structure, grammar, vocabulary, coherence, cohesion, and cognitive process. However, speaking and writing have the same purpose to deliver a message but in a different way. In communication language, writing and speaking are different. Writing is used to express an idea, argument, communicate their ideas to the readers in written text, while speaking is used to communicate face to face each other.

Meanwhile, according to Rubin (2003) cited in Klimova (2015), Diaries also play an important role in the learning of languages. Writing an English diary is someone's activity to express the idea from a personal perspective; it can be

about personal feelings, ideas, arguments, academics, and others. English diary is a kind of writing informally. There is no specific rule in writing an English diary. Similarly, the use of an English diary in the learning process might have many advantages for the student's learning.

In Darussalam Islamic Boarding School, most of the students are good at speaking and writing. This school uses the Gontor curriculum. It is different from the general curriculum used in most schools in the country. Among the teaching strategies and learning English applied in the school is writing an English diary. It is applied every semester in which is collected in which the product is collected weekly. So, this research conducts to know whether students' English diary affects their vocabulary acquisition, especially in using adjectives and adverbs. The purpose of writing an English diary can improve writing. However, an English diary might influence students' vocabulary acquisition especially in using adjectives and adverbs. Furthermore, the research intends to know the students' perspective on the use of English Diary. This research is conducted to explore and investigate the students' perspective of English diary to promote vocabulary acquisition.

Research regarding the analysis of English Diary has been conducted by several researchers. First, research by Rui Ma (2014) concluded that the English diary shows the different aspects of learning style and it can be used as a relevant strategy in learning in the classroom. This research focuses on listening and speaking skills. Second, research by Fahimeh Marefat "The Impact of Diary Analysis on Teaching/Learning Writing" investigated the impact of Diary of the

students' reaction to class events, materials, and the instructor on teaching/learning writing. Third, research by Medina (2013) discusses diary insights of an EFL reading teacher.

However, the present research is different from the previous researches. While the first previous research focuses on listening and speaking learning styles, the research focuses on vocabulary acquisition. While, the second research focused on the impact of diary in teaching/learning, the research analyses how students' perception of the use of adjectives and adverbs in English diary to promote vocabulary acquisition. And lastly, research focused on reading teachers, this research focus on students' perception. From the statement above, a study entitled **“English Diary to Promote Vocabulary Acquisition: Students' Perception”** is conducted.

B. Research Questions

Based on the title and the background of the research, the research questions are as follow:

1. How is the students' vocabulary use of adjectives and adverbs in the English Diary?
2. How is the students' perception of the use of adjective and adverb English Diary to promote vocabulary acquisition?

C. Research Purposes

Based on the questions of the research above, the purposes of this research are as follow:

1. To know the students' vocabulary use adjectives and adverbs in the English Diary.
2. To know the students, perception of the use of adjectives and adverbs in English diary to promote vocabulary acquisition.

D. Research Significances

The findings of this research are expected to give both theoretical and practical significances as follow:

1. Theoretical Significances

This research can provide a reference to the teacher in using an English diary for learning. It can give some way of learning English, especially in vocabulary acquisition. As stated by Rubin (2003) cited in Klimova (2015), diaries also play an important role in the learning of languages.

2. Practical Significances

- a. Students

From the result of this research, students can get a positive impact. The students get information about by using an English diary or write English diary can give influence on their vocabulary. So, it is an

important thing to their English learning, especially to their vocabulary acquisition in adjectives and adverbs.

b. Teachers

This research will give information to the teacher in the learning process of English. The teacher can be able to get information and knowledge about written English diary that can influence students' vocabulary acquisition.

E. Rationale

This research is intended to investigate how the students' perspectives of the English Diary promote vocabulary acquisition and how an English diary promotes vocabulary acquisition at 6th grade in TMI Darussalam Islamic Boarding school. According to Schmitt (2010) cited in Rousali (2015), vocabulary is essential for any user of a language to use language for a long time, as it was stated people make use of a language for communicating, conveying thought, and sharing belief. Corona, Spangenberg, and Venet (1998) cited in Rousali (2015) said that at any level, written communication is more effective when a depth of vocabulary and command of a language is evident.

Celik and Topas (2010) cited in Rousali (2015) said that vocabulary training does not mean only teaching single words. It denotes the words of the language, including single items and phrases or chunks of several words which put across a particular meaning, the way individuals perform within phrases and sentences.

McDonough and McDonough (1997) cited Taqil et al. (2015) said that the role of the diaries is a means for independent learning where the writer is in control of his/her writing not worrying about grammar and the mechanism of writing.

According to Goulden, Nation, & Read (1990) cited in Wu (2018), vocabulary is closely associated with the four primary skills of language learning: listening, speaking, reading, and writing. A diverse vocabulary is necessary to develop the capabilities of hearing, information receiving, speaking, writing, reading, and studying.

According to Bailey (1990) cited Kir (2012), described the diary study as "a first-person account of a language learning and or teaching experience, documented through regular, candid entries in a personal journal". It is stated that diaries can be kept by learners, by teachers, or by participant observers. They can focus either on teachers and teaching/ or on learners and learning (Nunan, 1992:120).

From the statements above, the research tries to reveal the English diary as personal writing that expresses the students' feelings, and ideas. This research focuses on students' perspectives of English diary influence on vocabulary. The vocabulary focus in the research is vocabulary adjectives and adverbs.

This current research focuses on promoting vocabulary acquisition in English diary. Moreover, the English diary is used for learning vocabulary acquisition, which means that the students who write an English diary whether get advantages in their vocabulary acquisition.

F. Previous Studies

There are several studies conducted on English diary. First, the research conducted by Rui Ma (2014) with the title “A Diary study focusing on Listening and Speaking: The Evolving Interaction of Learning Style and Learning Strategies in a Motivated, advanced ESL Learner” investigated the learning style and strategies in motivated on ESL learner. The result of this research is how the internal and external contexts affect the learning style and learning strategies.

Second, the research conducted by Klimova (2015) “Diary Writing as a tool for students’ self-reflection and teacher’s feedback in the Course of Academic Writing”. This research is intended to investigate the use of diary writing in the course of academic writing that can reveal students’ self-reflection and teacher feedback. This research concludes that diary writing can be used as a tool for students’ self-reflection.

Third, the research conducted by Medina (2013) “Diary Insight of EFL Reading Teacher” investigated the diary insight of a foreign language reading teacher. This research used a case study to implement the result. The result of the research showed that the diary gave motivation, interaction, reading improvement, and the application of reading strategies.

Fourth, the research conducted by Fahimeh Marefat “The Impact of Diary Analysis on Teaching/Learning Writing” investigated the impact of Diary of the students’ reaction to class events, materials, and the instructor on teaching/learning writing. The Analysis of the diary in teaching/learning writing is to detect

problematic areas and facilitate students' writing ability. The result of the research showed the diary was useful in teaching/learning writing.

Fifth, the research conducted by Hanan et al "The effect of Diary Writing on EFL students' writing and Language Abilities". This research investigated the influence of English Diary on the students' writing and language abilities. The result of the research showed that English Diary significantly improved students' language ability, especially in grammar and vocabulary.

Therefore, based on the five types of research, the English diary is one of the strategies that can be used in language learning. While Rui Ma (2015) focused on listening and speaking, then the research by Klimova (2015) used diary writing and focused on students' self-reflection and teacher feedback, Medina (2013) used diary insight of EFL reading teacher, the research by Fahimeh Marefat and Hanan et al focused on the effect of diary in students writing. In general, the previous researches were mostly conducted to find the effect of diary in writing of the students', while the current research is a case study that uses English diary and focuses on students' perception of English diary to promote vocabulary acquisition