

## **Chapter One**

### **Introduction**

This chapter discusses the introduction that consists of six sub-chapters. They are background of the study, identification of the problems, delimitation of the problem, research question, objectives of the research, and significance of the research.

#### **Background of study**

Vocabulary is one of important things in language learning. Alqahtani (2015) stated that vocabulary become an important part in obtain the language. Moreover, Richards and Renandya (2002) argued that vocabulary is the main factor of language proficiency that becomes a foundation for efficient learning of reading, writing, listening, and speaking. They also stated that when the students have small size of vocabulary, they will feel inadequate and it can make them difficult to have motivation in language learning (cited in Amirian, Mallahi, and Zaghi (2015). So, if people want to learn a language, the first thing that should be learned is vocabulary. Learners should not only pay attention to how much vocabulary that they have, but they also should pay attention to the use of the vocabulary. The more the learners of a language master the vocabulary, they will understand the language and use the language better.

The students should have a good vocabulary mastery (include the use, the form, the meaning) to be able to understand a language and deliver their idea using the language. Hatch and Brown (1995) as cited in Alqahtani (2015)

argued that the improvement of vocabulary mastery rely on the individual motivation, need for the words and desire. Motivation and interest become a requirement when people want to develop their vocabulary mastery.

People obtain vocabulary of a language unconsciously (known as incidental vocabulary acquisition) and consciously (known as intentional vocabulary acquisition). Schmitt (2010) stated that people who experience incidental vocabulary acquisition, where they do not have purpose in vocabulary development increase their vocabulary by reading any kind of book for their pleasure, watching videos, television, and movies, playing games using a certain language (as cited in Amirian, Mallahi, Zaghi, 2015). They also can obtain the vocabulary by listening to the music or songs of the language. Meanwhile, people who learn vocabulary consciously or intentional vocabulary acquisition increase their vocabulary by inserting new information of the vocabulary to their memory using strategies (Paradis, 1994 as cited in Yousefi & Biria, 2018).

To obtain a language, there are some aspects that should be involved namely learner's need, motivation, learning awareness, learning environment and learning strategies (Asgari & Mustapha, 2011). In learning the vocabulary, the students might have different way to study. Some experts stated that there are several vocabulary learning strategies. According to Schmitt (1997) as cited in Alqahtani (2015) vocabulary learning strategies that people use includes finding the meaning of the words, and memorize the words. Nation (2001) also stated that

vocabulary learning strategies that people use are gaining the words' information and recognize the vocabulary knowledge. Gu and Johnson (1996) as cited in Amirian, Mallahi, Zaghi (2015) said that vocabulary learning strategy include cognitive and metacognitive. The cognitive skill include guess the word meaning, using dictionary, note-taking, practice, encoding. Meanwhile, metacognitive skill includes selective attention and self-initiation. There are also other learning strategies such as problem based learning, project based learning, autonomous learning, cooperative learning, self-regulated learning.

Self-regulated learning is one of the ways that can be implemented by the students. Self-regulated learning is known where the students take action to manage their learning and oriented in improving their educational achievement (Zimmerman & Bandura, 1994, cited in Zarei & Hatami, 2012). Other expert, Baumeister and Heatherton (1996) argued that self-regulation refers to the process where the people manage, begin, and take action to improve their ability or achievement of their goals, plans, or standard (cited in Khezrlou & Sadeghi, 2012).

The action that the students do during implementing self-regulated learning is important and can give them impact to their academic achievement. Rytönen, Parpala, Lindblom-Ylänne, Virtanen, Postareff (2012) stated that self-regulation skill of the students and social support are important for academic achievement. Moreover, Carolina, Lucia, and Rossana (2014) argued that self-regulated learning and motivation give positive effect to the academic achievement of the students.

In self-regulated learning, there are some components that are used in the learning process. Shuy (2010) stated that self-regulated learning has three components, namely cognition, metacognition and motivation. The cognition includes ability and habit to remember information, memorize, and critical thinking. The metacognition is the ability of the students to recognize and monitor their cognitive process. Motivation includes attitudes and beliefs of the students that can influence their metacognitive and cognitive skills. From that statement, motivation becomes important thing in self-regulated learning.

As stated before that motivation becomes an important component in self-regulated learning that can be applied in any subjects and one of them is language learning. In language learning, vocabulary is one of aspects that can be learned using self-regulated learning. Students' vocabulary mastery can be influence by many factors such as motivation and interest of the words of a language (Alqahtani, 2015). Motivation becomes the same component in both self-regulated learning and vocabulary mastery.

Moreover, there are two researches that have different result. Amirian, Mallahi, and Zaghi (2015) showed that there is no significant correlation between self-regulatory strategy use and their vocabulary size. It contradicts with the result of another research by Burcu Şentü rk (2016). The result of the research showed that there is significant relationship between self-regulation strategies and vocabulary size. Therefore, the researcher is interested in knowing whether there is correlation between self-regulated learning and vocabulary mastery.

## **Identification of the problem**

Vocabulary is important in the learning process in English Language Education Department in one of private university in Yogyakarta. The students must prepare their vocabulary so they can understand about what they learn and can state their opinions or state their thoughts. The students might have different knowledge about English and they might have their own way or strategy to learn English. One of strategy is self-regulated learning. Self-regulated learning requires motivation that makes the students focus on achieving their academic goals (Tosuncoglu, 2019). In addition, the success of vocabulary learning highly depends on students' motivation in learning (Sari, Sudirman, Sukirlan, 2018). As self-regulated learning and vocabulary mastery have motivation as the key factor, both variables might have correlation.

## **Delimitation of the problem**

The research focused on self-regulated learning and vocabulary mastery and its correlation. To clarify that self-regulated learning can be applied in any languages skills including vocabulary. In this research, the researcher focused on the correlation between students' self-regulated learning and their vocabulary mastery.

## **Research Question**

From that background of the study in the previous section, the researcher concludes the research questions of this study as the following:

1. What is English Language Education Department students' self-regulated learning level?

2. What is English Language Education Department students' vocabulary mastery level?
3. Is there any correlation between students' self-regulated learning and their vocabulary mastery?

### **Objectives**

Based on the research questions above, the objectives of this study were to:

1. Find out how is the level self-regulated learning of the students of English Language Education Department in one of private university in Yogyakarta.
2. Find out how is the level of vocabulary mastery of English Language Education Department students in one of private university in Yogyakarta.
3. Find out the correlation between students' self-regulated learning and students' vocabulary mastery.

### **Significance of the research**

This research is beneficial for people who are involved in language learning such as the teacher or lecturers, the students, and other researchers.

Firstly, this research is hoped to benefit the teachers or lecturers. This research is expected to help the teachers or the lecturers to be able to know the students' learning process. Hopefully the teachers or the lecturers can help the students to know some learning strategies.

Secondly, this research would be useful for the students. This research offer information about vocabulary learning strategies. Hopefully, the students

know various vocabulary learning strategies. This research also can help them to evaluate their learning process especially in vocabulary learning.

Thirdly, this research is hoped to benefit other researchers. Hopefully, the future researchers can find this research and help them in knowing and analyzing the topic. This research might be used as a reference by the future researchers and they might be interested in conducting further research about this topic.