CHAPTER I

INTRODUCTION

This chapter involves of the background of study, the formulation of research problem, research objective, research hypothesis, significouldce of the research, scope and limitation of the research, and definition of key terms.

A. Background of The Study

Vocabulary plays a crucial role especially for those who majoring in language including English education. Vocabulary is an essential element of acquiring a new language, particularly for those learning English as a Second Language (ESL).[1] A good vocabulary helps learners to talk clearly, grasp spoken and written material, and articulate their ideas well.[2] Expanding one's vocabulary improves fluency and confidence, making it easier to engage in everyday interactions and academic or professional settings.[3] However, students face various challenges during learning process. One of these challenges include their limitation vocabulary. It's a crucial challenge for scholars and language instructors that learners learn new words, use them accurately in different context, familiarize with their pragmatic use, and retain them in their long-term memory.[4]

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[1] Thomas Booth, "English for Everyone: English Vocabulary Builder," *CiNii Research*, 2018, 128.

[2] I. S.P. Nation, "Learning Vocabulary in Another Language," *Learning Vocabulary in Another Language*, 2001, 304, https://doi.org/10.1016/s0889-4906(02)00014-5.

[3] Batia Laufer and Jan Hulstijn, "The Construct of Task-Induced Involvement," *Applied Linguistics*, 2001, 17-21.

[4] Rodrigo Tovar Viera et al., "Vocabulary Knowledge in the Production of Written Texts: A Case Study on EFL Language Learners," *Revista Tecnológica ESPOL-RTE* 30, no. 3 (2017): 97.

Vocabulary is one of the important components in English education. Widing vocabulary is dispensible in the acquisition of language. Not only for writing skills, but all skills including listening, reading, and speaking which are also require vocabulary components. The development of vocabulary is a crucial aspect of language learning. But, there are a huge of problems that faced by learner in learning English. One of them is vocabulary limitation. Enriching vocabulary is an important part of learning English since it allows people to communicate effectively and understand kind of texts and discussions. If people have less vocabulary, they will not understand what others say.[5] A vast vocabulary gives students the tools they need to express themselves clearly and articulately, developing confidence in their language skill. Language knowledge is critical for good writing because it enables authors to express complicated concepts and emotions in a clear and engaging manner. Furthermore, expanding vocabulary improves critical thinking and problem-solving abilities, both of which are necessary for efficient communication and language use. By acquiring a diverse set of vocabulary, students could provide a great basis for future language learning and development, especially increasing their total language competency and capacity to communicate effectively in English. Therefore, enriching vocabulary is a must in learning English.

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[5] Ida Ubaidah Hidayati, "The Use of Think, Pair, Share Learning Method to Improve Vocabulary Mastery of the Second Class Students of Muhammadiyah Vocational High School, Salatiga in Academic Year 2011/2012," *Vision: Journal for Language and Foreign Language Learning* 6, no. 2 (2017): 89–99.

Vocabulary could be enriched by taking note of new words. Comprehending of the meaning of words could assist students understand the contents of the reading texts.[6] This requires frequently documenting and examining new words, their meanings, and their context. By doing so, students could strengthen their understanding of the terms and retain them more efficiently. For example, when reading a text, students could highlight or underline unfamiliar words and write their meanings in the margin. They might then go over these notes to solidify their learning and practice using the vocabulary in their own writing or speech. This strategy not only helps learners develop their vocabulary, but it also improves their comprehension and recall of new terms, so increasing their overall language competency.

Note-taking is a common practice used by students to facilitates learning and improve retention of information, making revision, and others. Writing information in notes has a role in vocabulary learning. There are some ways that taking notes could help in learning vocabulary. First, taking notes assists students in connecting spoken and written forms of words with what they have heard. It has been discovered that the act of encoding knowledge in notes benefits in learning.[7] Secondly, notes contain information that could be reread later to help reinforce what has been learned. Studies have also

[6] K N Bakti, "Vocabulary Learning Strategies Used by Junior High School Students," *Indonesian Journal of English Language Studies* 3, no. 2 (2018): 1–16.

[7] Anneh Mohammad Gharravi, "Impact of Instructor-Provided Notes on Thelearning and Exam Performance of Medicalstudents in an Organ System-Based Medicalcurriculum," 2018.

demonstrated that going review notes makes learning easier.[8] Even tough Note-taking forces students to focus and pay attention in class.

Note-taking takes a role students to learn new things and improve their memory in recognizing of the content, hence increasing their overall knowledge.[9] Note-taking in lectures is commonly recognised since it helps students improve their attention and recall of academic discourse. Students could implement note-taking by writing down teachers' explanation or reading some text and just write the important points that help them to understand. Research has also shown that the process of reviewing notes leads to learning.[10] Effective Note-taking is actively to taking part in the part being delivered, summarising essential points, and organising information in a way that is easy to review and recall. Related studies that conducted by previous researcher, have shown that Note-taking could improve students' vocabulary development that could help them to have a well communication and learning English. Note-taking as a study habit has also been shown to improve academic attainmen. Previous research has also shown that note-taking, as a study habit, has a beneficial link with academic accomplishment.

The benefits of the implementation note-taking aimful not just by students in elementray school, junior high school, and senior high school but

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[8] Carol A. Carrier, "Notetaking Research," *Journal of Instructional Development* 6, no. 3 (1983): 19–26, https://doi.org/10.1007/bf02906208.

[9] Dewi Nur Asyiah, "The Vocabulary Teaching and Vocabulary Learning: Perception, Strategies, and Influences on Students' Vocabulary Mastery," *Jurnal Bahasa Lingua Scientia* 9, no. 2 (2017): 293, https://doi.org/10.21274/ls.2017.9.2.293-318.

[10] Carol A Carrier, Michael D Williams, and Bruce R Dalgaard, "College Students' Perceptions of Notetaking and Their Relationship to Selected Learner Characteristics and Course Achievement," *Research in Higher Education* 28 (1988): 223–229.

also in higher education like university level. At the college level, taking notes is important because lecturers do not really emphasize the importance of taking notes during class.[11] Students are more independent which is given a freedom to choose between takes a note or not. It was quiet different from high school students where teachers may still provide them instruction to write down or record the important materials in learning process that aimed for them during an exam or practice. Therefore, it better if students have a good and appropriate Note-taking habits and skill.

As researcher's observation in some previous study, note-taking helps students in learning English. Note-taking plays a role in gaining learning and success in courses.[12] There also correlation between students Note-taking habit and their comprehend in listening. Furthermore, those who take study about Note-taking habit and students vocabulary mastery in university level is just a few. Therefore, study on Note-taking habit and student's vocabulary mastery in university level is needed. This research is expected to be useful for increasing the awarness of students and teachers of the important in taking notes.

B. Formulation of Research Problem

The research problem for this study is: Is there any significouldt correlation between students' note-taking habits and their vocabulary mastery?

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[11] Issa I. Salame and Ashley Thompson, "Students' Views on Strategic Note-Taking and Its Impact on Performance, Achievement, and Learning," *International Journal of Instruction* 13, no. 2 (2020): 1–16, https://doi.org/10.29333/iji.2020.1321a.

[12] Issa I. Salame, Maryam Tuba, and Mir Nujhat, "Note-Taking and Its Impact on Learning, Academic Performance, and Memory," *International Journal of Instruction* 17, no. 3 (2024): 600–613, https://doi.org/10.29333/iji.2024.17333a.

C. Objective of The Study

The research objective for this study is: to find out the correlation between students' note-taking habits and their vocabulary mastery.

D. Research Hypothesis

A hypothesis is a tentative answer to a variable that must be tested based on the prior statement. To find the answer to the question, the researcher should present an alternate hypothesis (H1) and a null hypothesis (H_0). These are explained as follows.:

1. H_a (alternative hypothesis)

    There is any significouldt correlation in students' note-taking habit and their vocabulary mastery.

2. H_0 (null hypothesis)

    There is no significouldt correlation in students' note-taking habit and their vocabulary mastery.

E. The Significance of The Study

First contribution is aimed at learners or students, especially those in the second semester of English Education Department's students at UIN Sayyif Ali Rahmatullah Tulungagung, to help them improve their vocabulary mastery through note-taking habit.

Second, it is designed to stimulate English teachers to review this method, which could be used when they encounter similar problems while teaching English.

Third, this might be a new input for readers, improving their knowledge and providing a new perspective on teaching and studying English.

This research also dedicated to the next researcher. It is intended that this research served as a source for their discoveries or motivated them to improve the new finding using this technique.

F. Scope And Limitation

Based on the background of the study, this research has a cope and limitation:

1. Scope

The scope of this research is to investigate the correlation between note-taking habits and students' vocabulary development. The study aims to explore the relationship between the frequency and quality of note-taking and students' vocabulary development. The study focused on the students' note-taking habit including the types of notes taken, the amount of time spent on note-taking, and the level of engagement during note-taking.

2. Limitation

This research is only conducted to the 2nd semester of English Education students at UIN Sayyid Ali Rahmatullah Tulungagung. The limitation of subject is English Reading class. It allows me to explore the relationship between note-taking habits and vocabulary acquisition in a specific context. As English is a fundamental subject in many educational institutions, understanding how students develop and utilize note-taking

strategies to improve their vocabulary could have significouldt implications for teaching and learning practices. Furthermore, the English language is known for its complex vocabulary, making it an ideal subject to investigate the correlation between note-taking habits and vocabulary achievement. By focusing on English education, the researcher could examined the specific challenges and opportunities that arise from teaching and learning English, and develop insights that could inform the development of more effective instructional strategies and materials.

G. Operational Definition of Key Terms

To avoid misunderstanding, the researcher provides some key of terms which are following, the key terms used for clarifications or gives as follow:

1. Note-taking Habit

In this study, note-taking habit refers to the students' practice of recording key points, summarizing information, or organizing ideas during lectures. It is measured through a self-reported by questionnaire.

2. Vocabulary Mastery

Vocabulary mastery refers to students' ability to recognize, understand, and appropriately use English words in different contexts. It is measured through a vocabulary test.

3. Correlation of Note-taking Habit and Vocabulary Mastery

Correlation in this study refers to the stastistical relationship between students' note-taking habits ad their vocabulary mastery in

English education class. It is determined using SPSS 25 to examine whether having correlation or not.