



**EXPLORING AUTONOMOUS AND SELF-REGULATED
VOCABULARY LEARNING OF THE LATE SEMESTER
STUDENTS IN UNIVERSITY OF ISLAM MALANG**

SKRIPSI

**BY
THANIA IMANI JANITRA
NPM 2160.10.7.3060**



**UNIVERSITY OF ISLAM MALANG
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH DEPARTMENT
August 2020**



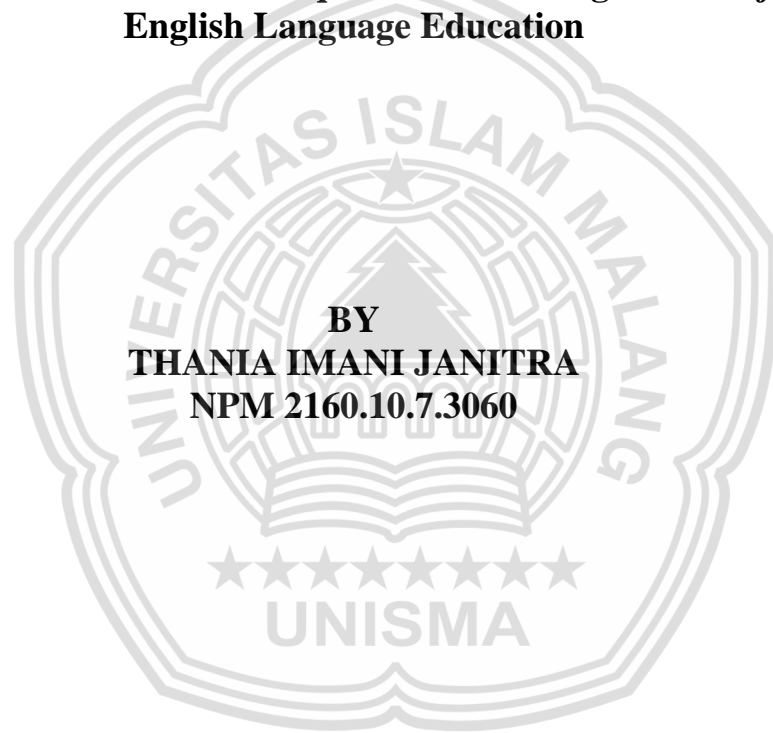
**EXPLORING AUTONOMOUS AND SELF-REGULATED
VOCABULARY LEARNING OF THE LATE SEMESTER
STUDENTS IN UNIVERSITY OF ISLAM MALANG**

SKRIPSI

Presented to

**Faculty of Teacher Training and Education
UNIVERSITY OF ISLAM MALANG**

**In partial fulfillment of the requirements for degree of *Sarjana* in
English Language Education**



**BY
THANIA IMANI JANITRA
NPM 2160.10.7.3060**

**UNIVERSITY OF ISLAM MALANG
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH DEPARTMENT**

August 2020

ABSTRACT

Janitra, Thania Imani. 2020. *Exploring Autonomous and Self-Regulated Vocabulary Learning of the Late Semester Students in University of Islam Malang*. Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Dr. Hj. Mutmainnah Mustofa, M.Pd; Advisor II; Imam Wahyudi Karimullah, S.S., MA.

Key words: Autonomous, Independent-learning, self-regulated vocabulary learning

The importance of learning vocabulary and the limitation of classroom based vocabulary learning to cover large amount of vocabulary, implies the necessity of learning vocabulary independently and regulate their learning effectively. This study aims to identify the learners' autonomy and self-regulation strategies in learning vocabulary as well as the benefits and difficulties of autonomous vocabulary learning.

This study implements descriptive qualitative research design with questionnaire as instrument to collect the data. The researcher collect the data taken from 21 late-semester students in University of Islam Malang to gather 10 samples of independent vocabulary learners as respondents. In the data analysis, this study use Miles and Huberman's (1994) method of qualitative analysis that encompasses data elimination, classification, display, conclusion and verification.

The result shows that all students learn vocabulary independently on their own volitions without others' direction. However, only four students properly self-regulate their independent learning, the other respondents considered ineffective in self-regulation. In the identification of independent learning benefits and difficulties, the researcher found seven benefits and five problems.

The research concludes from the data that from 21 students, 10 students are independent learners and only 4 out of 10 students considered as self-regulated learners. The most beneficial factors of independent vocabulary learning allowing the learners to learn more vocabulary and have more time to memorize, followed by better flexibility in time and preference , retention and less pressure. Meanwhile most of the problems encountered by the students in this study aside from difficult words signify similar difficulties of other independent learning such as inconsistency, lacks of motivation, being too busy and lack of practice.

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents some points related to this study. Those include background of the study, research problems, the purpose of the research, the significance of the research, and definition of the key term.

1.1 Background of the Study

Vocabulary is the most fundamental aspect for every language, in the context of EFL learning, mastering vocabulary comes first prior to the learning of four English skills. One of the most important things when learners study a new language is vocabulary mastery. This significance confirmed by Richards and Renandya (2002) that vocabulary is fundamental linguistic element that connects all aspects of language such as listening, speaking, reading, and writing in EFL learning. Moreover, the role of vocabulary is crucial in EFL language learning and proficiency that affects how well learners use the language (Rouhani & Pungharib, 2013). However, due to immense range of English vocabulary, it is difficult to effectively if vocabulary learning only happens in English class especially in a community with EFL standard. Later added by Sokmen (1997) that as wide range of vocabulary that teacher incapable to finish due to limited time provided in the classroom, it is not possible for learners to learn every vocabulary they need in the classroom; therefore, higher level of autonomy and responsibility from learners themselves is required in the process of vocabulary development. Regarding to this, it is important to consider autonomy in vocabulary learning that

allows the learners to develop behavior of learning independently beyond the classroom. As described by Holec, (1981) learner autonomy is the learner's capability to take charge of owns learning and has the responsibility for every aspects of this learning. The importance of learners' autonomy further implied by Khotimah, Widiati, Mustofa, and Ubaidillah, (2019) that successful learners is progressively seen as an individuals that are capable to conceptualize knowledge from the world experiences directly instead of those who responds to lessons well.

In developing autonomous behavior, self-regulation act as significant aspects as it comprises several important role of independent learning including planning, preparation, process monitoring and evaluation. In accordance to Zimmerman (2008) self-regulation is the level that learners are metacognitive, behavior and motivationally active and in their private process of learning and emphasis to their use of practical methods or feedback to achieve of the advancement in academic.

This study aims to explore the way independent learners from late-semester EFL students in University of Islam Malang conduct their independent vocabulary learning. This study focused on how the learner manage their learning independently, the concept of identification is based on Zimmerman's (2001) model of independent learning called self-regulated learning. This model is choosing for identification of independent learning method because this model encompasses independent learning process from panning to evaluation that covers the standard of learning process. This study also aims to identify the difficulties and benefit of conducting vocabulary learning autonomously and independently.

1.2 Research Problems

Based on the background information, the researcher tries to points out some problems to look into and those research questions are:

1. How the respondent autonomously self-regulates in vocabulary learning?
2. What are the factors affecting the difficulties of independent vocabulary learning?

1.3 The Purpose of Research

According to the research problems above, the researcher points out the purpose of the research as follows:

1. To identify how the respondent self-regulate autonomously in vocabulary learning
2. To identify the factors affecting of independent vocabulary learning

1.4 The Significance of Study

1. Theoretical benefit

In theory, the result of the research can give a big contribution on knowledge and information about the implementation of self-regulation learning for learning vocabulary.

2. Practical benefit

A. For general reader:

this research will give beneficial information about how to do self-regulation in learning vocabulary, factor influence, the benefit and difficulties that might affecting it.

B. For researcher:

With this research, the researcher will receive theoretical knowledge on how each individual develop their self-regulation in autonomous vocabulary learning.

C. For lecturer and teacher:

The lecturers and teacher will get the information to direct their students about learning vocabulary independently outside the classroom to have better develop their vocabulary mastery.

1.5 Definition of the Key Term

The researcher will explain the terms used in this *Skripsi* title in order to avoid any differences in interpretation.

These terms shall be affirmed as follows:

1.5.1. Vocabulary

In this study, the terms vocabulary refers to collection of words in an individual's language. Vocabulary usually increases with age and serves as a useful and important aspect of communication and knowledge acquisition.

1.5.2. Learner's Autonomy

In this study, learner autonomy is an ability to put independent learning effectively where the learner takes charge of their own learning without the direction from others.

1.5.3. Self-regulated Learning (SRL)

In this study, self-regulated learning is a process of independent learning that happens when learners put logical and physical capabilities to work-based



abilities. This learning method involves sub processes such as meta-cognitive, motivation and behavior that taken on personal initiative to attain skills and understanding. The process involves forethought such as setting goals and planning, process monitoring in learning strategies and self-evaluation like self-reinforcement, self-recording and self-insertion.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on finding and discussion of the data analysis.

5.1 Conclusion

In this study based on the data analysis the researcher concludes some significant result to answer the research problem. Based in the research data, All the respondents are considered to be independent in vocabulary learning even though one of the respondents learn because of someone else, all of them learn on their own will, and the data indicates that easy access on information encourage them to learn on their own. In regards to how the students' self-regulate to achieve learning autonomy, the researcher conclude that four of the respondents are considered as effective self-regulated autonomous learners, those are; R3, R4, R6, R7. because they apply the learning strategy from planning to self-reflection in their independent vocabulary learning that signifies the criteria of self-regulated learning, while the other six participants are not considered as effective self-regulated learners but still considered as independent vocabulary learners because all participants learns on their own volition and learn independently.

In attempt to identify factors affecting vocabulary, learning the result of this study confirms seven benefits and five difficulties regarding to autonomous vocabulary learning. The result shows that the majority of the respondents mention three or more benefits, this indicates that independent vocabulary learning have significant benefit to the learners, with the most prominent benefits

allowing the respondents to learn more vocabulary and more time to memorize them. In regards to the problems encountered by the respondents, the most recognized difficulties are learning inconsistency and lack of motivation which is a common problem in many forms of independent or autonomous learning.

5.2 Suggestions

Based on the result of the data analysis and conclusion, the writer proposes some suggestion as follows:

For the independent learners should at least include the four basic steps of independent learning such as planning, preparation, monitoring and evaluation, for optimal learning progress.

It is suggested in learning vocabulary autonomously one's should consider learning consistency as independent learners have many opportunity to hone their skills and vocabulary can be learn almost everywhere and anytime.

For the next researcher, it suggested to analyze the reading competency of the independent vocabulary learners, because vocabulary related strongly to reading competency.

REFERENCE

- Agustina., (2018). Learner Autonomy as a Challenge in English Language Education 4.0 in Indonesia. (ELLiC Proceedings Vol. 2, 2018) ISSN: 2579-7263
- Ary, D., Jacobs, L. C., Sorensen, C. K., & Razavieh, A. (2010). Introduction to Research in Education 8th Edition. Belmont, CA: Wadsworth, Engaged Learning.
- Bogdan, R. C. & Biklen, S. K. (1998). Qualitative research in education: An introduction to theory and methods (3rd ed.). Needham Heights, MA: Allyn & Bacon.
- Candy, P. C., & Crebert, R. G. (1991). Ivory tower to concrete jungle: The difficult transition from the academy to the workplace as learning environments. *Journal of Higher Education*, 62 (5), 570-592.
- Choi, Y., Zhang, D., Lin, C.H., & Zhang, Y. (2018). Self-Regulated Learning of Vocabulary in English as a Foreign Language. *Asian EFL Journal A Division of TESOL Asia Group Part of SITE Ltd.* Australia, Volume 20, Issue 1.
- Denzin, N. and Lincoln, Y. (2000). The discipline and practice of qualitative research. In: Denzin, N.K. and Lincoln, Y.S., Eds., handbook of qualitative research, sage, thousand oaks, 1-32.
- Holec, H. (1981). *Autonomy in Foreign Language Learning*. Oxford: Pergamon.
- Jones, peter watcyn. (2000). Test your vocabulary 4. Pearson Education limited. Edinburgh Gate, Harlow, Essex CM20 2JE, England.
- Khotimah, K., Widiati, U., Mustofa, M., & Ubaidillah, M. F. (2019). Autonomous English learning: Teachers' and students' perceptions. *Indonesian Journal of Applied Linguistics*, 9, 371-381. doi: 10.17509/ijal.v9i2.20234
- Little, D. (1991). *Learner autonomy: Definitions, issues and problems*. Dublin: Authentik.
- Manveet Kaur (2002, March 27). Learn to read, read to learn. *New Straits Times*, p. 11.
- Lyman, H.C., Jr. (1997). The effect of self-selection, interest, and motivation upon independent, instructional, and frustrational levels. *Reading teacher*; v50 n4 p278-82 dec-jan 1996-97. [EJ 547 089]
- Miles, B. M., Huberman, A. M., & Saldana, J. (2013). *Qualitative data analysis a methods sourcebook 3rd edition*. Arizona State University, United states of America
- Nassaji, H. (2006). The relationship between depth of vocabulary knowledge and L2 learners' lexical inferencing strategy use and success. *The Modern Language Journal*, 90(3), 387– 401. <http://doi.org/10.1111/j.1540-4781.2006.00431.x>

- Pintrich, P. R. (2000). The role of goal orientation in self-regulated learning. In M. Zeidner, M. Boekaerts, & P. R. Pintrich (Eds.), *Handbook of Self-Regulation* (pp. 451–502). San Diego: Academic Press.
- Richard, J.C. and Renandya, W.A. (2002). *Methodology in Language Teaching an Anthology of Current Practice*. Cambridge University Press.
- Richards, J. C. (1976). The role of vocabulary teaching. *TESOL Quarterly*, 10 (1), 77.
- Richard, Jack C. (2001) *Curriculum Development in Language Teaching*. United States of America: Cambridge University Press.
- Rouhani, Maryam and Behzad Pourgharib. (2013). the Effect of Games on Learning Vocabulary. *International Research Journal of Applied and Basic Sciences Vol, 4 (11):3540-3543* Science Explorer Publications.
- Scharle, A., & Szabo, A. (2000). *Learner autonomy*. Cambridge: Cambridge University Press.
- Schunk, D. H. (1990). Goal Setting and Self-Efficacy During Self-Regulated Learning. *Educational Psychologist*, 25:1,71-86, Routledge http://dx.doi.org/10.1207/s15326985ep2501_6
- Seal, B. D. (1991). Vocabulary learning and teaching. In M. Celci- Murcia (Ed.), *Teaching English as a second or foreign language*. Boston, MA: Heinle & Heinle.
- Sokmen, A. (1997). Current trends in teaching second language vocabulary. In N. Schmitt & M. McCarthy (eds.), *Vocabulary: Description, Acquisition and Pedagogy*. (pp.237-257). Cambridge: Cambridge University Press.
- Tsuda, A. & Nakata, Y. (2013) Exploring self-regulation in language learning: a study of Japanese high school EFL students, *Innovation in Language Learning and Teaching*, 7:1, 72-88, DOI:10.1080/17501229.2012.686500
- Tuan, L.T. (2011). An Empirical Research on Self-learning Vocabulary. *Theory and Practice in Language Studies*, Vol. 1, No. 12, pp. 1688-1695, December 2011© 2011 *ACADEMY PUBLISHER* Manufactured in Finland. doi:10.4304/tpls.1.12.1688-1695
- Vujnovic, M. (2017). The Role of Self-Regulation in EFL Vocabulary Knowledge. J. J. Strossmayer University of Osijek Faculty of Humanities and Social Sciences.
- Zimmerman, B.J. (1989). A social cognitive view of self-regulated academic learning. *Journal of educational psychology*, 81, 329-339. Doi: 10.1037/0022-0663.81.3.329.
- Zimmerman, B.J. (2001). Self-regulated learning. *International Encyclopedia of the Social & Behavioral Sciences*. University of New York, USA



Zimmerman, B. J. (2008) Investigating Self-Regulation and Motivation: Historical Background, Methodological Developments, and Future Prospects. *American Educational Research Journal*, 45 (1), 166-183.

