

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of some theories about vocabulary, learning vocabulary & learning strategies.

A. Vocabulary

a. The Definition of Vocabulary

There are several meanings of vocabulary, according to Harimurti Kridalaksana in Tarigan (1994:446), vocabulary is a component of a language that maintains all of information about meaning and using word in a language. Hatch and Brown (1995: 1) defines that vocabulary refers to a list or set of words for a particular language or a list or set of words that might be used by individual speaker of a language.

According to Richards and Renandya (in Putri, 2002: 255) vocabulary is the core component of language proficiency and provides much of the basic for how well learners speak, listen, read, and write. In line with that Hornby (1995: 1331) states that vocabulary is the total numbers of words in a language, all of the words are known to a person or used in a particular book, subject, etc.

Based on the definitions above, the writer can conclude, vocabulary is a language component that contains a collection of words that is used and mastered by speaker of a language for expressing and accept an information.

b. The Importance of Vocabulary Mastery

Vocabulary mastery has an important role in language. It is cannot be separated from language because, language is a complex thing as English, and one of the complexities is its vocabulary. So, vocabulary mastery is an important thing when learning a language. Because of the complexities, we have to find the best way to enrich students' vocabulary. Mastering a language will be difficult if students don't have the vocabulary mastery and good communication in second language cannot happen as expected before. A strong vocabulary mastery can be a valuable asset, both in college, career and in our future. It can be said that, vocabulary always becomes an important part in our life. We must need vocabulary to express our idea in every language, both in mother tongue and foreign language to speak with other people. That's why, every person who learns a language must learn the vocabulary to make easier their learning process.

According to Hedge in *Teaching and Learning in the Language Classroom*, (2003:118), there are many factors that influence the vocabulary development.

1. Frequency

Frequency has been accorded a high level of significance in English teaching and learning for many years as a result of the use of word – frequency counting as a procedure informing syllabus and material design. The rationale for this is quite simply that the most

frequently occurring words in the English language will be those most useful to learners. Repetition of words in materials can aid the process of lexical inferencing and has been used as a principle for constructing grade reading material for many years.

2. Pronunciation

In the initial stages of language learning it is common for teachers to insist on a fair amount of pronunciation practice of new words to help learners acquire the correct stress pattern of syllables. In later stages, this is often discontinued as the focus of learning changes to other aspects of language and as individual learners pick up vocabulary in their own way and at their own rates. And yet it has been claimed (Tarone 1974; Channell 1988) that learners use stress to select what is important as they listen to a stream of English and that they therefore need to know for each word both the stress pattern that would be found in a dictionary and patterns that might be heard in continuous speech. This would suggest that, if the purpose for learning English is to listen and understand, then learning word stress is important. If learners process speech partly by recognizing syllable patterns and stress, knowledge of those stored in the mental lexicon will facilitate quick comprehension. And it goes almost without saying that a learner who wishes to be intelligible in English needs to be able to stress words correctly.

3. Contextualization

Schouten – van parreren, (1989:76) argues that text, present a linguistics and psychological reality, and that presenting words in the context of a text will provide support and reduce inference. It is her contention that if learners have to perform certain activities on unfamiliar words in texts, there is a good chance of retaining the words. The activities comprise guessing meaning from context and from word form, verifying meaning by checking in a dictionary, and analysis of the word from to recognize relationships between the new word and others already known.

c. Kinds of Vocabulary

According to Nation, (2001:11) he distinguishes kinds of vocabulary into four kinds, they are: 1). High frequency vocabulary, 2). Academic vocabulary, 3). Low frequency vocabulary, and 4). Technical vocabulary.

1. High frequency words

The vocabulary that frequently appear in a written text or words in spoken. It covers a very large proposition of the running words in spoken and written texts and occur in all kinds of uses of the language. High frequency words are evidence almost 80% until 95% in the written or spoken form. For example, do, make, say, live, etc.

2. Academic vocabulary is variously known as generally useful scientific vocabulary. Typically, academic vocabulary list includes words like accumulate, achieve, compound, complex, and proportion which are common in academic texts and not so common elsewhere. Academic vocabulary makes up about 9% of the running words in the text. It is very important for anyone using English for academic purposes. Examples of academic vocabulary are: perceive, role, available, etc.

3. Low frequency vocabulary

There is very large group of words that occur very infrequently and cover only a small proportion of any text. It makes up over 5% of the words in the text. The kinds of low frequency vocabulary they are: 1). Some low frequency vocabularies are words of moderate frequency that did not manage to get into the high frequency list, such as, curious, wing, gate, etc. 2). Many low frequency vocabularies are proper names, like, Johnson and Ohio. 3). One person's technical vocabulary is another person's low frequency vocabularies. This ancient vocabulary proverb makes the point that. 4). Some low frequency vocabularies are simply low frequency vocabularies. That is, they are words that almost every language user rarely uses, for examples: plummet, gibbous, ploy.

4. Technical vocabulary

Technical vocabulary is vocabulary that is very closely related to the topic and subject area of the text. These vocabularies include

indigenous, regeneration, and timber. These vocabularies are reasonably common in a topic area but not so common elsewhere.

In other references researcher finds the other kinds of vocabulary. In *Teaching and Learning in the Classroom*, (2003:116) Hedge divides vocabulary into two kinds, they are: passive vocabulary and active vocabulary. Passive vocabulary contains all the words that you understand when you read or listen, but which you do not use (or cannot remember) in your own writing and speaking or the vocabulary which can be recognized when encountered, for example in a text. But, the learner cannot easily produce in speech or writing as active vocabulary. Active vocabulary is all the words you understand, plus all the words that you can use in speech or writing form.

B. Learning vocabulary

a. The Nature of learning vocabulary

Learning vocabulary is a multifarious task and includes knowing many aspects of words or lexical units: spoken forms, pronunciation, phonological and suprasegmental features; written forms, orthography, length, morphology inflectional and derivational complexity; lexical forms, homonyms, grammatical patterns, collocations, parts of speech; semantic features, abstractness, specificity, register restriction, frequency, appropriateness, idiomaticity; multiple meanings, concepts, associations

(Laufer, 1997; Nation, 1990, 2001). Schmitt (2000, pp. 4-5; 2010, p. 20) presents vocabulary learning as an incremental process where words and aspects of words are learned gradually, at different times and rates. According to Dale and O'Rourke (1971), there are four stages in word knowledge: 1). I have never saw it before, 2). I've heard of it, but I don't know what is means, 3). I recognize it in context (I have seen this word before, and I think it means – translating). 4). I know it. 5). I can use this word in a sentence. From the definition above we can conclude that vocabulary learning is a complex process that it needs practice and time.

Learning vocabulary, it means that we attempt to know words in a language. Ricards, (1976:83) has seven assumptions cover various aspects of what is meant by knowing a word:

1. Knowing a word means knowing the degree of probability of encountering that word in speech or print. For many words, we also know the sort of words most likely to be found associated with the word.
2. Knowing a word implies knowing the limitations on the use of the word according to variations of function and situation.
3. Knowing a word means knowing the the syntactic behavior associated with the word.
4. Knowing a word entails knowledge of underlying from of a word and the derivations that can be made from it.

5. Knowing a word entails knowledge of the network of associations between that word and other words in the language.
6. Knowing a word means knowing the semantic value of a word.
7. Knowing a word means knowing many of the different meanings associated with a word.

As we can see above, vocabulary learning is very important, because if people learn vocabulary, they will get a lot of language vocabularies. The more vocabularies they have, it can make them easier in learning language. In other word, we can say that vocabulary is an important part to mastery English.

b. The Difficulties in Learning Vocabulary

Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read, and the better you will be able to say what you want to when speaking or writing. But, it is not easy. Usually the first things you learn about a new English words are what it means and its translation in your own language. But there are other things you need to find out before you can say that you know a word like a native speaker does. For example, you have to learn: how it is spelled, how it is pronounced, how it is inflected (i.e. how it changes if it is a verb, noun or adjective), other grammar information about it, how it collocates (i.e.what other words are often used with it).Learning vocabulary seems to be one of the easiest things about learning a language,

but it's also one of the hardest things to do, especially when you have reached a certain level. According to Thornbury in *How to Teach Vocabulary* (2002:27), there are some factors that make vocabulary learning difficult, they are:

a. Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners – such as regular and lorry for Japanese speakers. Many learners find that words with clusters of consonants, such as strength or breakfast are also problematic.

b. Spelling

Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, listen, bored, honest, muscle, etc.

c. Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favouring their 'learnability'. Also, variable stress in polysyllabic words – such as

in word families like necessary, necessity, and necessarily – can add to their difficulty.

d. Grammar

Also problematic is the grammar associated with the word, especially if this differs from that of its L1 equivalent. Spanish learners of English, for example, tend to assume that *explain* follows the same pattern as both Spanish *explicar* and English *tell*, and say *he explained me the lesson*. Remembering whether a verb like *enjoy*, *love*, or *hope* is followed by an infinitive (to *swim*) or an –ing form (swimming) can add to its difficulty. And the grammar of phrasal verb is particularly troublesome: some phrasal verbs are separable (she *looked the word up*) but others are not (she *looked after the children*).

e. Meaning

When two words overlap in meaning, learners are likely to confuse them. *Make* and *do* are a case in point: *you make breakfast* and *make an appointment*, but *you do the housework* and *do a questionnaire*. Words with multiple meanings, such as *since* and *still*, can also be troublesome for learners. Having learned one meaning of the word, they may be reluctant to accept a second, totally different meaning. Unfamiliar concepts may make a word difficult to learn. Thus, culture specific items such as words and expressions associated with the game cricket (a *sticky*

wicket, a good innings) will seem fairly opaque to most learners and are unlikely to be easily learned.

f. Range, connotation, and idiomaticity

Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus *put* is a very wide – ranging verb, compared to *impose, place, position, etc.* Uncertainty as to the connotations of some words may cause problems. Thus, *propaganda* has negative connotations in English, but its equivalent may simply mean publicity. Finally, words or expressions that are idiomatic (like *make up your mind, keep an eye on...*) will generally be more difficult than words whose meaning is transparent (*decide, watch*). It is their idiomaticity, as well as their syntactic complexity that makes phrasal verbs so difficult.

C. Learning Strategies

a. Definition of Learning Strategies

According to Nunan (1999:55), Learning strategies are the mental and communicative procedures learner to learn and use language. In other reference, we found that learning strategies they are specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to the new situation (Oxford, 1990:8). From the definition above, we can say that Learning strategies are

the specific action that learners use in learning language in order to help themselves understand, learn or remember new information in easier ways.

Learning strategies is very useful for language learners, because it makes them easier in learning language. As stated by Rebeca Oxford, learning strategies have two advantages (1990:1), strategies are tools for active self-directed involvement, which is essential for developing communicative competence. Secondly, learners who have developed appropriate learning strategies have greater self-confidence and learn more effectively. She also identifies twelve key features of strategies. According to Oxford, language learning strategies:

1. Contribute to the main goal, communicative competence.
2. Allow learners to become more self-directed.
3. Are problem-oriented.
4. Are specific actions taken by the learners
5. Involve many actions taken by the learner.
6. Involve many actions taken by the learners, not just the cognitive.
7. Support learning both directly and indirectly.
8. Are often conscious.
9. Expand the role of teacher.
10. Can be taught.
11. Are flexible
12. Are influenced by a variety of factors.

b. Vocabulary Learning Strategies

Vocabulary learning strategies (VLS) are steps taken by the language learners to acquire new words. There are a wide range of different vocabulary learning strategies as demonstrated by the classifications of vocabulary learning strategies are proposed by different researchers (Stoffer, 1995; Nation, 2001; and Gu, 2003). In addition, there is a wide-ranging inventory of vocabulary learning strategies developed by Schmitt in 1997. Definitions of the vocabulary learning strategies have been suggested by Schmitt (1997), he categorized vocabulary learning strategies into five sub-categories:

1. Determination strategies:

They are individual learning strategies. If learners do not know a word, they must discover its meaning by using dictionaries, guessing meaning from the context, guessing from their structural knowledge of the language, guessing from an L1 cognate, guessing from context or using reference materials and identifying the parts of speech and constituent elements. In other words, determination strategies are individual learning strategies that help learners to identify the meaning of new words without the other's help (Schmitt, 2000).

2. Social strategies

They are learners learn new words through interaction with others. The learners will ask someone who knows the meaning of the word. Teachers are often in this position, and they can be asked to give help in a variety of ways: giving the L1 translation if they know it, giving a synonym, giving a definition by paraphrase, using the new word in a sentence, or any combination of these. L1 translations have the advantage of being fast, easily understood by students, and make possible the transfer of all the knowledge a student has of the L1 word (collocations, associations, etc.) onto the L2 equivalent. The disadvantages are that the teacher must know the learners' mother tongue, and that most translation pairs are not exact equivalents, so that some erroneous knowledge may be transferred.

Social strategies can be used to determine the word definitions by asking teachers, classmates and native speakers. In other words, social strategies can encourage learners to interact with each other and learn from each other (Schmitt, 2000). They can also be used to stabilize information by speaking to native speakers or even language teachers outside the class.

3. Memory strategies

They are strategies, where learners link their learning of new words to mental processing by associating their existing or

background knowledge with the new words. Most Memory Strategies (traditionally known as mnemonics) involve relating the word to be retained with some previously learned knowledge, using some form of imagery, or grouping.

- pictures / imagery

New words can be learned by studying them with pictures of their meaning instead of definitions. learners can create their own mental images of a word's meaning. Imagery has been shown to be more effective than mere repetition for reading passages.

- Related words

A new word can be linked to L2 words which the student already knows. Usually this involves some type of sense relationship, such as coordination (*apple* to other kinds of fruit like *pears*, *cherries*, or *peaches*), synonymy (*irritated* to *annoyed*), or antonym (*dead* to *alive*).

- Unrelated words

The learner can also link words together that have no sense relationships. One way of doing this is with 'peg' or 'hook' words. One first memorizes a rhyme like 'one is a bun, two is a shoe, three is a tree etc'. Then an image is created of the word to be remembered and the peg word. If the first word

to be remembered is *chair*, then an image is made of a bun (peg word) resting on a chair. Recitation of the rhyme draws up these images, which in turn prompt the target words.

- Grouping

Grouping is an important way to aid recall, and people seem to organize words into groups naturally without prompting. In free-recall studies^{L1} subjects were given lists of words to study and then recall in any order. Typically, words belonging to each meaning category are recalled together, for example, all animals first, before moving on to another category like names (Bousfield, 1953).

4. Cognitive strategies

★ Cognitive Strategies in this taxonomy are similar to Memory Strategies, but are not focused so specifically on manipulative mental processing; they include repetition and using mechanical means to study vocabulary. Written and verbal repetition, repeatedly writing or saying a word over and over again, are common strategies in many parts of the world. In other hand, cognitive strategy is strategy that do not engage learners in mental processing but is more mechanical means.

5. Metacognitive strategies

They are strategies related to processes involved in monitoring, decision-making, and evaluation of one's progress. Metacognitive strategies are used by students to control and evaluate their own learning, by having an overview of the learning process in general. As such, there are generally broad strategies, concerned with more efficient learning. To efficiently acquire an L2, it is important to maximize exposure to it. If the L2 is English, the pervasiveness of English-medium books, magazines, newspapers, and movies in most parts of the world offer an almost endless resource (if cost is not a problem). The strategy of interacting with native speakers whenever possible also increases input, and could be considered a Metacognitive Strategy if it is used as a controlling principle of language learning. Testing oneself gives input into the effectiveness of one's choice of learning strategies, providing positive reinforcement if progress is being made or a signal to switch strategies if it is no.

D. Previous Study

Some of the following studies have investigated how learners use vocabulary learning strategies. In the study that was done by Gu and Johnson (1996), a long questionnaire was used to specify which strategies Chinese university learners use to learn English vocabulary. After correlating the results

with measures of vocabulary size and language proficiency, they found that use of strategies for retention was correlated with higher vocabulary size but not language proficiency.

Schmitt (1997), in his survey, investigated use of vocabulary learning strategies, usefulness of these strategies and specification of the most useful ones on 600 Japanese EFL students. Using a bilingual dictionary, written repetition, verbal repetition, saying a new word aloud, studying spelling of a word, and taking notes in class were found as most used and most helpful ones. The results showed dictionary strategies and repetitions were used more by Japanese learners while imagery and semantic grouping strategies were used fewer by the learners. Furthermore, word forms and mechanical memory strategies were emphasized by the learners of this study.

Briefly speaking, Nation (2001) proposes that a large number of vocabulary learning strategies are helpful at all steps of vocabulary learning and can be used to an extensive range of vocabulary. He points to the fact that language learners by help of these strategies can control their own learning without presence of a teacher. In addition, Nation, in his research, reveals that learners are very different in the proficiency that they apply strategies with. Thus, language learners should be instructed in use of vocabulary learning strategies.

Cusen (2005) in his exploratory study used diary to identify and classify vocabulary learning strategies of Romanian English major and minor

undergraduates at university of Brasov. He used Oxford learning strategies classification as the analytical framework of his study. He found that advanced learners with a professional interest in the study of English seem to use almost all the types of strategies from Oxford analytical framework. The learners appeared to use other strategies relatable the context of his study and/or to each individual.

Few studies have been done on vocabulary learning strategies and its relation to reading comprehension, and little attention has been given to them. Some of these studies related to reading comprehension will be mentioned here. Gu (1999) investigated use of vocabulary learning strategies and its relation to English language outcomes on Chinese university students by using vocabulary learning strategies questionnaire, vocabulary size test and the college English test. In this study, a higher number of vocabulary learning strategies were correlated with vocabulary size in comparison with reading comprehension. He believes that using various vocabulary size tests or other kinds of tests will have a noticeable effect on correlation results.

The results of Gu (1999) are similar to the results of Curtis (1987) and Cusen (2005). Curtis (1987), in his study, showed that vocabulary learning strategies directly affected vocabulary size of the students while they mostly had an indirect effect on reading comprehension. In the study that was done by Cusen

(2005), vocabulary learning strategies had closer relationship with vocabulary size than other variables like reading comprehension.

Kiany (1997) investigated the relationship between extraversion and English proficiency of 237 Iranian postgraduate students studying in English-speaking countries by using Persian version of EPQ; and TOEFL, IELTS, MCHE, and cloze tests. The results showed a negative and a significant relationship between extraversion and TOEFL subcomponent of reading comprehension, that is, more extroverted learners tended to have lower scores on the reading comprehension. Furthermore, this study showed that introverts performed better than extraverts at least in receptive proficiency tests and general academic achievement.

There are different vocabulary strategy classification systems; however, the classification presented by Schmitt (2000) is the basis for the current study. According to this classification, strategies are classified as determination, social, memory, cognitive, and metacognitive.

E. Basic Assumption

Vocabulary is basic foundation for the students when studying a foreign language. Vocabulary plays an important role in learning English, because it can link the four English skills such as speaking, reading, listening and writing. That's why the students should learn and know the meaning of each words in foreign language in order to make the communication easier. The students will

easy to understand the language if they have enough vocabulary mastery. It can be said that more or less the quality of English skill depends on the quantity and quality of vocabulary mastery.

