CHAPTER II
THEORETICAL REVIEW

A. Vocabulary Learning

1. Definition of vocabulary

In modern era English is not something new for students. They often speak and write or listening in English. In English, there are four skills that should be mastered by students. There is reading, speaking, writing, and listening. One way to mastering English have to mastering vocabulary. However, the students do not have a lot of vocabulary. They have limited vocabulary.

Vocabulary is knowledge of words and word meanings. According to Rivers in Nunan (1991), vocabulary is essential for supporting the study of the second language. It means that learn vocabulary is the key of success of someone to learn English. With the stock, make a list and collecting the word is one way to mastering vocabulary.

In other words Nation (2008: 66) says that vocabulary is central to language. From the quotation means that vocabulary is important element. Language construct by words or vocabulary. Vocabularies are tools which use to express their idea and feeling, and understand what people say. In language learning vocabulary is essential component.
It can be concluded that vocabulary is knowledge of words and words meaning and the key of success of students learning language.

2. The Important of Vocabulary

Vocabulary is important thing that leaner have to learn. Vocabulary is essential in communicating with other or expressing own ideas. If one does not know the meaning of the word used by other in communicating she or he will be unable to respond.

Vocabulary is main modal for learners understood English well and success mastering English. Further Nunan (1991: 125) states that the lack of vocabulary makes students unable to follow the lesson well. They are also unable to use English maximally.

From the explanation above, vocabulary becomes an important thing that learners must learn in English, because vocabulary is the first basic important thing in learning English and also when someone will speak, write, read or listen English, of course she/he can’t avoid the vocabulary.

Vocabulary is central to English language. Because, people who have enough vocabulary they could mastery of language skills (Listening, Speaking, Reading and Writing). According to Wilkins, 1972, p. III cited in Maher (2012: 1) stated that without grammar very little can be conveyed; without vocabulary nothing can be conveyed. It means that, by knowing and memorizing a lot of vocabulary can easily and fluently to communicate with others. When they read a certain text, they will easily to get information from
the text and they can easily understand every word from the text. Besides that, it makes student more comfort and enjoy learn English language in their classes.

3. **Steps of Learning Vocabulary**

   In learning vocabulary there are so many steps that used by students. There are five step of learning vocabulary that used by students to increase their vocabulary mastery by Brown and Payne in Hatch and Brown (1995: 373), as follows:

1) **Encountering new words**

   It means that is having a source for words (e.g. learning new words by reading books, listening to TV and radio, and reading newspaper and magazines). From those sources it makes us can get a lot of new word.

2) **Getting the word form**

   This step is to be getting a clear image, visual or auditory both of the form of vocabulary item. The importance of getting the form of the word also appears when students are asked to give definition words.

   It means that in this steps, the student have to find out the image of a new word that have been found. By having clear image of the word students will understand the word easily.

3) **Getting the word meaning**

   In this step includes asking native speakers what the word means, asking the people who speak native language the meaning of new words and explaining. It means that the student try to find the meaning of the
word by asking someone who knows the meaning of the word well (native speaker).

4) Consolidating word form and meaning in memory

There are many kinds of vocabulary learning drills, such as flashcard, crossword, puzzle, etc. It means that the student should do drills to remember about the word.

5) Using the word

Some would argue that this step is not necessary if the learners only now the meaning of the words. However, if the goal is to help learners move as far along the continuum or word knowledge as they can, word use is essential. It means that the student have to use the word in a sentence or in a phrase. It can help the student understand that the word should be placed.

4. The Problem of Learning Vocabulary

Those are some problems in learning vocabulary items such as pronunciation, spelling, memorizing, and also using words in sentence or communication.

a. Pronunciation Problem

The following aspects, which cause problem in pronunciation:

1) We often hear similar sound in two words which have different variant.

2) Sequence of sound in one word.

3) Classification of sound

b. Spelling Problem
Learning spelling is important because it can improve our ability in reading and writing. The following are some of spelling problems:

1) Misunderstanding between speaker and hearer

2) The student do not know the spelling of word

   For example: the students do not know the spelling correctly, like “table” tends to spell “table”.

   The learners make mistake in spelling. It means that if the student want to spell a word, they tends to write or spell like their pronounce it.

c. Memorizing Problem

   There are some memorizing problems:
   1) The students have low motivation
   2) The students reluctant to memorize the new word
   3) The students do not always use the words in daily.

d. Meaning Problem

   Some of learners are difficult to understand the meaning of English words because in one word may has more than one meaning.

5. The definition of learning

   Learning is very basic competence in every level. Hakim (in Sutikno, 2007: 6) defined that learning as a process of change in the human personality, and the change is shown in form of increasing the quality and quantity of behavior such as increased proficiency, knowledge, attitudes,
habits, understanding, skill, power of thought and other abilities. Learning is change; it means that the learning will carry out a change to student.

Based on the definition above, learning is process of behavior alteration which is intentional for changing the behavior to the whole expansion as the rehearsal and experience that is done by effort through the interaction with the environment.

6. Vocabulary Learning

Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important for us because we are able to speak, write, read or listen in English; definitely if we want learning English fluently we should learning vocabulary first. Then we have to master vocabulary more and more. If we lack of vocabulary, it often bring many trouble. Such as when we are speaking or writing in English we do not know what we will say or in writing we difficult to write in English because the lack of vocabulary. And or in reading a texts we often find a new word and we do not know the meaning. Because we have limited vocabulary and we are not only be able to read but we also must understand the meaning and also interpret the form itself. And then, when we are listening, we will find the difficulties because do not know the meaning. Therefore, we have to be able to learn vocabulary and increase our vocabulary so that we will not face a lot of problems for us (as English learners).

According to Pavur (2009) there are some points in learning vocabulary. The points of learning vocabulary are:
a. It is often helping to have some kind of hook to help students to retrieve the word or meaning that they want to remember. When the students feel cannot find the meaning for of the word, for example bucket the students may try to look for another word which has correlation with the word. If the students do not know the meaning of that word, try to find the function of the word like a water place.

b. Practicing and recalling the word

For example, when the students learn word worth, try to say this word anytime and anywhere. So that, it will help the students will be easier in remember this word.

c. Hearing, seeing and understanding the word repeatedly in various forms.

Always hear and see the new word, it will make the students familiar with the word. Try to repeat the word but in different form. For example word jump, this word belongs to verb form. Try to change this word into noun form, so it will become jumper.

According to Lado (1992: 1) cited in Wahyuni (2010: 15) there are several ways that the learner can learn English vocabulary such as:

a) Dictionary

Obviously as a language learner, student must have a good dictionary when they have a trouble in catching the meaning of words, dictionary can be used effectively if we aware of word limitation and consult them only to find a quick definition.
b) Note Book

One of the most effective ways to control the learning of the new words is to keep a vocabulary note book. We may want to keep a small one in our pocket so that we can write down words whenever we hear or see them.

c) Guessing the Meaning

Especially in reading we will find words whose exact meaning. Do not run to be dictionary every time we meet a strange word but wait and see if something else in the context becomes a clue to its meaning.

d) Study Word in Family

This is the kind of the study which can easily do by students. Word they are related in meaning. By this way, we make list f items that naturally occur together. For example; part of human body, article of clothing, food and so on. Each person can make such as list according to his interest.

As we know, words are essential in learning vocabulary. From the ways above, it can make easier for people to learn vocabulary and add their vocabulary

While according to Diana Larsen Freeman (1983: 3) stated in Hakim (2011) there are numerous ways of helping students to acquire knowledge of many words and proficiency in their use. As yet there is no sufficient evidence to show which strategy of learning vocabulary
work best at different levels and with learners of different degrees of ability.

a) Translation of literary passage

Students translate a reading passage from the largest language into their native language. The reading passage focused for several classes: vocabulary and grammatical structure.

b) Antonym/Synonym

Students are given one set of words and asked to find antonym/synonym in the reading passage. Or students are asked to define a set of words based on their understanding of them as they occur in the reading passage.

c) Fill in the blanks

Students are given a series of sentences with words missing; they fill in the blank new vocabulary items.

d) Memorization

Students are given list of target language vocabulary words their native language equivalents and are ask to memorize them.

e) Use words in sentence

In order to show that the students understand the meaning and use of a new vocabulary item, the students make up in which they use the new words.
f) Composition

The lecturer gives the students a topic to write about in the target language. The topic is based upon some aspect of the reading passage of the lesson. Sometimes, instead of creating a composition, the students are asked to prepare a precise of the reading passage.

The conclusion from the definition above, it means that the students have to chose which words to learn and they have to decide how they are going to learn them. Besides that, we have several ways to learn vocabulary depend on our interest. It is prove that vocabulary is one of the important things in learning language. From those ways it can be increase vocabulary in English.

B. Learning Strategies

1. Learning Strategies

If we want to success learn vocabulary we must have strategy to easier in learning vocabulary. In language, strategies can be interpreted as tactics, tips, tricks, or ways. While in the general strategies is an outline of the bow in action to achieve its intended purpose (Sutikno, 2007: 3). To achieve the goal of language learning, the strategies are needed.

Nunan (1991: 158) says that learning strategies are the mental process which students employ to learn and use the target language.

Learning strategy is one of education component and method will be selected and used by lecturer and student in order that the learning goal will be effectively and efficiency.
From the definition above, the conclusion is that the learning strategies are strategies used by learners to help them learn vocabulary easier and the mental process consist of behavior, steps or technique so that the students can improve their vocabulary.

2. Vocabulary Learning Strategies (VLS)

Strategy needed for learning strategy. With the strategy students have they could achieve successful in learning vocabulary. Based on Nastion in Ghazal (1997: 84), vocabulary learning strategy is one part of language strategy which is in turn part of general learning strategies.

Brown and Payne in Hatch and Brown (1995: 373) suggest that five steps in learning vocabulary to increase vocabulary competence of the students, they are:

a. The first essential step is encountering a new word that is having a source for words.

b. The second step is getting the word form that appears to get a clear image visually or auditory or both of the form vocabulary item.

c. The third step is getting the word’s meanings. The step includes such as asking native language speakers what the word means, asking the people who speak native language the meaning of new words and explaining. It means that the student try to find the meaning of the word by asking to someone to know the meaning well (native speaker).
d. The fourth step is consolidating words form and meaning in memory. Brown and Payne said that many kinds of vocabulary learning drills, such as flashcard, matching exercise, crossword, puzzle, etc.

e. The last step is using the words although it is not necessary for receptive knowledge of the words. It means that after student gets the clear image of the words and they have known the meaning they remember word in their mind, now it's time to use the word in sentence.

3. Taxonomy of Vocabulary Learning Strategies

According to Schmitt in Hamzah (2007: 5) there are two main groups of strategies: discovery strategies and consolidation strategies. Discovery strategies are the strategies used in discovering the meaning of a new word. They are determination strategies and social strategies. Consolidating strategies deal with the consolidation a word once it has been encountered. They are memory strategies, cognitive strategies, and metacognitive strategies.

1. Discovery Strategies

Discovery strategies are the strategies that are used in discovering the meaning of a new word. The types of discovery strategies are:

a. Determination Strategies

To Schmitt determination strategies are used when learners are faced with discovering a new words meaning without resource to another person’s expertise. The learners can be done through analyze
part of speech, guessing the meaning from context, affixes and roots, analyze and gestures, bilingual dictionary, monolingual dictionary, word lists and.

b. Social Strategies

These strategies are used to understand the word by asking someone who knows it or interacting with other people to improve language learning. Learners or can ask lecturer or classmates for information about new word and they can answer a number of ways such as synonym/antonym, translation, etc. Discover new meaning they can practice through in a group activity and interaction with native speakers.

2. Consolidation Strategies

Consolidating strategies deal with the consolidation a word once it has been encourages. The type of consolidation strategies such as:

a. Memory Strategies

It is approach that relates new material to existing knowledge. These strategies contain of image word’s meaning, connect word to a personal experience, connect the words to its synonym and antonyms, use semantic maps, group words together, study sound of word, say word aloud, image of word form, underline initial letter.
b. Cognitive Strategies

These strategies are those skills or behaviors employed directly in special learning task. These strategies contain of verbal or written repetition, word lists, including keeping of vocabulary notebooks, use vocabulary section in text book.

c. Metacognitive Strategies

Metacognitive strategies in Schmitt’s taxonomy involve a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best ways to study. This concludes improving access to input, deciding on the most efficient methods of study or review, and testing oneself to language improvement.

From the explanation above, students should have strategies. There are some strategies can be used by students to increase their vocabulary. From those strategies it makes student easier to learn vocabulary. Moreover, the students can learn English without any problem. To be more precise, Schmitt’s taxonomy classifies vocabulary learning strategies as in table below:
Table: 2.1

Blueprint of Vocabulary Learning Strategies

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Definition of Strategy</th>
<th>Sub-Strategies</th>
</tr>
</thead>
</table>
| Determination Strategies | Trying to discover the meaning by guessing it | a. Analyze part of speech  
b. Making word lists  
c. Using a dictionary (bilingual or monolingual)  
d. Analyze any available picture  
e. Guest meaning or word from textual context |
| Social Strategies | Asking someone for help with the unknown words | a. Ask teacher for a synonym  
b. Ask classmate  
c. Discussing the meaning in a group  
d. Interact with native speakers  
e. Practice English with has better ability |
| Memory | Relating the words to some previously learned knowledge by | a. Writing new vocabulary from lesson  
b. Connect the word to its |
<table>
<thead>
<tr>
<th>strategies</th>
<th>Definition of Strategy</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Strategies</td>
<td>using from imagery</td>
<td>synonym and antonym</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Use semantic maps</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Using new word in sentences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Saying new word aloud</td>
</tr>
<tr>
<td>Cognitive Strategies</td>
<td>Similar to memory strategy but are not focused on manipulate mental processing</td>
<td>a. writing repetition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Verbal repetition</td>
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<tr>
<td></td>
<td></td>
<td>c. Use vocabulary flashcard</td>
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<tr>
<td></td>
<td></td>
<td>d. Listening to tape of word lists</td>
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<tr>
<td></td>
<td></td>
<td>e. making a new vocabulary notebook</td>
</tr>
<tr>
<td>Metacognitive Strategies</td>
<td>Strategy used by the learners to control or evaluate their own learning</td>
<td>a. Finding the words from English media</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Use word games</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Testing oneself with word test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Used spaced word practice</td>
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<td></td>
<td></td>
<td>e. Continuing study over time</td>
</tr>
</tbody>
</table>

(Schmitt. 1997: 10)
C. The Previous Study

For strengthening these arguments of learning vocabulary strategies the writer present some studies that were resemble the topic of this study. Riankamol (2008) did study entitled “A Survey Study of Vocabulary Learning Strategies of Gifted English Students” at Triam Udomsuksa School in the First Semester of Academic Year 2008. He investigated the most frequently used strategy and the least frequently strategies English vocabulary learning adopted by English gifted students of Triam Udomsuksa School in the first semester. The result of the study said that the use of metacognitive strategies was not frequently used by English gifted students who were considered high proficient students in English. And the least frequently used of vocabulary learning strategies is cognitive strategies.

Besides, Noor and Amir (2009), based in their study entitled “exploring the Vocabulary Learning Strategies of EFL learners”. The purpose of this study was to explore the strategy that is often used by the EFL learners. The result of the study revealed that the strategies were often used by the EFL learners are memorization (in term of mental images), dictionary strategies and linguistic clues. However, the least used of strategies discovered is note taking strategies.

From the explanation above between two previous studies could be concluded that there is the same and different result finding of leaning strategies could be used by students in English language learners.