

CHAPTER II

THEORETICAL REVIEW

A. Vocabulary

1. Definition of Vocabulary

As mentioned at the previous chapter that vocabulary is one part of language which is important to be learnt. Broadly defined, vocabulary is knowledge of words, including explanations of word meanings. Briefly, a word is described as a sound or a combination of sounds, or its representation in writing or printing that symbolizes and communicates a meaning. To master a word is not only to learn its meaning but also to learn its register, association, collocation, grammatical behavior, written form, spoken form and frequency. All these properties are known as “word knowledge” (Schmitt 2000:5).

Besides that, Rivers in Nunan (1983: 125) writes that vocabulary is essential for supporting the study of the second language. It means that vocabulary is the key of success the learner in learning English as second language. Vocabulary becomes an important thing in learning English, because it the first basic thing in learning vocabulary.

From the definition of vocabulary above, it can be concluded that vocabulary is one of important language elements that are needed to be learnt by students to communicate with others. In the other side the vocabulary which student have, it will be easier for them to develop and learn English as the foreign language.

2. The Importance of Vocabulary

Vocabulary is central to language and of critical importance to the typical language learner (Zimmerman 1997:5). Lack of vocabulary knowledge will result in lack of meaningful communication. Vocabulary is an important element in learning English because it is the basic step that the students have to master well, in other words, in order to comprehend reading well, the students must have good vocabulary skill, students can communicate well. Without it, someone will be unable to show his or her idea to give message to another.

Based on the importances of vocabulary above, it can be concluded that students need to have good vocabulary since the success of their study depends on how they master the vocabulary. Vocabulary has an important role in making up a language.

3. Learning Vocabulary

Learning vocabulary is an important part of learning a language. The more word one knows, the more one will be able to understand what is heard and read, and the better one will be able to say what he or she delivers when speaking or writing.

According to Pavur (2009) there are some points in learning vocabulary. Those points in learning vocabulary are:

- a. It is often helping to have some kind of *hook* to help the students to retrieve the word or meaning that they want to remember.

When the students feel that they cannot find the meaning of the word, the students may try to look for another word which has correlation with the word. For example word *bucket*. If they do not know the meaning of this word, try to find the function of the word like *a water place*.

b. Practicing in recalling the word.

For example when the students learn word *bubble*, try to say this word anywhere and anytime. By doing this, the students will be easier in remember the word.

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

Always hear and see the new word will make the students familiar with the word. Try to always repeat this words but in different form. For example word *high*, this word belongs to adjective form. Try to change this word into adverb form, so it will become *higher*.

Once students have chosen which words to learn, they have to decide how they are going to learn them. According to Lado (1972: 1) there are several ways that the students can learn English words. Those ways are:

a. Dictionary

Dictionary can help the students in learning vocabulary. By using dictionary, the students can find the meaning or the synonym of the words, so they will understand the words easily. It is better for the

students to have two dictionaries, one large and one small because it can help the students effectively when the students find the difficulties.

b. Notebook

One of the effective ways to control the students' learning of few words is to keep a vocabulary notebook. The students may write the words with their translation or definition, so when they arrive at home they may look for the meaning by seeing the notebook.

c. Guessing the meaning

Especially in reading, we will find words whose exact meaning. It is not absolutely necessary for us to know the sentence. Therefore, we can not always open the dictionary everytime when we find a strange word.

d. Study words with families

It can be called as the easiest way to learn vocabulary. Each time the learner has difficulties in learning vocabulary, ask the family correlate with words, such as the meaning or the synonym of the words.

B. Learning strategies

1. Definition of learning strategies

In order to learn something, the students need strategies to make them easier in learning vocabulary. Learning strategies are one of the ways for the learners to learn second language or foreign language. The students have different characteristic in learning new language, that's way every learner needs their own learning strategy.

Nunan (1991: 158) says that learning strategies are the mental process which students employ to learn and use the target language. Moreover, Oxford in Nunan stimulate in students to enable them to become more proficient language.

From the previous definition it can be concluded that learning strategies are the mental processes that consist of specific actions, behavior, steps or technique so that the students can improve their progress in apprehending, internalizing, and using the second language that can make the students become a successful learners.

C. Vocabulary Learning Strategies

1. Definition of Vocabulary Learning Strategies

Based on Nationin Ghazal (1997: 84), vocabulary learning strategies are one part of language strategy which in turn are part of general learning strategies. The students need training in vocabulary learning strategies.

According to Channarong (2011: 80) Vocabulary learning strategies have been defined as any set of techniques or learning behaviors, which oriented the students, reported using in order to discover the meaning and to retain the knowledge of newly-learned words.

Based on the research done by university student in Thailand, they found some strategies to explore vocabulary learning. The finding of the

research show that three different emergent categories have been reported which include:

1. The strategies to discover the meaning of new vocabulary items
2. The strategies to retain the knowledge of newly-learned vocabulary items
3. The strategies to enhance their learning vocabulary items or to expand their knowledge of vocabulary

From definition above, it can concluded that vocabulary learning strategies are strategies that can be used by students. This strategies help them to learn new vocabulary and find out the word meanings from context.

2. Vocabulary Learning Strategies

According to Schmitt in Hamzah (2007: 5) there are two main groups of strategies. Those strategies are:

1. Discovery strategies

Discovery strategies are the strategies that are used in discovering the meaning of a new word.

The type of discovery strategies such as:

- a. Determination strategies

These strategies are used when the students meet the new word and students try to discover the meaning by guessing it. The strategies consist of: analyzing part of speech, affixes and roots, analyzing pictures and gestures, guessing from textual context,

bilingual dictionary, monolingual dictionary, word list and flash card.

b. Social strategies

These strategies are used to understand the word by asking someone who know it. The strategies consist of ask the teacher to translate the new word, ask the teacher for paraphrase or synonym of new word, ask a teacher for a sentence including new word, ask clasmate for meaning, discover new meaning through group work activity interect with native speakers.

2. Consolidation strategies

Consolidating strategies deal with the consolidation a word once it has been encouraged.

The type of consolidation strategies such as:

a. Memory strategies

It is the approach that relates new materials o existing knowledge. These strategies contain of image words meaning, connect word to a personal experience, connect the word to its synonyms and antonym, use semantic maps, group words together, study sound of words, say wor aloud, image of word form, underline initial letter.

b. Cognitive strategies

These strategies are those skills or behaviors employed directly in specific learning tasks. These strategies contain of verbal or

written repetition, word list, flashcards, note-taking, use vocabulary section in textbooks, listen to tape of word lists, keep vocabulary notebook.

c. Metacognitive strategies

These strategies are defined as a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best way to study.

3. Strategies in Learning Vocabulary

Schmitt discovers another way to learn vocabulary, divided into five strategies such as social, determination, memory, cognitive and metacognitive strategies. The strategies can be seen from the table below.

Table 2.1

Learning strategies	Definition	Example
1. Determination strategies	Trying to discover the meaning by guessing the words	<ul style="list-style-type: none"> a. Analyzing any available picture b. Guessing from context c. Making word lists d. Using bilingual dictionary e. Analyzing part of speech
2. Social strategy	Asking someone for helping	<ul style="list-style-type: none"> a. Asking classmate b. Asking teacher for synonym

		<ul style="list-style-type: none"> c. Asking teacher for a new word d. Discussing the meaning in a group e. Interacting with native speaker
3. Memory strategy	Relating the words with some previously learned	<ul style="list-style-type: none"> a. Writing new vocabulary from lesson b. Saying new word aloud c. Using new word in sentences d. Studying the spelling of words e. Making an image of word's meaning
4. Cognitive strategy	similar to memory strategy but are not focused on manipulate mental processing	<ul style="list-style-type: none"> a. Writing repetition b. Making a vocabulary notebook c. Verbal repetition d. Using the vocabulary in a sentence e. Listening to tape of word lists
5. Metacognitive strategy	Strategy used by the learners to control or evaluate their own learning	<ul style="list-style-type: none"> a. Finding the words from English media b. Testing oneself with words tests c. Skipping or passing new word d. Continuing study over time e. Using the words in dialogue

From the table above, shown that in learning vocabulary there are some strategies that can be used by the learners.

D. Knowledge

1. Definition of Knowledge

Prusak (1998: 5) defines knowledge as a fluid mix of frame experience, contextual information, values and expert insight that provide a framework for evaluating an incorporating new experiences and information. Moreover, Drucker (2011: 1) states that knowledge is information that changes something or somebody either by becoming grounds for actions, or by making an individual (or an institution) capable of different or more effective action.

2. Types of knowledge

According to Locke (1689: 1) there are several types of knowledge.

Those are:

- a. Explicit knowledge can be articulated into formal language including grammatical statements (words and numbers), mathematical expressions, specifications, manuals, etc. Explicit knowledge can be readily transmitted others. Also, it can easily be processed by a computer, transmitted electronically or stored in databases.
- b. Tacit knowledge is personal knowledge embedded in individual experience and involves intangible factors, such as personal beliefs, perspective, and the value system. Tacit knowledge is hard to

articulate with formal language (hard, but not impossible). It contains subjective insight, intuitions, and hunches. Before tacit knowledge can be communicated, it must be converted into words, models, or numbers that can understand.

From definition above, it can be concluded that vocabulary knowledge is the information that changes something or somebody when they get new experiences and information including grammatical, mathematical expressions.

