CHAPTER II

LITERATURE REVIEW

A. Nature of Vocabulary

1. Definition of Vocabulary

Learning English is not something new for university students. They often speak and write. In English, there are four skills that should be mastered by students; reading, writing, speaking, and listening. One of the ways how to master English is mastering vocabulary. However students do not have a lot of vocabulary. They have limited vocabulary.

Vocabulary is knowledge of words and word meanings. According to Groiler International Dictionary (1981), vocabulary is the stock of words used by people; a list or collection of words of language. Besides that, according to Rivers in Nunan (1991), vocabulary is essential for supporting the study of the second language. It means that vocabulary is the key of success of someone in learning English as a second language.

However, vocabulary is more complex than those definitions suggests. First, words come into two forms: oral and written. Oral vocabulary includes those words that we recognize and use in listening and speaking. Written vocabulary includes those words that we recognize and use in reading and writing. Second,
word knowledge also comes in two forms, receptive and productive. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we do not know their full definitions and connotations or ever use them ourselves as we speak and write (Kamil & Hiebert, 2009). Receptive vocabulary refers to the words and expressions students can understand when reading or hearing them. Productive vocabulary refers to the words and expressions that student can use correctly when producing oral or written language.

It can be concluded that vocabulary is knowledge of words and word meanings in both oral and print language and in productive and receptive forms.

2. Steps of Learning Vocabulary.

In learning vocabulary there are so many steps usually used by students. Five essentials steps are suggested to increase the students’ vocabulary mastery by Brown and Payne in Hatch and Brown (1995: 373), as follows:

a. 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).
b. Getting the word form

This step is to be getting of 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 for words.

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

c. Getting the word meaning.

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

d. 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 make them remember about the words. It can be said as the continuity of third step.

e. Using the word
Some would argue that this step is not necessary if the learners only know 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 after the students get the clear image of the words and they have known the meaning of the words and they have remember it in their mind, now its time for them to use the words in a sentences or in a phrase. It can help them to understand where the word should be placed.

3. Assessing Vocabulary

The vocabulary assessment can be seen from the point of view breadth and depth. Breadth refers to the number of words a learner knows and depth refers to what the learner knows about these words. Milton in Sylvia (2009), explained this more that “Vocabulary breadth, for example, might involve the passive recognition of word forms quite separate from meaning; the kind of recognition where you know a word is a word in a foreign language, you can remember seeing of hearing it, even if you cannot think what it means or provide a translation. Equally, vocabulary breadth might be measured by a translation test where the learner must provide a translation equivalent or some kind of explanation.”
4. **How to Learn Vocabulary.**

Lots of people learn vocabulary through various ways. According to Lado (1972) there are at least four ways that the learners can learn vocabulary namely:

a. **Dictionary**

   Obviously, students must have a good dictionary when they have a trouble in catching the meaning of the words. Dictionary can also be used effectively to find a quick definition.

b. **Note Book.**

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

c. **Guessing the Meaning.**

   Especially in reading, we will find words whose exact meaning. It is not always open the dictionary every time when we meet a strange word. Wait and see if something else in the context will give us a clue to its meaning.

d. **Study Word in Family.**

   This is the kind of the study which can be done by our self. Words that are related in meaning by this can be
made by giving list or items. For example list of parts of body, article of clothing, and so on. Each person can make such lists, according to their interest, our vocabulary note book should include this list and we can add word to them.

5. The Mastery of Vocabulary

The learners should have ability, capability, and power to learn vocabulary. A power and capacity refer to master. According to Webster (1994: 626) and Hornby (1987: 523) says that mastery as an act of completing control of knowledge.

As additional, Fries as quoted by jannah (2000: 18) defines mastery as the ability to use or to understand “all the words” of the language.

As stated in the limitation of the study in chapter I and some quotations from the researchers above, this research will be limited into the students’ ability. Thus, it deals with their ability in determining the synonym and related words of certain vocabulary items and their usage in sentences to express ideas, opinion, and feelings in communication. In conclusion, Vocabulary mastery is people’s ability to use or to understand words of language that they have learned.
6. Problem of Vocabulary Mastery

In mastering vocabulary sometimes the learners find some difficulties. Thus, it deals with their ability in determining the synonym and related words. According to Siriwan (2007), the learners are difficult to learn how to discover the meaning of new words, how to store them in their memory, and how to use them by practicing and expanding their vocabulary. Based on those problems, it is useful and necessary for language learners to learn the various vocabulary learning strategies.

B. Vocabulary Learning Strategies

1. The definition of Vocabulary Learning Strategies (VLS)

Learning strategies are steps that the learners take in order to accomplish learning tasks. They are used for learning grammar, vocabulary, literature, etc. To achieve the goal of language learning, the strategies are needed. Vocabulary learning strategies will be focused on this research.

Some language experts define the vocabulary learning strategies. According to Nation in Ghazal (2001), vocabulary learning strategies are one part of language learning strategies that in turn are parts of general learning strategies.

According to Schmitt (1997), a vocabulary learning strategy is any strategy that results in the learning of vocabulary. While,
Cameron cited from Siriwan (2007:44) says that vocabulary learning strategies (VLS) as “the actions that learners take to help themselves understand and remember vocabulary items”. Besides that, Sokmen in Marttinen (2008: 32) summarized that vocabulary learning strategies are basically actions made by the learner in order to help them to understand the meaning of a word, learning them and to remember the later.

From the definition above, the conclusion is that the vocabulary learning strategies are the strategies used by learners to help them learn vocabulary.

2. **Taxonomies 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.

   The strategies are described as follows:

   a. Determination Strategies
These strategies are used when the learners meet the new word and they try to discover the meaning by guessing it. The strategies consists of: analyze part of speech, affixes and roots, analyze pictures and features, guess from contextual, bilingual dictionary, monolingual dictionary, word lists, flash cards.

b. Social Strategies

These strategies are used to understand the word by asking someone who knows it. The strategies consist of: asking teacher for L1 translation, ask teacher for paraphrase or synonym of new word, ask teacher for a sentences including a new word, ask classmate for meaning, discover new meaning through group work activity, and interact with native speakers.

c. Memory Strategies

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

d. Cognitive Strategies
These strategies are those skills or behaviors employed directly in special learning tasks. These strategies contain of verbal or written repetition, word lists, and flashcards, note-taking, use vocabulary section in textbooks, listen to tape of word lists, keep vocabulary notebook.

e. 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 of study. These strategies contains of use L2 media, testing oneself with word test, used spaced, word practice, skip/pass new word, continue to study word over time.

3. The Previous Studies

The existence of vocabulary learning strategies has been investigated by some researchers. For example, a study belonged to Ayu Handayani, S.pd that entitled “A Study of Vocabulary Learning Strategies Used by English Education Students ( A descriptive Study on the Fourth Semester Students of Muhammadiyah University of Purwokerto in Academic Year 2010/2011)” showed that there were five strategies used by the students; determination strategy, social strategy, memory strategy, cognitive strategy, and metacognitive strategy. Besides, another previous study belonged to Mohd.
Sahandri Gani Hamzah Ph D Assoc Prof that entitled “Vocabulary Learning Strategies of Iranian Undergraduate EFL Students and its Relation to their Vocabulary Size” showed that there was a correlation between the students’ vocabulary size and the whole of the vocabulary learning strategies with the index correlation was 0.423. It showed that the variance value of students’ vocabulary size correlated significantly with all vocabulary learning strategies. It is proved that vocabulary learning strategies is the crucial thing in increasing students’ vocabulary mastery and the students’ vocabulary mastery and their vocabulary learning strategies is important to be investigated.

4. **Hypothesis.**

Based on the literature review and assumption above, these following hypothesis are built up; they are:

1. There is an influence between students vocabulary mastery with determination strategy.
2. There is an influence between students vocabulary mastery with social strategy.
3. There is an influence between students vocabulary mastery with memory strategy.
4. There is an influence between students vocabulary mastery with cognitive strategy.
5. There is an influence between students’ vocabulary mastery and metacognitive strategy.

6. There is a correlation between students’ vocabulary mastery between the whole vocabulary learning strategies.