

## CHAPTER II

### THEORETICAL REVIEW

#### A. Vocabulary Learning

##### 1. Definition of Vocabulary

Vocabulary is a list or set of words for particular language or a list or set of word that individual speakers of language might use (Hatch and Brown, 1995). It is the focus of language words that sounds and meaning interlock that is used to communicate with one another, and it is a word that we arrange together to make sentences, conversations, and discourse of all kinds. It is also one of material which is studied in learning language by students of all levels in Indonesian students. They often speak, read, listening and write in English, so they have to master vocabulary enough.

Therefore, vocabulary acquisition is important in learning language a second or foreign language. The acquisition of an adequate vocabulary is essential for successful second language use, because without an extensive vocabulary, we will be unable to use the structure and functions we may have learned for comprehensible communication (Rivers cited in Nunan, 1991: 117). It means that vocabulary has been mastered if they want to master English well.

From the definition above, the writer concludes that vocabulary is set of all word that might use by individual language speakers to make up

language. Without sufficient vocabulary, people cannot communicate effectively or express his idea in both oral and written form. To support the speaker's interaction in communication, vocabulary becomes important because it can be used as basic foundation to construct a word into a good sequence of sentence. Therefore, the students should have to obtain vocabulary mastery.

## 2. The Types of Vocabulary

Nation (1990: 29) has divided vocabulary in the specific reference, such a word.

- a) Receptive vocabulary: Knowing a word involves being able to recognize it when it is heard (What is the sound like?) or when it seen (What does it look like?) and having an expectation of what grammatical pattern the word will occurrence. This includes being able to distinguish it from word with a similar form and being able to judge if the word form sounds right or look right.
- b) Productive vocabulary: Knowing a word involves being able to pronounce the word, how to write and spell it, how to use it in grammatical pattern along with the word in usually collocates with it, it also involves not using the word too often if it is typically a low frequency word and using it in a suitable situation using the word to stand for the meaning it represents and being able to think of suitable substitutes for the word if there any.

From those types of vocabulary above, it can be concluded that types of vocabulary is always used in daily activity, such as reading, listening, writing, and speaking.

### **3. The Importance of Vocabulary**

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins, 1972, p. 111 cited in Maher (2012:1) stated without grammar very little can be conveyed; without vocabulary nothing can be conveyed. It means that vocabulary has important roles in learning English. By knowing and memorizing a lot of vocabulary, we can easily and fluently to communicate with others. In case it could help the students to enjoy their classes. One who masters enough vocabulary will be able to express more ideas and finds fewer difficulties than those who have fewer vocabularies. When they read a certain text, they will easily get the information from it since they can understand every word in the text. On the others hand, those who lack of vocabulary will face a lot of problems. Mastery of vocabulary will be useful for the process of achieving language – learning objectives. That is the mastery of language skills (Listening, Speaking, Reading, and Writing).If we want to communicate with others in certain language, we must master the language they belong to especially to know enough vocabulary of those language.

#### **4. The Definition of Learning**

Learning is very basic in every level of education. The learning process in school, home, or social environment can influence the success in the learning purposes. Hakim (in Sutikno, 2007 : 6) defined 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, skills, power of thought and other abilities. Learning is change; it means that the learning will carry out a change to students. The change is not only related to the knowledge improvement but also the aptitude, skill, attitude, meaning, pride, interest, and character adapting.

Based on the definition above, the writer concludes that 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.

#### **5. Vocabulary Learning**

Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because we are able to speak, write, read or listen in English; definitely we have to know vocabulary first. Then, we have to master vocabulary more and more. If we lack of vocabulary, it often brings many troubles. Such as when we are speaking or writing in English, sometimes we get trouble because we donot know what we will say or write in English. Also when we reading an English

text, we often find some new words that we do not know the meaning, because we are not only able to read, but we have to understand the meaning and also interpret the form of vocabulary itself. As well as reading, when we are listening in English, oftentimes we get some troubles because we do not know the meaning. Therefore, we have to be able to link the words which are spoken by the speaker to the full of meaning. Overbearingly the vocabulary, we will not face a lot of problems for us (as an English learner).

According to Lado (1972: 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, we have to have at least one good dictionary. When we have a trouble in catching the meaning of word, 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 new words is to keep a vocabulary note book. We may want to keep 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 is not absolutely necessary for us to know in order to understand the

sentences. Therefore, 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 its meaning.

#### d. Study Word in Family

This kind of the study can easily do by students, words that are related in meaning. By this way we make list of items that naturally occur together; part of human body, article of clothing, food and soon. Each person can make such as list according to his interest.

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 synonym/antonym 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 blanks new vocabulary items.

d. Memorization

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

e. Use words in sentences

In order to show that students understand the meaning and use of a new vocabulary item, they make up sentences 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 is that we cannot deny that vocabulary is one of the important things in learning English. We can use several ways to learn vocabulary depend on our interest.

## 6. The Aspects of Vocabulary Knowledge

Certainly, when we learn vocabulary we have to understand the aspects of learning vocabulary. The aspects of vocabulary learning covers:

- a. Recognizing the form and knowing the meaning of the word.
- b. Knowing its word class(es).
- c. Knowing how it is spelled (and how this differs from similarity pronounced words).
- d. Knowing its different senses.
- e. Knowing the synonyms, antonyms and hyponyms of its senses and derivatives.
- f. Knowing the grammatical properties of the word.
- g. Knowing how it collocates with other words in multi-word items and lexical patterns.
- h. Knowing constraints on the use of the word (e.g., concerned with frequency or formality)

(<http://engres.ied.edu.hk/vocabulary/vocabulary2-2.html>) Accessed at August 10th, 2014)

## **B. Learning Strategies**

### **1. Learning Strategies**

One of the success determinants in the educational program is specified by learning strategy. 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 in learning language, we need learning strategies. A learning strategy is a way of achieving communication of encoding or expressing meaning in language. Learning strategies is as

one of education component and method that will be selected and used by lecturer and student in order that the learning goal can be achieved effectively and efficiently. According to Nunan (1991: 168), learning strategies are mental processes which learners employ to learn and use the target language.

From the definition above, it can be said that learning strategies are the mental processes activities or a particular method used by the students to achieve their own successful learning in the target language.

## **2. Vocabulary Learning Strategies**

Learning language is needed strategies, therefore to achieve the goal result of learning vocabulary; students must manage the learning by strategies. The most important point that there are different ways to know a word, which is considered sufficient knowledge under one circumstance will probably not be sufficient under others. The specificity of any individual's knowledge about a word depends on the person and his or her motivation, desires, and needs for the word.

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

- a. The first essential step is encountering 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. This

step is shown associating new words seem to be similar in native language.

- c. The third step is getting the word's meanings. The step includes such as asking native speakers what the word means, asking the people who speak native language the meaning of new words and explaining.
- 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 final step is using words although it is not necessary for receptive knowledge of the words.

### **3. Taxonomy of Vocabulary Learning Strategies**

According to Schmitt (1997) cited in Schmitt (2000: 135) there are two main groups of strategies: discovery strategies and consolidation strategies. Discovery strategies are the strategies that are used in discovering the meaning of a new word whereas consolidation strategies deal with the consolidation a word once it has been encountered. The former group contains determination and social strategies, and then the latter contains social, memory, cognitive and metacognitive strategies. Social strategies are included in both of groups since they can be used for both purposes. To Schmitt, determination strategies are used when learners are faced with discovering a new word's meaning without recourse to another person's expertise. The learner can be done through guessing from one's structural language knowledge of a language,

guessing from L1 cognate, guessing from context, or using reference materials. Other way to discover new meaning, through employing social strategies of interacting with other people to improve language learning. Learners can ask lecturer or classmates for information about a new word and they can answer in a number of ways such as synonym/ antonym, translation, etc. They can also learn and consolidate vocabulary knowledge with other people such study and practice meaning of word in a group, interact for English with native speakers and practice English with other people. Furthermore, 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. Then Cognitive strategies in this taxonomy are similar to memory strategies but are not focused on specifically on manipulative mental processing. They include repetition and using mechanical means to study vocabulary, including the keeping of vocabulary notebooks. Finally is 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 includes improving access to input, deciding on the most efficient methods of study or review, and testing oneself to language improvement. It also includes deciding which words are worth studying and which are not, as well as persevering with the words one chooses to learn.

From the explanation above, it can be seen that in learning vocabulary there are some strategies that can be used by the students. Students should have strategies in their learning, especially in learning vocabulary. Through these strategies, students will be able to comprehend vocabulary easier. To be more precise, Schmitt's taxonomy classifies vocabulary learning strategies as in table below:

**Table 2.1**  
**Blueprint of Vocabulary Learning Strategies**

Strategies	Sub-Strategies	Number of questionnaire
Strategies for the <b>discovery</b> of new word's meaning		
<b>Determination</b>	Analyze part of speech	1
	Analyze affixes and roots	2
	Check for L1 cognate and use a dictionary (bilingual or monolingual)	3
	Analyze any available picture or gesture	4
	Guess meaning of word from textual context	5
<b>Social</b>	Ask teacher for a synonym, paraphrase, or L1 translation of new word	6
	Ask classmate for word meaning	7
Strategies for <b>consolidation</b> a word once it has been encountered		
<b>Social</b>	Study and practice meaning in a group	8
	Interact for English with native speakers	9
	Practice English with other people with has better ability	10
<b>Memorization</b>	Connect word to a previous personal experience	11
	Connect the word to its synonyms and	12

	antonyms	
	Use semantic maps	13
	Group words together to study them	14
	Say new word aloud when studying	15
<b>Cognitive</b>	Verbal and written repetition	16
	Make a word list	17
	Use vocabulary flashcard	18
	Listen to tape of word lists	19
	Keep a vocabulary notebook	20
<b>Metacognitive</b>	Use English-language medium (songs, movies, newscasts, etc.)	21
	Testing oneself with word tests	22
	Use word games	23
	Skip or pass new word	24
	Continue to study word over time	25

(Schmitt, 1997: 10)

### C. Previous Studies in Vocabulary Learning Strategies

For strengthening the arguments that there was the most frequently strategies of learning vocabulary, the writer presented some studies that had resemble 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 and the least frequently of the used English

vocabulary learning strategies adopted by English gifted students of Triam Udomsuksa School in the first semester. The result of the study that the use of metacognitive strategies was most frequently used by English gifted students who were considered high proficient students in English. And the least frequently used of vocabulary learning strategies were cognitive strategies.

Besides, Noor and Amir (2009), based on their study entitled Exploring the Vocabulary Learning Strategies of EFL learners explored the strategy used of vocabulary learning among a group of EFL learners. The purpose of his study was explored the strategies most often used by the EFL learners. The results of the study revealed that the strategies most often used by the EFL learners were memorization (in terms of mental images), dictionary strategies and linguistic clues. However, the least used of strategies discovered were note taking strategies.

Furthermore, Wahyuni (2010) did a study entitled Strategies in Learning Vocabulary used by the second year students of SMP N 4 Tanjung Brebes in the academic year 2009/2010 concluded that the strategy most frequently used in learning vocabulary by the second year students of SMP N 4 Tanjung Brebes in the academic year 2009/2010 were memory strategy and social strategy.

From the explanation above between three previous studies could be concluded that there were same and different result finding of vocabulary learning strategies which were used by English language learners.