CHAPTER II

THEORITICAL REVIEW

A. Vocabulary

1. Definition of Vocabulary

Learning English is not something new for university students. They often speak and write in English, but they do not have a lot of vocabulary. They have limited vocabulary, whereas it is very important in learning in a language.

There are many definitions of vocabulary. According to, Hatch and Brown (1995:1) defines that vocabulary as a list or set of words for a particular language or a list or set of word that individual speakers of language might use. Meanwhile, Wu (2009:5) defines that vocabulary as a list of words, usually in alphabetical order and with explanations of their meanings. Further,Vossoughi (2009:1) states that vocabulary is the tool we use to think, to express ideas and feelings, and to learn about the world. It can be concluded that vocabulary is a set of words that is used to communicate in a language.

In short, vocabulary is one of the important language aspects which should be learned by language students in order to be able to communicate. Besides that, the more vocabulary which the students have, it will be easier for them to develop and learn English as the foreign language.

2. **The Importance of Vocabulary**

Vocabulary is one of the basic language components. Lewis (1993: 3) views the importance of vocabulary as being a basic for daily communication. He indicates that if language learners do not recognize the meanings of the key words used by other language learners, they will be unable to participate in the conversation.

Besides that, Tarigan (1984: 82) points out the importance of vocabulary in language learning, he states that language skill mostly depends on the mastery of vocabulary. Therefore, the more vocabulary that people got there will be the bigger possibility that people can use the language skillfully.

Furthermore, vocabulary is very important for the students. In this case, Nunan (1991: 81) states that the lacks of vocabulary makes the students unable and get difficulties in learning process. It is supported by Rubin and Thompson (1994: 79) who assert that vocabulary learning is at the heart of mastering foreign language.

In short, by a rich vocabulary it gives the right words to be used at the right time by the learners, and also enables them to express their real thoughts, ideas and feelings.

3. **Types of vocabulary**

Every component of language has many types and characterized. Richard and Joana as citied in Rini (2000: 6) said that there are three types of vocabularies. Namely:

a. General Vocabulary

It is means that vocabulary which is common to all people and consist of everyday words widely acknowledge meaning in common usage.Generalvocabulary is best thought of as the set of words useful to everyone who speaks a given language. This

might include words about food, weather, and colors. Most people learn generalvocabulary before words specific.

Example: table, house, red, bread, wind,etc

b.   Special Vocabulary

It is made up words from everybody's general vocabulary, which is taken on specialized meanings when adapted to particular content area and it is the words that are reoccurring, important, or specific to a certain things.

Example: shop keeper, hand fruit, etc

c.   Technical Vocabulary

Technical vocabulary is word which describes a specific art or science for particular things and consist of words that have usage and application only in particular subject matter field.

Example: chlorophyll, stethoscope, etc.

4.   The Aspect of Vocabulary

In learning vocabulary, the vocabulary aspects consist of meaning, spelling, pronunciation, word classes, and word use(Mardianawati,2012:11).

a. Meaning

A word may have more than one meaning when it is used in different context. In order to discover the meaning, the lecturer can use ways such as guided discovery, contextual, guesswork and using dictionaries.

Asking questions and offering example were guided discovery which guide students to guess meaning correctly. The meaning can be conveyed by using demonstration (using object, using gesture, blackboard drawing and pictures book)

and by verbal explanation (analytical definition, putting the new words in a defining context, and translating into another language) (Nation, 1990:51 as cited in Kareem, 2000:6). Involving students in discovering the meaning, it will easy for students to remember the word and its meaning.

Contextual guesswork means making of context in which the word appears to drive an idea of its meaning, or in some cases, guess from the word itself.

b. Spelling

In learning vocabulary, spelling is important because it aids in reading and as connector of sounds and letters. Spelling there may be different acceptable written forms for the same words within the same variety of English or most commonly, due to the fact that they belong to different varieties as happens with many British or American English terms (Nation, 1990:51 as cited in Kareem,2000:6)

c. Pronunciation

Pronunciation of a word is what someone hears when others say the word. what as speaker means to say might be difficult to understand by the listener when the sounds produces are incorrect. According to Suwartono (2008:2) states that pronunciation seems to be a central issue. The problems is rooted from inconsistency between spelling (the written form) and pronunciation (the sound production) in the English language.

d. Word Classes

Word classes are categories of word. word class is an important feature in semantic feature analysis. In each following sets of a word, one word does not belong. There are grammatical patterns should be practices fluently to the students such as noun (countable and uncountable) verb complementation, phrasal verbs, adjectives and adverb (Kareem,2000:4). The classification of the words of a language in this way depends on their function in communication. Nouns can occur in certain places of sentences and serve certain function. Verbs also occur in certain places and have special function, so word class membership is an important lexical feature.

e. Word use

Word use is how a word, phrase or concept is used language. Word use may also involve grammar and thus be the subject of profound analysis (Mardianawati,2012:11)

5. Learning Vocabulary

Learning vocabulary is an important part of learning a language. The more words one know, 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.

There are some points in learning vocabulary (Pavur 2009: 1).

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 places*

b. Practicing in recalling the words.

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

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

Always hear and see the new words will make the students familiar with the words. 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*.

Lots of people learn vocabulary through various ways. According to Lado (1972:1) there are at least four ways that the students can learn vocabulary such as:

a. Dictionary

Obviously, the students must have a good dictionary when the students 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. The students 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 absolutely necessary for us to know the sentence. Therefore, we can 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 kind of the easy study which can be done by our self. Words that are related in meaning by this can be made by giving list of items. For example list of parts of body, articles of clothing and so on. Each person can make such lists, according to their interest our vocabulary note book should includes this list and we can add word to them.

e. Mime, action, and gesture

In this matter the teacher can choose mime, action, or gesture. Teacher can walk, cry, or write the word "walk, cry, and write" while in explaining the word such as: to, up, from, etc. The teacher can use gesture.

f. Enumeration

When the teacher want to teach the word "animal", the teacher can enumerate a number of animals like lion, tiger, horse, cow, etc. the word animal will be clearly understand.

g. Translation

When there is no other ways to explain a word, teacher sometimes has to translate the word into the students' language. For example: when the teacher want to teach the word "nice", the teacher cannot express it by using gesture, mime, action or pictures. So, the teacher can say "baik"

h. Games

Game is a technique, which help and encourage many learners to sustain their interest in work. Game is also helps the teacher to create context in which the language is useful and meaningful status. (Andrew Wright, 1984:1)

Besides that, Brown and Payne in Hatch (1995:373) purpose five essential steps in learning vocabulary to increase the students' vocabulary they are:

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 newspapers and magazines)

b. Getting the word form

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

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

c. Getting the word meaning

This step includes asking native speaker what the word 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 meaning (native speaker)

d. Consolidating word form and meaning in memory

Many kinds of vocabulary drills, such as flashcard, crossword, puzzle etc. it means that the students 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 students only know the meaning if the words. However if the goal is to help the students move as far along the continuum of word knowledge as they can, word use in 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 min, now its time for them to use the words in a sentence or in a phrase. It can help them to understand where the words should be placed.

6. **The Aspects of Vocabulary Knowledge**

Certainly, when we lean 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 formsimiliarity pronounces 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 constrains on the use of the word (e.g., concerned with frequency or formality)

(http;//engres.eid.edu.hk/vocabulary2-2.html) Accessed at August 10th, 2014)

B. Learning Strategies

1. Definition of learning

Learning is very fundamental in every stage of education. The success of education purposes generally depends on the learning process in school and environment.

Slameto (2003:2) states learning is an effort which is done by someone to get new change of behavior on the whole as the result of their own experience in the interaction with their environment. It means that the purpose to get the change of behavior as the result of learners experience in the interaction with the environment.

Learning is change. It means that the learning will carry out a change to students. The change is nit only related to the knowledge improvement but also the aptitude, skill, attitude, meaning, pride, interest, and character adapting.

From the definition above, the researcher concludes that learning is an active process which is done by effort, answer and experience as the result of individuals interaction with the environment and make permanent changes in English process, students have direct interaction with object by using their sense.

2. 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 students to learn second language or foreign language. The students have different characteristic in learning new language that is why every student needs their own learning strategy. Those learning strategies can help them in studying second language.

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 (1990:11) stated that learning strategies refer to"… characteristics we want to stimulate in students to enable them to become more proficient language.

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

C. Vocabulary learning strategies

1. Definition of vocabulary learning strategies (VLS)

Learning strategies are steps that the students take in order to accomplish learning tasks. The students are used for learning grammar, vocabulary, literature, etc. to achieve the goal of language learning, we need strategies. Vocabulary learning strategies are a part of language 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 a university student in Thailand, she/he 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 item
2. The strategies to retain the knowledge of newly-learned vocabulary item
3. The strategies to enhance their learning vocabulary items or to expand their knowledge of vocabulary.

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 knows it. The strategies consists 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 classmates for meaning, discover new meaning through group work activity, interact 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 an approach that relates new materials to existing knowledge. These strategies contain of image word's meaning, connect word to a personal experience, connect the word to its synonyms and antonyms, use semantic maps, group words together, study sound of words, say word 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 ways to study.

3.   **Strategies in Learning vocabulary**

Based on Nation in Ghazali(1997:84) learning strategies is one part of language learning strategies which in turn are part of general learning strategies. The students need training in vocabulary learning strategies.

Moreover, Schmitt in Hamzah (2007: 6) also discover another ways to learn vocabulary. It is divided into five strategies such as social,

determination, memory, cognitive and metacognitive. The strategies can be seen from the table below.

Table 2.1

Schmitt: five strategies in learning vocabulary

Learning Strategies	Definition of Strategies	Example
1. Determination Strategy	Trying to discover the meaning by guessing it	a. Analyzing any available picture b. Guessing from textual context c. Making a word lists d. Using bilingual dictionary e. Analyzing part of speech
2. Social Strategy	Asking someone for help with the unknown words	a. Asking classmate for meaning b. Asking teacher for synonym of new word c. Asking teacher for a sentence including the new word d. Discussing the meaning in a group e. Interacting with native speaker

3. Memory Strategy	Relating the words with some previously learned knowledge by using some form of imagery	a. Writing new vocabulary from lesson b. Saying new word aloud c. Using new words 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	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	a. Finding the new 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 a dialogue

From the table above, it can be seen that in learning vocabulary there are some strategies that can be used by the students. In fact, the strategies above are only some strategies that can be applied by the students to learn vocabulary.

Actually, the students can use various strategies to help them in learning vocabulary and the students do not have to use the strategies mentioned above. The students have their own strategies.

D. Previous Studies

1. Previous Study in Vocabulary Learning strategies

For strengthening the arguments that there was the most frequently strategies of learning vocabulary, the researcher presented some studies that had resemble topic of this research. Riankamol(2008) did study entitled A survey study of vocabulary learning strategies of gifted English students at TriamUdomsuksa school in the first semester of academic year 2008. He investigated the most frequently and least frequently of the used English vocabulary learning strategies adopted by English gifted students of triamUdomsuksa 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 strategies among a group EFL learners.
From the explanation above could be concluded that there were same and different result finding of vocabulary learning strategies which were used by English language learners.