

## CHAPTER II

### THEORETICAL REVIEW

To conduct the research, some theories are needed for explaining some concepts which are applied in this research. Some terms in this research have to be theoretically explained. So, these explanations are aimed at a clear explanation. Some theories are used to strengthen the fundamental concept of this study, such the theory about as: Vocabulary, Vocabulary Mastery, Kinds of Vocabulary, Productive Vocabulary, Receptive Vocabulary, and The Aspect of Vocabulary.

#### A. Vocabulary

There are some definitions of vocabulary according to the experts. According to Linse (2005:121), vocabulary means the collection of words that an individual knows. Neuman and Dwyer as cited in Bintz (2011:44) deliver that vocabulary is the words that an individual must know as it will be used for communicating effectively.

#### B. Vocabulary Mastery

Vocabulary mastery is an ability to know both words and their meaning. The students have to understand both the words and the meaning. According to Butterfield (2007), mastery is the skill or knowledge in a subject that makes someone master it enough. Besides that, the philosophy of mastery learning is based on the design of the classroom environment which creates controversy in educational research and the community. So, mastery is related to ability, skill knowledge, proficiency, and also understanding skills. According to Longman (2007), mastery is completely a power at controlling someone or something

through a great understanding. Knowledge is very important for students to get a lot of information and decrease misunderstandings based on the explanation of the experts above, mastery is knowledge and skill which is important for students in the learning process.

### **C. Kinds of Vocabulary**

According to Hiebert and Kamil (2005:3) vocabulary can be classified into print and oral forms. The form when someone speaks or reads orally belongs to the oral form. Other than that, when someone writes or reads something silently, it belongs to print form vocabulary. In addition, Hiebert and Kamil (2005:3) also delivered that vocabulary could also be classified into the productive and receptive vocabulary. Productive and receptive vocabulary will be explained below:

#### **a. Productive Vocabulary**

This kind of vocabulary is usually used when someone talks or writes something. Someone usually chooses the words that are familiar to them. Based on Hiebert and Kamil (2005:3) productive vocabulary is the set of words that an individual use when speaking or writing. Those words are usually familiar, well known, and also used frequently. While Haycraft in Hatch and Brown (1995:370) stated that productive vocabulary is words that can be understood, spoken, and pronounced correctly by the students both inspeaking and writing.

## **b. Receptive Vocabulary**

Receptive vocabulary is the set of words that an individual is able to understand the meaning when listening or reading. Receptive vocabularies are less well known to students and less frequently used (Hiebert and Kamil, 2005:3). Receptive vocabularies are words that students understand and recognize when they find them in text or when they are reading but cannot produce them correctly (Haycraft in Hatch and Brown, 1995:370).

## **D. Aspects of Vocabulary**

Based on Lado as cited in Mardianawati (2011:2) vocabulary has five aspects that should be studied by the learners. Those five aspects are Meaning, Pronunciation, Spelling, Word Class, and Word use. Those five aspects of vocabulary will be explained below:

### **1. Meaning**

Meaning is one of the most essential aspects of the vocabulary that should be studied by the learner because meaning refers to how words give meaning to the language users. Usually, a word can have several meanings when the word is being used in a different context. For example, the word “present” as a noun means something that can be given to someone as a gift. But it can also have a meaning as a period. Therefore, students must know the meaning of words so that they could understand the use of the words when used in a different context.

## 2. Spelling

When the learner assembles the words for the first time, they should know how to spell the word correctly. Spelling refers to what a word looks like or its spelling. By understanding the spelling of a word, the learner would understand how to write the word correctly when they write as well. Knowing the spelling of a word is essential for the learner.

## 3. Pronunciation

When learners want to master vocabulary, they should also know what the words they learn sound like. The pronunciation will help the learners understand what others mean when talking. If the word sounds are incorrect or strange, it will be hard for others to understand them. Therefore, the learner needs to say the word correctly so that they can prevent misunderstanding in spoken communication.

## 4. Word Classes

Word classes are also known as categories of words. Word classes are an essential part of semantic feature analysis. The categories of words can be classified into some categories such as verb, noun, verb, adverb, adjective, and preposition. The classes of words depending on their function in communication.

## 5. Word Use

Words use means how a word is being used in a language. Grammar is also involved in word use.

## **E. Kinds of Vocabulary Learning Strategies**

Vocabulary learning strategies are part of language learning strategies which in turn are part of general learning strategies. In general, research findings on vocabulary learning strategies agree with studies on using language learning strategies more generally. There are several different kinds of vocabulary learning strategies. According to Schmitt (2000), there are four kinds of vocabulary learning strategies. Determination strategy, social strategy, memory strategy cognitive, and also metacognitive strategy. Those kinds of vocabulary learning strategies will be explained below:

### **1. Determination strategies**

According to Schmitt (2000), the determination strategy will help the student to know the meaning by using a dictionary, trying to guess the meaning by the context, and identifying the elements and parts of the speech. In other words, the determination strategy means the students learn the vocabulary by themselves without asking others.

### **2. Memory Strategy**

According to Schmitt (2000), memory strategy is the big number of strategies that the student use to memorize the vocabulary. In other words, memory strategy will help the student to master a new word by connecting their previous knowledge to the new words. For example, when the students get a new word “chicken”, the student will categorize the word “chicken” under the category of two-legged animals since the student is conscious of the image of those two-legged animals from its previous knowledge.

Memory strategy is composed of three groups. First, the student uses an image to connect his previous knowledge to the new words. Second, the student use strategy to connect the words to restore the vocabulary. Third, the student uses the knowledge of the aspects of vocabulary for stabilizing the word's meaning.

### 3. Social Strategy

Aocial strategy is used by students to determine the definition of the new words by asking another. It can be their teacher, their friends, or native speaker. In other words, memory strategy will help the students interact withothers and also learn from others (Schmitt (2000).

### 4. Cognitive Strategy

According to Schmitt (2000), Cognitive strategy is relevant to the mechanical aspect of vocabulary learning and irrelevant to mental processing. Repetition is often used in cognitive strategy. An example is highlighting new words when the student finds them, making a new words list, recording new words, and writing or saying the new words many times.

### 5. Metacognitive Strategy

According to Schmitt (2000), metacognitive strategy means students' capability to find an event to learn new words and then record and review these experiences. In other words, the metacognitive strategy contains decision-making, monitoring, and evaluating students' advances. For example, studying some new words many times, paying attention to English words when others are speaking English, and skipping new words.

## **F. Previous Relevant Studies**

Some previous study on the area of vocabulary teaching and learning have been carried out by some scholars. They focused on vocabulary mastery seeing from different perspectives and considered relevant to this study, as follows:

1. **Azadeh Asgari (2011), The Type of Vocabulary Learning Strategies**

**Used by ESL.** The purpose of this study is to examine the use of vocabulary learning strategies (VSL) by Malaysian university students to know what ways they use to know and learn new English words. The researcher decided to use the qualitative research design in this research. This study was held at Putra Malaysia University. Based on this research, the students of Putra Malaysia University are not aware of the vocabulary learning strategy. On the other side, they use vocabulary learning strategies either in a low or medium frequency. In the end, this study found that the student's understanding of the substance of vocabulary is a branch of the learning process. However, some strategies like learning new words by reading, the use of a monolingual dictionary, the use of various English media, and also using new English words in daily conversation are related to common strategies like memory, cognitive, and determination.

2. **Huyen and Nga (2003) A Strategies of English Education of Students**

**To Improve English Vocabulary.** This study revealed that in order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component of

language because it affects the four language skills, there are listening, speaking, reading, and writing. Related to the importance of vocabulary learning is central to language acquisition, whether the language is first, second, or foreign. Generically, vocabulary is the knowledge of the meanings of words.

3. **Indah Libriana N (2017), The Students' Strategy in Mastering Vocabulary at The Second Semester of Tarbiyah and Teaching Science Faculty of UIN Alauddin Makassar.** The aim of this research is (1) To find out all the strategies that students usually use in learning vocabulary in the second-semester students of the English Education Department of UIN Alauddin Makassar and (2) To find out the favorite strategy that students use in learning vocabulary. This research was designed in the form of a quantitative descriptive method. The subject of this research was 65 students in the second semester majoring in the English Education Department of Tarbiyah and Teaching Science Faculty at UIN Alauddin Makassar. Data were analyzed through percentages. The result of this research is: (1) Almost all respondents have used all the strategies which exist in the questionnaire. They have marked each criterion from the strategy which appropriate to themselves. (2) The survey result showed listening to an English song as the mostly used strategy with 29 (45%) total respondents who chose criteria number 5 or always used strategy 24 (37%) total respondents who chose criteria number 4 or often used strategy. This concluded that from 65 respondents of The Second Semester of Tarbiyah and Teaching Science Faculty who have done this research, more than 50% of them chose the listening song as the strategy that they likely most to use. Based on these

findings, it can be concluded that most of the students are not using only one strategy, but they use more than one strategy until they decide on the best strategy for themselves to help them master their vocabulary and listening English songs as the most popular strategy by 65 respondents and could be the best-recommended strategy to be used in order to master students vocabulary.

4. **Ridha Ikhsan (2017), The Students' Strategies in Learning Vocabulary of The X year students at Boarding Schools at Aceh Besar.** Vocabulary

is one of the language aspects that must be learned by foreign language learners. Vocabulary knowledge is often viewed as a critical tool for foreign language learners because limited vocabulary in learning a foreign language makes the students barrier to communication. Students will find difficulties in learning English if they do not know strategies for learning vocabulary. The research purposes were: 1) To find out the students' strategies in learning vocabulary in various boarding schools, and 2) To find out the dominant strategies used by senior high school of the X year students in various boarding schools. In this study, the writer used a descriptive qualitative design. The population of this study was the students of MAS Oemardiyan, MAS Al-Manar, and MAS RIAB consisting of 74 students. In collecting the data, the writer used an open questionnaire as an instrument. The result of the data showed that many students employed more than one strategy in learning vocabulary. Those strategies were using determination strategies, social strategies, memory strategies, cognitive strategies, and metacognitive strategies. The most dominant strategy was determination strategies. In this strategy, students try to guess and discover the meaning of the

new words with the help of context, structural knowledge, and reference material.

That means students find the meaning of the words on their own.

5. **Onie Pradina Listiyani (2021)Vocabulary Mastery Strategies Used by**

**Indonesian Extensive Reading Learners.** Vocabulary mastery is a key aspect of foreign language learning. Various methods can be used to improve vocabulary mastery. This present study was conducted to find out what strategies the learners of the Extensive Reading Course used in mastering the vocabulary in an English Language Education Program at a private university in Central Java, Indonesia, based on Schmitt's (2000) theory. The strategies discussed in this study are determination, metacognitive, cognitive, memory, and, social strategy. In this study, a qualitative research design was applied to collect the data using a questionnaire with open-ended questions. There were fifty-six participants in three Extensive Reading classes for this study. The result of the study showed that the determination strategy was the most preferable. Most of the participants used that strategy to enrich their vocabulary, while the social strategy was the least used. It was found that most reading learners used determination strategies to master vocabulary.

### **G. Basic Assumption**

Vocabulary is an essential aspect of learning English because the amount of vocabulary knowledge can predict a student's English mastery. There are five aspects of vocabulary such as meaning, spelling, pronunciation, word classes, and word use that should be studied by the students or the learners. To master

vocabulary, students should use particular strategy. The strategy used should meet the students needs, characters, and preferences. There are wide ranges of learning strategies that can be used to learn vocabulary. It is very important for the teachers to know their students 'strategies in learning vocabulary since this knowledge will help them to evaluate whether the strategy is effective or not.

