

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.

In another words Nation (2008:66) says that vocabulary are central to language. From the question means that vocabulary is important element. Language construct by words or vocabulary. Vocabularies are tools which use to express their idea and felling, and understand what people say. In language learning vocabulary is essential component.

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 from. To support the speakers interaction in communication, vocabulary becomes important

because it can be used as basic foundation to construct a word in to a good sequence of sentence, therefore, the students should have to obtain vocabulary mastery.

2. The Importance of Vocabulary

Vocabulary is the tool of thought, self-expression, translation and communication. In any language teaching, vocabulary plays a tremendously important role. Vocabulary is central to English language because without sufficient vocabulary students cannot understand others or express their own ideas. Students often instinctively recognize the importance of vocabulary to their language learning. Teaching vocabulary helps students understand and communicate with others in English. Wilkins, 1972, p.111 cited in Maher (2012:1) stated without grammar very little can be conveyed; without vocabulary nothing can be conveyed. 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. Mastery of vocabulary will be useful for the process of achieving language-learning objectives. That is the mastery of language skills (Listening, Speaking, Writing, and Reading). 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.

3. The types of vocabulary

A distinction is usually made between active and passive vocabulary. Doff (1988, p. 19) says “words which we want student to understand” (e.g. When reading a text) but which they will not need to use themselves, call them “passive vocabulary”, words which students will need to understand and also use themselves, we call them “active vocabulary”. Fromkin (2011, p. 11) States that “in English”, nouns, verbs, adjectives and adverb makes the largest part of vocabulary. They are “open classes”, because we can and regularly do add new words to these classes. The other syntactic categories are for the most part “closed set” As the personal pronouns (I, me, mine, he, she, it). Finegan (1994, p. 84) stated that “morphemes” that can stand alone as words are called (free morphemes). such as boy, lend, motion, etc, Morphemes, which cannot stand alone are called “Bound morphemes” Such as, Tele, in, non, and, er. Nation (1990, p. 4) classifies vocabulary into three groups high frequency words, low frequency words and specialized vocabulary. What is important here is that learners should know the criteria of how to choose, and understand words. This will be achieved when they are able to differentiate between types of vocabulary. They are not in need to know every word which confronts them.

4. 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. Meaning

In learning vocabulary, the meaning of each word is very important. Every word has a meaning so the students have to learn the meaning and remember it because when they know the meaning of word they can classify the word well.

b. Word classes

All words belong to categories called word classes (or parts of speech) according to the part they play in a sentence. The main word classes in English are listed below.

1) Noun

A noun is a word that identifies: a person (*woman, boy, doctor, neighbor*): a thing (*dog, building, tree, and country*): an idea, quality, or state (*truth, danger, birth, happiness*).

2) Verb

A verb describes what a person or thing does or what happens. For example, verbs describe: an action – *jump, stop, explore* an event – *snow, happen*: a situation – *be, seem, have*: a change – *evolve, shrink, widen*.

3) Adjective

An adjective is a word that describes a noun, giving extra information about it. Forexample: *an **exciting** adventure, a **green** apple, a **tidy** room.*

4) Adverb

An adverb is a word that's used to give information about a verb, adjective, or other adverb. They can make the meaning of a verb, adjective, or other adverb stronger or weaker, and often appear between the subject and its verb (*She **nearly** lost everything.*)

5) Pronoun

Pronouns are used in place of a noun that is already known or has already been mentioned. This is often done in order to avoid repeating the noun. For example: *Laura left early because **she** was tired. Anthony brought the avocados with **him**. **That** is the only option left. **Something** will have to change.*

6) Preposition

A preposition is a word such as *after, in, to, on, and with*. Prepositions are usually used in front of nouns or pronouns and they show the relationship between the noun or pronoun and other words in a sentence. They describe, for example, the position of something, the time when something happens, or the way in which something is done.

7) Conjunction

A conjunction (also called a connective) is a word such as *and*, *because*, *but*, *for*, *if*, *or*, and *when*. Conjunctions are used to connect phrases, clauses, and sentences. The two main kinds are known as *coordinating conjunctions* and *subordinating conjunctions*.

8) Determiner

A determiner is a word that introduces a noun such as *a/an*, *the*, *every*, *this*, *those*, or *many* (as in *a dog*, *the dog*, *this dog*, *those dogs*, *every dog*, *many dogs*). The determiner *the*, is sometime known as the definite article and the determiner *a* (or *an*) as the indefinite article.

9) Exclamation

An exclamation (also called an interjection) is a word or phrase that expresses strong emotion, such as surprise, pleasure, or anger. Exclamations often stand on their own, in writing they are usually followed by an exclamation mark rather than a full stop.

c. Spelling

Spelling is a spoken word or form of words held to have magic power. In learning vocabulary, the students have to know how to spell the word that they have already learnt.

d. Pronunciation

Pronunciation is the way a word or a language is spoken, or the manner in which someone utters a word. If one is said to have "correct pronunciation", then it refers to both within a particular dialect.

e. Word use

The students have to learn about how to use the word either in the sentence or phrase because when they do not know how to use the word it will be difficult for them to make or create the sentence with the right rule and the sentence will be wrong.

5. Vocabulary Learning

Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important for us because we are able to speak, write, read or listen in English; definitely if we want learning English fluently we should learning vocabulary first. Then we have to master vocabulary more and more. If we lack of vocabulary, it often bring many trouble. Such as when we are speaking or writing in English we do not know what we will say or in writing we difficult to write in English because the lack of vocabulary. And or in reading a texts we often find a new word and we do not know the meaning. Because we have limited vocabulary and we are not only be able to read but we also must understand the meaning and also interpret the form itself. And then, when we are listening, we will find the difficulties because do not know the meaning. Therefore, we have to be able to learn vocabulary and increase

our vocabulary so that we will not face a lot of problems for us (as English learners).

According to Lado (1992: 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, student must have a good dictionary when they have a trouble in catching the meaning of words, 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 the new words is to keep a vocabulary note book. We may want to keep a 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. 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 to its meaning.

d. Study Word in Family

This is the kind of the study which can easily do by students. Word they are related in meaning. By this way, we make list f items that naturally occur together. For example; part of human body, article

of clothing, food and so on. Each person can make such as list according to his interest.

As we know, words are essential in learning vocabulary. From the ways above, it can make easier for people to learn vocabulary and add their vocabulary

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

Student are given one set of words and asked to find antonym/synonym 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 blank new vocabulary items.

d. Memorization

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

e. Use words in sentence

In order to show that the students understand the meaning and use of a new vocabulary item, the students make up 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. Problems of Learning Vocabulary

Learning vocabulary seems to be one of the easiest things about learning alanguage, but it is also one of the hardest things to do, especially when you have reached acertain level. Learning vocabulary needs practice and time and in our days time is a problem.

The basic problem of learning vocabulary for the beginners are pronunciation, spelling, memorizing and also words using in sentences or in oral communication too. This is briefly described below:

1. Pronunciation Problem

Actually, students want to be able to speak English fluently, with understand pronunciation. So that, they can communicate without scare as good pronunciation make receiver easier to understand. The following aspect, which cause pronunciation problem is: similar sound in two words into language which have different variants, sequences of sound in one word, classification of sound.

2. Spelling Problem

Besides learning pronunciation, learning spelling is also important, because it can improve the learners' ability of language skills especially writing and reading.

The following are some of spelling problem; understanding between speaker and hearer and the students do not know the spelling of words.

1. Memorizing Problem

It is a fact that students target is to remember all the vocabularies that they have learned. The students have the problem to memorize several new words was given. They have difficult to recall the word when the teacher asks them.

2. Meaning Problem

It is reasonable that the Indonesian learners are difficult to understand the meaning of English words. Sometimes the meaning of words changes because of the function in sentences.

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 lecture 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 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 words meaning from context.

2. Vocabulary Learning Strategies

Learning vocabulary is needed strategies, therefore to achieve the goal result of learning vocabulary. The specificity of any individual's

knowledge about a word depends on the person and his or her motivation, desire, and needs for the word.

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

- a. The first essential step is encountering a 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.
- c. The third step is getting the word's meanings. The step includes such as asking native language speakers what the word means, asking the people who speak native language the meaning of new words and explaining. It means that the student try to find the meaning of the word by asking to someone to know the meaning well (native speaker).
- 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 last step is using the words although it is not necessary for receptive knowledge of the words. It means that after student gets the clear image of the words and they have known the meaning they remember word in their mind, now it's time to use the word in sentence.

3. Strategies in Learning Vocabulary

Schmitt (1997:9) discovers another way to learn vocabulary, divide into five strategies such as determination, social, memory, cognitive and metacognitive strategies. Those strategies can be explained as below:

- 1) Determination strategies trying to discover the meaning by guessing the words. For example: analyzing any available picture, guessing from context making word lists, using bilingual dictionary and analyzing part of speech.
- 2) Social strategies asking someone for helping. For example: asking classmate, asking teacher for synonym, asking teacher a new word, discussion the meaning in a group, interacting with native speaker.
- 3) Memory strategies relating the words with some previously learned. For example: writing new vocabulary from lesson, Saying new word aloud, Using new word in sentences, Studying the spelling of words and Making an image of words meaning.
- 4) Cognitive strategies similar to memory strategy but are not focused on manipulate mental processing. For example: Writing repetition, Making a vocabulary notebook, Verbal repetition, Using the vocabulary in a sentence and Listening to tape of word lists.

5) Metacognitive strategies strategy used by the learner o control o evaluate their own learning. For example: Finding the words from English media, Testing oneself with words tests, Skipping or passing new word, Continuing study over time and Using the word in dialogue.

In this study shown that in learning vocabulary there are some strategies that can be used by the learners.

4. The Previous Study

For strengthening these arguments of learning vocabulary strategies the writer present some studies that were resemble the 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 used strategy and the least frequently strategies English vocabulary learning adopted by English gifted students of Triam Udomsuksa School in the first semester. The result of the study said that the use of metacognitive strategies was not frequently used by English gifted students who were considered high proficient students in English. And the least frequently used of vocabulary learning strategies is cognitive strategies.

Besides, Noor and Amir (2009), based in their study entitled “exploring the Vocabulary Learning Strategies of EFL learners”. The

purpose of this study was to explore the strategy that is often used by the EFL learners. The result of the study revealed that the strategies were often used by the EFL learners are memorization (in term of mental images), dictionary strategies and linguistic clues. However, the least used of strategies discovered is note taking strategies.

From the explanation above between two previous studies could be concluded that there is the same and different result finding of leaning strategies could be used by students in English language learners.

