

CHAPTER II

LITERATURE REVIEW

A. Vocabulary

a. Definition of Vocabulary

Vocabulary is the basic aspect that should be mastered in learning language. It is the important thing in communication, without vocabulary people may not be able to communicate with each other. In language learning, there are four skills that should be mastered by students. They are reading, speaking, writing and listening. According to Richards (2002:255) vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Hornby (2006:1645) said that vocabulary is all the words that a learner knows or uses in particular language.

Vocabulary is knowledge of words. According to Hatch and Brown (1995:1) vocabulary is a list of words that individual speakers of particular language might use. It means that learning vocabulary is key to success because people need vocabulary to communicate with each other.

Those definitions show that vocabulary is the first or most important element that English learners should learn in order to master English well. Vocabulary may help students in learning language, because it is a list of language words that speakers might use in communication. In learning vocabulary students may have a problem, so students need learning strategies to learn and make them easier to understand.

b. The Problems of Learning Vocabulary

There are some problems that students face in learning vocabulary items such as pronunciation, spelling, memorizing, and also using words in writing or spoken.

1. Pronunciation Problem

The following aspects, that are cause problem in pronunciation:

- often hear similar sound in two words.
- sequence of sound in one word.
- cclassification of sound.

2. Spelling Problem

Learning spelling is important to students while reading, writing, and listening can be improved by students. The following problem in spelling:

- misunderstanding between speaker and hearer
- the student do not know the spelling of word

For example, the students do not know the spellings correctly, like “write” tends to spell “write”.

The learners make mistake in spelling. It means that if the student want to spell a word, they tends to write or spell like their pronounce it.

3. Memorizing Problem

There are some memorizing problems:

- the students reluctant to memorize the new word
- the students have no motivation

- the students do not always use the word in daily.

4. Meaning Problem

Some of learners find it difficult to understand the meaning of English word because in English one word may have more than one meaning. So, the students need to find out the meaning in dictionary to make it clear.

c. The Importance of Vocabulary

Vocabulary is the basic important aspect for learning English. By mastering vocabulary, the students are able to communicate both orally and written. Also, by having a lot of vocabularies, the students or the learners are hoped to master four skills in English.

According to Rivers as cited in Nunan (1991) argues that the acquisition of vocabulary is essential for successful second language use because, without vocabulary the learners will be unable to use in spoken or written and do not know the functions in communication.

From that statement it can be concluded vocabulary is the first element in learning English. It must be mastered well by the learners to support them in mastering English language.

B. Vocabulary Learning Strategy

a. Definition of Learning Strategy

Learning strategy is also important, language learners' use learning strategy to make them easier while learning some knowledge. In language,

strategies can be interpreted as tactics, tips, tricks, or ways. Rubin (1987) and O'Malley and Chamot (1995) stated that language learning strategies are any set of activities, strategies, procedures, notions that language learners use to assist in the knowledge, storing, recovery and usage of language. It means that language learning strategies have many activities that provide students to make interesting learning. Learning strategies by Richard, Platt and Platt (1992) are intentional behavior and thoughts that learners make use of during learning in order to help them to understand easily, learn and get new information.

Learning strategy is one of the education components and methods which will be selected and used by teacher and students in order that the learning goal will be effectively and efficiency achieves.

b. Definition of Vocabulary learning strategies

In learning a new vocabulary, EFL students may have difficulties. They need the way or strategies to learn new word and that strategy should make it easier for the students to understand. The use of suitable strategies makes a distinction between experienced learners and beginners in many learning area. It is a important for language learners to increase their vocabulary knowledge and to understand words to use correctly. According to Cameron (2001) language learners may have different ways to learn new words. Thus, learners need to be taught different vocabulary learning strategies to help them. For introducing how to teach vocabulary Hatch & Brown (1995) divided into some types of techniques, approaches, exercise and practice. It

has been suggested that teaching vocabulary not only focus on teaching specific word but also the aim by using strategies to increase their vocabulary. (Hulstijn in Morin & Gobel (2001).

For those definitions, researcher can conclude that learning vocabulary with interesting strategies will be more effective to the students, they may have long memory to remember the new words that they have learnt by using strategies.

c. The Classification of Vocabulary Learning Strategies

In classifying learning strategies, many experts classified vocabulary learning strategies into different categories as their finding. However, this research used vocabulary learning strategies by Schmitt (1997). In the Schmitt's Taxonomy (1997), he revealed four categories from Oxford, they were social, memory, cognitive, and meta-cognitive. He also added one more category, that is determination strategy. Students or learners use determination category to discover the meaning of new words without asking from another person. The students or learners attempt to find out the meaning of a new word by using the context, structural knowledge of language, and reference materials. Schmitt (1997) divided vocabulary learning strategies into two groups: the first is strategies used to define the meaning of new words. This group contains of determination. The second one is strategies used to consolidate the meaning of the new words when learners comes across them again. The strategies that include in this group are cognitive, meta-cognitive, memory and social strategies. Schmitt (1997)

includes social strategies in both groups because social strategies can be employed for both purposes.

Schmitt's (1997) taxonomy of VLSs is the instrument used to collect the necessary information from the participants regarding learners vocabulary learning strategies. Schmitt divided vocabulary learning strategies into five categories, where each category has different aspect. Those categories are:

1. Determination

Determination is strategy that helps learners to determine the word meaning by using dictionaries, guessing the meaning from the context and identifying the parts of speech and constituent elements. In other words, determination strategies are individual learning strategies that help learners to identify the meaning of new words without the others help.

2. Social

Social strategies can be used to determine the word definition by asking teachers, classmates, and native speakers. In other words, social strategies can encourage learners to interact with each other and learn from each other. The learners can also use information by native speakers or even language teachers outside the class.

3. Memory

Memory strategies are a large number of strategies that learners apply to recall vocabulary. Memory strategies help learners to acquire the new word by mental processing with connecting their background

knowledge to new words. Memory strategies are composed of three groups: a) using images to create a strong connection with the word and the meaning. These images can be shaped in the mind or drawn in notebooks, b) using strategies to link words together to help retrieval of vocabulary. For example, using words in the sentences make retrieval easier, and c) using vocabulary knowledge aspects to stabilize the meaning of the words. Specific example include giving attention to the word's phonological or orthographical form, memorizing affixes and roots, matching some words to their corresponding physical action, and learning the word class.

4. Cognitive

Cognitive strategies deal with mechanical aspect of learning vocabulary and are not related to mental processing. Repetition is one of the most commonly used in cognitive strategies. The other are taking notes and highlighting new words, making list of new words, using flashcards to record new words, putting English labels on physical objects, keeping a vocabulary notebooks, and writing the words many times.

5. Meta-cognitive

Meta-cognitive strategies is used to give the students opportunities to learn, then record, and review that experience. In other words, meta-cognitive strategies include monitoring, decision-making, and assessment of one's advance. Meta-cognitive strategies are used by

students to control and evaluate their own learning, by overview of the learning process in general. Meta-cognitive also aid learners to specify suitable vocabulary learning strategies for new words. The examples include using English language media, magazines, newspapers, movies and studying new words many times, paying attention to English words when someone is speaking English.

