

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses the definition of learning strategy, the kind of learning strategy, the definition of vocabulary, the kinds of vocabulary, the importance of vocabulary, the vocabulary learning strategy, and the difficulty in learning vocabulary.

A. Learning Strategy

1. Definition of learning strategy

People do not understand everything when they are born. They have to learn to understand everything in the world. The process of learning can be done anywhere and anytime with certain topics. Take learning English for example, not everyone understand about English. But, some non-native speakers can understand well. The successful non-native speakers or EFL students in achieving the English proficiency is because they have strategy to learn English. There are students who can learn quickly and well than other, nevertheless there are students who get problem when learning. It happens when students use strategy in learning process. The strategy which is used may different among the students.

Strategy is a method to achieve the certain aim. The success in solving the problem can be seen based on what strategies that are used. In learning process, there are many problems which can be solved by using strategies. Different student adopts different behavior or strategy to learn a new knowledge or skill.

The strategies are different in each student because their general learning and the environment are varied.

In the process of learning, the students need strategy to help them. Rubin (1975: 43) defined “Learning strategies are techniques or devices which a learner may use to acquire knowledge”. Then, Scarcella and Oxford (1992: 6) stated “Learning strategy is specific actions, behaviors, steps, or techniques used by learners to enhance their own learning”. From those statements, it can be seen how important learning strategies for students. Students who haven’t strategy in learning process will get difficulties. In contrary, students who have appropriate strategy will get satisfaction in learning result. Learning strategy is main factor which help students in determining how the students learn.

The reason to use strategy in learning process is in order to learn something more successful. Oxford (1990: 8) defined that learning strategy as a specific action that is taken by the learner to make their learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. Then, Tarigan (1993: 2) also said that learning strategy as the ideas or behaviors that are used by individual to help themselves in understanding, learning, or recognizing new information. In his book, Tarigan described that learning strategy as pedagogic procedure which is arranged to establish the certain strategy for students in developing the competence to achieve the target. While, Paramasivam (2009) defined learning strategy as devices learners make use of to learn a language. It shows that the reason of strategy usage is to increase the result of learning especially in language for EFL students.

From researchers' opinion above, it can be concluded that learning strategy is a step to facilitate students in reaching the target and solving their problem in learning process. Learning strategy has important role in students' success. The difference of learning strategy among the students may influence in their result. Hence, the students must use appropriate learning strategy to achieve the best result in learning process.

2. The kinds of learning strategy

As stated in above discussion, many researchers define what the meaning of learning strategy is. Learning strategy is not new study to be studied by researcher. Learning strategy is used to help students in understanding information and solving the problem. Tarigan (1991: 12) classified learning strategy into three kinds. Those learning strategy are:

a. Metacognitive strategy

Tarigan (1991:12) stated that metacognitive strategy means strategy of learning that involves thought knowledge about the learning process, planning for learning, the monitoring of learning a hose ongoing and evaluation of learning having finished the task. While, Manfred (2007) explained "Metacognitive strategy is thinking about the learning process, planning for learning, monitoring the learning tasks, and evaluating how well one has learned". In other word, metacognitive is learning that includes arranging, planning, and evaluating of learning process.

b. Cognitive strategy

Oxford (1990: 43) defined cognitive strategy as essential in learning a new language includes ranging from repeating to analyzing expression to summarizing. Then, Rubin (1987: 23) defined “Cognitive strategy is steps or operations used in learning or problem-solving that requires analysis, transformation or synthesis of learning materials”. In cognitive strategy, Rubin classifies into six learning strategy. Those are: clarification/verification, guessing/inductive inference, deductive reasoning, practice, memorization, and monitoring.

1. Clarification/verification is the process of attempting to clarify and confirm the rules of regulation being learned in target language.
2. Guessing/inductive inference is using prior knowledge and available information to infer the meaning of new items.
3. Deductive reasoning is looking for more general rule.
4. Practice means repetition, imitation, and rehearsal which contribute to the storage and use language focusing on accuracy.
5. Memorization is similar to practice, but the focus on storage and retrieval rather than on accuracy.
6. Monitoring is the combination of cognitive and metacognitive strategy which the students direct his/her attention to linguistic and communicative errors and makes decision about them.

c. Social affective strategy

Tarigan (1993: 21) said that social affective strategy is a kind of learning strategy that uses social interactions to provide assistance in understanding, learning or memory retention information. Hence, social affective strategy is strategy in learning which need interaction with somebody else in its learning process, for example doing conversation.

B. Vocabulary

1. Definition of vocabulary

Every day, we need language to conduct communication. Language consists of sentences that are built from many words or vocabularies. Vocabulary is commonly defined as knowledge about words, word's meaning and the usage of words in communication. Language belongs to many vocabularies that are combined becomes one of unity. Vocabulary is used as the first step to recognize language deeper. Someone who has good vocabulary mastery can understand more in communication. In contrary, someone who is still weak in vocabulary mastery will get difficulty when communication.

Vocabulary may be defined as the important part in constructing language. Vocabulary is central to language and of critical importance to the typical language learner. It means that the vocabulary has the important role in understanding language for learner. Vocabulary cannot be separated in using language.

Then, Wei (2007) explained “Vocabulary has been increasingly recognized as essential to language use; inadequate vocabulary could lead to learner difficulties in language reception and production”. In other word, the difficulties in learning language can be reduced by using vocabulary.

Vocabulary is the basic to learn four skills of English, those are listening, speaking, reading and writing. Without vocabulary mastery well, it will be hard for foreign language students to get confidence when using language in communication. Dupuis *et.al* (1989: 67) explained “Vocabulary refers to a set of words or phrases which label the parts of material to be learned and which are necessary for student to use in talking and writing about the material”. Thus, the students’ success in mastering four skills of English is because the role of vocabulary.

From the statements above, we can conclude that vocabulary is the knowledge of words. Students will be easy in learning language because the role of vocabulary. The lacking of vocabulary causes difficulties in learning process of the students. Also, students are conscious that vocabulary influences their result in English learning directly and indirectly.

2. The kinds of vocabulary

Vocabulary means study of words. The amount of words in English is not limited. There are words that are used frequently. Nevertheless, there are words that are seldom used. Instead, there are words that can be very seldom found in written and spoken English.

Because the vocabulary development is complex, the expert of language divided vocabulary into some kinds. According to Nation (2001: 11), vocabularies in English are distinguished in four kinds. Those are:

a. High-Frequency Word (HFW)

High-Frequency word is vocabulary which has mostly appearance in text. The appearance is about 80% up to 90% from overall the text. For the example are *do, make, say, live* words that can be ensured appear in the text. Almost 80% of the running words in the text are high-frequency words. For the implication, more and more the learner master in HFW vocabulary, they will understand the text easier. In short, high-frequency word can be found in written and spoken English text easily. Students are familiar with words that include in this word kind.

b. Academic Word (AW)

Academic word is vocabularies which generally appear in scientific or academic text. Nation (2001: 12) revealed “The text is from an academic textbook and contains many words that are common in different kind of academic text: *policy, phase, adjusted, sustained*”. This group includes word such as *perceive, role, available, etc.* There are 570 vocabularies which is 8% up to 10% are vocabularies in academic texts. For the implication, if the learner wants to come in academic world, such as lecture or researcher, AW mastery can help the students to understand the scientific texts. Then, these vocabularies are very important to be studied for anyone using English for academic purpose.

c. Technical Word (TW)

Technical word is vocabulary which has special meaning that are very close related to topic and subject area that are studied. Nation (2001: 198) stated “A technical word is one that is recognizably specific to a particular topic, field, or discipline”. Thus, technical words can be found in particular area, such as law, applied linguistics, electronics, and computing. This group includes word such as *agree* and *concordance* in grammatical, or *subpoena*, *decree* in law. People who know these words are people who have knowledge of that field well than others. The amount of this word is not more than 1000 words in dictionary.

d. Low-frequency Word (LFW)

Low-frequency word is vocabularies which are rarely used in English. Nation (2001: 199) also explained “Low-frequency word includes all the words that are not high-frequency words, not academic words, and not technical words for a particular subject”. The words such as *jettison*, *zoned*, *pioneering*, *aired*, *pastoral*, and *flabbergasted* include in this category. The amount of these words is estimated 126.000 vocabularies. But, the usage of these words are limited, it's only 5% of the overall vocabularies in the text. In other word, low-frequency word is group of words that we rarely meet in our use of the language because do not include in high-frequency word, academic words, and technical words.

3. The importance of vocabulary

Vocabulary is success key in learning language. Vocabulary plays an important role in learning language, especially for EFL students. Students can use English well because the role of their vocabulary mastery. They will get difficulties in learning process if their vocabulary mastery is bad. Four skills of English can be learned easier if their vocabulary mastery is good. By having many vocabularies, students can express their feeling. On the other hand, they can understand what people say easily.

The importance of vocabulary learning can be evidenced by application in real world. An example, students who have good vocabulary mastery will be confident with their speaking activity. Thus, it's necessary for students to know many vocabularies in their study. Nation (2001: 9) revealed "Studies of native speakers' vocabulary seem to suggest that second language learners need to know very large numbers of words. While this may be useful in the long term, it is not an essential short-term goal". The benefit of vocabulary learning for students not only can be used when they learn in class, but also when they use language as a tool for communication.

When learning process, sometimes students don't have any attention in their vocabulary development, whereas vocabulary is necessary to give students something to suspend on learning structure. Wei (2007) explained that in the past, vocabulary teaching and learning were often given little priority in second language program, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching.

It shows that now day the role of vocabulary has been considered its effectiveness to give many contributions in learning process. The program of the study has been renewed to assert vocabulary as the important program.

From the statements above, it can be concluded that learning vocabulary has many benefits for students. Many researchers suggest students have many vocabularies in their learning English. The role of vocabulary in learning is to help students in understanding what they are studying. Lacking of vocabulary mastery will cause difficulties in understanding the meaning. Instead, it will cause wrong meaning for students if the vocabulary mastery is bad. In addition, Mehrpour (2008) explained that there is usually relation between one's knowledge of vocabulary and student's proficiency in English. The more concern of vocabulary is its contribution in learning process by the students. Students who possess good word power or knowledge of vocabulary are usually more successful language student. Thus, vocabulary is important to be studied by the students, especially for EFL students.

4. The vocabulary learning strategies

Many things need strategy to get satisfaction result. Strategy is used to achieve the certain aim. In learning, especially learning vocabulary, students need strategy to solve their problem in adding knowledge about vocabulary. Vocabulary learning strategy is required to help students understand words easily. There are many strategies in learning vocabulary, such as reading books, watching movie, using dictionary, etc.

Yet, most of students have same strategies vocabulary e.g. by memorizing words. Besides, the effectiveness of this learning strategy is not same among the students. Graves (1987: 177) explained “Because students actually do most of their learning of new words independently, it makes sense to encourage them to adopt personal plans to expand their vocabularies over time”. On the other word, students learn vocabulary with same strategy with other students. This learning strategy is good as long this is effective to expand their vocabulary.

Vocabulary learning strategy is needed to develop word knowledge in supporting students’ English skill. Takac (2008: 17) revealed “Vocabulary learning strategies activate explicit learning that entails many aspects, such as making conscious effort to notice new lexical items, selective attending, context-based inference and storing into long-term memory”. Looking at the fact about the importance of vocabulary, many researchers have belief about vocabulary learning strategy. Brown and Payne’s (1994) explained that there are five essential beliefs in vocabulary learning strategy that are required by students.

a. *Encountering new words strategy.*

In this strategy, Brown and Payne’s (1994) revealed that students discover other words from any sources, such as watching television, listening to the radio, reading newspaper and magazine, interacting with native speakers, and studying word list and textbooks.

b. Getting the word form strategy

In this strategy, the students expand their vocabulary by grouping the new words with words that sound similar to words in native language, writing the sounds of words by using symbols in native language, grouping words in native language words that are similar, and seeing words that look like another known words.

c. Getting the word meaning strategy

This step demands students asking native language about the meaning of new words, making picture of the words in mind, using dictionary, and guessing.

d. Consolidating word form and meaning in memory strategy

This strategy is to consolidate the word and its meaning in the memory.

e. Using the words strategy

New word will be forgotten easily if the new word is not applied in real world. Hence, in this strategy, the students apply their new words that have been obtained in communication with other.

Then for other vocabulary learning strategy, Nation (2001: 218) divided vocabulary learning strategy into some strategies, those are:

a. Choosing the words strategy

Students have to know what their vocabulary aims are in order to focus on words based on their selected aims. Choosing certain aspects of words can make learning process more effective.

b. Sources strategy

In the process of learning vocabulary, the students study on unfamiliar vocabulary. To learn unfamiliar vocabulary, the students have to be able to get information about those new vocabularies. It's useful because being familiar with vocabulary can provide connection between related vocabulary, checking guess from context, and knowing more about the meaning of vocabulary.

c. Process strategy

It involves the way how remembering vocabulary and makes it available to be used in communication. This learning strategy is similar to Brown and Payne's strategy, it applies words that have been obtained to the real communication.

5. The difficulty in learning vocabulary

Learning vocabulary is a very important part of learning a language. Learning vocabulary seems to be one of the easiest thing about learning language, but it's also one of the hardest things to do, especially when students have target in certain level. Learning vocabulary needs practice and time. But, in the practice, the students frequently find some problems e.g. students don't have leisure time to develop their vocabulary and there are many vocabularies in English that are impossible to know all of them.

For the process of learning vocabulary itself, students face some difficulties. Thornbury (2002: 27) explained that there are factors make vocabulary is difficult to be studied. Those are:

1. Pronunciation

Research shows that the words that are difficult to be pronounced is difficult to be learned.

2. Spelling

The mismatch of vocabulary will cause an error in pronunciation contributes in learning vocabulary difficulty.

3. Length and complexity

Long words are more difficult to learn than short one. Also, variable stress in polysyllabic words, such as *necessary*, *necessity*, and *necessarily* can add to their difficulty.

4. Grammar

Grammar of phrasal word can cause difficulty, some phrasal verbs are separable (*she looked the word up*) but others are not (*she looked after the children*).

5. Meaning

The overlap of meaning by words can cause the difficulty. *Make* and *do* are a case in point: you *make breakfast*, and you *make an appointment*, but you *do housework*, and *do a questionnaire*. Then words that have multiple meaning such as *still* and *since* can cause difficulty.

C. Previous Study

Previous study is study that has been conducted by other researchers before. The researcher has to look for previous study relates with their research to compare its difference about the content and the finding. The researcher found some studies about strategy in vocabulary:

The first previous study that is found is study entitled “A descriptive study on strategies employed in teaching vocabulary to support students’ vocabulary mastery at MTs Negeri Tulungagung” By Umah (2013) from STAIN Tulungagung.

In this previous study, the strategy is conducted by teacher in teaching vocabulary to support students’ vocabulary mastery. There are many strategies in teaching vocabulary in order students have motivation in mastering vocabulary. Those strategies are reading text, translation, looking up at dictionary, making note, practicing dialogue and storytelling, playing word games, and use vocabularies for communication in daily life. In reading text, the students’ vocabulary can increase because the students find a lot of vocabularies that they have never known before. Then, translation is used to know many meaning of vocabularies. In looking up at dictionary, the students look at dictionary to find the difficult words. Then, making notes is activity that demands students to write vocabularies that have been learned in note form in order to remember with those vocabularies. Further, practicing dialogue and retelling is real activity that demands students to conduct communication by applying vocabularies they master.

In playing word game, the teaching process is teacher gives pictures for students and asks students to describe the picture. The last is providing opportunity to students to use vocabulary in real life context. Here, the teacher facilitates students to practice their vocabulary in order they accustom to have communicative ability.

Then, the second one is written by Fanani (2013) from IAIN Tulungagung entitled “The strategy of learning vocabulary used by English students in semester VIII B class at STAIN Tulungagung in academic year 2012/2013”

The researcher analyzes the problem of this research to know what the discussions are. The findings of this research discuss the kind of media that can support the learning vocabulary and the advantages by using those media in learning vocabulary. In learning vocabulary, there are media that can support the learning strategy. Those media are: by watching movie that have English subtitle like BOX OFFICE film and WALT DISNEY, by playing game, by reading book, and by using pictures. These media are effective to help students in learning vocabulary because it is considered more enjoyable by students. The advantages of using these media are the students learn vocabulary without feel learn. The process of learning sometimes make student bore to conduct learning. By using these media, the students enjoy their learning without feel boring.