CHAPTER II

LITERATURE REVIEW

This chapter explains about theories of this study: vocabulary learning strategies in English as a Foreign Language (EFL) context, types of vocabulary learning strategies, review of related studies, and theoretical framework.

2.1 Vocabulary Learning Strategies in English as a Foreign Language (EFL) Context

Vocabulary learning strategies (VLS) are needed by every language learner to make it easier to use or understand the meaning contained in a word and a sentence. By knowing what strategies are suitable to use, language learners can learn better and faster. Schmitt (1997) states that vocabulary learning strategies are used by students to help them easier to develop their vocabulary knowledge and do their assignments. Cameron (2001) defines vocabulary learning strategies as the ways that can help students learn the vocabulary and support students' learning. Mayer (1997) states that vocabulary learning strategies is habit of the way students develop their knowledge. Therefore, students can understand new vocabulary easier by implementing their strategies to learn vocabulary.

Takac (2008) argues that VLS is a way used by learners to improve vocabulary learning from various aspects, such as: student habits and techniques. Moreover, Nation (2000) argues that in enhancing the knowledge of vocabulary strategies, the correct strategy is required in learning the unknown vocabulary, wheatear by practicing or getting used to the vocabulary.

2.2 Taxonomy of Vocabulary Learning Strategies

Each student has different ways to improve their vocabulary learning strategies. Wei (2007) states the use of strategies in vocabulary learning correctly can influence the development of vocabulary use in context. Oxford (1990) and Schmitt (1997) are some of researchers who develop the classification and taxonomy of VLS.

According to Oxford (1990), the taxonomy of VLS are divided into two groups: direct strategies (which include: memory strategies, cognitive strategies, compensation strategies) and indirect strategies (which include: metacognitive strategies, affective strategies, social strategies).

Meanwhile, Schmitt adopts Oxford's (1990) notion on vocabulary learning strategies and classifies vocabulary learning strategies into 5 groups: determination strategies, social strategies, memory strategies, cognitive strategies, metacognitive strategies. Table 2.2.1 explains Schmitt (1997)'s VLS

Table 2.1 Schmitt (1997) Taxonomy of Vocabulary Learning Strategies (VLS)

Types of VLS	Definition	Examples
Determination strategies	Determination strategies are guessing the word according to knowledge, asking the teacher, using a dictionary, or asking someone else	Predicting the meaning of words
Social strategies	Social strategies help students to interpret a definition of words with the help of surrounding people such as teachers, friends, family and native speakers find their meaning	Giving synonyms Giving definition through paraphrasing Using new words in a sentence.
Memory strategies	Memory strategies are very widely used by students to return to remembering vocabulary.	Remembering vocabulary
Cognitive strategies	Cognitive strategies focus on processing repetitions and uses appropriate ways to understand vocabulary.	Repeating words Labelling word
Metacognitive strategies	Metacognitive strategies mean students are able to control and pay attention to their learning, through their general knowledge of the language.	Using media , such as: music, newspaper, movies

The theory from Oxford (1990) has 2 categories of direct and indirect vocabulary strategies which consist of; Direct: memory strategies, cognitive strategies and compensation strategies, and Indirect: metacognitive strategies, affective strategies and social strategies. Then compared to Schmitt (1997), he categorized vocabulary strategies into determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies. Actually Schmitt has developed by adding and also changing strategies from some of Oxford's. Because the VLS theory has grown, the researcher chooses Vocabulary Learning Strategies taxonomy by Schmitt (1997) to be used as theoretical framework. Since Schmitt (1997) developed VLS taxonomy from Oxford's (1990) LLS, many researchers developed instrument of VLS by adapting Schmitt's (1997) taxonomy.

2.3 Review on Related Studies

There are some previous research that are relevant to this study which relate one another because the instrument was developed by adapted Schmitt's (1997) taxonomy. The first is Yeh and Wang (2004) who find out that the most and the least frequently strategies of 271 students senior high school in Taiwan are : (1) cognitive strategies were reported as the most frequently used strategies while social strategies were the least frequently used; (2) the most frequently used strategies were mostly related to —rote repetition‖ or —the form of a word;‖ (3) the least frequently used strategies were related to the use of study aids, social learning, and dictionaries with L2 definitions. The survey study used 50 items questionnaire Vocabulary Learning Strategies (VLS) adapted by Schmitt (1997)

The second is Noprianto and Purnawarman (2019) who intended to explore the frequency of vocabulary learning strategies used by Indonesian high school students, to find out their

knowledge of affixes as well as to figure out how their reported vocabulary learning strategies use relate to their knowledge of affixes. The participants were 116 students of senior high school which consists of 27 males and 89 females. The instrument of this research is a questionnaire 18 items adapted from Schmitt (1997). The results of this study the most strategies used by students is Social Strategies "I ask my classmate for meaning" and the least is Cognitive Strategies "I make vocabulary cards and take them with me wherever I go".
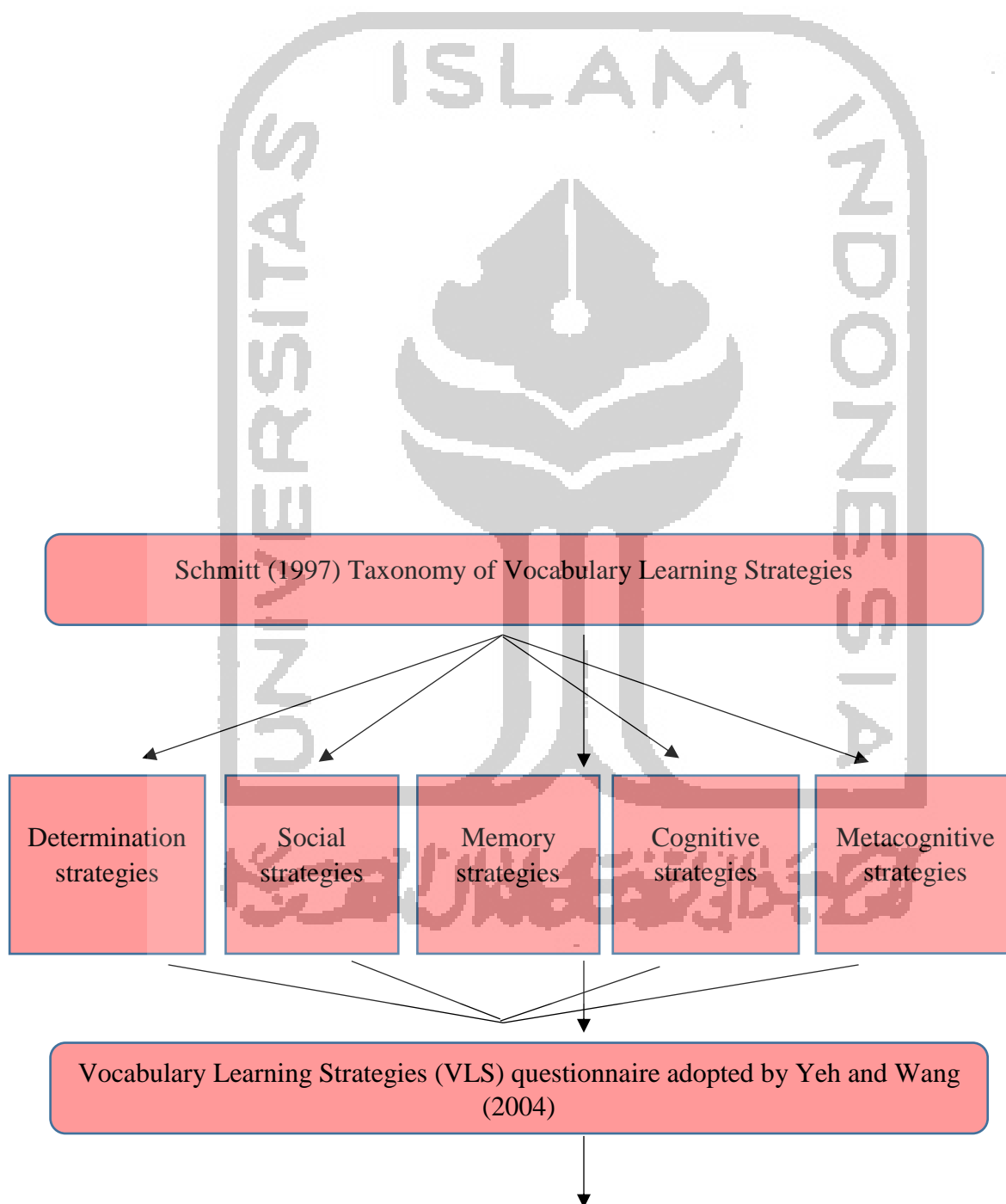
The Third research Bonsa and Mariam (2014) which aims to assess vocabulary learning strategies used by low and high achievers. The participants are 54 students (27 low achievers and 27 high achievers) of 11th grade Jorgo Noel Preparatory School. This study used a questionnaire VLS (Vocabulary Learning Strategies) by Schmitt (1997). The result from data is many of the high achievers cognitive strategies is the most frequently used which provided to discover the meanings of new English words and to consolidate the words they have learned.

In general, from each research above, it may be somewhat different from the strategies that have been grouped; each researcher has a vocabulary strategy that is widely known by many people. Likewise the teacher is very limited in providing lessons related to vocabulary in the classroom. And if students have a strategy described in the taxonomy above, they are able to understand the words themselves and they are able to master more words. Therefore, this study uses taxonomy developed by Schmitt (1997) which provides a clear explanation to explain on how the strategies of learning for basics of vocabulary, and also very easy to apply to everyone.

2.4 Theoretical Framework

In general, this research contains vocabulary learning strategies for Madrasah Aliyah. Using a questionnaire developed by Yeh and Wang (2004) which adopted Schmitt's (1997)

taxonomy. According to Schmitt (1997) taxonomy, vocabulary learning strategies are used by students to help them easier to improve their vocabulary knowledge and also to do their assignments. Schmitt (1997) confirms that if students use strategies differently naturally through the process of self-development.

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│         Schmitt (1997) Taxonomy of Vocabulary Learning Strategies     │
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│Determination │ │    Social    │ │    Memory    │ │  Cognitive   │ │Metacognitive │
│  strategies  │ │  strategies  │ │  strategies  │ │  strategies  │ │  strategies  │
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│  Vocabulary Learning Strategies (VLS) questionnaire adopted by Yeh    │
│                        and Wang (2004)                                │
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A Survey of Vocabulary Learning Strategies in Madrasah Aliyah

Figure 2.1. Theoretical Framework