

CHAPTER II

LITERATURE REVIEW

This chapter explains about theories of this study including theory vocabulary learning strategies in English as a Foreign Language context, types of vocabulary learning strategies, review on relevant studies and theoretical framework.

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

Vocabulary learning takes understanding to make the process run smoothly. In order to find out what language will be spoken or well written, a vocabulary is needed to unite the sentence. Subon (2013) states that difficulties in applying language skills that are, listening, speaking, reading and writing need a require minimum threshold, because without it, it would be difficult to deal with these 4 language skills. Also, Subon (2013) adds most of the recommend of basic ability of vocabulary knowledge is about 3000 words families. According to Nation (2000) word of family consist of keyword, inflected and derived forms is closely related.

Learning vocabulary needs appropriate strategy to make it more easily and better organized to achieve goals in the learning process. Wei (2007) adds that vocabulary has been more recognized as basic to language use, inadequate vocabulary could lead to learner difficulties in language reception and production. If a learning goal is achieved or can be covered, then the strategy is effective for the learning process. Irnasari & Kristie (2012) state that strategies can be important part of learning vocabulary especially for EFL learners.

Gu & Johnson (1996) state that memory strategies become the most research on vocabulary, vocabulary can be the benefit in language learning. Whereas, Gu & Johnson's

(1996) offer concept vocabulary learning strategies which are classified into six types: guessing, dictionary, note taking, rehearsal, encoding and activation strategies. Meanwhile, Fan (2003) finds that vocabulary learning strategies has three principles first is to get the new vocabulary students need to take any action such broadly speaking, Second, a vocabulary learning strategy could be related to only such actions which improve the efficiency of vocabulary learning, third a vocabulary learning strategy might be connected to conscious.

Students need to be given tools that they can use outside the classroom. In short, they need to know how to use vocabulary learning strategies independently. Vocabulary learning strategies increase the autonomy of the learner. A student who wants to continue his/her studies to a higher level must be able to study independently (Kovanen, 2014).

Vocabulary learning strategies in learning language is a way for students to memorize vocabulary easily because when learner have their selected strategy. Schmitt (2002) adds by using vocabulary learning strategies students will be attract while learning foreign language and vocabulary students will increase. According to the Gu (2002) the difference between knowing the word and using the word is the way to find out the results of the vocabulary learning task. Therefore, teachers are required to design the learning creatively, so that learning can be more interesting and students can develop both their vocabulary knowledge and skills in learning process.

Vocabulary learning strategies English as a foreign language (EFL) context has become a part for learners in learning process to achieve the goals of the study. Yunhao (2011) states that the success effects of foreign vocabulary acquisition are the use of vocabulary learning strategies as a crucial thing. It is not an easy way for the learners to

get the strategies that appropriate with the learning process. So that, in order to make it effective the strategies can be used to help the person with limited vocabulary.

2.2. Categories of Vocabulary Learning Strategies (VLS)

Wei (2007) develops categories of VLS from Gu & Johnson (1996)'s VLS and Fan (2003)'s VLS. Gu & Johnson (1996) state that vocabulary learning strategies has 6 types: Guessing, Dictionary, Note-taking, Rehearsal, Encoding and Activation. Meanwhile, Fan (2003) argues that vocabulary learning strategies has 8 types: Management, Sources, Guessing, Dictionary, Repetition, Association, Grouping, Analysis, Known Words. Then, Wei (2007) adopted types of strategies from the researchers and divided the categories of VLS into: Dictionary Use, Guessing, Perception, Encoding, Rehearsal, Activation, Management and source. The latest research of vocabulary learning strategies from Subon (2013) also adapts Wei (2007)'s categories of Vocabulary Learning Strategies. The researcher uses Wei (2007)'s categories because inside this category there are some additional domains that are often used by students in this nowadays, one of the strategies related to the use of media namely film, radio, etc. However, Wei (2007) 's strategies sufficiently complement the strategies implemented by students and from students also can learn independent. Wei (2007)'s VLS Categories are elaborated in Table 1.

Table 1. Wei (2007)'s Categories of VLS

| Categories of VLS | Description |
|-----------------------|---|
| Dictionary Strategies | This strategy is like looking up the word that the students forget or don't know what the meaning and find it on the dictionary and also can help students to comprehend that already found while do reading and listening. |
| Guessing Strategies | This strategy uses background knowledge from students to answer some question and to make a sentence. |

| | |
|-----------------------|--|
| Perception Strategies | The strategy uses by students in the act of arranging and knowing the new word to visualize the word. |
| Encoding Strategy | The process of coding information from student while learn new word for the long and short term. |
| Rehearsal Strategies | Repeat the new word to make it stuck in the memory. |
| Activation Strategies | The strategies use by students to learn newly words after do some speech or writing. |
| Management Strategies | The strategy that use student's own way to learn new word like make a plan, do a practice by themselves and evaluation after learn a new word. |
| Sources Strategies | The strategy that learn new word by using media source such as movie, music and radio program. |

2.3 Review on Relevant Studies

There are some previous researchers that are relevant to this study. Based on Wei (2007) the study about vocabulary used by college level in Chinese. The participants of this study were 60 (23 males and 37 females) Beijing University of Aeronautics and Astronautics, a major Chinese University. This study uses quantitative method to collect the data. The data collected through instrument with two sections, the first by given questionnaire adapted from Gu and Johnson (1996) and Fan (2003). The instrument was given to student's regular English class and completes it in 15 minutes. The results of this study show that in the most frequent use (*I pay attention to the pronunciation of new word*) with mean (M= 4.15) and standard deviation (SD= .91), the least frequent (*I look up new words in an English-English dictionary*) with mean (M=1.77) and standard deviation (SD= .95).

The second research based on Yunhao (2011). This research wants to find out the most and the least frequently used strategies and compared good language learners with poor learners. The participants of this research were 120 students at university in China. This research uses quantitative method by using Wei (2007)'s questionnaire. The result of

this study shows that the highest item for (I carry pocket the dictionary to look up the words I don't know) with mean ($M= 4.50$) and standard deviation ($SD= 0.674$) for least item (I look up new words in an English-English dictionary) with ($M=2.25$) and standard deviation ($SD=0.965$).

The third research based on Irnasari & Kristie (2012). This research wants to find out vocabulary learning strategies used by Students at Satya Wacana Univesity. this study used vocabulary learning strategies by Wei's (2007). And the study found that students most used guessing strategies as a strategy to learn vocabulary more with mean ($M=3.70$) and for the least score is management strategies with mean ($M=2.6$).

The last research is based on Subon (2013). This research wants to find out the most and the least frequently used categories of vocabulary learning strategies by form 6 students. The participants of this research were 156 participants (112 art students and 44 science students) in SMK Sungai Tapang, Samarahan, Kuching. This research using quantitative research adapted from Wei (2007) with 28 items. The result of this study for the highest score is Guessing strategies with mean ($M = 3.74$) and standard deviation ($SD =0.73$) the least score is Management which had mean ($M=2.77$) and a standard deviation ($SD=0.65$).

Those researchers above are relevant to this study because all of researchers aims to describe vocabulary learning strategies that are used in learning English by learners and also all the researchers use strategies by Wei (2007)'s. The differences findings of Wei (2007) and Subon (2013) are the characteristic of the participant that are from university context and vocational school context. The level is indeed different but in general the strategies can be applied to learn vocabulary learning strategies because basically students in senior high school do not have enough distance to the university level.

2.4 Theoretical Framework

In general, this research describes vocabulary learning strategies used by students. This research almost used the same questionnaire to measure vocabulary learning strategies. This research adopted by Wei (2007)' s VLS Categories.

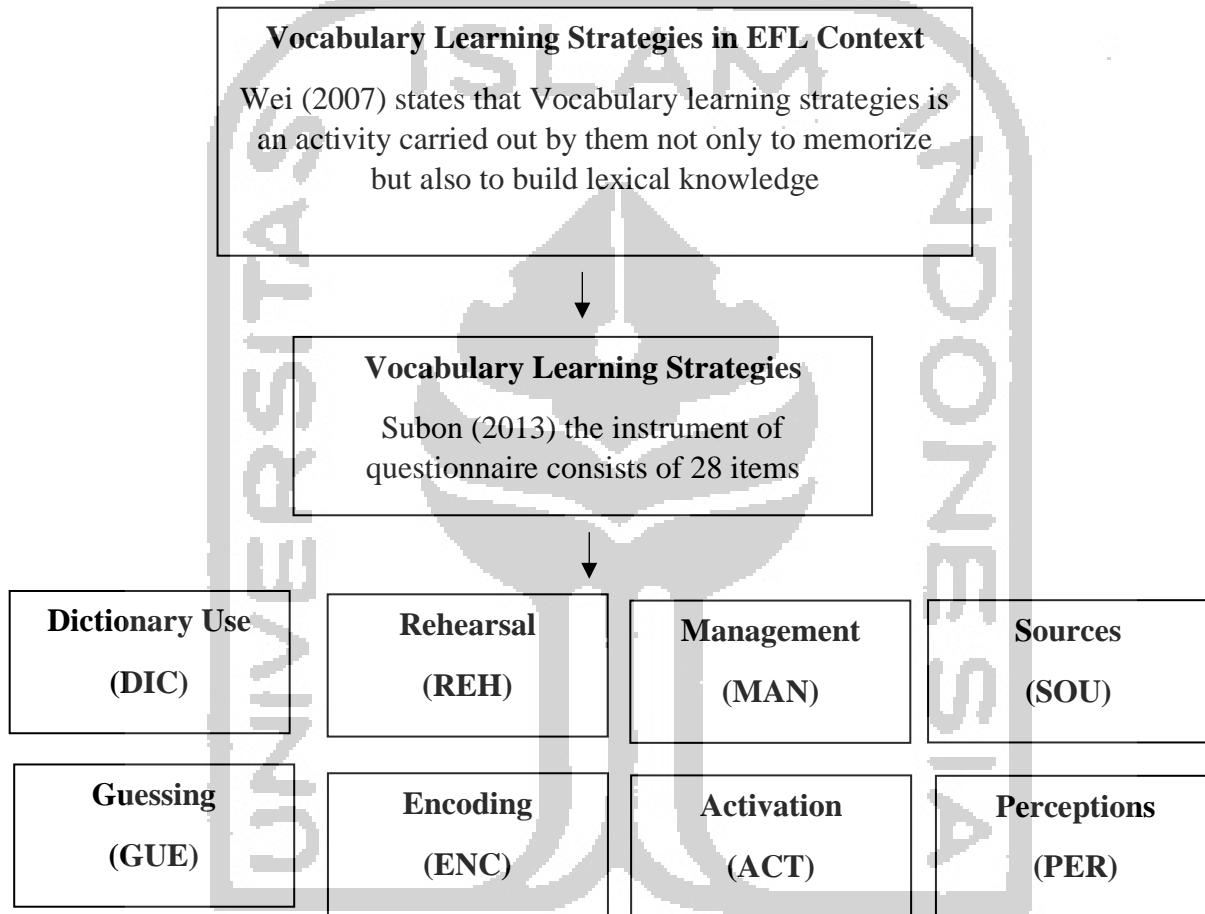


Figure 1. Theoretical Framework