

## Chapter Two

### Literature Review

In this chapter, the researcher presents some as foundation of this research. This chapter review theories related to the research topic which included the definition of vocabulary, kind of vocabulary, the importance of vocabulary, problem in vocabulary learning, vocabulary learning problem in speaking, strategies in vocabulary learning, and vocabulary learning strategies in speaking. While in conceptual framework explains the concept of theories with in the area of study.

#### Vocabulary

This part discusses the definition of vocabulary according to experts. It also discusses kinds of vocabulary.

**Definition of vocabulary.** Some experts propose definition of vocabulary. According to Linse (2005) stated that vocabulary is a collection of words that an individual knows. It means that, every student has different total number of words that they master. In addition, Lehr, Osborn, and Hiebert (2005) also have similar definition that vocabulary is knowledge that studies about word. The part of words gives clues of the meaning of the words. Moreover, Cameron (2001) stated that vocabulary as one of the knowledge areas in language plays a great role for learners in acquiring language. He mentioned that vocabulary is the knowledge in acquiring a language. Richards (2002), “vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write” (p. 12). He explained that vocabulary is one of language components that can affect macro skills. From the definition above, it can be concluded that vocabulary is a list of

words that students know and use to communicate and use them in four macro skills namely listening, speaking, reading, and writing skills.

**Kinds of vocabulary.** Some experts categorize vocabulary into several categorizations. Nation (2001) categorized vocabulary into two kinds of vocabulary, namely receptive vocabulary and productive vocabulary. Receptive vocabulary is the words that are known when the learners are listening and reading. Receptive vocabulary is words that the students recognize and understand when they are used in context but not in production. Productive vocabulary is the words used when the learner speak and write. Therefore, productive vocabulary can be indicated as active process, because the students can produce the words to express their idea. It can be concluded that vocabulary can be presented in four macro skills. Similarly, Stuart (2008) also categorized vocabulary into receptive and productive which also has similar categorization in the kinds of vocabulary. According to Stuart (2008) receptive vocabulary is words that students recognize when they see or meet in reading or listening text, while productive vocabulary is the words that the s students understand to pronounce correctly and use correctively in speaking and writing. Stuart (2005) stated that productive vocabulary can be addressed as an active process because the students can produce the words to express their thoughts to other.

Cummins (2004) mentioned four different types of vocabulary, reading vocabulary, listening vocabulary, writing vocabulary, and speaking vocabulary. The first type is reading vocabulary which refers to all the words an individual can recognize when reading text. Reading vocabulary consists of the words that are found by students when they read. The second type is listening vocabulary. It refers to all the words an individual can recognize when listening to speech. Listening vocabulary is the words that people hear from the audio. The third type is writing vocabulary. This includes all the words an individual can employ in

writing. The last is speaking vocabulary. It refers to all the words an individual can use in speech.

Based on Blachowicz and Fisher (2004), the type of vocabulary is divided into two categories namely oral and written vocabulary. Oral vocabulary contains words that appear and are used in listening and speaking. Written vocabulary consists of the words used in reading and writing. Similarly, Bard, Robertson & Sorace (1996) stated that, oral vocabulary is used in listening and speaking, while written vocabulary is used in reading and writing. Productive vocabulary is used in speaking and writing. Receptive vocabulary is used in listening and reading. Meanwhile written vocabulary is reading and writing.

### **The importance of vocabulary**

Vocabulary is an important part in language learning, for students in level senior high school. They should master vocabulary to increase their four macro skills. Vocabulary knowledge is often viewed as the important tool in language learning for students. Schmitt (2000) emphasized that “lexical knowledge is central to communicative competence and to the acquisition of second language” (p.55). And also, limited vocabulary gives an impact in the successful of communication. Nation (2001) further described the relationship between vocabulary knowledge and language use as complementary. He explained that vocabulary can be learned from language and language can be learned from vocabulary. Nation (2000) stated that knowledge of vocabulary enables language use and conversely, language use leads to an improvement in vocabulary knowledge. In addition, Maximo (2000) stated that the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written text.

Vocabulary is important for students who learn English both as foreign language and second language. Tozcu and Coady (2004) claim that “Point out learning vocabulary is an

important aspect of language two and foreign language acquisition, academic achievement, and is vital to reading comprehension and proficiency” (p.473). Vocabulary is one of the important aspects in learning foreign language. The lack of vocabulary knowledge can make students find difficulty in listening, speaking, reading, and writing. Vocabulary is important for communicate on daily life, especially in terms of language learning.

### **Problems in vocabulary learning**

The problems that are faced by students in learning vocabulary are mentioned by some experts. Thornbury (2005) stated some problems in learning vocabulary. The first is pronunciation, he said that the words that are difficult to pronounce are more difficult to learn. The second is spelling. Spelling can give a hard word to spell. The words that contains of silent latters are become a problem is like foreign, listen, headache, climbing, bored, honest, cupboard, and muscle. Harmer (2001) said that “ An issue that makes spelling difficult is the fact that not all varieties of English spell the same words in the same way. This is correct: color or colour, and theater or theatre. How do we decide between the use of z in word s like apologies and customize” (p.256). The next problem is meaning. He said that when two words overlap in meaning, the students are likely to confuse them, *make* and *do* is the similar point.

The common problem faced by the students in learning vocabulary is students do not know the meaning the word. When they read a book then they find new word and they do not know the meaning, it becomes a problem for students. According to Gairns and Redman (2004), to understand the word completely, learners must know not only what refers to, but also when the boundaries are that separate it from words of related meaning (as synonymy, hyponymy, antonym, part whole relations).

Forgetting the words also becomes a problem in learning vocabulary. Memorizing becomes a strategy to solve this problem. The problems faced by students such as when they speak and forget the words they are about to say. Gaim and Redman (2004) as cited in Xiqin (2008) defined “information stored in the memory will fall into disuse unless it is activated fairly regularly”. When students find new words and they do not practice regularly, it will make the students forget the words.

### **Vocabulary learning problems in speaking**

For some students speaking is the difficult skills in language learning. Boonkit (2010) argued that “speaking is one of the four macro skills necessary for effective communication in any language, particularly when the speaking is not using their mother tongue”(p.20). It means that speaking is the most important skill out of the four language skills. Bueno, Madrid, and McLaren (2006) stated, the students have spent so many years studying English language but cannot speak it appropriately and understandably. It means that the vocabulary knowledge of the students is give impact to their speaking skill.

**Pronunciation.** Pronunciation is the problem that students faced in vocabulary learning especially in speaking. Thornbury (2005) stated that, pronunciation is the lowest levels of knowledge students typically pay attention to. The students should be aware of the various sounds and their pronunciation. The students are difficult to pronounce the words and the stress placed of the words. Gerbhardt (2011) stated that “another common problem is the stress placed on the pronunciation of words and phrase as English is the stress timed” (p.28). The students should know the stress and intonation of the words.

**Meaning.** The meaning can be classified into three forms, which are lexical meaning, morphological meaning, and syntactic meaning. Lexical meaning is the meaning that attached to words as words. Morphological meaning is the meaning that attached to morpheme while syntactic meaning is the meaning that attached to word arrangement in sentence. Schmitt (2000) defined that “words meaning consists of the link of the word and its referent, and the letter means the person, thing, action, and situation”. The problem that students face in learning vocabulary is meaning. They are difficult to know the meaning of the words.

**Use.** Every students have problem in speaking, use is the problem that faced by students. Hasan (2000) stated, “Unfamiliar words, difficult grammatical structure, and length of the spoken passages are the most important factors that cause problems for students” (p.140). The use of words and grammar becomes the problem for the students because they did not well in mastering the grammar

### **Strategies in vocabulary learning**

Learning strategies is the main factor for the students to determine how well they learn in second language. Second language is a language which is not the native language of the speakers. According to Rebecca (2000), “learning strategies are specific action taken by the learners to make learning easier, faster, more enjoyable, more self-directed, and more transferrable to new situations” (p. 35). Every student has different learning strategies between one another. The different styles in learning strategies are visual, auditory, and kinesthetic learners. Williams and Burden (1997) stated, “When students are involved in learning task, they have several resources which they use in ways to finish or solve the task, and so this can be termed process learning strategy” (p.25). So it can be said that learning strategy is skills, learning to learn skills, thinking skills, problem skills, or the methods which students use in learning process.

Vocabulary learning strategies are ways used by students in learning vocabulary. Oxford (2003) defined language learning strategies as “specific action taken by the students to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situation”(p.8). Vocabulary learning can be defined as a kind of learning method from reading, listening, speaking, and writing to language use while learners’ main attention focuses on the information of passages or text. This method includes learning from extensive reading, learning from taking part of conversations, and learning from listening to stories, movies, and audio.

Concerning in vocabulary learning, Nation (2001) has to develop the general classification of strategies in learning vocabulary. The first is planning vocabulary learning. Students should have a good strategy to decide what vocabulary will be focused on. In learning, students usually focus on the meaning of the words. The second is sources. Students have to be able to get information about the words. Consulting reference sources properly and using parallels can also be helpful in vocabulary acquisition. The third is processes which involve the way of remembering the vocabulary or words and making it available for use. This strategy is the further step of learning process. Meanwhile, Gu (2003) listed the different strategies that are used by students which are guessing the meaning of word, looking it up into dictionary, taking notes, rote repetition, using the word actively. He also stated that there are four main fields of interest when it comes to processing of the words, namely memory, form, meaning, and use.

Gu (2003) said that Guessing from context is a way of dealing with unfamiliar vocabulary in unedited selection which has been suggested widely by first language and second language. Nation (2001) stated that learning from context does not only include learning from extensive reading, but also learning from taking part in conversation, and learning from listening to stories, movie, and television or radio. Guessing meaning of the

words can help students to understand the sentence and can build their self- confidence so they can work out the meaning of word when they are on their own. Walters (2004) mentioned about the clues that students use to establish meaning for them, such as illustration, similarity of spelling or sound in the mother tongue, and general knowledge.

Vocabulary learning strategies are the steps that are taken by students to acquire new English words. Maximo (2000) proposed three strategies to learn vocabulary. The first strategy is guessing meaning from context. He said that a context is rich enough to give adequate clues to guess the words meaning. The second is mnemonic devices. He proposes keyword technique. When seeing or hearing the target word, the students is reminding the keyword. The last strategy is vocabulary notebook. He suggests a memory aid in independent learning by setting up vocabulary.

In vocabulary learning dictionary is reference source both of in print or electronic. Harmer (2001) said that “dictionary does not only tell you the meaning of a word, it also tells you the grammar, pronunciation, and stress” (p.30). It gives information about meaning and translation in English language. The dictionary contains of grammar, pronunciation, stress, and example of how to use the word in a form of complete sentence.

The next strategy is memorizing the word. Memorizing is also the strategy that students used in learning vocabulary. Listing the words and doing repetition are the example of strategies to practice the vocabulary. According to Oxford (2009) “memory strategies or traditionally known as mnemonics, involve relating the word with some previously learned knowledge by using some forms of imaginary grouping”. Moreover, Pulido (2009) stated, “when students are in the initial receptive stage of vocabulary acquisition, memorization strategies may be very helpful for language learners, especially if they are not the only strategies used for acquisition of vocabulary” (p.38).



In learning vocabulary students also use the strategy by knowing the words. Miller (1995) argued that "in each word it is necessary to know "its own sound, its own spelling, its own meaning, its own role, its own use, and its own history" (p.15). Moreover, Nation (2001) mentioned three parts of words. "The first part is forms. It contains spoken, written, and words' part. The second part is meaning. It contains of form and meaning, concepts and references, and association. The last one is issue which contains grammatical function, collection, and constraints of use.

Vocabulary is the important thing in language. Learning vocabulary consists of spelling, pronunciation, meaning and use. From the strategy above it can be conclude that, strategy is helpful for the students to overcome their problem in learning vocabulary. Nyikos and Fan (2007) Purposed that "vocabulary needs of students often outstrip students ability to acquire a large number of new words has simulated research into how vocabulary learning strategies can assist the students" (p. 265).

### **Vocabulary learning strategies in speaking**

Speaking is an important aspect in language learning. The students are learning vocabulary in speaking which consist of pronunciation, meaning, and use. According to Nasiri and Pourhossein (2016) "Pronunciation is one of the important aspects in English especially in oral communication, every sound, stress pattern, and intonation may convey meaning" (p.55). When students learn pronunciation and they find difficult word to pronounce they can use the strategy by searching the word in a printed or online dictionary to check how to pronounce the word. Dictionary is a reference source in a form of both of printed or electronic which gives information about meaning and word translation in English language. Harmer (2001) defined that dictionary does not only tell you the meaning of a

word, but also tells you the grammar, pronunciation, and stress. The dictionary usually consist of pronunciation, grammar, stress, spelling, and example the sentence of the words.

The students are learning vocabulary in speaking by the meaning. When students learn vocabulary in speaking, they find the difficulties in knowing the meaning of the word. Harmer (2001) also mentioned the reference source in meaning is dictionary, he explained that dictionary consist of the meaning of the word. In learning the meaning of vocabulary, students can check the dictionary when they did not know the meaning of the word or sentence.

When learning vocabulary, some students applying the strategy by the use. In vocabulary learning the use consist of the grammar, and word choice. Harmer (2001) also purposed that the source that students can use in learning vocabulary is dictionary, he explain that dictionary can be a source for students when they learn about grammar.

One of the strategies in learning vocabulary in speaking is by listening and then singing to English song. This strategy can help the students to improve their speaking skill. Song can be used the students to improve their vocabulary. Maulaya (2008) stated the use of song can be strategies to improve students' language skill, speaking in particularly. Singing a song actually can be interesting and can improve their vocabulary, and this strategy will not make students feel bored during learning process.

### **The previous related study**

There are several research previously carried out by some researcher related to vocabulary improvement. The first previous study was conducted by Januari Ningsih Hidayati (2010) about improving the student's vocabulary using comics. This research is an action research describing the process of teaching vocabulary using comics, it aimed to know

what comics can improve student's vocabulary. The subject of the research is the grade eighth students of MTsN Ngemplak Boyolali. The procedure of the researcher consists of identifying the problem, planning the action, implementation of the action, observation the action, and the reflecting the result of the research. The data were taken from observation, interview, document, questionnaire, and test (pre-test and post-test). The tests were conducted to know how well students comprehend the reading text. The result of the research shows that implementation of comics can improve the student's vocabulary mastery as shown by the improvement on the students' score in the pre-test and post-test.

The second previous study was conducted by Adib Wirawan Aulia (2016) about teacher's strategies in improving student's vocabulary. The objectives of the research are to know what are the teacher's strategies in improving student's vocabulary at SMA Muhammadiyah 3 Yogyakarta and to know what are problems faced by teachers' in improving students' vocabulary at SMA Muhammadiyah 3 Yogyakarta. This research is qualitative research design. To answer the research question, the researcher conducted interview to three respondents of English teachers of SMA Muhammadiyah 3 Yogyakarta and then the researcher analysed the data by using coding.

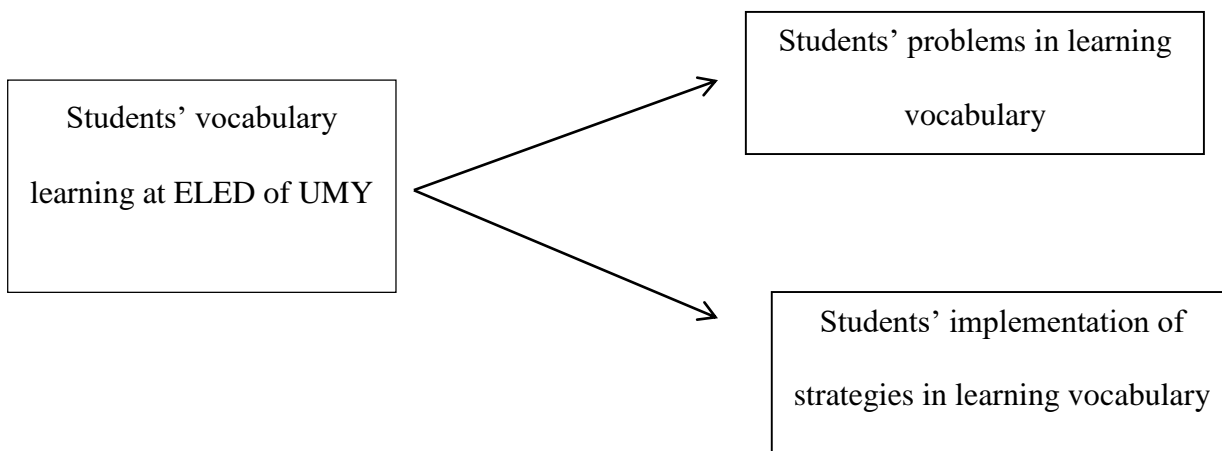
This research is related to my research on how the students' vocabulary mastery improved. Their previous research applied comic as their strategy to improve the vocabulary. It may be applied by the students in learning vocabulary as well as their strategy.

## **Conceptual Framework**

Based on the literature review, vocabulary is one of the component in language learning that must be mastered. Without vocabulary, English as a second language cannot gain the four

macro skills in English, such as listening, speaking, reading, and writing. If the students cannot achieve the macro skills, it means that the students cannot achieve the language proficiency.

Vocabulary is important in language learning in order to know the meaning of the sentences. In learning process some students get the problems in vocabulary learning. To solve the problems they need to use some strategies. The strategy is can help the students to overcome their problems.



*Figure 2: Conceptual Framework*