<center>**Chapter Two**</center>

<center>**Literature Review**</center>

In this chapter, the researcher discusses theories related to the research topic the chapter mainly focused. The theories being discussed include vocabulary and vocabulary learning, the types of vocabulary, the importance of vocabulary in language learning, the problems faced by the students in learning vocabulary and the strategies used by students in learning vocabulary. Besides, this chapter also present some previous related studies on vocabulary learning strategies.

<center>**Vocabulary and Vocabulary Learning**</center>

In language learning, vocabulary takes place in building the language proficiency. The objective of the vocabulary mastery is to make the students have a good language proficiency in the language skills. It depends on the quality and quantity of the vocabulary that they have mastered. The richer the vocabulary that can be mastered by the students, the better the skill that can be reached by the students in using language. Kamil and Hiebert (2005) define vocabulary as a knowledge of words and words meaning in both oral and printed language and in productive and receptive forms. More specifically, they use it to refer to the kind of words that students must know to read increasingly demanding text with comprehension.

Vocabulary learning means learning about the words or new vocabulary, and also about how to use the vocabulary into correct usage. It is determined by the context where it is formed and its relation to other words. Harmer (1991) says that vocabulary learning is more than presenting new words and of course have its place but there are other issues too. Vocabulary learning is not only interaction but also discovery techniques for the beginners. Harmer (1991)

summarizes that knowing a word (vocabulary) means knowing about meaning, word use, word formation, and word grammar. The learners are demanded to have an adequate number of vocabularies. It means that the students need to memorize and recall many vocabularies that have been mastered. Besides, According to Gu (2003), vocabulary learning is through the differences between knowing a word and using a word. In other words, the purpose of vocabulary learning should include both remembering words and the ability to use them spontaneously in a varied of language contexts when they need.

From the discussion above, it can be concluded that vocabulary is the knowledge of words and word meanings. It is about the words in language used to express meaning. Therefore, learning vocabulary is a crucial matter in developing their English. Moreover, vocabulary is one of the language aspects which should be learnt. Vocabulary learning is a set of learning words also learning how to use strategies to manage the unknown or unfamiliar words. Vocabulary mastery is important in order to be able to speak, write, and listen learners have to know vocabulary first.

Types of Vocabulary

It is important to study the complex and varied types of relation that exist between words. According to Montgomery (2007), there are four types of vocabulary. They are listening vocabulary, speaking vocabulary, reading vocabulary and writing vocabulary.

Firstly, listening vocabulary is words we need to know to understand what we hear. To learn the listening vocabulary, it can be done by dictation, listen to news, listen to radio, and listen to poetry and also podcast. The example of listening vocabulary is when you hear somebody talk but you need to listen to them to understand what they are saying.

Secondly, speaking vocabulary is all the words used in speech. The words we use when we speak daily. The example of speaking vocabulary is a speaker uses a range of appropriate language and limited vocabulary related to common in everyday topics and personal experiences. The areas of study can include building a list of useful words, expressions and phrases for making or responding to simple request. Montgomery (2007) states that learning speaking vocabulary can be done through storytelling, public speaking and presentation, small talk, agreeing and disagreeing.

Thirdly, reading vocabulary is all the words which can be recognized when reading. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening. For example, the reader maybe needed to ensure that they are able to understand longer the less familiar words in text passage, article or other written discourses. Learning reading vocabulary can done by reading exercise, newspaper, novel and magazines.

The last type of vocabulary based on Montgomery (2007) is the words which are used in various forms of writing from formal essays to twitter feeds. Many written words do not commonly appear in speech. Writers generally use a limited set of words when communicating. To learn the writing vocabulary, students can use the structure by sentence in paragraph. It means, they must understand what will they write and understand the topic that will be develop.

Other types of vocabulary are derived from Guccirush (2010). He distinguishes the types of vocabulary which are passive vocabulary and active vocabulary. Passive vocabulary refers to the words that students recognize in reading and listening, but they will probably not be able to produce in speaking and writing. It means that all the words recognized and understood, and not necessarily used. Then, active vocabulary refers to vocabulary that the students have learned. They are expected to be used by students. It means that all the words are used in daily activities. The example of passive vocabulary is we know and understand the meaning of the text and the report because we have been recognize the words. It is different with active vocabulary, if we tell story with the same news item, we will create your own words to tell it. In others, you do not use that words which you had been listen before.

Besides the types of vocabulary, there is degree of vocabulary. Hutton (2008) states that there are three degrees of vocabulary, namely basic words, high frequency words, low frequency words.

Table 2.1: The Degree of Vocabulary
Adopted from Hutton (2008)

	Basic words	**High frequency words**	**Low frequency words**
Definition	- Basic words consists of the basic of words. - These words rarely involve direct instruction. - These words usually do not have multiple meanings.	- High frequency words or multiple meaning consists of words that occur through a varied of fields. - These words often occur in developed language situations such as adult conversations and literature, and therefore strongly influence speaking and reading. - It consists of words that are used very often in normal	- Low frequency words cover only small proportion of the running words of a continuous text. - Low frequency vocabulary is rarely, used in common activity of English language. - It happen in specific fields. The field subjects in school, hobbies, occupations, geographic regions, technology, weather, etc.

		language.	
The example	Book, girl, sad, run, dog, and orange	Masterpiece, fortunate, measure, enduring, ageing, mature, elderly.	Amino acid during a chemistry lesson and revolutionary war in an economic lesson.
The families of words	There are about 8000 words in English.	There are about 7000 words in English families.	There are about 400.000 words in English.

From the explanation above, we know that every experts is different in classifying the kind of vocabulary, because every person has different way in showing and telling their opinions and ideas. Besides, their classifications of vocabulary are based on the different sides and aspects.

The Importance of Vocabulary in Language Learning

Vocabulary plays some important roles in language learning, the more vocabulary mastered by students, the more they develop their four language skills. Each role handles its importance in order to better communicate and understand information. It also helps verbal communication and avoid using noises.

The following experts propose the idea of the importance of vocabulary in language learning. Guccirush (2010) states increasing your vocabulary allows you to use more descriptive words to better communicate your thoughts in your activity such as write an essay because in writing, we should master more than 1-2000 words. It will also allow you to better understand information that you are reading or listening to (comprehension), thus increasing your retention. Guccirush (2010) states that having more vocabularies is not only important to help your verbal communication flow and avoid using noises such as, "umm" and "uhh" but also able to use more colorful words in speaking. Furthermore, the more vocabulary we have, we will

more understand in speaking, writing and express the mindset either oral or written. In opposition, the less English vocabulary that we have, it makes difficult to understand to speech.

In addition to the importance of vocabulary, by having more vocabulary, students will be able to communicate productively. According to Wilkins (1972) in Kyung Min (2013, p. 64) defines that, "Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed." It means that to be able to use the language productively, students must know certain amount of vocabularies, not only for communicating orally, but also written. So, students have a big chance to use the language directly in classroom activities by having much vocabulary. In summaries, learning vocabulary becomes important in language learning. Learning vocabulary takes an importance role to master the language for learner and provides some advantages for their life.

The Problems Faced by Students in Learning Vocabulary

Vocabulary is an important aspect in a language learning. Learning vocabulary also needs a process. However, many students face difficulty in mastering vocabulary when they are learning. According to Guccirush (2010), the problems faced when learning vocabulary are the pronunciation, the spelling, the word's idiom, false cognates and distinction between homophones. Besides that, the problem is also on deciding which words are worth learning and how to organize the vocabulary. Then, According to Schmitt (2000), the problem is vocabulary have some similarities in shapes, meaning and others in English. Meara (2005) also explains that English vocabulary has different forms. Students should know the basic of the forms. Nation (2008) defines the main problems of vocabulary are a little and a few words. TEA (2002) add there are problems in learning vocabulary. The first is size of the assignment that will be learned.

The second is the differences between spoken English and written English. Then, the limitations of the information of the words and the last is the difficulty of the word knowledge.

In summary, there are some problems faced by students in learning English. The students are weak in pronouncing, spelling, the word's idiom, false cognates and distinction between homophones. They cannot distinguish similarities words. The student just know the basic words without familiar how to spell them. Besides that, they just have a few words. Therefore, they find difficulties when they use it to speak, write and soon.

Strategies in Learning Vocabulary

Vocabulary knowledge is essential in learning a foreign language. Language learners know the importance of words in a language, but they may or may not be aware of the fact that vocabulary learning strategies can help them learn vocabulary successfully. Cameron (2001, p.169) defines vocabulary learning strategies as, "The actions that learners take to help themselves understand and remember vocabulary items". Therefore, vocabulary learning strategy is the manner to increase new word. Takac (2008, p.52) explains that vocabulary learning strategy is "specific strategies utilized in the isolated task of learning vocabulary in the target language". Further, Catalan (2003, p.56) sees vocabulary learning strategy as, "Knowledge about the process or strategies to learn vocabulary as well as steps or actions used by students to find out the meaning of unknown words, to retain the newly words in long term memory and can recall them at will. In addition, Asghari and Mustapha (2011, p.85) have defined vocabulary learning strategy as, "Steps taken by students to acquire new English words".

Thus, it can be said that vocabulary learning strategy is commonly used not only to discover the meaning but also to understand the language, either in reading or listening, or to

produce it, either in speaking or writing. This involves choosing the most appropriate strategy from a range of known options and deciding how to pursue the strategy and when to switch to another strategy.

Vocabulary Learning Strategy by Nation (2006)

Using appropriate strategy which stimulates students' interest and motivation is important to master vocabulary in a language learning. According to Nation (2006) there are several strategies to learn vocabulary. There are meaning, usage, word formation and grammar. Meaning means students learn the words that relate with the context or object. Usage means students learn about the collocations, metaphors, idioms, connotations and the associations the word might be. Word formation is ability to spell and pronounce the word correctly, to know any derivation. Grammar means students try to use it in the appropriate grammatical form.

Vocabulary Learning Strategy by Noro (1993)

There are strategies that students can use to learn the vocabulary proposed by Noro (1993) who states that there are three parts of strategies usually used in learning vocabulary including: delivering meaning, checking for ability, and consolidation. Delivering meaning is divided into visuals, gestures, word relation and translation. Then, checking for ability consists of filling in the blank, matching pair, sorting exercise, and doing pictorial schemata. The other one is consolidation which comprises of problem-solving tasks, values clarification, write a story, conversation, discussion, and role play.

Vocabulary Learning Strategy by Mani Nadar, Bertheu, Rathibai (2008)

Learning vocabulary for building English vocabulary usually needs some strategies. Nadar, Bertheu and Rathibai (2008) explain that there are two strategies for introducing vocabulary for students. They are common exposure and repeats, also guessing the procedures. The first is the common exposure and repeats. Here, the learning materials needs to be repeated and students should have the chance for exposure to new words in a variety of contexts, as well as opportunities to use the words in meaningful contexts. Then, guessing procedure refers to as guessing the meaning of an unknown word using appropriate clues. This strategy is used to attack unknown words while reading. So, the researcher concludes that strategy in vocabulary learning is the learning process to understand, remember the words using several strategies to master vocabulary.

Vocabulary Learning Strategy by Pemberton (2003)

Pemberton (2003) indicates that one of the biggest problems with vocabulary learning is what should be 'learned' today would be forgotten tomorrow, and almost language learners seem experienced this problem. Therefore, he proposes two main categories in his vocabulary learning strategy classification. The strategies are learning vocabulary items, and reducing the 'forgetting problem which are used for some solutions to remember words for a long period of time and to learn them so well that they become 'known', and fixed in the learner's memory. Moreover, these strategies seem to promote language learners to individual effort in their independent vocabulary learning by memorizing, using words and recycling words.

To begin with, memorization is strategies used for remembering the target language knowledge. The strategies are by writing and saying the words that will be learned in the stick note or paper and put them around the room or home. Another strategy is by listening to the songs and watching movie repeatedly. Next is using words. This strategy creates sentences and stories that have learned by their own experience. Then, they discuss or making conversation with a partner who uses the words appropriately. The last, recycling words that has learned. It means the strategy is to prevent the students are not forget the words that they have learned by reading new story in several weeks with same different topics, watching movies or reading magazines which has particular topic.

The strategies for reducing the 'forgetting problem' is strategy to provide regular time for vocabulary learning or memorizing, spend more time on the words that one finds difficult, and learn words repeatedly to increase the memory and use of word cards or vocabulary notebooks. In this strategy, learners vary the frequency at which they learn particular words, whether they remember them at the previous learning session. Words remembered correctly will then be tested

less frequently, words not remembered will be tested more frequently. So that, the forgotten words will be decreased step by step.

Vocabulary Learning Strategy by Schmitt (1997)

Schmitt (1997) classifies the Vocabulary Learning Strategy into two main groups of strategies which are discovery strategy and consolidation strategy. First is discovery strategies. Discovery strategies used by learners to discover learning of word, bilingual dictionaries, asking teacher for paraphrase/synonym, and analysing pictures or gestures are the strong preferences. Whereas, Consolidation strategies used for students to consolidate the words, say new word aloud, written repetition, connect word with synonyms/antonyms, continue overtime, study spelling, take notes in class, and verbal repetition are preferred.

Besides the main groups of strategies, Schmitt (1997) also divides sub categories of vocabulary learning strategies into five sub-categories. One is determination strategies or individual learning strategies for determining the words which will be learned by students as possible as they can. Next is social strategies. The learners learn new words through interaction with others by asking the unknown words to know the meaning. Another sub categories is memory strategies. Learners link their learning of new words for mental processing by associating their existing or background knowledge with the new words. The words can be learn from picture, related words, unrelated words, and grouping words. Then, Cognitive strategies is as procedural facilitator to solve the problems in language learning. This strategy includes of repeating and using mechanical meaning to study. The last is Metacognitive strategies. The strategy is to process student's activities by coaching students, monitoring, decision-making, and evaluating of one's progress.

By the five classifications of vocabulary learning strategies above, it could be conclude that the vocabulary learning strategies that are proposed by the experts have similar purposes. The purposes are improving vocabularies by learning and memorizing for a long period time and mastering vocabularies by stimulating students cognitive or metacognitive.

Related Studies of Vocabulary Language Strategies

The first research was done by Lai Yu-Ling, MA in English Language Teaching Department of Language & Linguistics University of Essex 2005 is Teaching Vocabulary Learning Strategies: Awareness, Beliefs, and Practices. This research used survey method. They investigate teacher's strategy in vocabulary learning. The participants consist of 26 teachers. Among the twenty-four entries reported by the other eighteen teachers, four strategies were mentioned most frequently — read a word repeatedly, write a word repeatedly, extensive reading, and consult a dictionary (each was brought up by five respondents). The next two most popular strategies were learning words in context and studying prefix/suffix in a word (each was mentioned by four respondents). Listening to words repeatedly and studying a word with its synonyms and antonyms were also considered conducive to vocabulary learning, separately referred to by three respondents. The other sixteen strategies, such as studying a word with a corresponding picture or implementing a vocabulary notebook, although mentioned by only one or two participants, also played a part in facilitating vocabulary learning among the teachers studied. With respect to the implementation of different features in the textbook, participants presented various responses in their teaching practices. While up to 95% of the teachers in the survey claimed they made use of the word list in the textbook when teaching vocabulary, the

majority in this group did not employ the gloss or supplementary tapes/CDs which record an audio version of the word list in their vocabulary teaching practices.

Another research related to the vocabulary learning strategies was conducted by Kudo. Kudo (1999) investigated the vocabulary learning strategies exploited by Japanese senior high school students. He developed the research instrument based on Schmitt (1997)'s taxonomy to carry out study. The questionnaire includes four categories: social, cognitive, memory and metacognitive strategies. However, the findings do not show a distinction between discovering and consolidating strategies. The results of the study demonstrated that the students are not very aware of the different vocabulary learning strategies. The results also revealed that the students preferred 'shallower' vocabulary learning strategies such as rote learning and the use of a bilingual dictionary compared to the strategies which involve 'deeper' cognitive processing (e.g. the keyword method, semantic mapping). In addition, social strategies are ranked the lowest which suggest that the students are not particularly willing to cooperate with anybody when learning the vocabulary. Hence, the findings of Kudo'sresearch, significantly, supported with the results obtained by (Schmitt, 1997). Kudo (1999) also made an interesting remark by suggesting that strategies used may not be culture specific: his Japanese subjects and the students investigated by Oxford (1990) in Alabama seemed to prefer the same strategies.

Conceptual Framework

Vocabulary plays important role in language learning especially in the context where English taught as a foreign language. The reason is vocabulary as a foundation to master other English skills. However, many students have difficulties to learn it. Learning vocabulary is not immediately, it needs process. To minimize the problems, students have different strategies to

overcome their problems. This research is to find out the problems faced by EED UMY students in learning vocabulary and vocabulary learning strategies mostly used by EED UMY students.

Table 2.2: The vocabulary learning strategies to learn vocabulary at EED UMY

No	Research Question	Theory	Description
1	What are the problems faced by EED UMY students in learning vocabulary?	Montgomery (2007)	Reading vocabulary Writing vocabulary Listening vocabulary Speaking vocabulary
2	What vocabulary learning strategies are mostly used by EED UMY students?	Schmitt (1997)	Memory strategy Determination strategy Social strategy Cognitive strategy Metacognitive strategy