

## **Chapter Two**

### **Literature Review**

This chapter provides some theories from some experts which are meaningful for this research. This chapter provides the definition of vocabulary, kinds of vocabulary, and the importance of mastering vocabulary. This chapter also consists of the definition of students' perception and the importance of accommodating students' perception. Last, this research consists of related studies and conceptual framework.

#### **Vocabulary**

**Definition of vocabulary.** Vocabulary is defined as words which are important to learn in learning particular language. According to Alqahtani (2015), vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language. It shows that the students should learn to improve their vocabulary if they want to acquire particular language. Besides, according to Kebiel (2012), vocabulary is categorized as all the words that someone understands, learns or uses. It means when the students know so many words, it will be easier for the students to speak.

Other experts also define that vocabulary needs to be learned. According to Yunhao (2011), vocabulary is defined as one of the important aspects of second language learning which means that it is urgent to language learners. It means that vocabulary is meaningful thing that students should have. Besides, Mukoroli (2011)

argues that “vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual, and the lexicon of a language is its vocabulary, which includes words and expressions” (p.6). Last, Namaghi and Malekpur (2015) state that vocabulary knowledge is also a tool in reading comprehension. It means that, if the students want to speak using English, the students should have a lot of vocabularies.

**Kinds of vocabulary.** There are several kinds of vocabulary. Those are receptive vocabulary and productive vocabulary. Alqahtani (2015) indicates two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

***Receptive vocabulary.*** Receptive vocabulary is words that students recognize and understand when they use in some contexts, yet they do not use in speaking and writing. It is vocabulary that students recognize when they see or find in reading text but they do not use it in oral and written context. Zhou (2010) argues receptive vocabulary knowledge means that the ability to understand a word when it is heard or seen while productive vocabulary is a vocabulary knowledge to create a word when someone writes or speaks. According to Alqahtani (2015), receptive vocabulary is the words students learn and understand when those words are used in context, but those cannot be produced.

***Productive vocabulary.*** Productive vocabulary is a vocabulary that learners know or comprehend and then they use or pronounce it correctly and constructively in speaking and writing. Besides, Zhou (2010), states that productive vocabulary involves what is required for receptive vocabulary, and the ability to speak or write in

the right time. Therefore, productive vocabulary can be categorized as an active process, because the learners are able to create the words to explain their thoughts or ideas to others. Zhou (2010), argues that “Although little is known till now about the transfer from receptive to productive mastery, it is generally believed that learners’ receptive vocabulary size is much larger than their productive vocabulary size” (p. 15).

**The importance of mastering vocabulary.** Mastering vocabulary is a must for language learners in order to acquire particular language easily. Vocabulary mastery plays an urgent role in the language learning because vocabulary mastery influences to the four skills which are listening, reading, speaking, and writing (Mukoroli, 2011). Vocabulary influences four skills listening, reading, speaking, and writing because the students do not know what they are listening of when they have less of vocabulary. Besides, the students also do not know what they want to write, what they want to speak, and what the reading material talks about when they have less of vocabulary. It shows that vocabulary mastery is really needed in the language learning because vocabulary is one of the biggest things that students have to master in learning particular language.

## **Perception**

**Definition of students’ perception.** Students’ perception is students’ opinion about some particular objects and the students may perceive that these objects are good or not. According to Kanwisher (2000), perception is someone’s opinions which

sometimes it is considered on the previous experiences. Furthermore, student's perception is student's own feelings towards an object that student had known or even student had not known. Besides, Behm (2011) claim that "decision makers operating in an environment base their decisions on the environment as they perceive it, not as it is" (p. 11).

**The importance of accommodating students' perception.** Struyven, Dochy and Janssens (2002) state that accommodating student's perception is really useful in order to know student's ideas, beliefs, images, opinions, feelings about something which is related to teaching and learning context. It shows that student's perception is important because it contains about student's beliefs and opinions which means that it can help to create a better quality in teaching and learning context. Besides, Kanwisher (2000) also adds that perception is someone's feeling towards particular object. It means that knowing students' perception is really meaningful in order to know what things that they love or what things need to be improved.

### **Learning Strategies**

In learning vocabulary, the students need to consider what learning strategies that they should use. Carranza, Manga, Dio, Jamora and Romero (2015), vocabulary learning strategies are the techniques or actions in learning a particular language that the learners take in order to help themselves to know the meaning of new words and retain them in long-term memory. Kırmızı (2014) also argues that "vocabulary learning strategies are also defined as: the mechanism used in order to learn

vocabulary as well as steps or actions taken by students (a) to find out the meaning of unknown words, (b) to retain them in long-term memory, (c) to recall them at will, and (d) to use them in oral or written mode” (p. 17). According to Bastanfar and Hashemi (2010), “language learning strategies are certain skills, techniques and actions which are used by the learner in order to recall one or several components of proficiency” (p. 159).

Kebiel (2012) categorizes vocabulary learning strategies into three general classes. These are planning, sources, and processes. Those are choosing what to focus on and when to focus on it, choosing words, choosing the aspects of word knowledge, choosing strategies, and planning repetition. According to Nirattisai and Chairamane (2014), Vocabulary learning strategies allow learners to take more control of their own vocabulary learning.

### **Strategies in Improving Vocabulary**

There are several strategies that should be used in improving vocabulary. Those are determination strategies, social strategies, memory strategies, cognitive strategies, and metacognitive strategies. In addition, these strategies are from Schmitt (1997).

**Determination strategies.** Determination strategies make the students to determine the meaning using dictionary. It means that if the students do not comprehend some words and then they open the dictionary to look up for the meaning of each word. Besides, determination strategy also refers to guessing the

meaning from the context and identifying the parts of speech and constituent elements. It shows that if the students do not understand a particular word in the text, the students can identify the meaning by seeing on the next words or sentences and then the students can guess the meaning.

**Social strategies.** Social strategies can be used to determine the word or the definitions by asking teachers, classmates or friends and native speakers. According to Schmitt (1997), social strategy is one of the best strategies that students can use if they do not understand the meaning of some word. It means that if the students do not comprehend some meanings of words, they can ask to the people around them. Last, Social strategies are dealing with individual's relationships and those which deal with controlling one's emotional aspects.

**Memory strategies.** Memory strategies are one of the best strategies a large number of strategies that learners apply to recall the vocabulary. Memory strategy is a learning strategy that the students use by memorizing. Besides, Schmitt (1997) also contends that memory strategy refers to the strategy of retaining new words using some imagery or grouping. It means that the students group some words and then they memorize it.

**Cognitive strategies.** Cognitive strategies refer to technical areas of learning vocabulary and those are not related to mental processing. These strategies include repeating, taking notes, highlighting new words and the like. Cognitive involves the

manipulation of information or knowledge in an immediate task for the purpose of acquiring or attaining some information or knowledge's.

**Metacognitive Strategies.** Metacognitive strategy is the strategy that students use in planning for learning to monitor their understandings, to produce and evaluate how well they have got a learning objective about vocabulary. Besides, Schmitt (1997, p.237) also adds that metacognitive strategies include monitoring, decision-making, and assessment of one's advance. In metacognitive strategies, the students learn not only the meanings of some vocabularies, but the students also learn when to use them and how to use them.

Other learning strategies in improving vocabulary are also argued by Kulikova (2015). There are some learning strategies in improving vocabulary and those are using dictionary, memorization strategy, repetition, and contextual encoding strategies (Kulikova, 2015). First is using dictionary. Using dictionary means that the students look up for the meaning of particular word that the students do not comprehend. Next, memorization strategy means that the students list some vocabularies and then they memorize those vocabularies. Then, repetition means that the students repeat some words that they want to comprehend. Last, contextual encoding means that students should recognize the words and the context these words are used.

### **Benefits of Vocabulary Learning Strategy**

Vocabulary learning strategy is like students' obligation to consider when they want to improve their vocabulary because it will help them in increasing their vocabulary easily. Bonsa and Mariam (2014) argue that vocabulary learning strategy is meaningful to be learned because vocabulary learning strategy is students' ways on how to learn vocabulary easily. According to Yunhao (2011), the vocabulary learning strategy is really important to be learned because vocabulary learning strategy is the fact that enables the learners to take more control of their own learning. It means that vocabulary learning strategies will help the students to improve their vocabularies in particular language.



## **Review of Related Study**

Nirattisai and Chiramanee (2014) conducted a research about the contribution of vocabulary learning strategies to university students' vocabulary size which aimed to investigate the relationship between students' vocabulary learning strategies and their vocabulary size. There were 257 Prince of Songkla University students in the 6 fields of study who were involved in this research. This research found that the vocabulary learning strategies was totally correlated with the vocabulary size.

This study by Nirattisai and Chiramanee (2014) was related to my research because this research aimed to investigate the relationship between students' vocabulary learning strategies from their vocabulary size. It meant that this research and the research by Nirattisai and Chiramanee (2014) had similar topic about vocabulary learning strategies. However, the research by Nirattisai and Chiramanee (2014) focused on knowing the relation only without knowing learning strategies that students use to learn vocabulary.

Kebiel (2012) conducted a research about teachers' and students' perception of vocabulary learning strategies which aimed to investigate teachers' and students' perception about learning strategies of foreign language learners as a means to improve their learning outcomes. This research was to find out the teacher's and learners' beliefs of vocabulary learning strategies at the department of Foreign Languages. The findings showed that the teachers do know learning strategies and vocabulary learning strategies but teachers were not aware about the importance of vocabulary and vocabulary learning strategies. In addition, Kebiel (2012) stated that

they comprehend learning strategies which were taught to them in the module of study skills but not vocabulary strategies in particular.

This research by Kebiel (2012) is related to my research because this research aims to know teachers' and students' perception about learning strategies of foreign language learners as a means to improve their learning outcomes. It means that this research and my research had same objective which wanted to find out students' perception on vocabulary learning strategies. However, this research also investigated teacher's perception while my research would not reveal teacher's perception on vocabulary learning strategies.

Another research showed that this research was worth to do was the research by Iswara (2016). Iswara (2016) conducted a research about the correlation between the habit of reading journal articles and 2013 of ELED at one of the private universities in Yogyakarta for the students' vocabulary mastery. The correlation between the habit of reading journal articles and vocabulary mastery was not a significant. This current research was worth to do because Iswara (2016) advised further researcher to do a research related to vocabulary in wider area which was about some ways or strategies that can be used to master vocabulary. By this case, this research was worth to do because this research will also enrich the findings of the previous research.

Agusta (2015) found that there were four problems faced by students in learning vocabulary, and those were the reading vocabulary, the listening vocabulary, the speaking vocabulary, and the writing vocabulary. Besides, Agusta found that

there were five learning strategies in learning vocabulary. Those were memory strategy, determination strategy, social strategy, cognitive strategy, and metacognitive strategy. From the previous statements, it could be concluded that this research was related to this current research to find problems and strategies. However, this research only mentioned the problems and the strategies without explaining those results clearly. It meant that this research did not reveal the students' perception on vocabulary learning strategies, and this research did not reveal the students' reasons in using those learning strategies. It showed that that this research about students' perception on vocabulary learning strategies was worth to do.

Last research which showed that this research was worth to do was the research from Utami (2016). Utami conducted a research about the the correlation between the use of English dictionary and vocabulary mastery of the students of ELED at one of the private universities in Yogyakarta batch 2013. Besides, Utami (2016) found that the use of English dictionary and vocabulary mastery of the students of ELED at one of the private universities in Yogyakarta batch 2013 had strong correlation and there is a significant correlation. In addition, this research was worth to do because Utami (2016) also suggested to further researcher to conduct a research about vocabulary in wider area by using descriptive design. It meant that this research enriched the previous research.

## **Conceptual Framework**

There are several points that the researcher wants to reveal on this research. This research will focus on identifying students' perception on vocabulary learning strategies at English Language Education Department of the private Universities in Yogyakarta. Besides, this research will also focus on finding students' learning strategies that they use to learn vocabulary.

First, this research will identify students' perception on vocabulary learning strategies at ELED of the private Universities of Yogyakarta. Some experts state that vocabulary is important to be learned when the students want to master particular language (Namaghi, 2015; Yunhao, 2011; Harmon, Wood, & Kiser, 2009; Alqahtani, 2015; Namaghi & Malekpur, 2015; Mukoroli, 2011; Bansa & Mariam, 2014). Besides, there are two types of vocabulary which are receptive vocabulary and productive vocabulary (Zhou, 2010; Alqahtani, 2015).

Next, some experts also define the definition of vocabulary learning strategies, and they also elaborate some strategies to learn vocabulary. Vocabulary learning strategies are techniques, actions, and mechanisms in improving vocabulary (Carranza, Manga, Dio, Jamora & Romero, 2015; Kirmızı, 2014; Bastanfar & Hashemi, 2010; Kebiel, 2014; Chairamane, 2014). There are several strategies that should be used in improving vocabulary which are determination strategies, social strategies, memory strategies, cognitive strategies, and metacognitive strategies (Schmitt, 1997).

*Figure 1.0* Conceptual framework

