## II. LITERATURE REVIEW

This chapter explains about some theories related to the research. The theories are the references for the researcher in conducting the research. There are several points of theories and previous studies which should be reviewed, such as review of previous research, concept of vocabulary, aspects of vocabulary , types of vocabulary, concept of vocabulary mastery, concept of learning strategies, classification of language learning strategies, concept of vocabulary learning strategies, classification of vocabulary learning strategies, relationships between vocabulary learning strategy and language learning strategy, the role of vocabulary learning strategies in vocabulary learning and also concept of gender. The contents of this chapter will be explained in detail below.

### 2.1. Review of Previous Research

There have been several correlated studies dealing with vocabulary learning strategies, vocabulary size and gender. The first is a survey on vocabulary learning strategies: a case of Iranian EFL university students which conducted by Amirian and Heshmatifar (2013) at Hakim Sabzevari University, Iran. This study was aimed at investigating what strategies were more or less common for learning vocabulary among EFL university students at Hakim Sabzevari University in Iran. A questionnaire adapted from the taxonomy of vocabulary learning strategies

(VLS) developed by Schmitt (1997) was administered to 74 EFL  students (18 males and 56 females). The results revealed the following order of strategy use by the students from the most frequent to the least frequent one: determination (DET), cognitive (COG), memory (MEM), metacognitive (MET), and social strategies (SOC). In particular, findings indicated that guessing  from context and dictionary use strategies was the most popular strategies, while asking the teacher or peers for meaning was rarely used.

The second previous research was conducted by Waldvogel (2013) at United States Air Force Academy, Colorado Springs, CO, U.S.A this study was concerned on the relationships between vocabulary learning strategies and vocabulary size among adult spanish foreign language. He conducted the research in 475 college students enrolled in Spanish course whose their first language was English language. He took the learner for his subject of the study at the beginning, intermediate, and advance learner' level. The result showed that there was a correlation between vocabulary learning strategy and vocabulary size in advance level while in basic and intermediate level the correlation was not significant. His research found that there were patterns in vocabulary learning strategy used by the learner in every level. Furthermore, the research proved that advance learner who gained the highest vocabulary size used more vocabulary learning strategies in their learning.

The third previous study was about English vocabulary learning strategies employed  by Thai tertiary-levels students with different genders and levels of

vocabulary proficiency which conducted by Boonkongsaen and Intaraprasert. This study was aimed at examining the vocabulary learning strategies employed by Thai-tertiary level students with different genders (female/male) and levels of vocabulary proficiency (high, moderate and low). The VLS questionnaire was employed to elicit the data from 905 Thai EFL students studying in the Northeast of Thailand. Data analysis involved descriptive statistics, an *Analysis of Variance (ANOVA)* and the *chi-square test*. The result found that genders affected the students' three levels of VLSs use. The results may shed some lights in terms of gender that gender-based VLS strategy training should be taken into consideration.

English language teachers should implement instructions to their male students with strategies dealing with picture-reliance, visual connections as they respond well with these learning skills. The female students should be encouraged to use VLSs that make full use of oral, aural and social skills  as they have high possibility of success in learning with these skills.  In terms of vocabulary proficiency, it was found that levels of vocabulary proficiency affected the students' three levels of VLS use. The high proficiency group reported employing VLSs significantly more frequently than the moderate and low-groups. The two latter groups should be encouraged to be aware of how VLSs can help them increase their vocabulary.

To summarize, based on the previous research, it can be stated that all above mentioned studies reconfirmed the importance of vocabulary learning strategies

in vocabulary learning and also the effect of individual differences such as gender and students' level of vocabulary size in vocabulary learning strategies preferences. All relationship above gives the influence in English learning process, especially in vocabulary learning.

However, there are still some issues which have not been investigated yet, that is, the comparison of vocabulary learning strategies used based on gender and level of vocabulary size. Therefore, this research will be carried out to investigate that there is any significant difference of vocabulary learning strategy preferences between males and females students, this resesarch also intended to find out the most frequently-used and the least frequently-used of vocabulary learning strategies which the second grade students at SMA Negeri 1 Bandar Lampung in the 2014/2015 academic year employ to learn new vocabulary items.

## 2.2. Concept of Vocabulary

Every language in this world has a list of words. These words are used to express human feelings or ideas in oral and written form. Every word has a specific meaning, both literal and semantic meaning and people will use suitable vocabularies to express their feeling or ideas in order to be understood by other people. By using vocabulary people can communicate each other to ask or deliver an information. Therefore, vocabulary has an important role in language use. In English, vocabulary means every part of speech which is used to construct the sentences when people communicate with each other. It includes content words

(noun, verb, adjective and adverb) and functions words (pronoun, preposition, and conjunction).

Vocabulary is defined as the list of words, which is usually arranged alphabetically and defined, explained or translated or the range of language, the stock of word at a person's command or used in particular work, branch or subject, language, etc. Scrivener (1994) states that Vocabulary is carrier of meaning.

A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Hatch and Brown (1995) defines vocabulary as a list or set of words for a particular language or a list or set of word that individual speaker of language might use. According to Roget (1980) vocabulary is an alphabetical list of words often defined or translated. The vocabulary includes idioms and two words verb. In conclusion, English vocabulary is a list of word that is included in part of speech which have meaning when it is used to construct a sentence to express human ideas in order to be understood by other people.

## 2.2.1. Aspects of Vocabulary

The learner's vocabulary knowledge always grow along with learner's learning. The richer they master the vocabulary the easier learner comprehends skills in language aspect such as listening, reading, speaking, and writing. Knowing a word is not only learning about the word itself but knowing a word can be more complex. According to

Harmer (1991: 158) knowing a word (vocabulary) means knowing about meaning, word use, word formation, and word grammar. To be more specific here are aspect of knowing the word :

1) **Knowing the meaning**

   Knowing the meaning about the word means knowing meaning in sense relation. For instance the word *hiss* means to insult someone but it also refers to a noise made by a snake. Word meaning is also influenced by metaphors and idioms. For instance idioms *keep in touch* it means stay having a connection.

2) **Knowing the word use**

   Knowing the word use is about knowing the language whether to be used by someone in a formal or informal context, for example "hello" (*formal)* and "hi" (*informal*). Word use is also used in choosing word based on to whom we speak for example, we use *can* for someone who has the same age with us. While, to someone who older than us use *could.*

3) **Knowing the word formation**

   Knowing the word formation means knowing their grammatical contexts. It means that we look at how the suffixes and the prefixes work (im-, or in) such as in *imperfect* and *perfect, inappropriate* and *appropriate*

**4) Knowing the word grammar**

Knowing the word grammar means knowing the use of words based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. For example:

I went to campuss yesterday

N Verb Adv. Adv.

Learning vocabulary is not just about learning the word but learning vocabulary more complex about the word. Cameron (2001) states vocabulary is not as simply as learning words only, but it is actually much more than that. Based on the principle above, we can conclude that learning vocabulary is more complex than just learning the word or new word.

**2.2.2. Types of Vocabulary**

All the words in the English language are divided into nine great classes. These classes are called the Parts of Speech. They are noun, verb, adjective, adverb, pronoun, preposition, conjunction and interjection.

**a. Nouns**

A noun is a word (or group of words) that is the name of a person, a place, a thing or activity or a quality or idea; nouns can be used as the subject or object of a verb. Nouns can be divided into sub classes. There are proper nouns and common nouns. There are also countable nouns *(pens, pillows, fruits)*, mass or uncountable nouns (*sugar, water, money),* abstract nouns *(idea, religion, faith)*, concrete nouns *(chair, table, cap),* and collective nouns *(class, government, group).*

**b. Verbs**

Verbs are words that denote or describe an action, experience or state. in Hatch and Brown (1995) places verbs into four classes: activities *(sleep, drink, eat)*, accomplishment *(catch, kill, build),* achievement *(lose, find, recognize),* and states *(love, have, know).*

**c. Adjectives**

Adjective is a modifier that used to highlight quantities or attributes. Its most usual position is before the noun it modifier, but it fills other positions as well. The types of adjective are:

1. Determiners : They are articles (the, a, an), demonstrative adjectives *(this, that, these, those)*, possessive adjectives *(him, them, our),* numeral adjectives *(five, seven, nine),* and adjectives of indefinite quantity *(many, much, little).*

2. Descriptive adjectives : They usually indicate an inherent quality *(good, bad, young),* or physical state such as *(black, purple, yellow),* size or age.

**d. Adverb**

Adverb is a word that adds to the meaning of a verb, adjective, another adverb or a whole sentence. The types of adverbs are explained below:

a. Adverb of manner – *quickly, neatly, awkwardly.*

b. Adverb of place and direction – *here, away, outside, left, straight*

c. Adverb of time – define time such as *yesterday, today, tomorrow;* indefinite time such as *recently, nowadays, soon, already, before, later.*

     d.   Adverb of frequency – *usually, always, sometimes, never.*

     *e.*   Adverb of degree – *very, too, quite, extremely, more, almost, entirely, partially, wholly.*

**e. Pronoun**

Pronoun is a word that is used in place of a noun or a phrase. For example: she, he, them, her, and it. There are three kinds of pronouns. They are personal, relative and adjective.

**f. Preposition**

Preposition is a word (or group of word) which is used to show the way in which other words are connected.

**g. Conjunction**

Conjunction is a word that connected sentences, phrase, or clause.

**h. Interjection**

Interjection is the word that expresses surprise or some sudden emotion of the mind. It also defines as the short exclamation which sometimes inserted into a sentence

In summary, vocabulary is a set of word used in a language that familiar with the person or the speaker of the language. In context of learning foreign language, vocabulary is the most crucial aspect because vocabulary can influence language skills such as listening, reading, speaking, and writing. In addition, vocabulary can be an indicator of the success in language learning. When the learner learns the vocabulary, they will learn about the word meaning, the use of the word, word formation and word grammar in appropriate context.

## 2.3. Concept of Vocabulary Mastery

Mastery comes from the word 'master' that means to gain knowledge, to get the better of, and to train to live with and be of use to man. Mastery is to act of exercising controlling power or the condition of being so controlled, the right and power to command, decide, rule, or judge (Roger's II The New Thesaurus, 1980). Vocabulary mastery means the power to control, command, decide, and rule the vocabulary as a useful and fundamental tool for communication and acquiring knowledge. Vocabulary mastery is one component to master English as foreign language. In learning four skills in language (speaking, reading, listening, and writing), vocabulary is very important to master by learners or students. It is reasonable, considering that four language skills need knowledge of words because they will get nothing without words or vocabulary.

## 2.4. Concept of Learning Strategies

According to O'Malley ( as cited in Griffiths, 2008) language learning strategies is any set of operations or steps used by a learner that will facilitate the acquisition, storage, retrieval, or use of information.Whereas, Oxford defined language learning strategies as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. She continued to convey that strategies are especially important for language learning because they are tools for active and self-directed involvement which are very essential for developing communicative competence (Oxford, 1989). The appropriate language learning strategies result in improved proficiency and greater self-confidence. Based on the explanations

about learning strategies above, it can be asserted that learning strategy is a term that refers to particular thoughts and behaviors used in the purpose of attaining learning objectives independently to smooth their effort to learn language.

## 2.5. Concept of Vocabulary Learning Strategies

Vocabulary learning strategies form a subcategory in the framework of language learning strategies. In term of vocabulary learning, Catalán (2003) says that vocabulary learning strategy is a knowledge about the mechanisms (processes, strategies) used in order to learn vocabulary as well as steps or actions taken by students. Based on the statements above vocabulary learning strategy is any set of techniques; including actions or mental processes that learner use in order to facilitate their English vocabulary learning with the purpose of enhancing their vocabulary knowledge. Moreover, Brown and Payne (1994) identified five steps in the process of learning vocabulary in a foreign language as follows:

a) Having sources for encountering new words.

b) Getting clear image, either visual or auditory or both, of the forms of the new words.

c) Learning the meaning of words.

d) Making a strong memory connection between the forms and the meaning of the words.

e) Using the words

.

Gu and Johnson (1996) points out that most researches on vocabulary learning strategies have focused on various methods of vocabulary presentation, and their

effects on retention. Moreover, Nation (2001) makes clear that vocabulary learning strategies are one part of language learning strategies which in turn are part of general learning strategies. However, some researches has shown that many learners do use more strategies to learn vocabulary, especially when compared to such integrated tasks such as listening and speaking. Yet Schmitt (1997) claims that they are mostly inclined to use basic vocabulary learning strategies. This in  turn makes strategy instruction an essential part of any foreign or second language program. However, a greater knowledge of vocabulary learning strategies could be very useful in supporting teachers to plan  their lessons more effectively and  give guidance  to students in adopting  successful strategies.

## 2.6. Classification of Vocabulary Learning Strategies

Vocabulary learning strategies are a part of language learning strategies which in turn are a part of general learning strategies. Vocabulary learning strategies have been classified by many expert. The classifications are also known as taxonomy of VLS. One of the following VLS taxonomy will be explained as follows:

### 2.6.1. Vocabulary Learning Strategy Classification by Schmitt (1997)

Schmitt taxonomy was chosen as the instrument for the present study. This section will be explain his taxonomy in detail. Schmitt (1997) develops a comprehensive inventory of vocabulary learning strategies. The 58 strategies in his taxonomy had been organized in the framework of two systems. First he based his classification on Oxford's (1990) works and included her categories : social, memory, cognitive, and metacognitive. He also added a new category-

determination strategies as Oxford's classification did not describe the strategies used by an individual when faced with discovering a new word's meaning without recourse to another person's expertise.  After that,  he used a distinction between discovery and consolidation   strategies offered by Cook and Mayer (1983) and Nation (1990). He divides the strategy into two groups namely *discovery strategies* and *consolidation strategies*. Schmitt (1997) define each strategies as follows :

1) Discovery dimension :

    (a) Determination strategies (DET): used by an individual when  facing with discovering a new word's meaning without recourse to another person's expertise.

    (b) Social Strategies (SOC): use interaction with other people to improve language learning.

2) Consolidation dimension:

    a)  Social Strategies (SOC): have group work to learn or practice vocabulary.

    b) Memory Strategies (MEM): relate new material to existing knowledge.

    c) Cognitive   Strategies   (COG):   exhibit   the   common   function   of manipulation or transformation of the target language by the learner.

    d) Metacognitive Strategies (MET): involve a conscious overview of the learning process and making decisions about planning, monitoting, or evaluating the best ways to study.

To make it clearer, here is Schmitt's taxonomy classifies vocabulary learning strategies as shown in the table 2.1.  :

**Table 2.1. Classification of Vocabulary Learning Strategies by Schmitt's Taxonomy (1997)**

| | | |
|---|---|---|
| **Discovery Strategies** | Determination Strategies **(DET)** | Analyze part of speech |
| | | Analyze affixes and roots |
| | | Check for L1 cognate |
| | | Analyze any available pictures or gestures |
| | | Guess from textual context |
| | | Bilingual dictionary |
| | | Monolingual dictionary |
| | | Word lists |
| | | Flash cards |
| | Social Strategies **(SOC)** | Ask teacher for an L1 translation |
| | | Ask teacher for paraphrase or synonym of new word |
| | | Ask teacher for a sentence including the new word |
| | | Ask teacher for meaning |
| | | Discover new meaning through group work activity |
| **Consolidating Strategies** | Social Strategies **(SOC)** | Study and practice meaning in a group |
| | | Teacher checks students' word lists for accuracy |
| | | Interact with native speakers |
| | Memory Strategies **(MEM)** | Study word with a pictorial representation of its meaning |
| | | Imagine word's meaning |
| | | Connect word to a personal experience |
| | | Associate the word with its coordinates |
| | | Connect the word to its synonyms and antonyms |
| | | Use semantic maps |
| | | Use "scales" for gradable adjectives |
| | | Memorizing lists of facts by linking them to familiar words or numbers by means of an image. |
| | | Remembering lists by picturing them in specific locations |
| | | Group words together to study them |
| | | Group words together spatially on a page |
| | | Use new word in sentence |
| | | Group words together of a word |
| | | Study the spelling of a word |
| | | Study the sound of a word |
| | | Say new word aloud when studying |
| | | Imagine word form |
| | | Underline initial letter of the word |

| | | Configuration |
|---|---|---|
| | | Use keyword Method |
| | | Affixes and roots (remembering) |
| | | Part of speech (remembering) |
| | | Paraphrase the word's meaning |
| | | Use cognates in study |
| | | Use physical action when learning a word |
| | | Use semantic feature grids |
| | Cognitive Strategies (COG) | Verbal repetition |
| | | Written repetition |
| | | Word lists |
| | | Flash cards |
| | | Listen to tape of word lists |
| | | Put English labels on physical objects |
| | | Keep a vocabulary notebook |
| | | Take a note in class |
| | | Use the vocabulary section in your textbook |
| | | Use English-language media (songs, movies, newspaper, etc) |
| | Metacognitive Strategies (MET) | Testing oneself with word tests |
| | | Use spaced word practice |
| | | Skip or pass new word |
| | | Continue to study word over time |

Source : Schmitt (1997)

## 2.7. The Role of Vocabulary Learning Strategy in Vocabulary Learning

Wenden and Rubin (1987) define language learning strategies as any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information. While, Nation (2001) states that vocabulary learning strategies are one part of language learning strategies which in turn are part of general learning strategies. Based on the theories above, it is clear that vocabulary learning strategy has important role in vocabulary learning because vocabulary learning strategy is helpful in learning vocabulary. Wenden (1998) believes that foreign language learners with various levels of foreign

language learning experience and proficiency have acquired some degree of knowledge about language learning which influences their approach to language learning and the expectations they hold about learning strategies and the outcome of their efforts.

The previous researches so far suggested that vocabulary learning strategy used by foreign language learners may vary depending on the learners' language proficiency and experience with the target language. It is in line with Schmitt (1997), he found that less experienced learner tend to use less learning strategy than the experienced learner. In Schmitt's finding, the experienced learner has more awareness in using vocabulary learning strategy. Considering the principles above, vocabulary learning strategy helps learner to facilitate their learning so that the learner will achieve their aims in vocabulary learning. Language learners have to be aware of the benefits of conscious and continuous use of effective learning strategies for making learning quicker and more effective in vocabulary learning.

## 2.8. Concept of Vocabulary Size

Freebody and  Anderson  (1981) states that vocabulary size is the number of words  for  which  the  person  knows  at  least  some  the  significant  aspects  of meaning.  Based  on the statement above,  it means that vocabulary size of the learner can be measured  statistically.  In summary,  vocabulary size is the breadth of vocabulary knowledge. Vocabulary size can be measured based on how many words that appear  in textbook by measuring the word family of the word  itself

**2.9. Concept of Gender**

According to *Psychology Dictionary* (2014) gender reffers to the attitudes, feelings, and behaviors that associates with a person's biological sex. Behavior that is compatible with cultural expectations is referred to as gender-normative; behaviors that are viewed as incompatible with these expectations constitute gender non-conformity. In the general sense, the notions "sex" and "gender" are perceived to be synonymous and in some studies they are used interchangeably. The definition of *sex* and gender in *Collins Cobuild English Dictionary* (1995) are explained as follows :

> *Sex:* (excluding other meanings) *1-* The two *sexes* are the two groups, male and female, into which people and animals are divided according to the function of they have in producing young.
>
> *2-* The *sex* of a person or animal is their characteristics of being either a male or female.

> *Gender: 1-* A person's *gender* is the fact that they are male or female. *2-* you can refer to all male and female people as a particular *gender*. *3-* In grammar, the gender of a noun, pronoun or adjective is whether it is masculine, feminine or neuter.

In this research, the term gender was used following this conceptualization of gender which was composed of culturally constructed male identity and female identity, not the biological differences between males and females.

**2.10. Theoretical Assumption**

From the related theories on the literature review above, the researcher assumed that vocabulary learning strategies were crucial aspect for learners in learning English as foreign language because the success of learning a foreign language may depend on what and how learning strategy applied by learners. Otherwise, each individual has the individual differences such as interest, self-concept, age, and gender. From those individual differences, the researchers felt that gender was interesting aspect that holds very essential role in supporting someone's success in learning a foreign language which similarly contribute whether language learning will be acquired quickly or not.

What works for one learner might not work for others. Male and female students might use different strategy in learning. Based on the findings related to this study, gender and language learning strategy were not necessarily universal. For instance, Wharton (2000), in his research of Singapore students, found that males employed more strategies significantly than females. Lee (2010) who conducted a research in Taiwanese's students also concluded that males used higher frequency of cognitive and compensation strategies than females. Some even reveal that there was no significant difference between males and females on their use of language learning strategies (Negari and Solaymani, 2013).

Considering this fact, there were gaps among the findings found by some researchers, the researcher was encouraged to investigate furthermore the difference between male and female students in language learning strategies

preference. Since language learning strategy was a wide subject to make it more specific, the researcher took a specific theme for the research that was learning strategy in vocabulary learning or usually called as VLS (vocabulary learning strategies. Vocabulary learning strategies is a sub class of learning strategies. A considerable number of researchers (Wenden and Rubin, 1987; O'Malley and Chamot, 1990; Oxford, 1990 and Schmitt, 1997) declared that vocabulary learning strategies were form a sub-class of framework for language learning strategies and for this reason the researcher used 25-item questionnaire based on Schmitt's Taxonomy.

The researcher conducted this study to the students of SMAN 1 Bandar Lampung as the participants of this study. SMAN 1 Bandar Lampung is well-known as the favorite school in Bandar Lampung. In addition, as we knew generally senior high school level-aged students were far more mature emotionally and intellectually and also their vocabulary mastery skill was richer than the junior high school level-aged. Thus, these basic assumptions had encouraged the researcher to choose the students of SMAN 1 Bandar Lampung as the participants of this study.

## 2.11. Hypothesis

Concerning to the concept and theoretical assumption above, the researcher would like to formulate hypotheses as follows :

$H_0$ : There is no significant difference of the effective strategy related to gender in vocabulary mastery.

$H_1$    : There is a significant difference of the effective strategy related to

gender in vocabulary mastery.

This chapter already discussed the literature review of this research which deals with several points of theories. The next chapter discusses about the method of this research.