

II. FRAME OF THEORIES

This chapter contains review of related literature. Furthermore, review of related literature describes the concepts that are associated to the research, such as concept of vocabulary, kinds of vocabulary, concept of learning vocabulary, concept of vocabulary learning strategies, types of vocabulary tests, the theoretical assumption, and hypotheses.

2.1 Concept of Vocabulary

Mastering vocabulary is the important students' aspect which should be concerned in learning a foreign language. Vocabulary can help students to communicate each other. In basic element, it is impossible to learn language without vocabulary. According to Rivers (1970:462), it would be impossible to learn language without vocabulary. This statement is supported by Hornby (1986:4) who says that vocabulary is a building block to build the language. Consequently, learning language means learning its vocabulary.

Vocabulary is commonly defined as all the words known and used by a particular person. Hornby (1986:959) states that vocabulary is the total number of words that with rules they are combined to make up a language. While Webster (1988:110) describes vocabulary as a list of words usually arranged alphabetically

and defined, explained, or translated into the range of language, the stock of word a person's command the word used in particular, the branch of object language.

Richards & Schmidt (2002: 580) defines vocabulary as a set of lexeme (the smallest unit in the meaning system of language that can be distinguished from other similar units) including single words, compound words and idioms. A simple word is a single word that may or may not have prefix and/or suffix, for instance: pencil, table, plane, etc. While compound word is a word coined from two or more other words. A compound word may be written as one word, two words or as hyphenate word, for instance: policeman, classroom, textbook, etc. Idiom is a group of words with a meaning which is different from the individual words and often difficult to understand from the individual words, for instance: look up, for good, look at, etc.

2.1.1 Kinds of Vocabulary

There are kinds of vocabulary based on the theory of word order. All the words in English language are divided into eight classes (Harmer, 1991: 37). These classes are called the parts of speech. They are noun, pronoun, adjective, verb, adverb, preposition, conjunction, and interjection.

1. 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*).

2. 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*).

3. 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:

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

4. 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.*

5. 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.

6. Preposition

Preposition is a word (or group of word) which is used to show the way in which other words are connected. For example: *at, on, and in*.

7. Conjunction

Conjunction is a word that connected sentences, phrase, or clause. For example: *and, or, and because*.

8. 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.

According to Fries (1974: 32) English words are classified into four groups namely:

1. Content words represent the name of subjects or things.

- a) *Concrete nouns* represent something which can be observed and measured (table, flower).
- b) *Verbs* represent the name of action done by someone or by things (eat, watch, run).
- c) *Adjectives* represent the name of qualities of the things (pretty, happy).
- d) *Adverbs* are used to modify verbs. They tell us when, where, how, in what manner, or to what extent an action is performed (yesterday, pool, quickly).

2. Function words are used as means of expressing relation of grammatical structure such as, conjunction (and, but), articles (a, an, the) auxiliaries (do, does, did).

3. Substitute words are those that represent individual thing or specification as substitute (anyone, anybody).

4. Distributed words, those are distributed in use according to grammatical matter as the presence or absence of a negative (any, either, too or yet).

According to some definitions above, it is known that vocabulary is a complex thing, although vocabulary is seen as a simple thing. Then, in this research, the vocabulary test was taken from content words (noun, verb, adjective, and adverb). The researcher chose them as the material because the researcher assumed that it was appropriate for Senior High School since content words are often used as an

acceptable means of communication and they are familiar to the students and easy to be understood by them.

2.1.2 Learning Vocabulary

According to Fries (1974:38) vocabulary is the essential area of language learning. Learning vocabulary is not just about learning the word but learning vocabulary more complex about the word. Harmer (1991: 158) stated knowing a word (vocabulary) means knowing about meaning, word use, word formation, and word grammar. To be more specific, here are the aspects 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:

<u>I</u>	<u>went</u>	<u>to Jakarta</u>	<u>yesterday.</u>
N	Verb	Adv.	Adv.

From the explanation above, it could be inferred that learners should master the words of the language in order to be able to use the language approximately. By mastering a large number of words, students would be able to express their ideas.

Nation (1990:2) states that there are two ways in learning vocabulary, namely:

1. Direct Vocabulary Learning

In direct vocabulary learning, the learners do exercises and activities that focus their attention on vocabulary. Such exercises include:

- word-building exercise

For example, if teacher teaches the verb 'to advance', teacher may also teach the adjective 'advanced' and the noun 'advancement.' This gives the student extra vocabulary immediately but it also indicates broader patterns within the language.

For example, teacher can point out that 'ment' is a common noun ending.

(Others include 'ness','ence','ation' 'ism' etc. Typical adjective endings would include 'ed', 'ing', 'ent','ive', 'ical' etc.)

- guessing word from context

e.g. My grandmother uses *glasses* because she has a bad vision.

My brother drinks two *glasses* of milk in a day.

- learning words in lists

e.g.	A	B	C
	able	baby	calm
	acrobatic	bad	cat
	active	bare	cheap

- vocabulary games

e.g. playing puzzle, scrabble

2. Indirect Vocabulary Learning

In indirect vocabulary learning, the learners' attention is focused on some other feature, such as the messages conveyed by a speaker or writer. If the amount of unknown vocabulary is low in such messages, vocabulary learning can occur even though the learners' attention is not directed toward vocabulary learning.

2.2 Concept of Vocabulary Learning Strategies

Vocabulary learning is commonly associated with learning strategies. Chamot (1987) found that students reported more strategy use for vocabulary learning than

for other language learning (as cited in Schmitt, 1997). According to Nation (2001) vocabulary learning strategies are one part of language learning strategies which in turn are part of general learning strategies. Language learning strategies are certain skills, techniques and actions used by the learner to facilitate the learning and recall of one or several components of proficiency (Wenden and Rubin, 1987). A subset of these strategies, called vocabulary learning strategies, is strongly linked to successful vocabulary learning.

Schmitt (1997) has characterized vocabulary learning strategies as any strategy which affects the process by which words are obtained, stored, retrieved and used. He proposed five strategy groups for learning vocabulary, including two major components:

1. Discovery strategies: strategies which are used by learners to discover a new word's meaning, such as determination strategies and social strategies.
2. Consolidation strategies: strategies which are used by learners to consolidate the meanings when learners come across the words again. This component includes social strategies, memory strategies, cognitive strategies, and metacognitive strategies.

Below is the classification of vocabulary learning strategies presented by Schmitt (1997):

1. *Determination strategies* are individual learning strategies, which help learners to discover the meaning of the words by themselves with no assistance from peers, such as guessing the word from the context.

2. *Social strategies* can be used to determine the word definitions by asking teachers, classmates and native speakers. In other words, social strategies can encourage learners to interact with each other and learn from each other
3. *Memory strategies* are strategies, whereby learners link their learning of new words to mental processing by associating their existing or background knowledge with the new words.
4. *Cognitive strategies* are strategies that do not engage learners in mental processing but is more mechanical means.
5. *Metacognitive strategies* related to processes involved in monitoring, decision-making, and evaluation of one's progress.

Those five strategies can be shown in the table below.

Table 2.1 A Taxonomy of Vocabulary Learning Strategies

Strategy Group
Strategies for the discovery of a new word's meaning
DET Analyze part of speech
DET Analyze affixes and roots
DET Check for L1 cognate
DET Analyze any available pictures or gestures
DET Guess from textual context
DET Bilingual dictionary (e.g. English-Thai dictionary)
DET Monolingual dictionary (e.g. English-English dictionary)
DET Word lists
DET Flash cards
SOC (Discovery) Ask teacher for an L1 translation
SOC (Discovery) Ask teacher for paraphrase or synonym of new word

SOC (Discovery) Ask teacher for a sentence including the new word

SOC (Discovery) Ask teacher for meaning

SOC (Discovery) Discover new meaning through group work activity

Strategy Group

Strategies for consolidating a word once it has been encountered

SOC (Consolidation) Study and practice meaning in a group

SOC (Consolidation) Teacher checks students' word lists for accuracy

SOC (Consolidation) Interact with native speakers

MEM Study word with a pictorial representation of its meaning

MEM Imagine word's meaning

MEM Connect word to a personal experience

MEM Associate the word with its coordinates

MEM Connect the word to its synonyms and antonyms

MEM Use semantic maps

MEM Use "scales" for gradable adjectives

MEM Peg Method1

MEM Loci Method2

MEM Group words together to study them

MEM Group words together spatially on a page

MEM Use new word in sentence

MEM Group words together of a word

MEM Study the spelling of a word

MEM Study the sound of a word

MEM Say new word aloud when studying

MEM Imagine word form

MEM Underline initial letter of the word

MEM Configuration

MEM Use keyword Method

MEM Affixes and roots (remembering)

MEM Part of speech (remembering)

MEM Paraphrase the word's meaning

MEM Use cognates in study

MEM Learn the words of an idiom together
 MEM Use physical action when learning a word
 MEM Use semantic feature grids
 COG Verbal repetition
 COG Written repetition
 COG Word lists
 COG Flash cards
 COG Take notes in class
 COG Use the vocabulary section in your textbook
 COG Listen to tape of word lists
 COG Put English labels on physical objects
 COG Keep a vocabulary notebook
 MET Use English-language media (songs, movies, newspaper, etc)
 MET Testing oneself with word tests
 MET Use spaced word practice
 MET Skip or pass new word

Source: Schmitt (1997)

From the table above, it can be known that in learning vocabulary there are some strategies that can be used by the students. In fact, those strategies are only some strategies that can be applied by students to learn vocabulary. Actually, students can also use other strategies that are not mentioned above.

From those 58 strategies, there were only 32 strategies that were used as questionnaire items in this research due to some limitation and appropriateness. For instance, the researcher omitted some strategies, such as 'Peg Method', 'Loci Method2', 'semantic feature grids', and 'configuration' because the students were assumed unfamiliar with those strategies. There were also similar strategies about grouping words (*group words together to study them* and *group words together*

within a storyline) that may confuse the students; thus they were grouped into one question (group words within storyline and study them together).

The researcher also paraphrased and translated Schmitt's taxonomy of vocabulary learning strategies into Indonesian. Each item of vocabulary learning strategies was transformed to a complete Indonesian sentence so that probable misunderstanding would not hinder the students in revealing the strategies which they used. The researcher also wrote English key phrases of the original strategy description in bold letters and gave examples to facilitate the students' comprehension of the certain strategy in case that the strategies seemed unfamiliar or the description of which seemed vague.

2.3 Types of Vocabulary Tests

There are various ways or formats for testing vocabulary. There are some types of vocabulary tests proposed by Heaton (1988) including word formation, synonym, rearrangement, definition, and completion. The following are some example item formats:

1. Word formation

It refers to the ways in which new words are made on the basis of other words, such as to change a verb to a noun is with -ion (e.g. act to action) and -ation (e.g. observe to observation).

e.g. Write a word in each blank. The word must be the correct form of the given words.

- | | |
|-------------|----------------------------------|
| 1) CARE | Be when you cross the road |
| 2) INTEREST | Do you think this book is? |

2. Synonym matching

It is a technique which provides a list of synonyms. The meaning of the word is shown by presenting other words of the same meaning.

e.g. He was guilty because he did those things *deliberately*.

- | | |
|---------------|------------------|
| a. both | c. intentionally |
| b. noticeably | d. absolutely |

3. Rearrangement

It is a type of test that gives you a group of scrambled letters and requires you to unscramble them to make a real word.

e.g. Rearrange the following letters to make words. Then use each word in a sentence of your own so as to show the meaning of the word

- | | |
|-------|-------|
| SUHOE | TASE |
| ROLGY | CELPA |

4. Definition

It is a type of test that gives statement of the *meaning* of a word.

e.g. Use each of the following words in a sentence so as to show the meaning of the word

- economy politics industrious...

Explain the meaning of each of the underlined words of the underlined words in the following phrases

an archaic word

a fortuitous event

5. Filling in blanks (Sentence completion)

It is an exercise in which words are removed from a text and replaced with spaces. The test taker has to fill each space with the missing word or a suitable word.

e.g. A _____ is used to eat with.

a. plow b. fork c. hammer d. needle

In this research, the researcher chose synonym matching and sentence completion because they could encourage students to learn and know the tested word rather than just recognize it. Those types of tests were delivered in form of multiple choices because they were quick and easy to mark.

2.4 Theoretical Assumption

According to theoretical review, it was assumed that vocabulary learning strategies have a great contribution in helping student learns vocabulary and there was relationship between vocabulary mastery and vocabulary learning strategies. In vocabulary learning, students who tended to use more vocabulary learning strategies would be successful in learning English as foreign language. The researcher assumed that successful students used more complex strategies in

learning vocabulary because they were aware of the learning process and knew the importance of learning words in contexts.

2.5 Hypotheses

Based on the theoretical assumption above, the researcher formulated the hypotheses as follows:

1. There is significant difference of vocabulary learning strategies between successful and poor students at the second year of SMA Muhammadiyah 2 Bandar Lampung.
2. There is a relationship between vocabulary mastery and vocabulary learning strategies at the second year of SMA Muhammadiyah 2 Bandar Lampung