

CHAPTER II

LITERATURE REVIEW

A. The Nature of Vocabulary

1. Definition of English Vocabulary

Vocabulary is a series of words as the basic process we go through to access and produce a language like English. Vocabulary is expressing meaning and forming a unit that stands alone in a language and can be used to interact with each other in speaking. Without mastery of vocabulary, students automatically cannot acquire the four language skills, such as listening, speaking, reading and writing. According to Bakti (2017: 44) Vocabulary is considered to be one of the most important elements in comprehending lesson materials, especially when learning a foreign language.

Vocabulary cannot be separated from language, because vocabulary is an important part of language and part of the language component that has all the information about the meaning and use of words in language. Vocabulary must have extensive knowledge. Knowledge of vocabulary is often seen as important for foreign language learners because if you have limitations in English vocabulary, it can be obstacle, especially in communicating. It is impossible for the students to perform their English appropriately, if their vocabulary is very poor (Nikijuluw, 2020: 2). Extensive vocabulary knowledge allows good use of language. The use of foreign languages leads to increasing vocabulary knowledge such as English vocabulary.

In English vocabulary we not only get the meaning of words but can use words for communication in everyday life. Good storage of words is very important to understand the communication. According to Hariyanto & Wulandari (2019: 252) In order to achieve effective communication in speaking, listening, writing, and reading learners have to learn the target language vocabulary.

2. The Importance of English Vocabulary

The importance of English vocabulary with acquisition of adequate and wide enough vocabulary makes the use of a second language successful because without a broad vocabulary, you cannot use the structures and functions we have learned as in communication. Vocabulary is important for the successful use of a second language and plays an important role in the formation of both spoken and written texts. In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing (Nation,2011). Since junior high school English is included in the lesson. English vocabulary began to be learned since junior high school. Without realizing it, English vocabulary has become an important part of everyone's life because they often do it and learn it every day inside and outside school.

English vocabulary is more important than grammar. Learning and knowledge of English vocabulary is important for successful communication without any obstacles. If students have limited English vocabulary then they were not interest in reading and lose confidence, it can be said that English vocabulary is important so that students can express themselves easily and can understand other people speaking and also to think, express ideas, and feelings, and to explore and analyze the world around them. English vocabulary plays a dominant role in learning English and understanding English, especially in communication situations. According to Ortalisje (2020: 22) When learning a new word, some language learners find it difficult to choose a word and when they intend to express a meaning, they may also find it difficult to choose the right word.

3. Learning English Vocabulary

Learning English vocabulary is always become part of our skills, because vocabulary mistakes are potentially more misleading than grammar. It is arguable that vocabulary learning is a skill that needs to be taught and

nurtured like any other skills (Amin, 2013: 2). English vocabulary has a real effect on skills in English, without vocabulary it is difficult to do verbal communication between one another. The more we increase our English vocabulary, we can express our ideas. Learning English vocabulary is the basis of learning English, in learning English we need to know English vocabulary. From English vocabulary we can understand the meaning of a sentence, therefore English vocabulary is very necessary and becomes the main part for learning English.

According to Permatasari (2021: 1) For language skills, four skills must be mastered by students, namely speaking, reading, writing, and listening. In speaking, vocabulary helps students to explain their ideas orally fluently. In reading, vocabulary helps students understand reading materials and reading texts in learning English. In writing, vocabulary helps students to develop their ideas based on the topic sentences they want and the vocabulary they have. In listening, vocabulary affects their understanding of people speaking, class discussions, and so on.

B. Strategies in Learning English Vocabulary

1. Definition of Strategy

A strategy is a planned procedure or way of carrying out activities and actions so that the goals to be achieved can be achieved, so strategy is a plan to achieve the desired success and goals. Strategy is very important in achieving something, especially in adding and mastering English vocabulary. In education, gradually, the concept of strategy has a big influence on it (Lestari, 2015: 5).

Strategy is a roadmap to achieve more effective goals and objectives to be achieved. Strategy comes from the Latin *strategia* which means the art of using plans to achieve goals. The term from the original meaning of strategy is often used in military affairs related to planning and managing troops in achieving victory, so that strategy is contained in planning, managing, and achieving a goal (Syahputra, 2014).

According to Suriyansyah et al. (2014), determining the strategy used is not easy, because the strategy used must consider various aspects, both the strengths in the internal environment and the strengths and weaknesses of internal factors, but the desired goal must be the main reference to achieve victory.

Based on the definition of the theories above, it can be concluded that strategy is planning, management, and action of a goal, however determining a strategy isn't simple because the strategy used has to consider various aspects of the weaknesses and strengths of the interior environment. In essence, the main reference in using strategy is to achieve goals.

2. Strategy in Learning English Vocabulary

Learning strategies are what students take in order to complete a learning task and enable effective learning to occur. English Vocabulary Learning Strategy is to assist students in facilitating and improving their English vocabulary to achieve their learning goals optimally and make them independent learners or students. According to Bakti (2017: 45) Vocabulary learning strategies help EFL (English as a Foreign Language) learners to achieve their learning goals and to make them become independent learners. English Vocabulary learning strategies not only help students to achieve their learning goals, but also to encourage students to become an independent learner. In other words, independent learning encourages students to be more take responsibility for their own success in language learning. English Vocabulary Learning Strategies are steps taken by English students to acquire new English words, especially English education students at IKIP PGRI Pontianak. There are many English vocabulary learning strategies developed by Schmitt. Schmitt (2000) classifies the strategies into several specific groups:

a. Determination Strategies

They are individual learning strategies. Determination strategies are used when students discover the meaning of a new word without using the experience of another person. Determination strategies are individual

strategies used to understand the meaning of words without the help of others, such as students trying to guess the context and finding new word meanings, structural knowledge, analyzing affixes and roots, and using reference materials such as dictionaries to find the desired new vocabulary. It means, this strategy is usually used by students to find or search for the meaning of new words.

b. Social Strategies

Social strategies involve interacting with other people in learning new things or new words, such as classmates or other students. Social strategies provide interaction and more empathetic understanding which also are two important factors in reaching communicative competence. Social strategies are not only used to discover new vocabulary, but are also used to remember words that students have previously been exposed to.

c. Memory Strategies

These strategies are also commonly known as mnemonic strategies. They are used to recall vocabulary that has already been studied. Through these strategies, learners relate their prior knowledge with the target words by grouping the words according to their form or topic, forming imaginary links, using physical actions, connecting new words to past experiences, studying the spelling of the words, and speaking the words out loud while studying them.

d. Cognitive Strategies

These strategies are similar to memory strategies, but they do not focus as much on the mental process. Cognitive strategies emphasize the mechanical means of comprehending known words. Thus, cognitive strategies utilize repetition and specific tools to learn vocabulary. Strategies belonging to cognitive strategies include repeating words verbally and on paper, making lists of words, and labelling physical objects with their meanings in the target language.

e. Metacognitive Strategies

Metacognitive strategies are strategies in which learners consciously determine the best way to plan, monitor, and evaluate their strategies of studying vocabulary. Learners who use metacognitive strategies decide on their own which words they focus on and examine further. Learners also check their understanding by doing word tests. Examples of metacognitive strategies include using English-language media, skipping or passing new words, constantly studying new words, and testing oneself by using word tests or games.

From the explanation above, it can be concluded that determination strategies are strategies that students usually use to find new words, social strategies are strategies that involve interacting with other people in learning new things or new words, memory strategies are used to remember vocabulary that has been learned, cognitive strategy is a strategy similar to memory strategy but less focused on mental processes and learners who use metacognitive strategies decide for themselves which words they focus on and examine further.

C. Previous Studies

This research contains some previous studies which have similar characteristics to the research. The similarity can be in the subject of research, variable, and the type of research. The previous research that became a reference in writing this research was as follows;

The first research is by entitled "The Students' Strategies in Learning Vocabulary of the X Year Students at Boarding Schools at Aceh Besar". Based on the researcher's observation, it found that the students could master and always remember all the vocabularies learned at school well, but after they have finished their study, they lose many of English words and only limited numbers are remembered. So by knowing vocabularies, students can be able to develop the language. This is the reason the researcher needed to investigate "The Students' Strategies in Learning Vocabulary". Through this study, by knowing the existence of vocabulary learning strategies, the students can find out what strategies which are suitable for them, so it can help them improving their vocabulary learning.

The second research by Wahyuni (2020) entitled "An Analysis of Students' Strategies in Developing English Vocabulary". In general, the study deal with vocabulary learning strategies, it is similar to the focus of the topic of this research. While the differences between those researches with this study are: firstly, the site of the previous research with this study. This study can be conducted in Padang State University. Secondly, they look at the detail of the samples' aspect, while this study just focuses on the type of students' Vocabulary Learning Strategies and reasons for using those strategies. Lastly, the previous research inspired the researcher to know the students' strategies that applied to develop vocabulary by the English students of the State University of Padang.

The third research by (Sihotang, Afriazi & Imranuddin, 2017) with the title "Vocabulary Learning Strategies Applied by the Students of English Education Study Program of Bengkulu University". Considering the importance of learners' strategies in learning vocabulary, some researchers have conducted research that concern about vocabulary learning strategies. Among the researchers, Kafipouret al. (2011) have investigated vocabulary learning strategies used by Iranian Undergraduate Students. They found that memory strategy was the most frequently used strategy by the students. In contrast, cognitive strategy was the least frequently used. Other research conducted by Nirattisai and Chiramanee (2014) to find out vocabulary learning strategies applied by the students of Prince of Songkla University. They found that the most frequently

applied strategy by the students was Determination strategy while social strategy was the least frequently applied. They also found that the students applied the strategies proposed by Schmitt (1997) and Siriwan (2007) in the frequency of “Sometimes”. Based on the explanation above, the researcher assumes that the students of English Education Study Program applied strategies in learning vocabulary. Therefore, the researcher is interested to find out vocabulary learning strategies applied by the students and also the most and the least frequently applied strategies. In this research, the researcher adapted vocabulary learning strategies from Schmitt’s taxonomy (1997). The researcher conducted a research entitled “Vocabulary Learning Strategies Applied by the Students of English Education Study Program of Bengkulu University”.

Another research was conducted by Sulastri (2019) entitled “Students’ Strategy in Learning Vocabulary at English Department of STKIP PGRI”. Vocabulary learning strategies vary from one learner to another in terms of different variables such as age, gender, language proficiency level. Asgari and Ghazali (2011) examined the type of vocabulary learning strategies used by Malaysian ESL students majoring at Teaching English as a Second Language (TESL) whereby ESL students at University Putra Malaysia is a population that has been rarely included in any previous studies on vocabulary learning strategies. Based on the aim of the study, it was decided that the best method for this investigation to better understanding the use of VLSs by these particular students is to adopt the qualitative research design. Learners use this category to discover the meaning of new words without asking from another person. Consequently, learners attempt to find out the meaning of a new word by using the context, structural knowledge of language, and reference materials. Some studies about the vocabulary learning strategy aim to give information about the diversity of learning strategies can cause different result of the students’ vocabulary mastery. Therefore, it can be assumed there is specific learning strategy can be powerful for some students. Different students’ character, motivation and intention make they choose different learning strategy to be used.

The last, research from Bai (2018), with the same title "An Analysis of English Vocabulary Learning Strategies". The research showed that the correct vocabulary learning strategies are very important to students. The research also found that English vocabulary learning strategy is helpful to increase the efficiency of vocabulary learning, but not all strategies are adapted to each individual. Students can expand their vocabulary through their learning strategies. In addition, it can increase students' interest in learning vocabulary and make learning vocabulary easy.

Based on the explanation of the five previous studies above, the researcher concludes that it is important to know the students' strategies in learning English vocabulary. While the differences between previous studies and this research are: first, the place of previous research and this research. This research was conducted on second semester students at IKIP PGRI Pontianak. Second, this research only focuses on what Vocabulary Learning Strategies are used by students. Lastly, previous research inspired researchers to find out the student strategies used to develop or improve and master vocabulary by English students at IKIP PGRI Pontianak. This research was conducted to collect information about their strategies in learning English vocabulary so that the results can help students and lecturers in using appropriate techniques, methods or teaching media to improve their English vocabulary skills so that learning becomes easier to understand. Therefore, the researcher was investigating the students' strategies in learning English vocabulary in the second semester students of IKIP PGRI Pontianak.