Chapter Two

Literature Review

This chapter discusses the references related to the topic of the research. In this chapter, the researcher attempts to present the literature underlying the research. The researcher elaborates and discusses learning strategy, strategy in learning English, strategies in learning vocabulary, the effective strategy in learning vocabulary, and vocabulary.

Learning Strategy

Learning strategy is a set of activities that students choose to overcome any problems in the learning process. Hasanbegovic (2012) argues "learning strategies refer to Students' self-generated thoughts, feelings, and actions, which are systematically oriented toward the attainment of their goals" (p.24). According to what Hasanbegovic said, self-generated thoughts are something that students do spontaneously. Therefore, having a learning strategy, students can easily reach their objectives in the learning process. Based on the literature, students need a learning strategy to increase their performances in learning. Thus, the learning strategy is important for students.

Strategies in Learning English. Strategies in learning English are the factors that can affect how well students can acquire the language. According to Oxford (2010), learning strategies are the students' action that consists of specific actions and behaviors. The action can improve students' progress in apprehending, internalizing, and using language. Oxford (2010) also said that strategies in learning English consist of cognitive strategies, metacognitive

strategies, memory-related strategies, social strategies, and effective strategies. The students can choose those varieties of English learning strategies that suitable for them.

Effective Strategies in Learning English. Effective strategies can help students in the language learning process. Soureshjani (2011) stated that language learning strategies are important in second language learning because it can help students in mastering the language. According to Chamot (2005), the criteria of effective are when students can remember the technique. Hence, if students are often using some strategies, it could be effective strategies for them because they already remember it and the strategies work for the students themselves. Moreover, students who have effective strategies in learning English can acquire the language easier, because they already know how to deal with learning English.

Vocabulary

Vocabulary plays an important role in language learning which can affect students learning process. Cameron (2001) argued that vocabulary is an important knowledge in language learning and it has a big impact on the language learning acquisition. While Linse (2005) stated that students' vocabulary development is important for their language development. The theory yield vocabulary is important. It is a must for students mastering vocabulary. Without vocabulary students cannot improve other skills such as listening, writing, reading and listening. By learning vocabulary students will master English.

Vocabulary Learning Strategies. In learning vocabulary, students supposed to use some strategies as a tool to make the learning process easier.

Asgari and Mustapha (2011) have defined "vocabulary learning strategies as steps taken by language learners to acquire new English words" (p. 85). Vocabulary learning strategies are the action made by the learners that can help them to get a new vocabulary. According to Graves (2010), he mentions most of the students were learning words or vocabulary independently by then students should have strategies to extend their vocabulary. Dóczi (2011) said that vocabulary learning strategies is significant because students will always find new vocabulary in their vocabulary acquisition process and the strategies can solve the difficulties that students face. A variety of research indicates that students can learn vocabulary easily with strategies.

Research about vocabulary learning strategies has been conducted by Mustapha (2011). The focused of the research is to know the strategies used by ESL students in Universiti Malaysia in learning vocabulary. A result of the research found that students are usually using memory, determination, metacognitive and cognitive strategies.

Memory strategy. Memory strategy are one of the strategies in learning vocabulary. Memory strategies used for linking new vocabulary with students' background knowledge. According to Schmitt (2006), memory strategy is the strategy whereby students linking the new vocabulary to the metal process by associating with their background knowledge. This strategy is used by linking students' existing knowledge to the new words. The examples of this strategy are students try to link new words to other English words with similar sound and spelling, students try to link new words to their experiences, students try to use

new words by imaging the situation where the words can be used, students make sentences using new words and students link new word with their first language.

Determination strategy. Another strategy that usually used by EFL students is determination. The determination is a strategy where students were learning individually. Schmitt (2006) argued that determination is an individual learning strategy. Musthapa (2010) mentioned the common action of determination strategy is where students make guesses from the textual context. The example is when students read English newspaper to improve and acquire new vocabulary.

Metacognitive strategy. Schmitt (2006) mentioned that metacognitive is the strategy related to processes involved in monitoring, decision-making, and evaluation of one's progress. The other research reported that students are common in using metacognitive and cognitive strategy and it helps them in mastering vocabulary Halilah, Rashidah, and Rashidah, (2014). Those research yielded valid results that strategies in learning vocabulary will help students. The examples of metacognitive strategy are watching English speaking – subtitle movies, listening to English songs, reading novels, articles and something from the internet, doing dictations, doing English exercise and grouping new words according to the synonyms and antonyms.

Cognitive strategy. This strategy usually used by students in saving new words. According to Saengpakdeejit (2014), the cognitive strategy is the way that the learners do to save the new words in their long-term memory and use the words when they need it. The examples of cognitive strategies are; say the word

with its meaning repeatedly, write new word items with meaning on paper, make a vocabulary list with meaning and example in a notebook, and giving a label to English words on physical objects.

Based on the finding of a study, students can use strategies related to their daily activities. Gu (2010) found that students can relate the strategies that they used while learning vocabulary. The strategies are metacognitive strategies and cognitive strategies. Students who develop their vocabulary are suitable with the metacognitive and cognitive strategies because those strategies are so close with their daily life. This is in line with the first-year students because they are in the situation to find their suitable strategies for developing their vocabulary. These strategies may be suitable and effective for them.

On the other hand, a study found that strategies in learning vocabulary are divided into two categories based on the function of its strategies. Saengpakdeejit (2014) found that there are two categories of vocabulary learning strategies. Those two categories are strategies for discovering the meaning of unknown words and strategies for retaining the newly learned words in long-term memory and recalling them at will. Research by Saengpakdeejit (2014) found that discovery strategies, social strategies, and support strategies belong to the first category while memory strategy, cognitive strategy, and metacognitive strategy belong to the second category.

Discovery strategies. Discovery strategy aims to help learners to discover the meaning of the words without any help from anything. The examples of this strategy are when students guessing the meaning of the context, grammatical

structure of the context, and meaning of new words from real situations. Moreover, guessing the meaning of new words from gestures, pictures, graphs, and figures.

  Social strategies. In contrast with discovery strategies, these strategies demand students to interact with others rather than learning autonomously. Social strategies aim to help learners to discover a new meaning of the words by interacting with others, such as classmates and teachers. The example is when students ask their friends for the meaning of the words.

  Support strategies. The aim of this strategy is to help students discovering the meaning of the new word by using some support mechanism such as a book dictionary and electronic dictionary. For example, looking up the meaning of the words on electronic sources and using an English dictionary.

  Based on the literature above, the variety of strategy can be an option for students to choose which strategy is the most suitable for them. The previous study above should consider any other strategies. Also, the aspect that caused why the students do not choose or choose those strategies. However, the factor of why are some strategies suitable for the students should be informed in the research. Moreover, based on this research, it indicates that there are many varieties of strategies in learning vocabulary by then the students can use those strategies in their learning activities. It depends on how students use those strategies to make it effective for them.

Conceptual Framework

This chapter elaborated several references and previous researches. As reviewed in this chapter, vocabulary has an important role in English language learning. It proves that students need to master vocabulary by employing some strategies to help them in learning English. From the first research by Asgari and Mustapha (2011), the common strategies used by students in the subject of the research are metacognitive, cognitive, memory and determination. Then, the second research from Saengpakdejit (2014) found that discovery strategies, social strategies, and support strategies used by students.

The first previous study from Asgari and Mustapha were conducted in Malaysia and the participants were students from an ESL Department in one of the universities in Malaysia. In contrast, there are ten students participated in this research. This research was adopting a qualitative research design with an open-ended interview that coducted individually with ten participants. The results of this research found that participants keen to use metacognitive, memory, and determination strategy.

The second previous related study conducted by Saengpakdejit. The differences between the previous study conducted by Asgari and Mustapha were the number of participants, participants' educational background and the interviews method. Total numbers of the previous study were 64 participants. The participants of the previous study were non-English as a Foreign Language students. Interview method used by Saengpakdejit was a one-to-one semi-structured interview with two main parts interview. The first part was to gather

basic information and the second was focusing on gathering vocabulary learning strategies employed by the participants.

The differences between those previous types of research with this research were the background of the research and the data gathering method. This research took place in an English Language Education Department which all of the participants were English Foreign Language students. The total numbers of participants in this research were 6 of first-year students. The participants were sampled by purposive sampling. The data gathering method used in this research was an open-ended interview with an unstructured response. Moreover, this research determined the strategies in learning vocabulary used by the students who have outstanding performances during their first-year. Thus, this research could help other students who have no strategies in learning vocabulary.