

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses review of related theories that applied in this research. It describes English as a Foreign Language (EFL), Language Learning Strategies (LLS), and Vocabulary Learning Strategies (VLS).

#### **2.1 English as a Foreign Language (EFL)**

With the spreading of English around the world, English is considered as a global language. Crystal (2003:3) explains that “a language achieves a genuinely global status when it develops a special role that is recognized in every country”. To achieve such a status, a language has to be taken up by other countries around the world (*ibid*, 4). Furthermore, Sharifian (2009:1) states that English rapidly develops complex relationships within and between communities of speaker around the world, the dialogue addressing its role as a global language needs to continue to expand. From those theories, it could be noted that English is a global language because it has a particular role that could be accepted by other countries to be used as a media to converse with different people around the world.

The meaning of a global language certainly relates to an international language. English as a global language aims to be an international communication because it is used to communicate among people in different places. English is separated to be two main ways for a country user depending on its usage that are English as a second language (ESL) and English as a foreign language (EFL).

A second language has social and communicative functions within the community where it is learned (Oxford, 1990:6). The definition of second language itself, according to Mitchell and Myles (2004:5), is “any language other than the learner’s native language or mother tongue”. It means that a second language has been adopted as a daily language after vernacular language which is in that place people use the language and necessitate the one to learn it for communication. For example, a person who has owned Javanese language as mother tongue needs to force in learning Madurese when s/he moves to be living into Madura for social reason. It is the same with English as second language. Non-native English speakers would be forced to become English as second language when they are living where English is spoken natively.

A foreign language is distinct from a second language. Oxford (1990:6) states that “a foreign language does not have social and communicative functions within the community where it is learned; it is employed mostly to communicate elsewhere”. A foreign language is only used by particular people who equally understand the language. English is a foreign language for Indonesians because it is from abroad; and only used by foreigners who are living in Indonesia.

From those ideas, it could be noted that English is important to be learnt by students in the school. English is the global language that is employed by people around the world as international communication. By learning English as a foreign language, students in Indonesia could achieve many advantages of the usage of English such as for social or economic reason. Therefore, it has been a necessity for students to learn English early in the school.

## 2.2 Language Learning Strategies (LLS)

Language learning is one of lessons that must be existed in the school. It is because of the definition of language itself is used for communication (Brown, 2007:6). Students certainly ever found difficulties in learning a language, mainly in foreign language. Therefore, it is needed some strategies by students to cope their problems in learning a language which it is usually called as language learning strategies or LLS.

According to Brown (*ibid*, 132), “strategies are those specific attacks that one makes on a given problem and that vary considerably within each individual”. It means each student has different strategies to solve their problems in language learning. Some experts express their opinions concerning to language learning strategies. Rubin in Griffith (2008:83) states that “language learning strategies are the techniques or devices which a learner may use to acquire knowledge”. It is powered by Oxford’s learning strategies theory (1990:8) that is “language learning strategies are specific actions taken by learner to make learning easier, faster, more enjoyable, more self-directed, more affective, and more transferable to new situations”. The definition of those theories strategies informs that language learning strategies involve techniques and actions as a device for students to learn a language.

Because of learning strategies always point at students, it indicates that learning strategies relate with individual variation as well. There are some factors that influence strategy choice such as degree of awareness, stage of learning, task requirements, teacher expectations, age, sex, nationality/ethnicity, general learning style, personality traits, motivation level, and purpose for learning the

language (Oxford, 1990:13). Ellis in Benson and Gao (2008:27) also explains factors of influencing strategy use, including learner age, stage of learning, gender, the target language, learning style, cultural background, personality, previous experience of language learning, and the setting in which learning takes place. It could be noted that those factors have own role for each student to choose different strategy use in language learning.

Stage of learning could determine strategy choice that is needed by students in learning a language. Benson and Gao (2008:30) state that “cultural background and teaching and learning settings are among the most important contextual factors identified in the literature”. Contextual factors that consist of stage of learning, task requirements, teacher expectation, cultural background, previous experience of language learning, and teaching and learning setting strongly influence strategy choice of language learning. Students would utilize different strategies in application of listening, speaking, reading, and writing either in the classroom or at home.

Beside of contextual factors, there are individual factors that contain of age, gender, learning style, personality, and motivation. According to Ushioda (2008:19), “motivation concerns what moves a person to make certain choices, to engage in action, and to persist in action”. By motivation, people could achieve anything they want, including in language learning. Because each person has different motivation in language learning, it causes many different results in the end of learning process. The strategy that is used by younger students would be different than older students in language learning despite most of the evidence regarding age-related differences in language learning would seem to indicate

that, overall, younger is better (Griffith, 2008:47). Despite the evidence proves younger is better, it does not close possibility that older students could be good language learners too (*ibid*). It is happened because there is a motivation that is used when the learning process is occurred.

Learning style also has role in shaping students' preferences in strategies use of language learning. If strategies are specific 'attacks' that are made on a given problem, styles are general specifics that differentiate one individual from another (Brown, 2007:132). Learning styles themselves are divided by three parts that are visual, auditory, and kinesthetic styles (*ibid*, 129). According to Nel (2008:57), "successful learners do seem to be able to adapt their learning styles to accommodate the requirements of a particular learning task or situation". Because of each one has different style; it makes learning style giving influence in strategies choice and use. In addition, the strategies choice depends on gender as well because male and female learners tend to be represented or to behave or to feel differently (Sunderland in Nyikos, 2008:74). Carr and Pauwels (2006:1) explain that "classrooms of foreign language across the English-dominant communities of the world are inhibited primarily by girls and staffed predominantly by women: boys for the most part disappear". Because of these differences, it causes gender becomes part of factors which affect strategy choice and use in learning process.

### **2.3 The Classification of Language Learning Strategies**

There are some classifications of learning strategies that are made by researchers to gain information further concerning the strategies. Brown

(2007:132) distinguishes the field of second language acquisition into two types of strategy: learning strategies and communication strategies. He states that learning strategies relate to input: to processing, storage, and retrieval, that is, to taking in messages from others while communication strategies pertain to output, how one productively express meaning or deliver messages to others (*ibid*). It means that learning strategies involve receptive skills (listening and writing) that function as storage and retrieval to receive messages from others. Meanwhile, communication strategies occupy productive skills (speaking and writing) that functions as conveying and carrying messages to others.

O'Malley *et al* as cited in Brown (2007:134) divided 24 learning strategies into three main categories, namely metacognitive strategies, cognitive strategies, and social/affective strategies. These categories are basics of learning strategies that are commonly used by mostly people. Afterwards, Oxford (1990:18-21) created another classification of learning strategies which is more complete. She divides 62 strategies into six groups: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. Then, from the six groups of the strategies, they are categorized into two main groups that are direct strategies and indirect strategies.

#### **2.4 Vocabulary Learning Strategies (VLS)**

If language learning strategies are strategies which are used by the students to develop four skills of language (listening, speaking, reading, writing), vocabulary learning strategies are particular strategies that are employed by the students only to acquire vocabulary. Nation (2001:217) states that “vocabulary

learning strategies are a part of language learning strategies which in turn are a part of general learning strategies”. It could be noted that vocabulary learning strategies are part of language learning strategies because its range and usage are more specific than language learning strategies.

The definition of vocabulary itself is various. According to Hiebert and Kamil (2005:3), vocabulary generally is the knowledge of meanings of words. Meanwhile, as known before, the definition of learning strategies are the technique or devices are used by a learner to acquire knowledge (Rubin in Griffith, 2008:83). Thus, vocabulary learning strategies are specific steps that are used by students in acquiring knowledge of vocabulary.

Like as language learning strategies, the existence of factors that influence vocabulary learning strategies such as the affective (motivation, attitudes towards vocabulary learning, fear or failure) or the language learning aptitude cannot be neglected (Pavicic Takac, 2008:17). By the factors as well, students have reasons to choose and use the strategies appropriate with their necessities. Hence, vocabulary learning strategies have particular role for students to cope with the problem in vocabulary learning.

## **2.5 The Classifications of Vocabulary Learning Strategies**

There are many classifications that are created by researchers on vocabulary learning strategies. Mostly the classification of vocabulary learning strategies is generally taken from language learning strategies despite there are some additions in the list of the strategies. It is empowered by statement of Pacivic Takac (2008:59) that is “lists of vocabulary learning strategies are usually

a part of general strategies classifications which show that many multi-propose strategies may be used in vocabulary learning". In this section, there are only three classifications of vocabulary learning strategies that are described in this research.

The first classification is proposed by Gu and Johnson as cited in Fithriyah (2012:23). Gu and Johnson employ strategies that are existed in Oxford's language learning strategies such as metacognitive, cognitive, and memory strategies. Then, Gu and Johnson create one strategy, namely activation strategies, to be added in their taxonomy of vocabulary learning strategies. It means there are four strategies that are proposed by Gu and Johnson.

Metacognitive strategies are created by Gun and Johnson consists of two strategies that are selective attention and self-initiation. Selective attention strategy is employed to determine important words for comprehension and self-initiation strategy is used to clarify the meaning of words through a variety of means (Gu and Johnson in Fithriyah, 2012:23). Cognitive strategies consist of three strategies: guessing, skillful use of dictionaries, and note-taking strategy. Memory strategies divide into two strategies, namely rehearsal (such as word list and repetition) and encoding strategy. And the last strategy that is proposed by Gu and Johnson in Fithriyah (*ibid*) is activation strategies which consist of strategies which the students actually use new words they have just learnt in different context.

The second classification is recommended by Nation (2001:217). Nation creates his own classification of vocabulary learning strategies into three groups: planning, sources, and processes. *Planning* vocabulary learning strategies involve deciding on where to focus attention, how to focus the attention, and how often to



give attention to the item (Nation, 2001:218). These strategies consist of choosing words, choosing the aspects of word knowledge, choosing strategies, and planning repetition. *Sources* necessitate the students to get information about the vocabulary (*ibid*, 219). These strategies include analyzing the word, using context, consulting a reference source in L1 or L2, and using parallels in L1 and L2. *Processes* involve ways of making vocabulary knowledge be remembered and be available for use (*ibid*, 221). These strategies divide into three groups: noticing, retrieving, and generating strategies.

The last classification is recommended by Schmitt in Schmitt (2000:133). Schmitt (2000:132) states that commonly used VLS seem to be simple memorization, repetition, and taking notes on vocabulary. The three of the used VLS are existed in the Oxford's classification of language learning strategies as well. In other words, the classification that is proposed by Schmitt refers to Oxford's taxonomy despite there is a new category of specific strategies that is added in the list of vocabulary learning strategies, namely determination strategies.

Schmitt (2000:133) concludes Schmitt's classification of vocabulary learning from fifty-eight strategies into thirty-one strategies. All of the strategies are divided into two main groups. The first group is the strategies that are used to find the meaning of a new word when detecting it at first time (*ibid*, 134). These strategies consist of determination strategies and social strategies. And, the second group is the strategies that are used to empower knowledge of the new word when detecting it again (*ibid*). These strategies contains of social, memory, cognitive, and metacognitive strategies. Because of the Schmitt's taxonomy are more

complete categorization and the easiest to be understood, the researcher uses the theory as a basis of this research to be presented.

### **2.5.1 Determination Strategies**

According to Schmitt (2000:135), “determination strategies are strategies that are used by an individual when faced with discovering a new word’s meaning without recourse to another person’s expertise”. It means the strategies relate to the students’ ability to find the meaning of a word individually. The students who employ these strategies would know properly about the new word because the students are allowed to analyze and guess the word when they found it at the first time. These strategies also entail dictionary use to gain information about the new word. Therefore, these strategies become first strategies that have to be passed by students in acquiring vocabulary.

### **2.5.2 Social Strategies**

Social strategies are also proposed by Schmitt. Schmitt (2000:135) states that “social strategies use interaction with other people to improve language learning”. Because of language is used to communication, the students could use the strategies to relate to people around them. In this section, Schmitt creates two social strategies in different category. The first is social strategy concerns how the students discover a new word at the first time; and the second is social strategy relates to how the students consolidate a new word when encountered again (*ibid*, 134). The students usually employ the social strategies to communicate with the teacher such as for asking correction or verification in process of language

learning and cooperate with other classmates in the classroom. Hence, social strategies are needed by students in vocabulary learning to get new words and practice it with others.

### **2.5.3 Memory Strategies**

Memory strategies refer to the way in which it is used to memorize the new word which had ever been acquired before. According to Schmitt (2000:131), “memory comes in two basic types: short-term memory (used to save information while it is being processed) and long-term memory (used to keep the information for future)”. Memory strategies have important role in learning process because the strategies help the students to remember new information in language learning and previously learned knowledge. Hence, memory strategies are needed by the students in vocabulary learning to remember the large amounts of vocabulary.

### **2.5.4 Cognitive Strategies**

Oxford (1990:43) states that “cognitive strategies are unified by a common function: manipulation or transformation of the target language by the learner”. Like the cognitive strategies theory offered by Oxford, cognitive strategies by Schmitt also involve manipulation of the target language. According to Schmitt (2000:136), “cognitive strategies are similar to memory strategies, but are not focused so specifically on manipulative mental processing; they include repetition and mechanical means to study vocabulary”. In addition, Bouchard (2005:5) describes that “with cognitive strategies, a learner manipulates the material to be learnt mentally (visualizing, for example) or physically (such as note-taking or

creating graphic organizers)”. It means these strategies help students to think and understand the new language by completing their tasks for speaking and writing such as in watching movie spoken in English, listening to music in English, or finding similarities between L1 and the new language through repetition. The students who employ these strategies would be helped truly in vocabulary learning.

### **2.5.5 Metacognitive Strategies**

According to Macaro (2001:23), “metacognitive strategies are more like the planning, organizing and evaluating strategies that support the cognitive strategies”. Schmitt (2000:136) also explains that “metacognitive strategies involve a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best ways to study”. From those theories, it could be known that metacognitive strategies have significant position in language learning because they involve preparation to support implementation of the cognitive strategies.

Anderson (2008:99) states that “metacognitive skills empower language learners: when learners reflect upon their learning, they become better prepared to make conscious decisions about what they can do to improve their learning”. By metacognitive strategies, students could manage their learning readiness properly because these strategies almost completely contain of planning, monitoring, and evaluating learning activity. Thus, students need these strategies to improve their vocabulary learning.

Table 2.1 Schmitt's Vocabulary Learning Strategies

| Strategy Group  | Strategy  |
|---|---|
| <i>Strategies for the discovery of a new word's meaning</i>             |   |
| Determination Strategies  | 1. Analyze part of speech   |
|   | 2. Analyze affixes and roots  |
|   | 3. Check for L1 cognate   |
|   | 4. Analyze any available pictures or gestures                           |
|   | 5. Guess meaning from textual context                                   |
|   | 6. Use a dictionary (bilingual or monolingual)                          |
| Social Strategies   | 1. Ask teacher for a synonym, paraphrase, or L1 translation of new word |
|   | 2. Ask classmates for meaning   |
| <i>Strategies for consolidating a word once it has been encountered</i> |   |
| Social Strategies   | 1. Study and practice meaning in a group                                |
|   | 2. Interact with native speakers  |
| Memory Strategies   | 1. Connect word to a previous personal experience                       |
|   | 2. Associate the word with its coordinates                              |
|   | 3. Connect the word to its synonyms and antonyms                        |
|   | 4. Use semantic maps  |
|   | 5. Image word form  |
|   | 6. Image word's meaning   |
|   | 7. Use Keyword Method   |
|   | 8. Group words together to study them                                   |
|   | 9. Study the spelling of a word   |
|   | 10. Say new word aloud when studying                                    |
|   | 11. Use physical action when learning a word                            |
| Cognitive Strategies  | 1. Verbal repetition  |
|   | 2. Written repetition   |
|   | 3. Word lists   |
|   | 4. Put English labels on physical objects                               |
|   | 5. Keep a vocabulary notebook   |
| Metacognitive Strategies  | 1. Use English-language media (songs, movies, etc.)                     |
|   | 2. Use spaced word practice (expanding rehearsal)                       |
|   | 3. Test oneself with other tests  |
|   | 4. Skip or pass new word  |
|   | 5. Continue to study word over time                                     |

Source: Schmitt (2000:134).