CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides an explanation of the theories that became the basis of this study.

2.1 Vocabulary Acquisition

One of the important parts in learning language is vocabulary acquisition. Considering learning language is not only about understanding grammar and structure, vocabulary becomes a crucial part of language to be learned. One of the reasons is because no human – even with great grammar skill – can convey any message without vocabulary (Siriwan, 2007). Basically, every language learner was well aware of the fact that learning second language would not be separated from learning huge numbers of words (Laufer and Hulstijn, 2001). There had been so many researches that had been done in vocabulary acquisition.

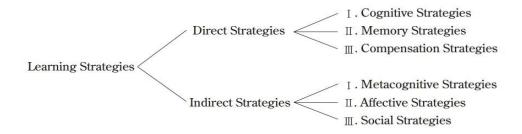
The first research was conducted by Moore, Penno, and Wilkinson (2002). In their research, they mentioned three essential ways in which children's school experiences may contribute to growth in their vocabularies. The first way was by direct order or command in individual word meanings. The second was by incidental learning from verbal context. The third was by combination of direct instruction and verbal context. Furthermore, they also mentioned some variables that influenced the learning of word meanings from context: connection between the unfamiliar word and the context clue, the proximity of the unfamiliar word and the context clue, the reader's experience in using contextual clues, the type of target word, the age of the learner, and the reading ability of the learner.

The second research was done by Laufer and Hulstijn (2001) which discussed not only the acquisition of vocabulary but also grammar knowledge. On the discussion of vocabulary acquisition, they said that the way human process information may affected by motivation, emotion, and socio-cultural factors. They also added that learning thousands of words was normally required in the second language acquisition process.

2.2 Learning Strategies

Learning strategies are behavior and idea that can help learners to learn, understand, and remember new information better (Derakhshan, Tamaskani, and Faribi, 2015). The use of strategy in learning is one of the factors giving big influence for the success of learning process (Martínez, 1996).

Furthermore, language learning strategies can be interpreted as techniques or methods used by learners to improve and facilitate the language acquisition process (Hardan, 2013). There are many classifications of language learning strategies made by scholars. One of the classifications of language learning strategies is as proposed by Shirahata et al. (1999, in Azumi, 2008). The classification is as follows:



The details for each strategy are as follow:

Table 1: Cognitive Strategies

Direct Strategies		
		Repeating
	Practicing	Formally practicing with sound system
		Formally practicing with writing system
		Recognizing and using formulas and patterns
		Recombining
Cognitive strategies		Getting the idea quickly
Cognitive strategies	Receiving and sending	Using resources for
	message	receiving and sending
		messages
	Analyzing and reasoning	Analyzing expressions
		Analyzing contrastively
		Translating
		Transferring
	Creating structure for input and output	Taking notes
		Summarizing
		Highlighting

Table 2: Memory Strategies

Direct Strategies		
		Grouping
		Associating/elaborating
	Creating mental linkages	
		Placing new words into a
Memory Strategies		context
		Using imagery
	Applying images and	Semantic mapping
	sounds	Using keywords
	Sounds	Representing sounds in
		memory
	Reviewing well	Structured reviewing
		Using physical responses
		or sensation
	Employing actions	Using mechanical
		techniques

Table 3: Compensation Strategies

Direct Strategies		
		Reasoning deductively
Compensation Strategies	Guessing intelligently	Using linguistic clues
		Using other clues
		Switching to the mother
	Overcoming limitations in speaking and writing	tongue
		Using mime or gesture
		Avoiding communication
		partially or totally
		Selecting the topic
		Adjusting or
		approximating the
		message
		Coining words
		Using a circumlocution
		or synonym
		Getting help

Table 4: Metacognitive Strategies

Indirect Strategies		
	Centering your learning	Overviewing and linking with already material Paying attention
		Finding out about language learning
		Organizing
		Setting goals and objectives
Metacognitive strategies	Arranging and planning your learning	Planning
		Identifying the purpose of language task
		Planning for a language
		task
		Seeking practice
		opportunities
	Evaluating your learning	Self-monitoring
		Self-evaluating

Table 5: Affective Strategies

Indirect Strategies		
Affective strategies	Lowering your anxiety	Using progressive relaxation, deep breathing, or mediation Using music Using laugher
	Encouraging yourself	Making positive statements Taking risks wisely Rewarding yourself
	Taking your emotional temperature	Listening to your body Using a checklist Writing a language learning diary Discussing feeling with someone else

Table 6: Social Strategies

Indirect Strategies		
	Asking questions	Asking for clarification
		Asking for verification
		Asking for correction
	Organizing network	Making friends with
		peers
		Making friends with
		proficient users of the
		new language
Social strategies	Cooperating with others	Cooperating with peers
		Cooperating with
		proficient users of the
		new language
	Empathizing with others	Developing cultural
		understanding
		Becoming aware of
		others' thoughts and
		feelings

The table shows language learning strategies that are divided into two major classes and six groups. The first class is called direct strategies. It is the class of language learning strategies which related to direct learning process. Direct

strategies are divided into three groups based on the process. They are cognitive, memory, and compensation strategy. Cognitive strategies allow learners to understand and produce new language by many different means. Memory strategies help learners to keep and recover new information. Compensation strategies help learners to overcome knowledge gaps to continue the communication.

The second class is called indirect strategies. It is the class of language learning strategies which supports and manages the process of language learning without entangling or involving to the target language directly. Indirect strategies are divided into metacognitive, affective, and social strategies. Metacognitive strategies deal with learners' cognition or how they control their learning process. Affective strategies deal with emotion management of learners (Kozmonová, 2008). Social strategies let the learners face the opportunity to expose with other people to gain knowledge (Burešová, 2007).