

CHAPTER II

REVIEW RELATED THEORIES

This chapter gives the board theoretical foundation of the research. It is aimed as a theoretical guide for research which is conducted. The research focused on vocabulary learning strategy. This chapter discusses related previous study on vocabulary learning strategy (VLSs), and the theory of vocabulary learning strategy, factors influencing in choosing their vocabulary learning strategies and the theoretical framework.

A. Previous Studies

In this previous study, the researcher presents 16 previous studies which discuss vocabulary learning strategy. The previous studies explained as follows.

Dwi (2018) investigated some problems about the vocabulary learning strategies used by male and female students, the vocabulary size of the students, the gender difference in the pattern of vocabulary learning strategies used by the students, and the relation between vocabulary learning strategy used by the students and its relation to their vocabulary size. In her study, the researcher used open-ended questionnaires and interviews to collect the students' Vocabulary learning strategies adapted from Schmitt taxonomy (2000). The Vocabulary test from Nation and Beglar (2007) was applied to collect the result of students' vocabulary size. The result showed that both of male and female students tend to use the determination strategy to find new meaning of English words. The second finding revealed that the students generally had moderate level of

vocabulary size. The third finding revealed that the different gender of discovery stage was only existed in the application of social strategies. The fourth finding was that there was the connection between vocabulary learning strategies and the vocabulary size used by male students.

Shadikah (2017) investigated some problems about vocabulary learning strategies used and practices done by male and female learners; the similarities and differences between male and female learners in applying VLS; and the effect of VLSs on learners' vocabulary mastery. A qualitative research applied in this study. The result of this study revealed that there were six strategies applied by both male and female learners; the similarity was that both male and female learners do all of the practices provided on each strategy and the differences come from the frequency, the most frequently, and the least frequently vocabulary learning strategies applied by the learners; and the more vocabulary learning strategies used, the better vocabulary mastery the learners get. It shows that female learners' vocabulary mastery are better than male learners because they apply vocabulary strategies more often than male. Therefore, it was recommended for learners to use the most suitable vocabulary learning strategies. Therefore, they get a good achievement in vocabulary mastery.

Celik & Toptas (2010) investigated VLS used by Turkish EFL students, specifically the frequencies and usefulness ratings of strategy use, strategy patterns, as well as their change for students with different language levels. The survey was a quantitative research method. The study involved 95 senior high school. The study was upon Schmitt's (1997) study and the

instrument was designed to clarify the vocabulary learning strategies that the students used. The findings showed a positive relation between the frequency of the strategies used and the language levels, except for the social strategies. The elementary level learners' related preferences were higher than those of the upper level learners. The second findings which related to the usefulness of strategy use, showed that the middle level learners considered the strategy categories as more useful than the other level learners. Specifically, the intermediate level students' usefulness ratings for all VLSs were the highest, with the pre-intermediate level learners' related ratings being the second highest ones. Overall, the use of vocabulary learning strategies was a little insufficient by students and there was a gap between their use of strategies and usefulness perceptions of strategy.

Komol & Sripetpun (2011) studied the English VLSs which was used by second year university students at Prince of Songkla University (PSU). The aims of this study were to describe the use of VLSs of the research subjects, to describe the different vocabulary learning strategy used by the students with high and low vocabulary size and, to investigate the vocabulary learning strategies use in relation to vocabulary size. This research was quantitative research. The research instruments are vocabulary learning questionnaire and vocabulary level test. Statistical analysis asserted that the determination strategies were the most frequently used strategies whereas social were less often used by all participants. A series of t-tests asserted a significant difference at the 0.01 level between the students with

high and low vocabulary size and frequency of use of vocabulary learning strategies. Correlation analysis revealed that the relationship exists between VLS use and the score of vocabulary size.

Tsai and Cheng (2009) explored the VLSs used by Nan Kai University of Technology and to compare VLSs across genders, majors, and English proficiency levels. This research was quantitative research. A total of 675 students followed in this research. An English foreign language VLS questionnaire was designed to collect the data. The instruments used in this research were questionnaire and documentation. The data collected through an English vocabulary learning strategies questionnaire adapted from Gu & Johnson (1996) & Fan (2003). The findings of the data analysis asserted that dictionary use strategy was most often used and the vocabulary perception strategy was the least used. Second, both English and non-English majors asserted that the higher level students used more vocabulary strategies than lower level students. Third, there were no significant differences between male and female students considering the use of English VLS. The students' understanding of the strategy use may enable EFL teacher to use vocabulary learning strategy training in English lessons at University levels and to improve students' English vocabulary learning strategies. Finally, the findings of the study may help researchers obtain insight into the effects of gender, majors and language proficiency levels on students' VLSs.

Zhi-liang (2010) studied the pattern of English VLSs used by the non-English major students in Chinese Independent Colleges, their attitudes to vocabulary learning; the strategies they usually use; to explain the problems

of vocabulary learning in English study; the most effective vocabulary learning strategies they assume; to differentiate among the students with different grades, genders, English proficiency and so on. Quantitative research was applied in this study. The results revealed that non-English major learners in independent college have an active attitude about English vocabulary learning and usually use a large variety of learning strategies when they come across new words in their English learning, either to discover the meanings of the new words or to consolidate the words but did not shape up the effective VLSs. The most frequently, the least-used and the least-helpful strategies can be seen in the tables obviously.

Pourshahian (2012) explored the vocabulary learning strategy used by undergraduate students, the vocabulary size of undergraduate students and the relationship between vocabulary learning strategies and vocabulary size. This research study was quantitative with correlational study design of descriptive nature. Two instruments were used for collecting data in this research: A vocabulary learning strategy questionnaire and vocabulary levels test. The major findings of this study were as follows. First, the findings revealed that most of the ELT students sufficiently used the psycholinguistic strategies, whereas somewhat sufficiently used the metacognitive strategies. Next, the ELT students had a somewhat average vocabulary size to cope with advanced studies at the university level. Finally, this study found that there was no relationship between the psycholinguistic strategy and the students' vocabulary size. The findings

also revealed that students did not apply certain strategies, rather a variety of strategies.

Alfredo, (2005) studied extraversion as a personality variable and its relation with the use of vocabulary learning strategies (VLS). Similarly, the contribution of extraversion, vocabulary proficiency, university year of study and gender to the use of VLS were examined. Further explorations involved the relationship between extraversion and English academic achievement and personality. This research is quantitative research. Extraversion data were collected through the Eysenck Personality Questionnaire. The strategy data were gathered through a VLS questionnaire coming from a preliminary research and through semi-structured interviews. Language outcomes were gained through the Vocabulary Levels Tests (VLT) and end-of-semester English grades. The results showed that personality emerged as a positive predictor of social-discovery, association, and some further-consolidation strategies, suggesting that learners tended to use such strategies more frequently than less extraverted learners. Nevertheless, no relationship was found between personality and guessing, dictionary use, note-taking, and repetition strategies. The step wise multiple regression analysis of separate VLS revealed that VP emerged as the most frequent predictor of separate VLS (twenty-five items), followed by year items. Personality and gender were the least frequent predictors of VLS with only eleven items each. Interestingly, multiple regression analysis revealed that personality remained as a better predictor of the three mentioned strategy categories.

Furthermore, a negative relationship was observed between personality and English academic achievement, but no relationship was found between personality and VP. In terms of VLS categories, guessing and dictionary-use strategies were reached with high frequency, whereas note-taking was the least used category.

Kafipour (2009) explored the relationship among VLSs, vocabulary knowledge, and reading comprehension of Iranian undergraduate EFL students and the contribution of VLSs to vocabulary size and students' reading comprehension. This study was mixed design, qualitative and quantitative. In the quantitative phase of the study, the data were collected through a vocabulary learning strategy questionnaire adapted from Bennett (2006). A vocabulary size test was designed by Nation (2007) and a TOEFL reading comprehension test was also used in the study. Fars province was selected according to cluster sampling. Descriptive statistics revealed that Iranian undergraduate EFL students were medium strategy users. All different categories of VLSs were asserted to be used at a medium level. However, the most frequently used strategies consisted of using monolingual dictionary, guessing meaning from context, connecting the word to its synonyms and antonyms, using new words in sentences, studying the sound of a word, using English language media, skipping or passing new words, repeating verbally, and taking notes or highlighting. The least frequently used strategies included checking for L1 cognate, writing paraphrase using several new words, using physical action when learning a

word, making word lists, studying the word with classmates, interacting with native speakers, and asking the teacher to check one's definition.

Akbari & Tahririan (2009) explored the vocabulary comprehension strategies and vocabulary learning strategies use of students for specialized and non-specialized words, the factors that have effect on the ESP students' choice of VLSs, and to identify the relation among the strategies used for comprehension and learning specialized and non-specialized vocabulary. Schmitt's (1997) classification seems deeply used and has the advantage of being organized accross an established scheme of learning strategies. A qualitative study was designed and carried out in which 137 students were selected randomly from among undergraduate medical and paramedical students who had registered in ESP I in Isfahan University of Medical Sciences. The results of study should take the modification of Schmitt's taxonomy and making it more comprehensive. The purpose behind challenging taxonomies of vocabulary learning strategy was to gain more insights about the learning process of vocabulary and point out to effective ways for teaching and learning.

Waldvogel (2013) research investigated the relationships between the type of vocabulary learning strategies (VLS) adult Spanish foreign language students used at different levels of proficiency and their vocabulary size. This study is quantitative research. College students registered in Spanish courses at the beginning, intermediate, and advanced proficiency levels joined in this study. The data were analyzed through quantitative methods using two measuring instruments: a vocabulary learning questionnaire used

to discover students' VLS, and a vocabulary test used to estimate participants' Spanish vocabulary size. The result of the study supports the argument that novice Spanish learners may lack the meta-cognitive knowledge, skills and experience to better manage their vocabulary learning. For most foreign language learners, learning vocabulary is the most common activity in the language learning process and may be the most confusing one as well. There is little doubt that students want to have greater control over their own vocabulary development. Inexperienced language learners are not always considering of the benefits of conscious and the use of effective learning strategies for making learning better and more effective, and many FL teachers are not savvy on language and VLS instruction and techniques at different levels of proficiency.

Doczi's (2011) studied the role of vocabulary learning strategies in Hungarian secondary and high educational institutions and to explain the strategies that students apply in the final year of high school and 3 different years of university. This study is quantitative research. The students of the present study were 18 high school students in their last year at Karinthy Frigyes Dual Language School in Budapest and 66 university learners, all of whom were English in Budapest University. The theory based on Schmitt's (1997) taxonomy. The results of study revealed that social and meta-cognitive strategies are less frequently used by the participants. The higher the number of years of study, the less students practice on a regular basis or use active strategies. However, they are more likely to skip a new word and

they pay more attention to pronunciation. It increased with time spent that students are studying the language, as regards the number of strategies used.

Teng (2015) research explored the contribution between direct and indirect vocabulary learning strategies along with the depth and breadth of vocabulary knowledge. Vocabulary Levels Test (Schmitt et al., 2001) and Word Associates Test (Read, 1993; 2004) were administered to measure the breadth and depth of lexical repertoire respectively. The results indicated that direct strategies were frequently used by EFL students (except for direct cognitive analyzing strategies). Second, indirect strategies were less frequently used strategies. Students' scores in use of strategy were contributed significantly and positively with a breadth and depth of vocabulary knowledge. Indirect strategy use had a higher level of correlation with two dimensions of vocabulary knowledge, implying that students with a higher level of depth and breadth of lexical repertoire asserted to use indirect strategies. The importance of indirect strategies were self-planning, self-monitoring, and self-evaluating.

Wang (2018) study explored the relation between the use of VLS and their learning outcomes. Therefore, this mixed-methods study was conducted to explain the students' use of strategy in learning Chinese vocabulary words in an intensive language program and its relation to students' learning outcomes. Students which were registered in the program participated in the study. Descriptive data analysis assigned that the students in this current study used 20 strategies commonly in their vocabulary learning. Most of them were cognitive strategies and meta-cognitive

strategies. The majority of the commonly-used cognitive strategies were orthographic-knowledge-based. The qualitative results indicated that students with higher level used more strategies and that certain patterns of strategy use differentiated more-successful students from less-successful students. Pearson product-moment correlation analyses revealed that several strategies involving learning and using vocabulary words in an authentic context had a positive and statistically significant association with students' listening scores and reading scores. Several strategies focusing on de-contextualized memorization of vocabulary words had a negative and statistically significant association with students' listening scores. Two orthographic-knowledge-based strategies were found to be related positively with students' reading scores.

Al-Khasawneh (2012) research investigated the kind of VLSs employed by students at Jordan University of Science and Technology (JUST). The aim of this study was to clarify and find out the frequency of employing vocabulary learning strategies of learners of English as a foreign language in Jordan. The instrument used in this study included a written questionnaire based on Schmitt's (1997) taxonomy of VLSs. The results indicated that determination strategies were the most frequently used vocabulary learning strategies among students. On the other hand, meta-cognitive strategies were found to be the least frequently used vocabulary learning strategies among the students.

Azizi (2013) studied the relation between EFL learners' spiritual intelligence and their vocabulary learning strategies used. The goal of the

study was to explain how these two constructs correlate each other. To this end, 120 EFL students from the Public University of Shiraz and Islamic Azad University of Shiraz took part in VLS questionnaire (Schmitt's, 2001) and the Spiritual Intelligence Self-Report Inventory (King, 2008) questionnaires. The findings revealed a statistically significant relation between SI and VLSs. The results of multiple regressions revealed that there was a significant contribution between all SI and meta-cognitive strategies and social strategies. The results also revealed that male students with their higher scores in the use of VLS and are significantly superior to female students. Female students were superior to male and they have higher spiritual intelligence scores.

Position of the Current Study

From those previous studies, those researches above are discussing about vocabulary learning strategy. It has become the similarity with the current study. The current research focuses on Vocabulary Learning Strategy Used by Male and Female Students of Eight Grade Students MTs N 1 Pati. The current study aimed to clarify the vocabulary learning strategies used by male and female students of eight grade students of MTs N 1 Pati, to explain the gender differences in using VLS, to analyze factors that contribute to the choice of vocabulary learning strategies used by male and female students.

Table. 2.1. The Similarities and Differences of the Previous Study and the Current Study

	Dwi (2018)	Shadikah (2017)	ÇELİK&TOPTAS(2010)	Komol & Sripetpun (2011)	Tsai and Cheng (2009)	Zhi-liang (2010)
Research Tittle	Vocabulary Learning Strategy And Its Relation To The Vocabulary Size Of Male And Female Students: A Case Study Of English Department Of IAIN Salatiga.	Vocabulary learning strategies and their effect on vocabulary mastery (A Case Study on Male and Female Learners of Higher Intermediate Level at LBPP LIA Solo in Period of February-May 2017)	Vocabulary learning strategy use of Turkish EFL learners	Vocabulary Learning Strategies Employed by Undergraduate Students and its Relationship to their Vocabulary knowledge	An Examination of EFL Vocabulary Learning Strategies of Students at the University of Technology of Taiwan	A Study on English VLSs for Non-English Majors in Independent College
Research objectives	<ul style="list-style-type: none"> - to explain the vocabulary learning strategies used by male and female students , - to explain the vocabulary size of the students , - to figure out the gender difference in the pattern of VLS used by the students. - to identify the relation between VLSs used by the students and their vocabulary size 	<ul style="list-style-type: none"> - To clarify VLSs used and practices done by male and female learners; - The similarities and differences between male and female learners in applying vocabulary learning strategies; and - The effect of vocabulary learning strategies on learners' vocabulary mastery 	<ul style="list-style-type: none"> - To assess VLSs adopted by Turkish EFL students, specifically the frequencies and helpfulness ratings of strategy use, strategy patterns, as well as their change for students across different language levels. 	<ul style="list-style-type: none"> - to clarify the use of VLSs of the research subjects; - differentiate vocabulary learning strategy used by the students with high and low vocabulary size and; - to identify the VLSs use in relation to vocabulary size 	<ul style="list-style-type: none"> - to clarify the Nan Kai University of Technology students' English VLSs and - to compare these across gender, majors, and English proficiency levels 	<ul style="list-style-type: none"> - to identify the pattern of English VLSs used by the non-English major and their attitudes to vocabulary learning; the strategies they usually use; the problems of vocabulary learning in English study; the most effective vocabulary learning strategies they assume;
Research Type	Qualitative research which focuses on case study research	A qualitative research was applied in this study	The survey is quantitative research method	quantitative research	quantitative research	Quantitative research
Data Collection and Technique	Questionnaire and interview	VLSQs, interview, documentation, and test	Interview, questionnaire, and document analysis	questionnaire and vocabulary levels test	questionnaire and documentation	Questionnaire
Data Analysis Technique	Miles and Huberman theory	Qualitatively using flow method of qualitative design	Means and standard deviation were calculate to analyze the data	Descriptive statistics	Descriptive statistics	Means and standard deviation were calculate to analyze the data

	Pourshahian (2012)	Alfredo, (2005)	Kafipour (2009)	Akbari & Tahririan (2009)	Waldvogel (2013)	Doczi (2011)
Research Title	Vocabulary Learning Strategies and Vocabulary Size of ELT Students at EMU in Northern Cyprus	Extraversion and the Use of VLSs among University EFL students in Mexico	Vocabulary learning strategies, vocabulary knowledge and reading comprehension of efl undergraduate students in Iran	Vocabulary Learning Strategies in an ESP Context: The Case of Para medical English in Iran	The Relationships between VLSs and Vocabulary Size among Adult Spanish Foreign Language Learners	Comparing the VLSs of high school and university students: a pilot study
Research objectives	<ul style="list-style-type: none"> - to clarify the VLSs used by undergraduate students, to explore the vocabulary size of undergraduate students and the relationship between vocabulary learning strategies and vocabulary size. 	<ul style="list-style-type: none"> - to identify extraversion (E) as a personality variable and its relationship with the use of vocabulary learning strategies (VLS). - Similarly, the contribution of not only E, but also vocabulary proficiency (VP), university year of study (Y) and gender (G) to the use of VLS was examined. - . 	<ul style="list-style-type: none"> - To clarify the relationship among VLSs, vocabulary knowledge, and reading comprehension of Iranian undergraduate EFL students. - to find the contribution of VLSs to vocabulary size and reading comprehension of the students. 	<ul style="list-style-type: none"> - to identify the vocabulary comprehension strategies and VLSs use of students for specialized and non-specialized words, - to figure out the factors that affect the ESP students' choice of VLSs, and - to identify the relationship among the strategies used for comprehension and learning specialized and non-specialized vocabulary 	<ul style="list-style-type: none"> - to identify the relationships between the type of VLS adult Spanish foreign language (FL) students use at different levels of proficiency and their vocabulary size - . 	<ul style="list-style-type: none"> - to clarify the role of Vocabulary Learning Strategies (VLS) - to identify the strategies students apply in the final year of high school and 3 different years of university
Research Type	correlational survey study of descriptive nature.	quantitative research	quantitative and qualitative	Qualitative research	quantitative research	Quantitative research
Data Collection and Technique	Questionnaire and vocabulary test	Questionnaire, semi-structured interviews, Vocabulary Levels Tests (VLT)	vocabulary learning strategy questionnaire, A vocabulary size test, TOEFL reading comprehension test	observation, interview and questionnaire	Questionnaire and test	Questionnaire and interview
Data Analysis Technique	Means and standard deviation were calculate to analyze the data.	Means and standard deviation were calculate to analyze the data	Statistic and qualitative analysis	Statistic and qualitative analysis	Means and standard deviation were calculate to analyze the data	Means and standard deviation were calculate to analyze the data

	Teng (2015)	Wang (2018)	Al-Khasawneh (2012)	Azizi (2013)	The Current Study
Research Title	Assessing the Relationship between Vocabulary Learning Strategy Use and Vocabulary Knowledge	Vocabulary learning strategies of students learning Chinese as a foreign language in an intensive-training setting	Vocabulary learning strategies: a case of Jordan university of science and technology	The Relationship between Spiritual Intelligence and VLSs in EFL Learners	Vocabulary Learning Strategy Used by Male and Female Student in MTs N 1 Pati (A Case Study of eight grade students of MTsN 1 Pati)
Research objectives	<ul style="list-style-type: none"> - to investigate the common vocabulary strategy used by low-proficiency EFL students - to investigate the correlation between vocabulary knowledge and vocabulary learning strategy. - To investigate the direct and indirect vocabulary learning strategies related to depth and breadth of vocabulary knowledge. 	<ul style="list-style-type: none"> - to clarify the relationship between CFL students' vocabulary-learning-strategy use and their learning outcomes remains under researched. 	<ul style="list-style-type: none"> - to clarify and find out the frequency of employing vocabulary learning strategies of learners of English as a foreign language in Jordan 	<ul style="list-style-type: none"> - To investigate the relationship between EFL learners' spiritual intelligence (SI) and their use of vocabulary learning strategies - to determine how these two constructs correlate with each other 	<ul style="list-style-type: none"> - to clarify the vocabulary learning strategies used by male and female of eight grade students of MTsN1 Pati . - to clarify the gender differences between male and female student in using vocabulary learning strategies - to describe factors that contribute to the choice of vocabulary learning strategies used by male and female students.
Research Type	Quasi-experimental research, quantitative.	mixed-methods study	Quantitative research	mix method, quantitative and qualitative research design	Qualitative design, a case study approach
Data Collection and Technique	Vocabulary test, questionnaire,	Questionnaire, Proficiency Progress Test	Questionnaire	SILL questionnaires, writing anxiety scale	Observation, Interview, Questionnaires,, documentation.
Data Analysis Technique	Means and standard deviation were calculate to analyze the data	Descriptive data analysis	Means and standard deviation were calculate to analyze the data	Means and standard deviation were calculate to analyze the data	Statistic and qualitative analysis of Miles and Huberman Theory

B. Underlying Theories

Underlying theories contain the theories related to the study, which can be useful for the researcher to conduct the research. The researcher wants to clarify the vocabulary learning strategies which consisted of the notions of vocabulary learning strategy, the classification of vocabulary learning strategy, vocabulary size, vocabulary depth and factors contribute in choosing the strategies.

1. Vocabulary Learning Strategy

This part focuses on the notion of vocabulary learning strategy. The researcher describes the notion of vocabulary learning strategy cited by various experts to give the wider exploration about VLs as follows:

a. The Notions of Vocabulary Learning Strategy

Schmitt (2000:203) stated that vocabulary learning strategies is an action which affects the process. Cameron (2001:92) defined vocabulary learning strategies as an action of the students to understand and remember the vocabulary. Therefore, Nation (2001:352) said that vocabulary learning strategies are part of common learning strategies.

Vocabulary learning strategies have a prominent part in learning language successfully. It is the resource of the students to improve their vocabulary knowledge to solve their problems in language learning. Gu (2010:116) claimed that VLS is an important tool in describing and explaining the vocabulary development in learning language. VLS also as tool to empower learners to decide the manner in terms of what to learn and how to learn. It is not simple to acquire a definition of strategy. But

students need strategies to get intention from a teacher. A strategy would need to involve choices (there are several strategies to choose from), be complex (there are several steps to learn), require knowledge and usefulness from training, increase the efficiency of vocabulary learning and vocabulary use. There are some strategies which have these features (Nation, 2001).

Catalan (2003:56) suggested detailed information about vocabulary learning strategies. The vocabulary learning strategies is to figure out the meaning of unknown words, to maintain them in long term memory, remember and use them in oral or written mode. Therefore, vocabulary learning strategies are knowledge to apply strategies, to figure out and memorize the meaning of unfamiliar words and obtain when needs arise both in oral or written aspects. Therefore, vocabulary learning not only describes the process of dealing with new vocabularies, but also the process of obtaining the words that have been learned. In other words, when defining a VLS, both processes must be recognized.

Oxford (1990), Gu & Johnson (1996), Schmitt (2000) & Nation (2001) propose classification of vocabulary learning strategies based on the second or foreign learner's various strategies to obtain the target language words. Oxford (1990) attempts to present a comprehensive taxonomy of language learning strategies called as Strategy Inventory for Language Learning (SILL). VLSs were a part of common learning strategies. Schmitt (2000) described a very useful thing about the importance of using strategies in language learning, noting that the

strategy grows out of interest in the active role of students in the learning process.

Learners do not only need to know about these strategies, but need to have skill to use them. The following description is the taxonomy of vocabulary learning strategies which lead the capture of strategies in vocabulary learning of second foreign language.

1) Oxford Taxonomy

Oxford (1990) presented a comprehensive classification of language learning strategy; the Strategy Inventory for Language Learning (SILL). This classification makes the difference between direct strategies which working with the language itself and indirect strategies or general management of learning. Direct strategies are divided into three subclasses: memory, cognitive and compensation strategies. Memory strategies are strategies for storing and taking aspects of the target language. Cognitive strategies are strategies for using the language and understanding how it works. And Compensation strategies are strategies for using the language despite gaps in knowledge. Indirect strategies include meta-cognitive, affective, and social strategies. Meta-cognitive strategies are strategies for planning, organizing and evaluating learning. Affective strategies are strategies for approaching the task positively. And social strategies are strategies for working with others to get input and practice.

2) Gu and Johnson (1996) Taxonomy

According to Gu & Johnson (1996), second language vocabulary learning strategies include meta-cognitive regulation, guessing strategies, dictionary strategies, memory strategies or rehearsal, memory strategies or encoding, and activation strategies.

Gu & Johnson (1996) stated that meta-cognitive strategies require selective attention and self-initiation strategies. Students who use selective attention strategies know which words are important for them to learn and are essential for an adequate comprehension of a passage. Students who use self-initiation strategies use a various manners to clarify the meaning of vocabulary items. Cognitive strategies consist of guessing strategies, skillful use of dictionaries and note-taking strategies. Students use guessing strategies to draw upon their background knowledge and use of linguistic clues like grammatical structures of a sentence to guess the meaning of the word. Memory strategies were classified into rehearsal and encoding strategies. Encoding strategies encompass such strategies as association, imagery, visual, auditory, semantic and contextual encoding as well as word structure, for example, analyzing a word in terms of prefixes, stems, and affixes. Activation strategies are those strategies through which learners actually use new words in different contexts. For example, learners may set sentences using the words that they have just learned.

Table 2.2. Taxonomy of Vocabulary Learning Strategies**Adopted from Gu & Johnson (1996)**

Vocabulary Learning Strategies			
Meta-Cognitive	Cognitive	Memory	Activation
Selective attentive: - Identifying essential words for comprehension	Guessing: Activating background knowledge, using linguistic items Use dictionary Note-taking	Rehearsal: Word list repetition, etc.	Using new words in different contexts
Self-Initiation - Using a variety of means to make meaning of words clear.		Encoding: Association (imagery, visual, auditory, etc.	

3) Kudo (1999) Taxonomy

Kudo (1999) combined memory and cognitive strategies into psycho-linguistic strategy, meta-cognitive and social strategies into meta-cognitive strategy as a result of exploratory factor analyses and determination strategies removes as a result of factor analysis. Kudo adopts Schmitt (1997) explanations of LLS and manages mnemonics, as one type of consolidation strategies. They usually involve relating the word to some previous knowledge. For instance, using pictures of the meaning of the word instead of definitions or linking it to some second language words already familiar to learner. Besides, using groups of unrelated words or grouping words according to some categories such as synonyms or common themes are examples of memory strategies.

Orthographical or phonological form of a word can be used as a mnemonic strategy. People are able to study spelling or pronunciation

of a word in order to produce a lasting trace of the word into memory. The use of affixes, roots and word classes can prove to be useful in consolidating the word meaning.

Cognitive strategies are similar to memory strategies that focus on repetition and mechanical ways to learn vocabulary, but do not focus on manipulative mental processes. The examples of traditional and popular are written and verbal repetitions. The example of cognitive strategies are word lists, flash cards, and taking notes, as well as using learning aids such as language textbooks.

Meta-cognitive strategies are strategies used by learners to control and examine their learning, such as reading books, watching films, and interacting with native speakers. It helps students obtaining the maximum explanation. Time management to learn new words is also useful for meta-cognitive strategies.

The Kudo VLS taxonomy is widely used in research studies because it can be standardized for assessment purposes and can be used to collect student responses easily. Memory strategies can be applied to students from various educational backgrounds and target languages. This is a relevant learning strategy and allows comparison with other research studies (Celik & Toptas, 2010).

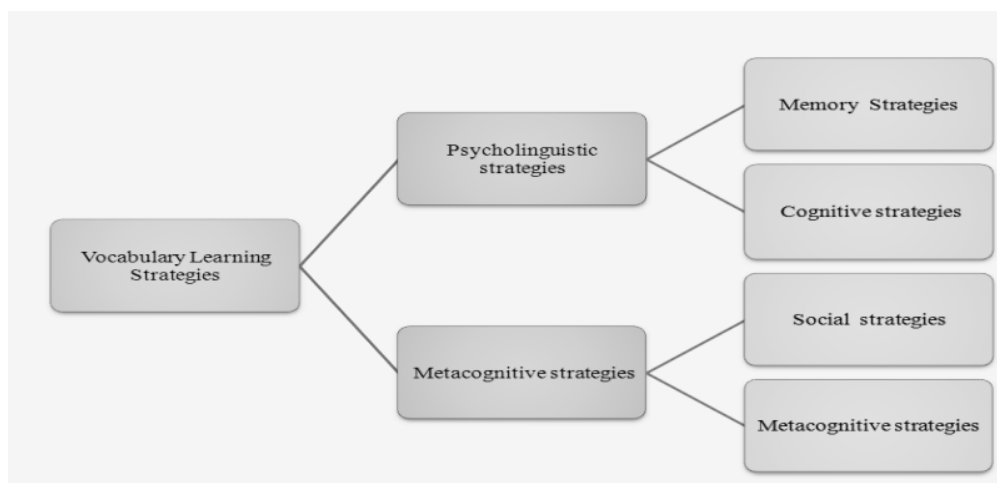


Figure 2.1. Kudo's Taxonomy (1999) of Vocabulary Learning Strategy

4) Schmitt (2000) Taxonomy

Another comprehensive inventory of VLS which is based on Oxford's (1990) is developed by Schmitt (2000) taxonomy of VLSs. Schmitt (2000), classified the VLS into five main categories; the determination, social strategies, memory strategies, cognitive strategies, and meta-cognitive strategies. Schmitt (2000:135) stated that determination strategies were used when learners are faced with discovering a new word's meaning without resource to another person's experience. Learners tried to find out the meaning of a word by guessing it with the help of structural knowledge of language, guessing from first language cognate, guessing from context, or using reference materials.

The second way to find new meaning is to use social strategies or interact with others to improve language learning. A person can ask others to help interpret with unknown words. Students can ask teachers

for information or their friends about new words and they can answer in several ways (synonyms, translations, etc.). Students can also study and consolidate vocabulary knowledge with other people. In other words, learners need to employ a variety of strategies, to practice and to maintain vocabulary. Learners use a variety of social, memory, cognitive and meta-cognitive strategies to consolidate their vocabulary knowledge. Cooperative group learning to study and practice the meaning of new words in a group is also an example of social strategies to consolidate a word.

Memory strategies involved relating word with some previously words that students learned by using some of imagery or grouping. A new word can be grouped into: 1) The existing knowledge, 2) Images which can be costumed for retrieval (images of word's form or meaning attributes). Grouping is an important way to recall and students will group words automatically without prompting. Memory can be increased if words are arranged in several groups before memorizing (Schmitt: 2000:135). Another kind of memory strategies involved the word's orthographic or phonological form to facilitate recall. The use of physical action when learning can facilitate recall. Students connect their learning new words with mental processing by associating existing knowledge or background with the new words.

To be added more, memory strategies generally included the kind of elaborative mental processing that facilitates long-term memory. This takes time, but the time expanded will be spent if used

on important words that really need to be learned, such as high frequency vocabulary and technical words essential in particular learner's field of study. Learner may not have time to deeply process every word encountered, but it is certainly worth attempting for key lexical items.

Cognitive strategies indicate the common function of manipulation or transformation of the target language by the learner (Oxford, 1990 as cited in Schmitt, 2000:136). In this classification, cognitive strategies were similar to memory strategies but they are not focused on manipulative mental processing. They were strategies that did not engage learners in mental processing but it is more mechanical means. They include repetition and using mechanical means to study vocabulary such as word list, flash cards, and including keeping of the vocabulary notebooks.

And the last, meta-cognitive strategies in Schmitt (2000) taxonomy involved a conscious overview of the learning process and making decision about planning, monitoring, or evaluating the best way to study of one's progress. Students used strategies to manage and evaluate their own learning by having an overview of the learning process in general. This included improving access to input, deciding on the most efficient method of study or review, and testing oneself to measure improvement. It also involves decision which words are worth studying and which are not, as well as preserving with the word ones choose to learn. The example of meta-cognitive strategies is testing

oneself. It provided input to the effectiveness of one's choice of learning strategies, positive reinforcement if the progress is being made or signal to switch strategies.

Table 2.3. Taxonomy of vocabulary learning strategies as adopted from Schmitt (2000)

Strategy	Strategy Items
Determination Strategies	<ul style="list-style-type: none"> - Analyze part of speech - Analyze affixes and roots - Check for first language cognate - Analyze available pictures or gestures - Guess meaning from textual context - Use dictionary
Social Strategies	<ul style="list-style-type: none"> - Ask teacher for synonym, paraphrase or first language translation of new word - Ask classmate for meaning
Memory Strategies	<ul style="list-style-type: none"> - Connect word to a previous personal experience - Associate the word with its coordinates - Connect word to a synonym and antonym - Use semantic maps - Image word form - Image word's meaning - Use keyword method - Group words together to study them - Study spelling of a word - Say new word aloud when studying - Use physical action when learning a word
Cognitive Strategies	<ul style="list-style-type: none"> - Verbal repetition - Written repetition - Word list - Put English labels on physical objects - Keep vocabulary notebook
Meta-Cognitive Strategies	<ul style="list-style-type: none"> - Use English language Media (song, movies, newscast, etc) - Use spaced word practice (expanding rehearsal) - Test oneself with word test - Skip or pass new word - Continue to study word over time

5) Nation (2001) Taxonomy

Nation (2001) proposed a taxonomy of the different kinds of VLS, which attempts to separate aspects of vocabulary knowledge from sources of vocabulary knowledge and learning processes. Nation's (2001) divided taxonomy into three broad categories: planning, sources and processes. All of them included a wide range of strategies of different complexity.

**Table. 2.4. Taxonomy of Vocabulary Learning Strategies as
Adopted from Nation (2001)**

No.	General class of strategies	Types of strategies
1.	Planning: choosing what to focus on and when to focus on it	Choosing words Choosing the aspects of word knowledge Choosing strategies Planning repetition
2.	Source: finding information about words	Analyzing word Using context Consulting a reference source in L1 or L2 Using parallels in L1 and L2
3.	Processes: establishing knowledge	Noticing Retrieving Generating

Nation (2001) stated that planning VLSs as the first strategy in a category. It encourage students to decide where to focus, how to focus, and how often to pay attention to items. This category includes four types: 1) The choice of words, 2) The choice of the aspect of word knowledge, 3) The choice of strategies, and 4) the planning of repetition. In choosing words, students must know what their

vocabulary is. Students need to know the list of academic words and to obtain information from the dictionary. Students must have a clear strategy for deciding what vocabulary to focus on and where to find this vocabulary.

In planning vocabulary stage, the learners need to choose aspects of word knowledge. Learners need to be aware of these word knowledge aspects. The main attention is to know the meaning of the word. However, the use of the word in speaking or writing will require attention to other aspects of knowing a word.

Successful learners need a strategy to control their use of strategy in planning vocabulary learning. This involves the choice of the most appropriate strategy from a range of known options and how to pursue the strategy and when it is needed to switch to another strategy. For instance, consulting a dictionary could be followed by the use of word cards to establish knowledge of word.

The last planning stage in vocabulary learning is the planning of repetition. Most vocabulary learning requires repeated attention to the item. This can involve an informal schedule for returning to previously studied items on word cards and the re-learning the material or it can involve a more organized review system using a computer or a system. Sources or finding information about words were very important in learning vocabulary. To overcome new vocabulary in learning foreign vocabulary, students must be able to get information about vocabulary. Source strategies refer to the sources of information about new word.

Due to a huge proportion of English words were derived from Greek, French, and Latin, they are made up of word parts called as affixes and stems. In stage two, particularly analyzing word part, being familiar with the common word parts can provide a useful basic to see the connections between related words, checking guesses from context, strengthening form and meaning connections and working out the meaning of a word.

In sources (finding information about words) stage, the strategy of using context into many kinds of cues requires a learner that they could draw on including background knowledge and linguistic cues. Guessing from context is recommended that learners should be encouraged to draw on a range of cues.

Consulting a reference source is also needed in the stage two of vocabulary learning strategy. The variations of reference sources are available to gain information about vocabulary. They can be subdivided into formal sources usually in a written form (dictionaries of many kinds of glossaries, and list) and more spontaneous sources, usually oral, such as asking teacher, native speaker or other learners for information.

The final strategy in the stage two (source) in vocabulary learning strategy is using parallels with other language. The learning responsibility of a word depends on how much its various aspects are similar to patterns and items that the learner has known from other languages. These parallels happened with all aspects of knowing a

word and were most remarkable with related words. Nation's (2001) knows that learners move towards being more cautious about using first language patterns in second language as they learn more about the second language.

Moving to the third stage of VLS, the students will process or establish vocabulary knowledge. This third major set of strategies involves the manners of making vocabulary knowledge be remembered and be available to use. The major categories relate to the conditions for vocabulary learning described as noticing, retrieving and generating. These conditions are used all aspects of vocabulary knowledge, and are ordered according to their effectiveness with a generation which is the most effective for learning.

Noticing the third stage involves seeing the word as an item to be learned. The strategies at this level included putting the word in a vocabulary notebook or list, putting the word on to a word, and visually repeating the word. These strategies are a very useful towards processing of the words

In the third stage, retrieval requires recall of previously known items. Each retrieval word strengthens the connection between cue and the retrieved knowledge. Receptively the cue may be the written or spoken form of the word and the retrieved information may be its meaning or use. Productively, the cue is the meaning or use and the retrieved information is the word form. There are many kinds of

retrieval such as receptive or productive, oral or visual, overt or covert, in the context or de-contextualized.

Retrieval happens across the four skills of listening, reading, speaking and writing. It involves recalling knowledge in the same form in which it was originally stored. It is important for students to realize that there is a substantial qualitative difference between studying words in list and notebooks where the form, meaning and the use of the word are all on display and need not be retrieved. Retrieving previously met information where only a cue is present (such as the word form) and the other information has to be recalled by the students. Its retrieval strategies are superior to notice these strategies. If learners keep vocabulary notebooks, they should become familiar with ways of covering up part of the knowledge so that they are motivated to obtain that information.

The same retrieving, the strategies of generating in the third stage (establishing vocabulary knowledge), is to establish vocabulary knowledge includes many kinds of generation such as receptive or productive, oral or visual, overt or covert, in context or de-contextualized. From an instructional view point, generating involves a rich instruction. Generation strategies include attaching new aspects of knowledge to what is known through visualizing examples of the word, word analysis, semantic mapping and using scales and grids. It also includes rule-based generation by creating contexts, collocation and sentences consisting the word, mnemonic strategies like the

keyword technique, and meeting using the word in new context across the four skills of listening, reading, speaking and writing. Nation (1990) stated that the most important way to learn vocabulary is to use learners' independent strategies. In Nation's recent publication, VLS training is suggested to be part of a vocabulary development program.

6) Intrapraser (2004) Taxonomy

When students encounter any new vocabulary items in their classroom lesson, hypothetically they will try to find ways to discover the meaning of new words. Once the word is learned, they again will have to look suitable way to retain the meaning of newly learned word for later use purpose. This will occur again a new cycle. In other words, whenever students encounter new words which they do not know, they will look for any possible way to discover the meaning. They do not remember the meaning of new words, they will return to the meaning discovery again (Intrapraser, 2004:37-38).

Effort should be directed towards helping students become autonomous learners who are able to build, expand and refine their vocabulary on their own, both in and outside classroom. Because students actually do most of their learning new words independently, it makes sense to motivate them adopting a personal plan to expand their vocabularies overtime (Graves, 1987 in Intrapraser , 2004:39).

Intrapraser (2004:55-56) had classified VLSs which were reported to be employed by 133 Thai students, into three main categories. They were separated into three main categories. It includes

the discovery of the meaning of new vocabulary item category; the retention of the knowledge which student learned of vocabulary item category; and the expansion of one's knowledge of vocabulary category.

b. The Vocabulary Elements

In her book, Ur (1996: 60-62) gave some elements that need to be taught in teaching vocabulary which will indicate students' vocabulary mastery. They are:

1) Form: pronunciation and spelling

The students had to know what a word sounds like (its pronunciation) and what a word looks like (its spelling). These were fairly obvious characteristics, and one or the other would be perceived by the students when encountering the item for the first time. In teaching, the teacher needed to make sure that both these aspects were accurately presented and learned.

2) Grammar

The grammar of a new item would need to be taught if this was not obviously covered by general grammatical rules. An item might have an unpredictable change of form in certain grammatical contexts or might have some idiosyncratic way of connecting with other words in sentences; it was important to provide learners with this information at the same time as the teacher taught the base form. When teaching a new verb, for example, he might also give its past

form, if this is irregular “think”, “thought” and he might note if it was transitive or intransitive.

3) Collocation

Words and phrases which appear to be very similar in meaning are often distinguished from another by the different ways in which they collocate with other words. The collocations typical on particular items are another factor that makes a particular item sound “right” or “wrong” For example: People will express “spend the time” or “spend the money” than “use the time” or “use the money”

4) Aspect of meaning

a) Denotation

The meaning of a word is primarily what it refers to in the real world and this is often the sort of definition that is given in a dictionary. This is denoted or conceptual meaning. For example, “dog” denotes a kind of animal.

b) Connotation

A less obvious component of the meaning of an item is its connotation. The associations, positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. Connotation is the communication value as expressed by virtue of what it refers to, over and above its purely conceptual content. For example, “slim” has favorable connotations, while “thin” has unfavorable; so that one could describe something as “slim body” not “thin body”.

c) Appropriateness

A more suitable aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. Thus, it is useful for a learner to know that a certain word is very common, or relatively rare, or tends to be used in writing, but not in speech, or is more suitable for formal than informal discourse. For example, the word weep is virtually synonymous in denotation with cry, but it is more formal, tends to be used in writing more than in speech, and is in general much less common.

- d) Synonyms: means that two or more words have the same meaning For example: the synonym of smart is clever, “bright” may serve as the synonym of intelligent.
- e) Antonyms: the term antonym is used for opposite meaning of word. For example: big is an antonym of small.
- f) Hyponyms: items that serve as specific examples of a general concept. For example: the hyponyms of animal are dog, cat, horse.
- g) Co-hyponyms or co-ordinates: other item that are the “same kind think”; red, blue, and yellow are the co-ordinates.
- h) Super ordinates: general concepts that “cover” specific items; animal is the super ordinate of lion, cat, dog.
- i) Translation: words or expression in the learners’ mother tongue that are (more or less) equivalent in meaning to the item being

taught; for example: “rose” in Indonesia has equivalent meaning with “mawar”.

5) Word formation

Word formation or the arrangement of words put together is another aspect of useful information on teaching perhaps mainly for the advanced learners. The teacher may wish to teach the common prefixes and suffixes: for example, if learners know meaning of sub-, un-, and -able, this will help them guess the meaning of words like “substandard”, “ungrateful”, and “untranslatable”. When those factors are fulfilled, it can be said that someone has achieved vocabulary mastery. In other words, it can be said that if students have sufficient vocabularies and the other aspects of language, a foreign language would be easier to be learnt.

6) Word Class

Word class is the classification of words of a language depending on their function in communication (Hatch and brown, 1995: 218). Word class membership is an important lexical feature, in this case are noun, verbs, adjectives and adverbs.

Table 2.5 Word Class

Part of Speech	Description	Examples (word)	Examples (sentence)
Noun	A word (or group of words) that is the name of a person, a place, a thing or activity or a quality or idea. Noun can be used as subject or subject of a	Book	I recommended this <i>book</i> .
		Plan	Our <i>plan</i> to surprise them succeeded brilliantly.

	verb.	The man sitting in the corner Town hall	Do you know <i>the man sitting in the corner</i> ? Meet me at the <i>town hall</i> .
Pronoun	A word that is used in place of a noun or a noun phrase.	Her She Him They	Jane's husband loves <i>her</i> . <i>She</i> met him two years ago. Look at <i>him</i> ! <i>They</i> don't talk much.
Adjective	A word that gives more information about a noun or pronoun.	Kind Better Impetuous Best	What a <i>kind</i> man! We all want a <i>better</i> life. She is so <i>impetuous</i> . That's the <i>best</i> thing about her.
Verb	A word (or group of words) which is used in describing an action, expression or state.	Buy Ride Be Set out	She <i>bought</i> a book. He likes <i>riding</i> horses. We <i>are</i> not amused. She <i>set out</i> on her journey.
Adverb (adverbial phrase)	A word (or group of words) that describes or adds to the meaning of a verb, adjective, another adverb or a whole sentence.	Sensibly Carefully At home Tomorrow	Please talk <i>sensibly</i> . He walked across the bridge <i>carefully</i> . I like listening to music <i>at home</i> . See you <i>tomorrow</i> .
Preposition (prepositional phrase)	A word (or group of words) which is used to show the way in which other words are connected.	For Of In On top of	A plan <i>for</i> life. Bring me two bottles <i>of</i> wine. Put it <i>in</i> the box. You'll find it <i>on top of</i> the cupboard.

In order to be able learn vocabulary, students need to know the aspects of vocabulary mastery. Based on the description above, students' vocabulary mastery from Hatch & Brown (1995) & Ur (1996) theory concluded as follows:

- 1) Word Class
 - a) Noun
 - b) Verb
 - c) Adverb
 - d) Adjective
- 2) Aspect of meaning
 - a) Synonyms
 - b) Antonyms

2. Factors That Influences Vocabulary Learning Strategy

Based on Oxford & Nyikos (1989:291) there are some factors related to the choice of language learning strategies. These factors include language being learned, level of language, proficiency of course, degree of meta-cognitive awareness, sex, affective variables such as attitudes, motivation, and language learning goals, specific personality traits, personality type, learning style, career orientation of field, national origin, aptitude, language learning methods which have been definitely shown to be strongly related to the choice of strategies. Motivation as stated by Brown (2002:17) is one of the most important factors in the success in learning English. It means having a real purpose in learning English or

really wanting to learn English for a reason. Moreover, he states that to be successful in the future, you have to understand about your own motivation because it is one of the most important factors in your success especially in learning English.

Based on Kamarul & Amin (2012) there are many factors that is in line with the previous study. Motivation, gender, cultural background, attitudes and beliefs, type of task, learning style, EFL/ESL background learning, choice of career, duration of language learning, purpose of learning, proficiency level, status of second language, ethnic affiliation, social cultural environment, learners' differences, context of language learning, linguistic age, personality, learning experience, socio-cultural status are having same finding with the previous study.

Based on Liang (in Gestanti, 2015:59) defined the factors in strategy choice into four general factors, 1) Learner factors, Situational factor, academic factor and, cultural background. Learners' factors included learner though, which may affect the way they learn the language itself, language learning style which may be associated with certain cultural values since there is connection between second language learning strategies and students' underlying style are claimed exist in which further, ages which were assumed using the simpler strategy than elder learners, gender which were claimed as factor of social nature in which female students were claimed commonly make better use of the strategies rather than the male students, students' motivation which had been claimed by

researcher that more motivated students employ the strategies more frequently than less motivated students.

Xinyan (2014:28) found that there are two factors which influence learners in using learning strategies; internal factors and external factors. Internal factors included age, intelligence, language aptitude, learning style, learning strategy, attitude, motivation, and personality. External factors included teaching approach and environment.

The researcher concluded that learners' beliefs about language learning, the learner factors of age motivational, learning environment, and personal background tend to be as important factors. The field of study, course type, class level, gender and language learning environment become external factors of VLS use. More strategies that students used, it will be easiest for students to obtain the vocabulary.

In this study, the researcher used the theory of the previous study to obtain the data about the factors. Commonly, there are individual learner differences such as motivation, gender, years of language study, proficiency level and learning style and situational and social factors such as learning setting, the type of task, and sex.

C. Theoretical Framework

The theoretical framework discusses the theory of vocabulary learning strategy, gender differences and factors contribute to the choice of VLS. Based on the previous study, male and female students use different strategies in learning vocabulary. It is believed that an awareness of individual differences in learning can make all those people involved in

English as a foreign, teaching profession and learning more sensitive to their roles, respectively. Furthermore, it may promote competitive teaching and learning as well as develop students' potential life and assist students to become aware of the ways for more effective learning. It may also help students develop strategies, and ways to become more motivated and autonomous learners. Understanding of students' vocabulary learning strategy use will enable teachers and researchers to design appropriate materials and activities to help students enhance their lexical competence.

Vocabulary learning strategies have been classified by many experts, like Oxford (1990), Gu and Johnson (1996), Kudo (1999), Schmitt (2000), Nation (2001), and Intraprasert (2004). Oxford classified their strategy into direct and indirect strategies. Gu and Johnson, classified strategies into meta-cognitive regulation, guessing strategies, dictionary strategies, memory strategies (rehearsal), memory strategies (encoding), and activation strategies. Kudo (1999) combined memory and cognitive strategies into psycholinguistic strategy, meta-cognitive and social strategies into meta-cognitive strategy. Schmitt (2000) distinguished the strategies into two groups; discovery strategies consolidation strategies. Nation's (2001) taxonomy is broken down into three broad categories: planning, sources and processes. Intraprasert (2004) separated into three main categories, including the discovery of the meaning of new vocabulary item category; the retention of the knowledge of newly-learned vocabulary item category; and the expansion of one's knowledge of vocabulary category.

This research is to clarify the vocabulary learning strategies used by male and female students and factors contribute to the choice of VLS. The choice of strategies was influenced by many factors. In this study, the researcher tries to find out the factors based on individual learner differences and social factors. Individual learners included language being learned, age, intelligence, language aptitude, learning style, learning strategy, attitude, motivation, and personality. Social factors included teaching approach and environment.