

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Student's Learning Strategy

In many English language classrooms, teaching conversation or speaking in many school still least attention, because there are many students who have not been able to speak English properly.

Laksmi dewi state that learning is one word always all people say and all of human as know, like in akademik as a school, students have a duty of learn, agenda of study do not separated from them.¹

Based on James LM, Learning is efforts to do an experience, training, investigate, acquire by self.²

According to Garry and Kingsley learning is a process change behavior a original pass through experience and training³.

From the explanation above, it can be concluded that learning is a process or agenda to do until make the change behavior from of kognitif, affective, although psikomotor.⁴

Learning strategies are defined as "specific actions, behaviors, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance

¹Masitoh and dewi laksmi, *Strategi Pembelajaran. Jenderal Pendidikan Islam*. (Jakarta. Dirjen Pendidikan Islam, 2009), 3.

²Masitoh and dewi laksmi, *Strategi Pembelajaran*, 3.

³Masitoh and dewi laksmi, *Strategi Pembelajaran*, 4.

⁴Masitoh and dewi laksmi, *Strategi Pembelajaran*, 5.

their own learning”. Learning strategies can also enable students to become more independent, autonomous, lifelong learners.⁵

1. Memorization as a Learning Strategy

Over the last few decades, there was a gradual but significant shift from emphasis on teachers and teaching to learners and learning. There is lots of research that indicates language learning strategies play an important role for language learners. Language learners need to use different strategies to overcome their difficulties in second/foreign learning and production. Language learners use language learning strategies either intentionally or unconsciously when processing new information and performing tasks in the language classroom. They use mnemonics and other memory strategies to recall what has been learned.

In the literature on the learning strategies, memorization is considered as one of the cognitive strategies used by the language learner. Memorization can be defined as a strategy that focuses on the storage and retrieval of language. In their study, Kato and Oxford and Ehrman show that memory-related strategies relate to L2 proficiency. As indicated by Oanh, experience in EFL teaching has revealed that memorization can be a valid learning strategy if used appropriately as a tool helping the internalization of what has been learned by the learners to be applied to in real time communication. The interviewees in Ding’s study regarded text

⁵Rebecca L., *Learning Styles & Strategies*(Oxford: GALA 2003), 2

memorization and imitation as the most effective methods of learning English. The finding is also documented by some other researchers in Chinese context.

Cohen and Oxford identify memorization as a strategy students use to improve the development of their language skills. Strategies such as memorization has the power to affect the language learning process by increasing attention and retrieval of information and also enhancing rehearsal, integration and encoding of language material. Maria-Luise refers to the sensitivity of associative memory to the frequency of input which explains why simple memorization strategies such as repetition can enhance learning. Oxford might be right to claim that "memory-related strategies help learners link one L2 item or concept with another but do not necessarily involve deep understanding"; but if used appropriately, lots of benefits are withdrawn from the use of such strategies. Robinson claims that after the form has been noticed in short-term memory, rehearsal leads to further encoding of the form in long-term memory. Noticing the gap is not sufficient for the learner to retain the information. "Even if the learners have noticed the gaps, they are often forced to empty their working memories for the next wave of incoming input; as a result, they abandon the noticed new forms rather than turning them into linguistic knowledge"

Cohen classifies language use strategies into four categories: retrieval strategies, rehearsal strategies, cover strategies, and

communication strategies. He classifies memorization as one of the cover strategies. He maintains that:

Cover strategies are those strategies that learners use to create the impression that they have control over material when they do not. They are a special type of compensatory or coping strategies which involve creating an appearance of language ability so as not to look unprepared, foolish, or even stupid. A learner's primary intention in using them is not to learn any language material, nor even necessarily to engage in genuine. An example of a cover strategy would be using a memorized and not fully-understood phrase in an utterance in a classroom drill in order to keep the action going.

But it must be made clear that memorization is not used as a kind of compensation. It is an aid to the learner to make things more accessible for the learner. Sivell enumerates the merits of using memorization by students which give them a feeling of accomplishment and success, security and familiarity, esthetic pleasure, and a body of knowledge. Rather than condemning the students' desire to memorize, Teachers need to approach it with understanding and appreciation. There are ways which can help the teacher to overcome the shortcomings which are claimed to accompany memorized language.⁶

⁶AlihNasrollahi-Mouziraji, Memorization Makes Progress Theory and Practice in Language Studies, Vol. 5, No. 4, pp. 870-874, April 2015 (<http://dx.doi.org/10.17507/tpls.0504.25>)

2. Vocabulary Mastery Strategy

a. The Meaning of Vocabulary

Vocabulary is a basic knowledge for students in Indonesia to learning English as foreign language. It has been introduced to the students at beginning level of school. Students at least must understand the meaning of the words, so they will get what is conveyed by the text or what is spoken by someone.

Vocabulary has founded in every aspect of language. Vocabulary can help learner to express their ideas and information. Without vocabulary, learner can not understand about the information that they learn. In other words, learner should have large vocabulary in order to do well for their competencies.

There is several version definition of vocabulary. According to Elfrieda that Vocabulary is the knowledge of meanings of words.⁷ According to David Nunan that “Vocabulary is more than lists of target words, as part of the language system, vocabulary is intimately interrelated with grammar.”⁸ According to Penny, Vocabulary can be defined roughly, as the word we teach in the foreign languages.⁹ According to Marianne Celce said “Vocabulary is a language area that needs continued growth and development our grammar and pronunciation under reason able control.”¹⁰ And In Oxford dictionary, vocabulary is defined as follows:

⁷Elfrieda H. Eibert, Michail L.Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice*, (New Jersey: Lawrence Erlbaum Associates, 2005), 3

⁸David Nunan, *Second Language Teaching and Learning* (Boston: Heinle and Heinle, 1999), 101

⁹Penny Ur. A, *A Course in Language Teaching Practice and Theory*, (Cambridge: University Press, 1991), 60

¹⁰Marianne Celce-Murcia, *Teaching English as a second or foreign language*, (America: Heinle Thompson Learning, 2001), 242

- a. All the words that a person knows or uses
- b. All the words in language
- c. List of words with their meanings, especially at the back of a book used for teaching a foreign language.¹¹

From these definitions, the writer concludes that vocabulary is all the words, which have meaning and usually used well in spoken or written. Students who want to learn a foreign language should understand the words of the language itself. Vocabulary is the first important aspect in language skill such as speaking, listening, reading and writing. Vocabulary is a part of language aspects which plays an important role in learning a language or foreign language.

The meaning of vocabulary which we know and understand can help us to get information well written or spoken. So, we cannot know the information if we do not understand the meaning of word that appears in the written or spoken. The best vocabulary also affects people in their communication especially speaking or writing.

Finally, vocabulary is needed in whole levels of education. It has to recognize to young children, in students elementary include vocabulary and how to pronounce as the first knowledge, meanwhile grammar is studied at junior and high school.

¹¹*Oxford Learner's Pocket Dictionary*, fourth edition (New York; Oxford University Press 2008) 461

2. The Types of Vocabulary

Vocabulary has some types; using vocabularies depend on circumstance on daily work.

According to Marianne that words come in at least two forms: oral and print.¹²

- a. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally.
- b. Print vocabulary consists of those words for which the meaning is known when we write or read silently.

Another expert also describes the types of vocabulary. Gairns and Redman define vocabulary to receptive and productive vocabulary.¹³

- a. Receptive vocabulary is the language items which can be recognized and comprehended in the context of reading and listening material.
- b. Productive vocabulary is language items which the learner can recall and use appropriately in speech and writing.

According to Haycraft divide vocabulary into 2 kinds, are;

- a. *Active* vocabulary - words which the student understands, can pronounce correctly and uses constructively in speaking and writing; and
- b. *Passive* vocabulary - words that the student recognises and understands when they occur in a context, but which he cannot produce correctly himself.¹⁴

¹²Celce-Murcia, *Teaching English*, 242

¹³Ruth Gairns and Stuart Redman. *Working with Words. A guide to teaching and learning vocabulary*, (New York: Cambridge University Press, 1986), 64.

2. Vocabulary Mastery

Vocabulary is by far the most sizable and unmanageable component in the learning of any language, whether foreign or one's mother tongue. No language acquisition can take place without the acquisition of lexis. As far as any of the world's major languages are concerned, every other aspect of language learning is dwarfed by the proliferation of different meanings in their tens of thousands, and the seemingly infinite shifts in meaning brought about by contextual variables. Language learners sometimes, if not often, feel that they cannot remember words that they attempt to learn. Such words are probably not committed to memory effectively, and not stored in such a way they may be easily retrievable when necessary. In order for learners to go about deepening their receptive or productive mastery of vocabulary items, they must first remember the words well enough to recognize them.

A considerable amount of research has taken place since the late 1970s concerning vocabulary memorizing strategies. Among the earliest studies that focused on memory strategy for vocabulary are those by Cohen and Aphek whose main interest was use of association. In one study Cohen and Aphek found that making associations and keeping using them were helpful to recall it. In another study Cohen and Aphek found that more successful associations would be the ones in which two items were

¹⁴ John Haycraft, *An Introduction to English Language Teaching*, (England: Longman, 1978), 44

closer in sound or meaning, or which had an emotional impact on the learner.

Oxford emphasizes the importance of associations in memory strategy for vocabulary since the specific memory strategies that Oxford mentions consolidate the connection between word form and meaning in memory. Oxford's specific memory strategies are:

- 1) Grouping language material into meaningful units
- 2) Associating new language information to concept already in memory
- 3) Placing new words into a context, such as a meaningful sentence, conversation or story
- 4) Using semantic mapping
- 5) Using keywords with auditory and/or visual links
- 6) Representing sounds in memory in such a way that they can be linked with a target language word in order to remember it better
- 7) Using mechanical techniques, such as writing words on cards and moving cards from one stack to another when a new word is learned.

Rivers summarizes the vocabulary-memorizing strategies normally used by the language learners as follows:

- 1) Some make lists and memorize them.
- 2) Some read a great deal and mark with an asterisk, a word they do not understand each time they meet it, thus creating their own frequency counts.

- 3) Some note down words in a short context, repeatedly writing down the same words until their meaning and use are assimilated.
- 4) Some make associations with words that sound or look similar in their native language, even though the meaning may be different.
- 5) Some practice using new words as they talk to themselves in order to commit them to long-term memory.
- 6) Some read dictionaries.

Based on the studies and reports cited above it can be reasonably concluded that association, as one of the most useful strategies for vocabulary learning is frequently used by language learners in their attempts to commit words to long-term memory. The findings and reports cited above also indicate that rote-repetition, as a traditional way of vocabulary-learning strategies, is still favored by many language learners, especially those at the initial and intermediate stages. Language learners always seek the way they find most helpful for expanding and maintaining their knowledge of the lexicon.¹⁵

B. Conversation

A Conversation is an informal interaction involving two or more participants, differing:

- a) From a dialogue, which is more formal (as between representatives of the parties to negotiations)

¹⁵Vocabulary Memorizing Strategies by Chinese University Students Vol. 5, No. 1; February 2012 (<http://dx.doi.org/10.5539/ies.v5n1p208>)

- b) From a discussion in a seminar or in a committee meeting, in which agreed rules of procedure are followed;
- c) From a talk, presentation or lecture, in which one speaker addresses an audience and may welcome and invite comment and answer questions;
- d) From an interview in which the participants are either interviewing or being interviewed.¹⁶

Conversation is speaking, and speaking is when we speak with friends, teachers or parents in home. Speaking is a second of foreign language.

According to Sapir, speaking is requiring the integration of many subsystems. All these factors combine to make speaking a second of foreign language a formidable task of language learner, yet for many people speaking is seen as the central skill.¹⁷

It is also important in conversation that participants have a balanced number of comments and questions in a conversation. Many times, students on the autism spectrum demonstrate a larger percentage of comments versus questions.

C. Student's Learning Strategy at Al-Rahmah

Students' learning strategies at Al-Rahmah Islamic boarding school include using conversation English in daily activities every day, also speech practice one week at once. The effective strategies on the part of the conversation in

¹⁶Robert Barras, *Speaking For Your Self A Guide For Student*, (Canada:Routledge,2006), 3.

¹⁷Marrianecelce and Murcia, "*Teaching English As A Second Of Foreign Language Third Edition*"(Boston and Heintletomson Learning, 2001), 103.

a way the manager Islamic boarding school provide to students three vocabulary every day, and obliged for students to memorize at night to manager what has been given in the morning thus the students truly hard memorize the vocabulary because if did not memorize the manager will be gave the punishment, the effective strategies in speech practice the manager indicate and give the material so the students who was indicate a manager can develop their own material and memorization to appear at night had been specified. Except daily conversation, at Al-rahmah Islamic boarding school even learning grammar in teaching and learning activities in the classroom, but their consider that grammar is unimportant just those speaking it is important without having to think about the grammar.

All of the students is comfortable witch such learning strategies because with the pressure feel more active in daily activity use english language indaily conversation.

Based on the resut of the study, it is recommended that the English conversation teacher be more creative in making the classroom activities english club. Create the students more cleaver and enjoyed when daily conversation with friends, teacher or other people.

When all students a conversation is flowing well, it moves naturally from one person to the other. However, if one or both are finding it more of a struggle to speak you may finding it helpful to use Spirit to show the best conversation.

Usually the students open up the conversation to other person, and invite them to participate. For this reason. In conversation the students often called invitations, like open the questions and start to speak.

Conversations also can respond to what they are saying, to respond genuinely to what someone has just said means. That you have to listen. You can't just switch off, and think about what you are going to say next. However, if we are honest, most of us would admit that we often do just that. Conversation is allso a way to explore wheter you wish to know someone better and build a relatiobship with them. It can therefore be useful to understand how to use conversation to creat and build emutional connections. The key is sharing appropriate information that means being prepared to be open about what interests you, what makes you into you as a person, and inspairing the other person to share anddaily conversation an fluently.¹⁸

The students be friendly and polite. Smiling when they conversation because the conversation be daily activity in their day. And being nice, will take you a long way in conversational terms. Everyone would rather invite the other person to conversation in daily activity use English language fluently.

¹⁸Oxford English Dictionary, 2 ed. CD-ROM, version 2.0 Oxford University Press.