CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literatures which are used in this study and have correlation with learning strategies and definition of vocabulary as the subject of this study.

A. Learning Strategies

Learning is a process to get knowledge or information built or design by teachers or learners in their activity. To make learning easily, sometimes strategies have to be applied. In this sub chapter, the researcher will discuss abaout the definition of learning strategies and learning strategies classification.

1. Definition of learning strategies

Before we talk a lot about learning strategies, we should know what the learning and strategy are. Learning is getting knowledge, information, and experience of subject by learning. Jerome Bruner reminds us that "learning is most often figuring out how to use what you already know in order to go beyond what you currently thing. Learning is process of self-discovery, grew experiential learning".[11] Strategy is not a tactic, because tactic is based on form schema as a rule, whereas strategy is broader design or plan for approaching goals in learning.

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[11] David Nunan, *Second Language Teaching and Learning*, (U.S.A.: Heinle & Heinle Publisher, 1999), 5.

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Certainly, learning strategies is designed by teacher or learner. When strategies is comfortable and appropriate with their learning goals, they will use and maintain their learning strategies more effectively. It refers to Chamot explanation on her book "learning strategies is an action are complex behavior that rarely occurs as a single instances, normally; we use strategies in combination to complete a task".[12]

Learning new language actually interested thing to young learners, they will make an effort how to understand it well, get involve, and capable in using the new language. Learning strategies generally used by learners in learning foreign language, because learning foreign language totally is not what, but how to explore the words, how to use the words, and others. Learning strategies is also different with learning style; learning style is learners' ways in their learning without set goals for their language improvement. Learning strategy is specific ways taken or used by learners to make their learning easier, faster, enjoyable, self-directed, effective, and transferrable to new situation.

Learning strategies is intentional ways to choose or use by learners to reach their goal that has been set, as learners' tool to solve the problem they faced in their learning. Joan Rubin said "Learning strategies are strategies which contribute to develop of the language system which the learner constructs and affect learning directly".[13] Learning strategies is

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[12] Anna Uhl Chamot et. al., *The learning Strategies Handbook,* (New York: Addison Wesley Longman, 1999), 35.
[13] Anita Wenden & Joan Rubin, *Learner Strategies in Language Learning,* (U.S.A.: Prentice Hall International, 1987), P. 23.

characteristic to stimulate student more proficient in their learning. Strategies are used by learners in learning process, because they have to reach their aim, feel easier to solve difficulties, enrich their limited language usage, and improve their language learning. By applying learning strategies, students are eaiser to get involve to their foriegn language or new language information during the learning process.

Most of the students set their goal to improve or to enrich their learning, therefore they use some strategies in learning activity as their guidence without concerning to or waiting for their teacher in classroom activity. They will be independently used the word they have known bravely. This situation, learners focused on their learning without feel pressure from their teachers and others, likely; they will be easier to understand what they learned and aimed by used some strategies. When the learners applied strategies in their learning, learners not only can improve or enrich; but also they have capability in an improvement of the language learning, they can schedule their learning, and manage their emotion while learning foreign language and becomes their good habit.

Learners whom are not using strategies, it is caused by different aspect, sometimes, because they do not believe that strategies are effective for their learning, they do not know the appropriate strategies for their learning even they do not know the strategies and the used of the strategies. These aspects become part of their failure in learning foreign language and vice versa. From these explanations we know that success and failure based

on students motivation in learning and teachers' involve to their students or their learners.

2. Learning strategies classification

In this learning classification, there are different classifications of each writer. Based on Wenden's and Rubin's opinion, "language learning and language use strategies can be differentiated by cognitive strategies, meta-cognitive strategies, affective strategies, and social strategies".[14] O'Malley and Chamot distinguished three main classes of strategies, there are cognitive strategy (that similar to Oxford's cognitive and memory), metacognitive, and social/affective strategies (that correspond roughly to Oxford's social, affective and communication category).[15]

Moreover, Rebecca L. Oxford classified language learning strategies differently, she explained about language learning strategies more accurate, clearly, comprehensive, and detailed. The classification of Rebecca's theory is easily to undestand by reader and learner, she also divided learning strategies into two major classes; there are direct strategies and indirect strategies.[16] Direct strategies includes: memory strategies, cognitive strategies, and compensation strategies, whereas indirect strategies included: meta-cognitive strategies, affective strategies, and social strategies. Detailed explenation of each strategy will be discussed below.

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[14] Andrew D. Cohen, *Strategies in Learning and Using Second Language*, (England: Addison Wesley Longman, 1998), 7.

[15] Zoltán Dörnyei, The Psyology of the Language Learner *"Individual Differences in Second Language Acquisition"*, (New Jersey: Lawrene Erlbaum Assosiates Publisher, 2005), 168.

[16] Rebecca L. Oxford, *Language Learning Strategies: What Every Teacher Should Know*, (USA: Heinle Publisher, 1990), 14.

a. The direct strategies

Direct strategy is unity from many strategies that learners entailed their selves without aid or interacted with others in their learning or practice. Direct strategies consist of memory strategies, cognitive strategies, and compensation strategies.

1) Memory strategies

Memory strategies sometimes called as mnomenics means "aiding memory".[17] Memory strategies are mental activities designed to improve encoding and retrieval. Mostly, memory strategies help the learners to remember what was occurred in the past, whether it is information relative to a school course, the name of a new acquaintance, new word they learned, or something that is personally important to the learners. Rebecca L. Oxford stated "memory strategies are regaining their prestige as powerful mental tools. The mind can store 100 trillion bits of information, but only part of that potential can be used unless memory strategies come to the aids of the learner".[18]

Memory strategies are divided into four sets; they are creating mental linkages, applying image and sound, reviewing well, and employing action, by acronym (CARE).

(a) creating mental linkages

In this sets of mental linkages, there are: grouping, associating/elaborating, and placing new word into context.

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[17] Anita Wenden & Joan Rubin, Learner Strategies: *Language Teaching Methodology Series*, (United Kingdom: Prentice Hall International, 1987), 43.
[18] Rebecca L. Oxford, *Language Learning Strategies*, 38.

- *Grouping:* classifying or reclassifying language material into meaningful units through writing or mentally that make easier to remember by learners. Groups can be based on part of speech (e.g., nouns or verb,), topic (e.g., words about profession), and similarity (keep, care, and mother).

- *Associating/Elaborating (Word Chain):* relating new language to concepts already in memory. The association strategy can be simple and complex or familiar and strange, but the important thing is meaningful to the learners. Association can be two things (e.g., shoes and socks), or can be in form of a multipart (e.g., school-book-paper-tree-country-earth).

- *Placing new words into a context (Narrative Chain)*: placing new word or phrase in meaningful writing, conversation or story in order to remember it. This strategy involves a form of associating/elaborating for example make 10 and more list of unrelated word into a story or narrative and try to remember it for several times. (e.g., CARE: Creat, Apply, Review, Evaluate).

(b) Applying images and sounds

Applying images and sounds include: using imagery, semantic mapping, using key word; and representing in memory. All these strategies involve remembering through visual images and sounds, aslike using imagery, semantic mapping, using key word, and representing sound in memory.

- *Using imagery:* relating new language information to concepts in memory by means of meaningful visual imagery (e.g., Word tree then learners imagine or describe about the kinds of tree around them etc.).

- *Semantic mapping (mapping word):* making arrangement of word into picture which make concepts story at the top or at the center and linked the concept by line or arrow.

- *Using key words:* remembering a new word by using auditory and visual link.

- *Representing sound in memory:* remembering new language information according to it sound. Link a target language with learners' language or other language, use phonetic spelling, (e.g., air: udara and air: water) or use rhyme to remember word (e.g., coat, goat, float, and boat).

(c) Reviewing well

This category contains one constructed reviewing. In learning new language looking once is not enough; therefore review for several times must in order to remember.

- *Structured reviewing:* reviewing in carefully spaced interval, this is sometimes called as spiraling. It means that at first closed together/ read all the material, then, make wide space apart. For example: first review at 10 minutes after initial learning, then 20 minutes later, an hour later, a day later, two days later, a week

later, and soon. By this strategy the information of new language is familiar then, becomes natural and automatic.

(d) Employing action

This set strategy is employing action strategy that included using physical response or sentation and using mechanical techniques in learning activity.

- *Using physical response or sentation:* physically acting out a new expression (e.g., Next to window, pencil& sharpener: at it out) or use expression of physical feeling or sensation (e.g., happy, warmth, sad, angry etc.).

- *Using mechanical techniques:* using creative but tangible technique, especially in involving moving or changing something which is concrete in order to remember what the learners heard or read (using flashcards with written word or picture and definition on different side).

2) Cognitive strategies

Cognitive strategies are a mental process or procedure for accomplishing a particular cognitive goal. Cognitive strategies are essential in learning a new language and they are unified by common function: manipulation or tranformation of the target language by the learner. The cognitive strategies that students use influence how they will perform in school, as well as what they will accomplish outside of school. This strategy is managing learners' physique.

Furthermore Pressley & Woloshyn defines cognitive strategies as

> Cognitive strategies can be general or specific. General cognitive strategies are strategies that can be applied across many different disciplines and situations (such as summarization or setting goals for what to accomplish), whereas specific cognitive strategies tend to be more narrow strategies that are specified toward a particular kind of task (such as drawing a picture to help one see how to tackle a physics problem). Specific strategies tend to be more powerful but have a more restricted range of use. Effective learners use both general and specific strategies.[19]

Based on definition above, cognitive strategy sets of into four principles that include practicing, receiving and sending messages, analyzing and reasoning, and the last is creating structure for input and output, this sets category to form acronym (PRAC), the mean of this word is cognitive strategies that are practical to language learning.

(a) Practicing

Practicing strategies sets into five, are repeating, formally practicing, recognizing and using formulas and patterns, recombining, practicing naturalistically. These Five of practicing strategies, probably the most significant one is practicing naturalistically.

- *Repeating:* saying and doing something over and over: listening for several times in one topic, rehearsing (practicing), and imitating a native speaker (listen-practice as if native speaker).

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[19] Clark Chinn & Lisa Chinn, *Cognitive Strategies*: *http://www.education.com/reference/article/cognitive-strategies/*, accessed on 1st May 2014.

- *Formally practicing with sounds and* writing *systems:* practicing sound (e.g., Pronunciation, intonation, registers, etc.) in different ways or practicing the new writing system of the target language.

- *Recognizing and using formulas and patterns:* being aware of and/or using routine formulas (Hello, how are you) unanalyzed units and unanalyzed patterns which have one or more slot to be filled (it's time to _____).

- *Recombining:* combining elements in new ways to produce a longer sequence, as in linking one phrase with another in whole sentence (e.g. Naura is kind, she has good character).

- *Practicing naturalistically:* practicing new language in natural, realistic settings, as in conversation, reading, listening, or writing in new language.

(b) Recieving and sending messages

Receiving and sending message sets into two: getting idea quickly and using recourses for getting and sending messages.

- *Getting* the *idea quickly:* using skimming to determine the main ideas or scanning to find specific details of interest. This strategy helps learners to understand what they hear or listen rapidly.

- *Using resources for receiving and sending messages:* using recourse to find out the meaning of what is heard or read in the new language (dictionaries, words lists, book phrases, etc.).

(c) Analyzing and reasoning

Analyzing and reasoning strategy set into five, this set help the learner to use grammar rules or vocabulary of the new language. This strategies can use regularly by the learner to understand the meaning of new expression or create new expression.

- *Reasoning deductively:* using general rules and applying them to new target language situations. This set derived hypotheses to understand the meaning of word they heard by rules already known by the learners.

- *Analyzing expressions:* determining the meaning of a new expression by breaking it down into parts (using the meaning of various parts to understand the meaning of whole expression), (e.g. I need a book: /I/Need/A/Book/).

- *Analyzing contrastively (across languages):* comparing elements (sound, vocabulary, grammar) of the new language to determine the similarities and differences with own learners' language. (Juice: jus, soup: sop, bus: bis, chocolate: cokelat etc.).

- *Translating:* converting a target language expression into the native language or converting the native language into the target language.

- *Transferring:* directly applying knowledge of words, concepts, or structure from one language to another.

(d) Creating structure for input and output

This category set into three strategies: taking notes, summarizing, and highlighting. This strategy allowed learners to demonstrate their understanding tangibly and prepare for using the language for writing or speaking.

- *Taking notes:* writing down the main idea or specific points (arrow note, shopping list format, the T-formation, semantic map, or standard outline form).

- *Summarizing:* making a summary or abstract of any longer passage.

- *Highlighting:* using variety of emphasis technique (underlining, boxes, circle, coloring, etc.).

3) Compensation strategies

Compensation strategies enable learners to use the new language for either production on despite limitations in knowledge. They are intended to make up for an inadequate repertoire of grammar and especially, of vocabulary.[20] Based on definition above, compensation startegies useful for guessing the meaning that not known, use synonym of language target to mother tongue, or using gesture from unknown

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[20] Rebecca L. Oxford, *Language Learning Strategies*, P 47.

meaning of word that difficult to state. Two sets of this strategy: guessing intelligently and overcoming limitation in speaking and writing.

(a) Guessing intelligently

Guessing intelligently refers to different clues: linguistic and nonlinguistic are set in this strategy.

- *Using language clues:* seeking and using language based on clues to guess the meaning of what heard and read in the target language. Using suffixes, prefixes, and word order that help the learner to guess the meanings.

- *Using other clues:* seeking and using clues that are not language-based in order to guess the meaning of what heard or read. This clue can use variety of sources as like: knowledge of context, situation, text structure, personal relationships, and topic.

(b) Overcoming limitations in speaking and writing

This category consists of eight strategies. Some of these strategies also provide new knowledge in a more obvious way. They are switching to the mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining word, and using circumlocution or synonym

- *Switching to the mother tongue:* using the mother tongue for an expression without translating it. This strategy technically called "code switching". (e.g., Acaranya di-*cancel* karena suatu hal).

- *Getting help:* asking *someone* for help by hesitating or explicitly asking for the person to provide the missing in the target language (e.g. what say in English "Cerdas").

- *Using mime or gesture:* using physical motion, such as mime or gesture, in place of an expression to indicate the meaning (e.g., Yes: nodded head, over there: pointed the object by the finger).

- *Avoiding communication partially or totally:* involve avoiding communication when difficulties are anticipated or encountered (avoiding use air pollution: it is hard to breathe).

- *Selecting the topic:* choosing the topic of conversation that the learners interested in it (conversation about family, school, and weather).

- *Adjusting or approximating the message:* altering the message by omitting some items of information, making ideas simpler or less precise, or saying something slightly different means but almost same (e.g., Pencil for pen).

- *Coining word:* making up new words to communicate the desired idea (e.g., Paper holder for notebook).
- *Using circumlocution or synonym:* getting the meaning across by describing the concept (circumlocution) or using the word that means the same thing (synonym) (pen: ballpoint pen).

b. The indirect strategies

These kinds of strategies are called as indirect strategies, because learners in their activities involve and interact with others. Indirect strategies

consist of metacognitive strategies, affective strategies, and social strategies. This strategies are called as indirect strategies, because learners support and manage the language learning without directly involves the target language. They are totally not self-directed in learning, but interact with others to get new information about their target language.

1) Metacognitive strategies

Metacognitive strategies means "beyond", beside or with cognitive. Metacognitive are actions which go beyond purely cognitive device and which provide a way for learners to coordinate their own learning process. Metacognitive strategies include three sets of strategy: centering your learning, arranging and planning your learning, and evaluating your learning. The acronym this sets is CAPE-able, the influence of metacognitive strategies make learners capable. Detailed of these strategies will be discussed below.

(a) Centering your learning

This category includes: overviewing and linking with already known material, paying attention, delaying speech production to focus on listening. Using of this strategy provides a focus for language learning.

- *Overviewing and linking with already known material:* overviewing comprehensively a key concept, principle, or set of materials in an upcoming language activity and associating it with already known (building needed vocabulary).

- *Paying attention:* deciding in advance to pay attention in general to ignore distractors, and pay attention to specific aspect.

- *Delaying speech production to focus on listening:* deciding in advance to delay speech production in the new language either totally or partially, until listening comprehension better developed.

(b) Arranging and planning your learning

This set contains of six strategies that help the learners to get most out of language learning. These strategies are: finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task, planning for a language task, and seeking practice opportunities.

- *Finding out about language learning:* making efforts to find out how language learning works by reading or conversation with other, and use this information to improve language learning.

- *Organizing:* understanding and using conditions related to optimal learning of the new language. Organizing schedule, physical environment, (sound, and lighting).

- *Setting goals and objectives:* setting aims for language learning including long-term goals (able to use the language learning for the last of year) or short-term objective (finishing reading short story three days after).

- *Identifying the purpose of a language task:* deciding for the purpose of a particular language task involving listening, reading, speaking, or writing.

- *Planning for a language task:* planning for the language elements and functions necessary for an anticipated language task or situation.

- *Seeking practice opportunities:* seeking out or creating opportunities to practice the new language in naturalistic situations (going to foreign language cinema).

(c) Evaluating your learning

This strategy set into two related strategies, both aiding learners in checking their language performance. *First*, noticing learning from errors, *other,* concerns evaluating overall progress.

- *Self-monitoring:* identifying errors in understanding or producing the new language, *determine* which ones are important.

- *Self-evaluating:* evaluating one's own progress in the new language (checking the understanding more than before).

2) Affective strategies

A second strategy of indirect is affective strategies. Affective strategies are learning strategies concerned with managing emotions, both negative and positive. The relationship between affective strategies and learning is not clear, but a positive affective environment helps learning in general. The side of affective strategies has one biggest

influence toward learning language success or failure. Good language learners are those who know to control their emotion and atitude about learning. When learners has positive toward language learning, their language learning will be effectively and enjoyable. Sometimes, this strategy forgets by the learners, therefore they feel difficult and doubtfully in learning new language or foreign language.

(a) Lowering your anxiety

In this strategies, the learners learn how to manage their emotion and improve their confidence in learning foreign language activity that my help them successfully in this way. In part consist of using progressive, deep breathing or meditation, using music, using laughter.

- *Using progressive relaxation, deep breathing, or meditation:* using the technique of alternately tensing and relaxing all the major muscle group in the body, or the technique of breathing deeply, or the technique of mediating by focusing on mental image and sound

- *Using music:* listening to soothing music as a way to relax, such as classical concert.

- *Using laugther:* using laughter to relax by watching a funny movie, reading humorous book, listening to jokes, and others. By doing this treatment, we can enjoy learning without depressing to stay on learning foreign language.

(b) Encouraging yourself

The second set of affective strategies is encouraging yourself. In this step the students give positive response to themselves as like make a positive statement, taking risk to avoid their worried to make mistake, and reward their self-effort.

- *Making positive statements:* saying *or* writing positive statement to oneself to feel more confident in learning the new language.

- *Taking risk wisely:* pushing oneself to take risk in a language learning situation, even *though* there is a chance of making mistake or looking foolish.

- *Rewarding yourself:* giving oneself a valuable reward for particularly good performance.

(c) Taking your emotion temperature

This sets strategies help us to control and paying attention to our condition or sharing to others about our condition while learning other language.

- *Listening to your* body: paying attention to signals given by the body.

- *Using a checklist:* using a checklist to discover feelings, attitudes, and motivations concerning language learning in general as well concerning language in specific.

- *Writing a language learning:* writing a diary or journal to keep track of events and feelings in the process of learning new language.

- *Discussing your feeling with someone else:* talking with another person (parent, relative friends) to discover and express feeling about language learning.

3) Social strategies

The last strategy of indirect is social strategies. Social strategies are those activities learners engage in which afford them opportunities to be exposed to and practice their knowledge. A social strategy is very important in language learning, because language is tool for human to interact with others. Generally language will improve when we try to associate the language frequently.

(a) Asking questions

Asking question set into two, asking classification or clarification and asking for correction, this strategies aimed that strategies used by the learners make them sure of their ways in learning.

- *Asking for classification or clarification:* paraphrasing or repeating to get feedback on whether something is correct or wrong. When do best can improve and develop, while wrong or bad we can restore wisely.

- *Asking for correction: asking* someone for correction in a conversation or in learning activity, moreover in spoken term.

(b) Cooperating with others

This sets "cooperating with others" is the one way to make learners language exist properly. Cooperating with other learners and native speaker or foreign language teachers help the language use increase and improve.

- *Cooperating with peers:* working with other language learners to improve language skills.

- *Cooperating with proficient users of the new language:* working with native speakers or other proficient users the new language.

(c) Empathizing with others

Trying to understand the culture of target language, make us easier to pronounce the language bravely, because when we already know how to use and spoken the word, we will be aware to make mistake.

- *Developing cultural understanding:* trying to emphasize with another person *trough* learning about the culture.

- *Becoming aware of others' thoughts and feelings:* observing the behaviors of others *as* a possible expression of theirs thoughts and feeling, when appropriate, asking about thoughts and feeling of others.

B. Vocabulary

Vocabulary is as the one tool of the for everyone to communiate with each other in spoken term, linked someone in written activity. Amount of vocabulary helps everyone easier in learning moreover in learning new language. In this part the researcher will present about definition of vocabulary, learning of vocabulary and the problem of learning vocabulary.

1. Definition of vocabulary

Based on Oxford dictionary, vocabulary is a list of words with their meanings, especially in a book for learning foreign language.[21] Vocabulary is total number of language by which students always interesting in learning and knowing new language. Before we learn about language skill, we should learn vocabulary as a language component. Learners without rich vocabulary mastery can do nothing in their foreign skill, since by mastering a huge amount of vocabularies might help learners in learning new language, such as doing conversation fluently, writing varieties task, understanding their reading English material without guessing the meaning of each word, and familiar with new word they heard toward their listening. The linguistic David Wilkins summoned up the importance of vocabulary "without grammar very little can be conveyed, without vocabulary nothing can be conveyed".[22] From this statement can be concluded that vocabulary is the basic of language skill and the most important thing as component of language.

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[21] A.S Hornby, *Oxford Advanced Dictionary*, P 1645.
[22] Scott, Thornbury, *How to Teach Vocabulary*, P 13.

We know that vocabulary is not solely a skill of language but the component of language. Even of all this, to reach the skill of language, we have to reach vocabulary first. Learning vocabulary not only held in classroom activity by the teachers, but also as learners effort and independent ways in learners' daily activity outside classroom, as their self-activity or group activity. Vocabulary is simple and trivial thing in learning, but major problem toward poor learners' vocabulary and crucial thing through learners' language skill. Learners will face difficulties when they lack of vocabulary, because language skill needed numbers of words. Guessing the meaning of word sometimes better toward learners than do nothing, but without knowing function of the word is the biggest problem.

2. Learning of Vocabulary

Development of vocabulary usually based on learners' age. Young learner or beginner learn new language or foreign language word to word and what the meaning is, whereas intermediate or advanced learner not just learn what the meaning of the word, but they take responsibilities toward their learning, what kind of, what function of, and how to maintain and to improve this word into sentences and interact with others in new language term. Lawson and Hogben stated that "the successful learner not only can analyze and rehearse the new word and its meanings, but also can elaborate the word-meaning complex and establish it within a suitable network of meaning".[23]

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[23] Michael J. Lawson and Donald Hogben "The Vocabulary Learning Strategies of Foreign Language Students", *Language Learning,* 46:1, (March, 1996), 104.

There are two kinds of vocabulary learning, receptive learning and productive learning. Receptive learning that involved the learner ability to recognize or recall the meaning of word when it is met, while productive is to use the needed word in receptive learning and their ability to speak or write in approriate time. Both of them are required in the learning of new language process. When receptive and productive learning are needed in learning voabulary, development of the quality of learning small vocabulary is important and quantity of vocabulary is the main goal.[24]

3. The problem of Learning vocabulary

Actually, learning foreign language is different from learning science, math, and others. Learning foreign language is too difficult toward learner, Of course in this process they might face difficulties or problem, because that language is strange, which they have not known before. However, in the other sides, learners are interested to learn or try to be familiar to that language. The problem sometimes not always come from the learners, but come from other factors that affect their learning. For example from teacher, environment and others. The crucial thing is come from the learners, because language will exist and develop when they use automatically and frequently use in their daily activity.

a. The learners of foreign language

New languages learners might face difficulties in learning vocabulary gradually, because foreign language is the newest thing.

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[24] I.S.P., Nation, *Teaching and Learning Vocabulary*, (U.S.A: Heinle & Heinle Publishers, 1990), 5

Certainly, learners need several aspects to get involve, moreover in developing their learning. Low and slow learners in learning vocabulary might be because they have influenced by their mother tongue, they feel enough with the words of their own language. The students already have satisfactory words in their own language; therefore, most of learners feels no really need learn other words for such thing now, it was the effect of why they slow in learning foreign language.[25] In other hand, the students failed in their foreign language improvement, because sometimes, English word really hard and difficult to learn, remembered and associated, other aspect is the learners have not use an appropriate strategies in their learning process.

b. The teachers of foreign language

In teaching and learning, teacher is as parent, facilitator, manager, and instructor toward their student achievement and improvement. As the teacher they must cure the ignorance behavior, because they affect their students' success in learning. They have to be creative, make the students feel comfort and more independent. Sometimes the teacher ignored condition of their students; they force their student to be what they will, without paying attention toward students' condition that can affects to their learning.

Learning and teaching vocabulary is important to the new language learner as the aspect of language. According to McKeon and

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[25] Virginia, French Allen, *Technique In Teaching Vocabulary*, (New York: Oxford University Press, 1983), 8.

beck, "teaching vocabulary is important to use both formal and informal vocabulary instruction that languages students' cognitive skill and give opportunities for the learner to actually use the words".[26]

In addition to these, this study gives opportunity to foreign language teachers to realize their learners' feelings, needs, and interests when learning vocabulary. With the help of these strategies, learners acquire and memorize new vocabulary items in an easier and more effective way. As a teacher of foreign language we had have skill, talented toward the language, because teaching and learning foreign language must be enjoy and fun to reach success.

c. The learning environment

Learning environment is the vital role in learning activity, because the effective teaching and learning is based on learning environment. The learners' foreign language being anxiety of the language they learn if their environment not supports their activity. Learners' environment is a paramount of importance to promote learning process. This type of atmosphere prevailing in the school is a perpetual inspiration for the student to learn more and more. [27] The reason is that the students receive an intellectual type of frame of mind from the academic atmosphere and that type can be created by providing a

[26] Caroline T. Linse, David Nunan, *Practical English Language Teaching Young Learners*, (New York: McGraw Hall Education, 2006), 122.

[27] Muhammad Athar Hussain, "The Influence of Learning Environment on Learners' Attitude in a Foreign Language Setting". *Language in India* (10 : 10 October 2010),), 574.

separate room for the study, by providing books, journals, and discussion.

Experience and emotion to language learning which are directly or indirectly influence upon by the environment of learning. Students-learning activities, student-teacher relationship, support from the teacher and cooperation in the class constituted the learning classroom. School education had a crucial influence on student from difference culture, background, the though the influence of school was not trivial any longer. Therefore, school learning environment plays a great role for students' learning activity.