

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter informs the review of related literature that relevant to this study. The aim is to provide the theory and previous study about this study.

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is a basic element from language skills (listening, speaking, reading, writing). According to Alqahtani (2015), vocabulary is usually seen as a crucial component for language learners, considering a limited vocabulary may restrict effective communication in a language. Meanwhile, Nurdini & Marlina (2017) stated that vocabulary is the basic component that students must be mastered to be able in that language skill. In addition, vocabulary is a list of words used to deliver information, ideas, and feelings (Hasanah, 2023).

Based on several definition above, it can be concluded that vocabulary is a collection of words and plays an important role in learning language which need to master to be able in language skill. We can learn language skills if we are able in vocabulary knowledge. Without studying vocabulary, it will be difficult to communicate fluently or understand written text.

2. Kinds of Vocabulary

According to Hengeveld (1990), there are eight kinds of vocabulary, they are noun, verb, adjective, pronoun, adverb, conjunction, preposition, and interjection.

a. Noun

Nouns are words that identify people, things, places, and animals.

Nouns are important in spoken and written language but fairly easy to understand and memorize. Some examples of nouns are:

Table 2.1: Noun

Noun (people)	Noun (place)	Noun (colour)	Noun (animal)
Teacher	Class	Green	Cat
Police	Home	Blue	Fox

b. Verb

Verbs refer to actions performed, events that happen to someone or something, and states of condition. In using verb, must be accompanied by subject and predicate because verb can't stand alone.

Table 2.2: Verb

Verb			
Sleep	Eat	Scream	Jump
Walk	Run	See	Fall

c. Adjective

The adjective is used to describe an object. It can be an inanimate object such as a book, table, building, hat, or animate object such as a human, animal, or plant.

Table 2.3: Adjective

Adjective			
Tall	Deep	Beautiful	Light
Short	Superficial	Handsome	Dark

d. Pronoun

Pronoun is a word used to replace a noun. In this case, the noun can be a person, a thing, a place, even an action or an idea. The main function of pronouns is to prevent repetition of words in a sentence.

Table 2.4: Pronoun

Subject	Object	Possessive Adjective	Possessive Pronoun	Reflexive
I	Me	My	Mine	Myself
You	You	Your	Yours	Yourself
They	Them	Their	Theirs	Themselves
We	Us	Our	Ours	Ourselves
He	Him	His	His	Himself
She	Her	Her	Hers	Herself
It	It	Its	-	Itself

e. Adverb

Adverb is additional words that provides a clearer and more detailed description for verbs (action words), adjectives (descriptive words), or other adverbs. Some adverbs also can be used to change phrases, clauses, or even complete sentences. The purpose of this function is to explain verbs, adjectives, sentences, noun phrases, or other adverbs.

Table 2.5: Adverb

Adverb			
Yesterday	Weekly	Everyday	Always
In this day	Monthly	Last night	Twice a week

f. Conjunction

Conjunction is a connecting word used to join words, phrases, or clauses together. We need to use conjunctions when we want our ideas or concepts (whether in the form of words, phrases, or clauses) to form a single sentence.

Table 2.6: Conjunction

Conjunction			
For	Meanwhile	Or	Although
And	But	Because	When

g. Preposition

Prepositions indicate the relationship in a sentence between a noun or pronoun and another word. It illustrates the position, direction, time, or connection between different sentence components.

Table 2.6: Preposition

Preposition			
On	Under	Beside	Before
In	Above	Behind	After

h. Interjection

Interjections are for conveying emotions or feelings. Their placement in a sentence is flexible, but they often appear at the beginning, contributing to the creation of an exciting sentence. To get a clearer understanding of interjections, we can refer to various dictionary definitions.

Table 2.8: Interjection

Interjection			
Yay!	OMG!	Wow!	Hey!
Hurray!	Ouch!	Whoa!	Yeppie!

B. Language Learning Strategies**1. Definition of Language Learning Strategies**

Language learning strategies is the way to manage and develop the way student learning language in order to study effectively. According to Chamot (1987), language learning strategy is a technique, approach or deliberate action that students carry out to facilitate learning and remember linguistic information and content. Meanwhile, Rubin (1987) stated that language learning strategies are the activities that students use to learn and control

their learning. Oxford (1990) also stated that learning strategies are steps taken by learners to increase their own learning.

Based on the explanations above, language learning strategies is the student's way to fulfill their language learning needs with their own learning. Appropriate language learning strategies lead to increased proficiency and greater self-confidence.

2. Classification of Language Learning Strategies

Learning strategies have been differentiated by many researchers into several categories depending on the level of learners or the type of processing involved. This differentiated classification of learning strategies is important to make learning strategies suitable for each learner. O'Malley & Chamot (1990) state their categories of strategies that they have examined with comprehensive list that fit into their categories.

O'Malley & Chamot (1990) classified language learning strategies into three main categories based on the level or the type of processing:

a. Meta-Cognitive strategies

The phrase metacognitive strategy appears in his statement to describe "higher-order executives," that is knowledge Information Processing, which relates to how learners organize their knowledge.

b. Cognitive strategies

This technique works directly on incoming data, changing it in ways that make learning more effective. Strategies is divided into three categories: repetition, organization, and elaboration.

c. Social-affective strategies

These strategies represent a broad category that require inter-personal interaction or cognitive control over affect. In general, these strategies are considered applicable to a wide variety of tasks.

3. Factors of Language Learning Strategies Choice

Every learner has their own different way of learning language as well as their learning strategies. According to Oxford (1990), there are several factors that affected students choice on their learning strategies.

a. Motivation

Motivation is the process of beginning and maintaining goal-directed behaviour, which has an intense connection with language learning outcomes. Motivation is also a key aspect in strategy implementation. In conclusion, motivation encourages the learner to do behaviours that enhance learning. Learners who are highly motivated are more likely dedicate the time and effort needed for long-term plan execution.

b. Gender

According to Oxford and Macaro, female learners might apply a far broader, or at least quite varied, set of language learning techniques than male learners, implying that female learners employ more successful strategies.

c. Age

Since older learners have more contextual information and a larger vocabulary, they will progress faster in their second language

learning growth than very young learners, and they will probably use slightly different methods than younger learners.

C. Vocabulary Learning Strategies

1. Definition of Vocabulary Learning Strategies

Vocabulary learning strategies is an element of general learning strategies, which are a category of language learning strategies. According to Schmitt (2000), vocabulary learning strategies is one approach to facilitating and method that students use to succeed in vocabulary learning. Lists of general strategy classifications sometimes contain lists of vocabulary learning techniques, showing that several multi-purpose strategies can be used to vocabulary acquisition. Some strategies selection may be related to knowledge level, because beginners, for example, cannot successfully apply methods demanding higher levels of L2 knowledge (Takac, 2008). Moreover, Susanto et al. (2019) state that the students' extensive use of vocabulary learning strategies may enhance their vocabulary and have an impact on their reading, writing, speaking, and listening skills.

From the definitions above, it can conclude that vocabulary learning strategies is way to learn vocabulary with their suitable strategies to succeed their vocabulary knowledge and has a significant influence on increasing vocabulary and other language skills.

2. Classification of Vocabulary Learning Strategies

This research adopts schmitt's taxonomy which is popular and commonly used as a basic theory for researcher of vocabulary learning

strategies. Schmitt & McCarthy (1997) classifies the strategies into five specific groups:

a. Determination strategy

Determination strategy is an individual ways of comprehending the meaning of words include guessing the context, using reference sources such as dictionaries, analysing root words, and so on.

b. Social strategy

Social strategy are involve others while learning new language include ask to their teacher or classmates, learn a new word in a group, and interact with native speaker.

c. Memory strategy

Memory strategy is one that students employ to retain previously learnt words. Students will use these tactics to connect their past knowledge to the target words, include grouping the words based on the topic, using physical action, connect their experience, learn the spelling of the words, speak the word aloud and so on.

d. Cognitive strategy

Cognitive strategy place emphasis on mechanical methods of processing recognized phrases. To learn language, cognitive techniques employ repetition and particular instruments.

e. Metacognitive strategy

Metacognitive strategy are methods by which students purposely select the optimal approach to organise, monitor, and assess their language study exercises.

D. Writing Ability

1. Definition of Writing Ability

There are several definitions of writing by some experts. According to Brown (2000), writing is a means of communication that involves thinking and composing. He also stated that as one of the productive language skills which is productive, writing ability becomes very important in communication. In addition, Elbow (1981) stated that writing is not only ability in build words and develop the ideas but also ability in criticize in describe something. Writing involves organization, which includes the capacity to communicate or repeat information in the form of narrative or description or transform information into new text in the form of expository or argumentative writing (Hadley, 1993).

Based on explanations above, it can conclude that writing is a productive skill that involves thinking and criticality in describing something and requires some organization into a new text in some form. Writing ability provides some chance for anyone to communicate through their writing. In contrast to speaking skill, writing skill are more controllable in expressing their idea. According to Jones (2007), the writer can pause to think about the previous sentence and the sentence to be written next. therefore writers can express their ideas creatively.

2. Purpose of Writing

In writing, the writer has purpose to convey their thought or ideas. Tarigan (2013) states that the purpose of the writer is the response or answer

that the writer hopes to get from the reader. There are several purpose of writing, as follow:

a. To inform

Type of this purpose is aimed at providing information about something to the reader, whether in the form of facts, events, opinions and data so that the reader can gain new insights and knowledge from the writing. This type is usually found in journal articles, scientific research, and so on.

b. To entertain

Writing to entertain is aimed to entertain the reader and the context of the story is light, such as short stories, novels or other funny stories.

c. To persuade

The goal of writing to persuade is to persuade readers to agree with the author's ideas, views, or opinions. So, the writer must be able to persuade the reader using persuasive language.

3. Process of Writing

Before students start their writing, they should know about the steps in process of writing in order to their writing is coherent. According to Richards & Renandya (2002), there are four main processes of writing, as follow:

a. Planning

In this step, the writer prepares what they will write. There are various activities carried out by the writer. Starting from determining

the topic to be written. The writer considers the selection of the topic in terms of whether or not it is interesting to the reader.

b. Drafting

The second step is drafting. In this activity, the writer prioritizes the content of the writing over the writing style so that all thoughts, ideas, and feelings can be poured into the writing.

c. Revising

Revising means improving, it can be adding less or subtracting more, adding supporting information, sharpening the written formulation, and changing the order of writing the main ideas. This step also eliminates less relevant information, and so on. The writer tries to perfect the finished draft so that the writing remains focused on the goal.

d. Editing

The last step is editing. In the editing step, the writer repeats the activity of reading the draft. The writing in the rough draft still needs some changes. The activity during the editing stage is to re-examine the errors and weaknesses in the rough draft by reviewing its accuracy with grammar, punctuation, spelling, inappropriate sentences and other mistakes.

4. Components of Writing

Jacobs (1981) stated that there are five main components in writing, namely:

a. Content

Planning, creating, and revising language to make it comprehensible and clear is known as content. The writing's content needs to be obvious for the reader to understand the writer's message. To create a quality piece of writing, the content must also be comprehensive and well-organized. It is called as unity and completion, which are characteristics of well-written texts.

b. Organization

Organization is primarily known as a sequence. Every idea is related to each other in a coherent text. A coherent paragraph refers to a paragraph in which every detail is accurately represented and the reader will not feel frustrated.

c. Language Usage

Language usage in writing has an influence on grammatical standards and an appropriate form of language. This section relates to verbs, nouns, and complements. More specialized vocabulary and stronger verbs help the reader visualize the information. Adjective modifiers, adverbs, and participle forms separate these distinct nouns.

d. Vocabulary

Vocabulary is one part of language that is relevant to the writing-learning process. The writer always considers the best approach to creatively and accurately string words into phrases, which subsequently string the sentences into paragraphs. Furthermore, the text can generate comprehensible writing as a result of this. So, being

able to understand lots of word choices may assist in building more variety in writing with a non-boring writing style.

e. **Mechanic**

Writing mechanics refers to the proper use of capital letters, punctuation, and spelling. This component plays an important role in directing readers to understand or recognize what the writer intended with clarity.

E. Recount Text

1. Definition of Recount Text

Recount text is a piece of text that retell the events or experiences in the past (Anderson & Anderson, 1997). In addition, Hyland (2003) stated that recount text has the social function to retell events for the entertain purpose. From the definition above, it can be concluded that recount text is one of the text types that retell events or experiences in the past to reader for the entertain purpose.

We often find the recount text in our daily life because usually recount text is not far from our daily story, but it is more specific in their best or worst experience. Writing through recount text can develop story ideas based on their experiences that can be read by others. Recount text aims to show or entertain the reader about the writer's experience in the past.

2. Kinds of Recount Text

According to Mukarto, et al (2007), recount text divided by four types, as follow:

a. Personal Recount

Personal recount usually retell about the writer's experience itself.

The purpose is to inform or entertain the reader.

b. Factual Recount

A factual recount text is a story about an event based on facts or what really happened. So, it is not limited to personal events; it can also be about other people's events. Example: the covid-19 phenomenon.

c. Imaginative Recount

Imaginative recount is a text that someone's story about their imaginative thought that experienced. An example is a recount text that retells the writer's experience regarding the fantasy that have experienced in a dream.

d. Historical Recount

Historical recount text is a form of recount text that retell about historical events. However, this is different from narrative text. In narrative, it is imaginary. Meanwhile, in recount text, the history that is told really happened in the past. For example, the proclamation of Indonesian independence.

3. Structure of Recount Text

Before we make a recount text, we should know the structure in order to be a coherent text. According to Anderson & Anderson (1997), recount text has three main generic structures, namely:

a. Orientation

Orientation is opening of the text that contain information about the figures or characters, location, time of events, etc.

b. Events

Events is contains a series of stories about events experienced by the author. Usually in this structure is characterized by the climax of the story.

c. Reorientation

And the third structure is reorientation. Reorientation is the closing statement. It contains a conclusion or resolution of the experience and tells whether it was a good or bad experience. Usually the writer also writes impressions and messages about the experience.

4. Language Features of Recount Text

According to Boardman (2008), the language features in recount text as follow:

a. Use simple past tense

In English recount text, most of the stories are filled using simple past tense sentences to show past activities. The formula of simple past tense as follow:

Subject + Past verb + Complement

Example : Anton ate noodle last night. Ate is past verb from eat

b. Use specific participants

Specific participant is something that has a specific object and

unique (there is only one). Examples include Holiday in Bali, Borobudur Temple, Dhoho Airport, etc.

c. Use personal participants

The personal participant is often included in the orientation section as an introduction to the story's character or characters. The example such as *I, My friend, My mother*, etc.

d. Use past action verb

An action verb is a verb that refers to an action you take that is visible to others. This verb is also known as a dynamic verb.

Example : Hendery wore that t-shirt yesterday. Wore is action that visible to others.

e. Use conjunctions and time connectives to sequence the events

Conjunctions and time connectives are words or phrases that connect different sections of a word, phrase, clause, or sentence.

Example: *the next day, in the meantime*, etc.

f. Use of adverb and adverbial phrases to indicate place and time

An adverbial phrase is a phrase that helps to explain. Meanwhile, an adverb is a sentence element that describes the entire phrase, such as a verb, an adjective, or another adverb.

F. Previous Study

Some previous study with similar topic had been conducted by some researchers, as follow:

The first research was conducted by Afifah (2021). This study aims to identify the significance of the correlation between vocabulary learning strategies and students' knowledge of affixes. This study also investigates which strategies that might impact to the student's knowledge of affix. The researcher used quantitative approach with correlational design. The number of samples was 180 students of class VIII in MTsN 1 Bengkalis. The result of this study is there is a correlation between vocabulary learning strategies and students' knowledge of affix.

The second research was conducted by Permatasari (2021). This study aims to investigate the usage of students' vocabulary learning strategies at SMP 1 Rambah Hilir. The researcher used quantitative approach with a descriptive design. The sample was 25 students. The result of this study indicates that the high categorize strategy by the students is determination strategy.

The third research was conducted by Maulana (2021). This study analyzed the students' ability in writing recount text. The researcher used quantitative approach with a descriptive design. The number of samples is 28 students at State Islamic Senior High School 2 Kampar. The result of this study is the dominant category of students' writing ability is in good level with 17 students (60.71%).

There are some similarities and differences between the researcher and previous studies. The similarities with those previous study are both research discuss about vocabulary learning strategies and writing ability in recount text. The researcher also uses quantitative method with a correlational design. The differences are Afifah (2021) correlates vocabulary learning strategies with

students' affix knowledge. Permatasari (2021) discusses the usage of students' vocabulary learning strategies and uses quantitative method with a descriptive design. Last, Maulana (2021) analyzed the students' ability in writing recount text. The researcher used quantitative approach with a descriptive design.

Therefore, those studies made the researcher find the gap that the correlation between students' vocabulary learning strategies and their writing ability has not been investigated. Therefore, it is needed to find out whether there is a significant correlation between the two variables that have a positive or negative.