

TEACHING AND DEVELOPING VOCABULARY THROUGH LEARNING STRATEGIES

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Abstract: This assessment purposed of analyzing vocabulary learning strategies, characteristically the use and pattern of strategy, their alternate for learners over different degree of languages. The learning of vocabulary is primary element in second language learning. New words of explanations are constantly accentuated in written or in spoken communication. However, vocabulary remains development of vocabulary words and help children one of the most difficult skills to teach (Dickinson, Freiberg, & Barnes, 2011; Neuman & Dwyer, 2009).

In addition to, few researches indicate that teaching vocabulary can be considered as problematic, as some teachers are not really sure about the best practice in the teaching and sometimes not really aware how to start forming an instructional emphasis on the vocabulary learning (Berne & Blachowicz, 2008). For the duration of this article centers on the significance of vocabulary and clarifies some methods.

Key words: Vocabulary learning strategies; strategy use;

Vocabulary is an important part in learning a foreign language. Students cannot professional a system of communication without learning vocabulary. Rubin and Thompson (1997) affirmed vocabulary learning is the heart of mastering a foreign language, since one cannot speak, understand, read, or write a second language without knowing a lot of words. The principal of language is vocabulary. From this point, students who lack of power in vocabulary may face the difficult to exchange information or conversation with other people, using words clearly. On the contrary, learners who have an extensive vocabulary tell or show what they are feeling or thinking by using words simply. For that reason, students have to develop their vocabulary effectively, in advance, learning other parts of the language.

Also, Schmitt (2014) concluded that vocabulary knowledge is knowledge of the components of vocabulary, lexical organization, receptive and productive mastery and fluency. Therefore the process more than just knows the word, but also understands the various aspects of the process and vocabulary constructs. Professionalism in language vocabulary knowledge plays a crucial role. A learner with shortage of vocabulary will not represent well in every feature of language itself. Therefore, vocabulary learning is significant as vocabulary is a major component to increase skills and knowledge. But, learning vocabulary elements are not such a simply perform them to memory, but how to apply them in correct or suitable for situations as well as how to build up the knowledge of one's vocabulary is also vital. This is where vocabulary learning strategies are involved.

There are a variety of language learning strategies that may have the potential to facilitate language learning (Oxford, 2003; Kalajahi, 2012). Vocabulary has been found as an essential component of second language learning classroom, and also as a major resource for language use, and one could not learn a language without learning vocabulary. Hence, vocabulary as an important segment in a language needs to be obtained by the learners since it modifies their high level in all four skills, which are listening, reading, speaking, and writing. It is supported by many researchers that vocabulary provides a lot of basics for someone about how to speak, listen, read, and write. In order to be able to master vocabulary, learners need to apply the appropriate learning strategies.

Rubin (1987: 20) divides the strategies into three kinds, based on their contributions to language learning: learning strategies, communication strategies and social strategies. Learning strategies can directly contribute to language learning, while communication strategies and social strategies only contribute to language learning in an indirect way.

Schmitt and McCarthy (1997) propose strategies to learn vocabulary as follows: (1) guessing from context, (2) using word parts and mnemonic techniques to remember words, and (3) using vocabulary cards to remember foreign language-first language word pairs. It is supported by Murcia (2001) who also proposes three strategies to learn vocabularies. The first strategy is guessing meaning from context; she says that a context is rich enough to give adequate clues to guess the word's meaning. The second strategy is mnemonic devices: she proposes keyword technique. When seeing or hearing the target word, the learner is reminded of the keyword. The third strategy is vocabulary notebooks; she suggests a memory aid in independent learning by setting up vocabulary notebooks. They found that

these strategies applied for show new vocabulary and learning vocabulary, the researchers recommended more techniques that are mentioned to be useful for learners to gain knowledge in a simple way. According to Stahl (2005) students probably have to see a word more than once to place it firmly in their long-term memories. This does not mean more repetition or drilling of the word, but seeing the word in different and multiple contexts.

The findings in the area of language learning strategies have repeatedly demonstrated that the use of language learning strategies leads to better proficiency or achievement in mastering the target language (Lee, 2003; O'Malley and Chamot, 1990; Rahimi et al., 2008; Griffiths, 2003; Hong, 2006; Oxford, 1993). The students who have a wide vocabulary used methods and strategies to grow their vocabulary, on the contrary, the learners who narrow vocabulary do not use a particular tool methods or strategies in progressing their knowledge . Oxford (1990) defined learning strategies as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable.

Current study tries to emphasize the quality of vocabulary learning in foreign language. The findings and a detailed analysis of vocabulary learning strategy research, it was revealed that mentors have to observe the sort of vocabulary, degree of students, as well the usefulness of the strategy for the learners.

Particularly, level of education additionally proficiency with language change in their knowledge, in this way, educators have to realize these dissimilarity whenever using their teaching strategies. Vocabulary understanding consists of many parts including denotation, connotation, and collocation. Developing learners' vocabulary ability and an enthusiastic supporter of learner with suitable strategy by teachers is led to achievement in language learning way. In this regard, demonstrators need to include language learning strategies into their teaching strategies and methods, direct the students to try the proper strategy for a particular aim or a certain skill area, and persuade them to utilize the strategies regularly. The language learning strategies can be learnt to use their language skills to develop by learners.

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