

CHAPTER II

THEORETICAL REVIEW

A. Definition of Ability

According to Bull (2008:1) “ability is skill or power”. According to Edinburgh (2007:2) “ability is the state of being able to do something, or you level of skill at doing something”. Otherwise, in *Kamus Bahasa Indonesia* (2008:909) “ability is capability, proficiency, and power”.

So from the definitions above, the writer concludes that ability is someone’s capability in doing something well by using knowledge and skill or something that people do very well because they have learned and practised. The quality of being able to do something or act physically, mentally, financially, morally or legal to accomplish something.

B. Definition of Vocabulary

Vocabulary plays an important role in every aspect in language skills. Marzano (2010) in Kamil & Hiebert (2005:2) said that “Vocabulary holds a special place among these components. Vocabulary is not a development skill or one that can be seen as fully mastered. The expansion and elaboration of vocabularies is something that extends across a life time”. Vocabulary consists of the range of words that are always used by many people to their conversation. Large vocabulary that we have , will help us to communicate to others fluently.

“Vocabulary has an important role in developing the students’ competence in all skills. It also can be said that vocabulary is a basic main skill which encourages

the students to learn English by integrated skill. In other words, if the student's vocabulary is good, they can be good in practice too". (Dunk,2010:1)

In many sources, researcher found some definition of vocabulary from the experts.

According to Kridalaksana (1993:451) said that "Vocabulary is language component that accomodate all information about the meaning and using a word in language". Bull (2008:495) stated that vocabulary is defined as three ones below. First vocabulary is all the words that a person knows or uses, second is all the words in a language, and then vocabulary is list of words with their meanings, especially in a book for learning a foreign language. In addition, According to Edinburgh (2007:1015), states that there are three definitions of vocabulary, namely:

1. All the words that someone knows, learns, or uses.
2. The words that are used when talking about particular language.
3. all the words in a particular language.

So that from the statement above the writer can be concluded that vocabulary is a total number of words with meaning and definitions that used by someone to express his or her ideas in communication because vocabulary is a component of language which is very important as an instrument of communication which has certain meaning and definition, it is used to express an idea, mind, feeling, opinion. The simple opinion that vocabulary is word with their meaning.

C. Kind of vocabulary

According to Marzano (2010) in Kamil and Hiebert (2005:2) make a distinction of vocabulary between 2 types , there are Receptive Vocabulary and Productive Vocabulary

a. Receptive vocabulary

Receptive vocabulary is the body of words that a person recognizes and understands well enough to comprehend them when read or heard.

b. Productive vocabulary

Productive Vocabulary includes terms and phrases that an individual uses. Productive Vocabulary is the words that must be known when someone speaks or writes or when someone expresses his/her thought to other. (Kamil and Hiebert,2005:2)

The productive Vocabulary is smaller than Receptive Vocabulary, because the receptive Vocabulary almost certainly contains many words that someone does not usually use when speaking and writing.

Most important, when someone increases her/his receptive vocabulary, she/ he also increases their productive vocabulary, because the words that she/he receives when she/he reads or hears.

As Nation (2001:15-16) divided vocabulary into four kinds , they are:

a. High frequency words.

High frequency words that consist of words that used very often in normal language. These belong to about 2000 word families. Almost 80% words that we know belonging to High Frequency words.

example : government, forest, production, adaption, represent.

b. Academic words.

Academic words used which are common in the academic world, irrespective of the subject.

example: policy, phase, adjusted, sustained.

c. Technical words.

Technical words are closely related to the topic and subject area of the text based on our interest. They differ between the subjects. Each subject typically has 1000 word families.

example : indigineous, regeneration, beech, timber.

d. Low frequency words.

Low frequency words used words are rarely used in common activity in English Language.

Example: zoned, pioneering, perpetuity, pastoral. They make up about 5% words in an academic text. They include all non-academic, non-technical and not high-frequency words.

According to Hutton (2008:1-2) divided vocabulary into three types of vocabulary :

1) Basic Vocabulary

These words rarely require direct instruction and typically do not have multiple meanings. Sight words, nouns, verbs, adjectives, and early reading words occur at this level. Examples : *book, girl, sad, run, dog, and orange.*

2) Multiple meaning vocabulary

Multiple meaning vocabulary words use in variety of domains. These words occur often in mature language situations such as adult conversations and literature, and therefore strongly influence speaking and reading. These kind of vocabulary or words are the most important words for direct instruction because they are good indicators of a student's progress through school.

Examples : masterpiece, fortunate, industrious, measure, and benevolent.

3) Context – specific vocabulary

This vocabulary or words are use in specific domain. such as word that use for school, hobbies, occupations, geographic regions, technology, weather, etc. This kind is use only for specific need.

Examples : Turn on, delete, etc

In addition Hutchinson and Water (1987:165) stated that there are four types of vocabulary :

1) Structural

example : are, this, only, however, etc.

2) General

example : table, run, dog, road, weather, cause, etc.

3) Sub-technical

example : engine, spring, valve, acid, budget, etc.

4) Technical

example : Back up, Crash, Microprocessor, Bandwidth, etc.

From the explanation above, it is known that every expert have different classification about the kind of vocabulary, because every person has different way in showing their opinions and ideas.

D. Definition of Computer and Network

a. Definition of Computer

The term of computer was taken from *Latin* language “**Computare**” which means counting. According to Sutanta (2005:17) in Robert (1986) computer is a tool that is able to perform several tasks such as receiving, processing, storing and providing output in the form of information.

According to Hartono (1999:2) in William (1973) computer is a data processor that can perform big calculations and faster, including a large arithmetic calculations, without any human intervention during operation.

According to Hartono (1999:2) in Gordon (1977) computer is a special type of calculation tools which have a certain properties and certain

From some of these definitions, the writers concluded that the computer is an electronic device that executes a program or programs works automatically, quickly and accurately which can receive, process, providing information, and storing the data.

From the above definition that the computer is a tool that can receive, process, providing information, storing data, and the computer must be a system. The computer system is divided into three, namely **hardware, software and brainware** (Hartono,1999:4).

Hardware is computer equipment that can be seen. Components in the computer that included in hardware category such as: input device, the CPU (Central Processing Unit), output devices, and memory. and there are also supporting components such as I/O Ports, the data bus, Address bus, and control bus. And Software is a set of instructions that organize the operation of the hardware earlier. Software consists of operating systems, Programming Language, Query Language, and application. (Sutanta,2005:20), and then Brainware is someone who operate the system computer, they are programmer, operator, system analyst, technician, etc.

According to Jonathan (2010), There are several types of computer such as *PC or Personal Computer* (a computer that is intended for the use of one person or privately owned), *Computer Desktop* (That is computer designed to be placed somewhere as above workbench), *Laptop*, *PDA (Personal Digital Assistants)*, *Computer Workstation*, *Computer Server*, *Computer Mainframe*, and *Wearable Computer*.

b. Definition of Network

Network first appeared in the United States around 1940 as a project development computer used to operate a computer that can be used together are connected in parallel or series, of this impulse was the emergence of network technology that known as LAN (Local Area Network).

According to Sutanta (2005:508), Four kinds of network that we know, they are Workgroup, LAN (Local Area Network), MAN (Metropolitan Area Network), and WAN (Wide Area Network).

E. Vocabulary for Computer and Network in ESP

a. Vocabulary and English for Specific Purposes (ESP)

ESP vocabulary can be referred to in the literature by very different names from one study to another. These terms include special purpose, specialized, technical, sub-technical, and semi-technical vocabulary. (Paltridge,2013:115).

Vocabulary plays an important role in teaching foreign languages whether in general or in professional domain.

Vocabulary in ESP is important for several reasons. Such as teachers and learners need to know that precious classroom time is directly related to their language needs, understand and using specialised vocabulary in order to be expert in their target, and introduce more this specialised vocabulary because specialised vocabulary is not fully established.

According to Supriono (2013) in Suparmi (1998:15) divide vocabulary into two categories, there are, General vocabulary and Specific vocabulary. General vocabulary is words that use in all aspect of domain there is no limitation there while specific vocabulary is definite words that use only in one domain.

Vocabulary for computer and network have included in technical vocabulary because vocabulary for computer and network is different from another vocabulary. According to Puderbach and Geisha (2009:8) stressed “Technical Vocabulary is different from the vocabulary taught at secondary schools. For this reason, the following module provides the basic tools for every student of mechanical engineering to enlarge their knowledge and to work in an international surrounding”

Among several important components which make special English distinct from general English, vocabulary is a major part of all English for specific purpose (ESP) teaching courses. In addition to general and semi-technical vocabulary items, computer and network is contains the specific jargon to be learnt if the aim is to introduce the concepts to the students.

Technical vocabulary is a major concern for learners who have special purposes in language learning . Vocabulary for computer is one part of technical vocabulary because vocabulary for computer is discussed only for computer at all. However, surprisingly little is known about such vocabulary, largely because there are no well established approaches for deciding which words are technical terms and which are not, and there are virtually no studies that compare the effectiveness of approaches (Chung,2004:251). The major difficulty is that technical term is a functional aspect of a word and thus the particular use of a word must be taken into account when deciding whether it is a technical term or not. The aim of this study is to compare various approaches to identifying technical vocabulary.

According to Chung (2003) in Beckha (1972:152) stated that “Technical vocabulary occurs in a specialist domain, so one of the approaches for identifying terms would be to compare the frequency of occurrence of words in a particular subject area with their frequency of occurrence or non-occurrence in another area or range of areas.

According to Chung (2003) in Becka (1972:252) stated that “Technical terms should either only occur in a specialist area or occur with much greater

frequency in that area than other areas. This kind of comparison can be done using a computer and any of the various corpora available”.

b. Vocabulary for Computer and Network

Vocabulary for computer is specific vocabulary that difficult to understand by the students because the word is unfamiliar. Beside unfamiliar words computer vocabulary also taken from english language. In line with Hartono (1999:5) “Vocabulary for computer usually presented by english language”.

According to Hartono (1999:8) Vocabulary for computer and network presented in 2 kind namely *Acronym and Jargon*. Acronym is combination of initial letters of a word sequence and included in one part of word formation.

Jargon is word that only understood by expert or people in specific area. Jargon is understood as a possibly necessary mode of professional language that, while it facilitates communication within a professional community, makes the dissemination of ideas outside of that community of speakers difficult

Table 2.1 Vocabulary List of Hardware Component and term (Maselena,2003)

Vocabulary	Meaning	Kind
CPU (Central Processing Unit)	Pengendali semua peralatan yang ada pada system computer	Acronym
ALU (Algorithmic Logical Unit)	Bagian yang melakukan semua perhitungan aritmatika untuk menjalankan semua perintah	Acronym
ROM (Read Only Memory)	Memori yang hanya dapat membaca data tanpa bias menuliskanya	Acronym
RAM (Random Access Memory)	Memori yang dapat membaca dan menuliskan data	Acronym
Mouse	Alat untuk mengatur posisi cursor	Jargon
Power Supply	Pemberi daya	Jargon
BUS	Kabel yang digunakan untuk mentransfer semua informasi	Jargon
Register	Menyimpan instruksi dan data yang sedang diproses	Jargon

Continuing Table 2.1

CD (Compact Disk)	Piringan tempat membaca sebuah data	Jargon
Motherboard	Papan rangkaian utama pada computer	Jargon
USB (Universal Serial Bus)	Alat yang digunakan sebagai transmisi data	Acronym
Keyboard	Papan tombol untuk mengetik huruf, angka, dan symbol ada computer	Jargon
Hard disk	Media penyimpanan	Jargon
Zip drive	Kind of memory	Jargon
Buffer	daerah memori yang menyimpan data ketika data tersebut ditransfer antara dua perangkat atau antara sebuah perangkat dan sebuah aplikasi.	Jargon
Peripheral	Meningkatkan kinerja suatu komputer	Jargon
Volatile	Model penyimpanan sementara	Jargon
Backslash	Garis miring kiri dalam tombol keyboard	Jargon
Scanner	Alat yang dapat mengubah hard file menjadi digital file	Jargon
Microprocessor	Bagian inti yang terdapat dalam komputer sebagai pengolahan daya kerja berbentuk kepingan kecil	Jargon

Table 2.2 Vocabulary List of Software Component (Maselena,2003)

Vocabulary	Meaning	Kind
Benchmark	Perbandingan antar periferal, untuk mengetahui kinerja secara pasti dari komputer/periferal berdasarkan pada standar yang telah ditentukan oleh pihak tertentu.	Jargon
Vendor	penyalur suatu perangkat baik	Jargon
Extract	Mengembalikan file yang terarsip ke struktur dan ukuran aslinya	Jargon
Overheat	Suhu Komputer yang terlalu panas	Jargon
Core	Bagian inti dalam komputer	Jargon
POST (Power on Self Test)	proses yang dilakukan oleh komputer pada saat komputer pertama kali dihidupkan untuk mengetahui kondisi komponen perangkat keras komputer dan komponen pendukungnya	Acronym
Crash	Kegagalan suatu proses	Jargon

Continuing Table 2.2

Back up	Memindahkan data ke file lain agar terhindar dari kerusakan	Jargon
Output	Hasil dari berbagai macam proses	Jargon
Burn	Mengcopy data dari file ke dalam hard disk	Jargon
Boot	Proses memulai komputer	Jargon
Reset	Memulai penghidupan komputer dari awal secara paksa	Jargon
Spreadseet	Program aplikasi pengolah angka	Jargon
Storage	Media penyimpanan	Jargon
Update	Kegiatan memperbarui software ke versi terbaru	Jargon
Upgrade	Kegiatan memperbarui hardware ke versi terbaru	Jargon
Crack	kegiatan yang menghilangkan proteksi terhadap suatu perangkat lunak ataupun perangkat keras dengan cara memaksa masuk kedalam suatu sistem dari perangkat tersebut.	Jargon
Utility	Sistem yang membantu dalam memperbaiki sistem komputer	Jargon
Burn	Menyimpan data dalam CD dan DVD	Jargon

Table 2.3 Vocabulary List of Network Component (Maseleno,2003)

Vocabulary	Meaning	Kind
Bridges	Perangkat yang membagi satu buah jaringan menjadi 2 buah jaringan	Jargon
LAN (Local Area Network)	Jaringan yang menghubungkan computer dalam are yang kecil	Acronym
MAN (Metropolitan Area Network)	Jaringan yang cakupannya meliputi satu kota	Acronym
WAN (Wide Area Network)	Jaringan yang cakupannya satu geografis	Acronym
GAN (Global Area Network)	Jaringan yang menghubungkan Negara-negara di seluruh dunia	Acronym
UTP(Unshielded Twisted Pair)	Kabel untuk jaringan sederhana	Acronym
ATM (Asynchronous Transfer Mode)	Protokol jaringan yang memilikikecepatan 155 Mbps	Acronym
Bandwitch	Kecepatan transmisi data	Jargon
Prefix	Penulisan singkat dalam jaringan	Jargon
Host	Layanan komputer yang tersambung	Jargon

	dengan jaringan yang sama	
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F. The factors of the students' ability in mastering the vocabulary of computer and network

Every students has different ability in learning language, especially in mastering vocabulary, and the influence come from these differences. In general, there are two factors that influence their mastery, namely internal and external factors,

According to Slameto (2003:54) stated that “ two factors that caused the studets' ability difference in learning a language, there are internal and external factors”.

1. Internal factors

a. First Language Acquisition

A first language is the language of the first time children get when a child. This process called the acquisition , which means of language acquisition was unconsciously and natural. Restiya Thesis (2011:15) quoted in Singgih (2004) said that “When children learn in the form of language to express to his mother, naturally children obtained their first language”. First language which is recognizes as mother tongue have an important role in students second language. Students tends to still use their first language to start some utterance in learning new vocabulary in second language. In line with Ghozali (2013) in Cheer (2009:249) stated that “children first language will be used to start second utterance in language , while mastery of a second language does not appear”.

According to Chomsky, children acquiring a language have a vast search space to explore among all possible human grammars, yet at the time there was no evidence that children receive sufficient input to learn all the rules of their language. There are some theory that focused in Language acquisition. According to Haifa (2010) summarized 3 theories of language acquisition, they are : Behaviorist Theory, Nativist Theory and Cognitive Theory.

The behaviorist theory believes that “a children learn oral language from other human role models through a process involving imitation, rewards, and practice. Human role models in an infant’s environment provide the stimuli and rewards,” (Cooter & Reutzler, 2004). When a child attempts oral language or imitates the sounds or speech patterns they are usually praised and given affection for their efforts. Beside that Nativist Theory believes that “children are born with an innate ability to acquire language because they do have language innately” (Haifa,2010). Meanwhile the Cognitive theory believe that “ Children are born with very specific innate knowledge, predispositions, and biological time tables. children learn to function in a language chiefly through interaction and discourse”. George in Piaget (1980)

b. Students Learning Style

According to Phasler (2009:107) in Dunn (1999) stated that “Learning style is the way in which each learner begins to concentrate on process, absorb, and retain new and difficult information”.

Every one has different style to learn as Khafifuddin (2013) state that learning styles are divided into three part, they are Visual, Auditory, and Kinesthetic (Jensen and Nickelsen, 2011: 35).

1. Visual style (visual learner)

Learner who come to visual learner is learners that prefer to use their eyes to learn. Visual learners have a tendency to describe everything that they see in terms of appearances. These learners love visual aids such as photos, diagrams, maps and graphs. Visual learners frequently are good writers and will commonly perform quite well on written assignments. Richard (2002) in his journal about *Learning and Teaching styles in engineering education* said that most all students with all level are visual learners.

The best ways for visual learner to process the information by recording, allocating, calculating, simplifying, describing, proving, preparing, evaluating, rewriting, drawing a picture, making mind-map, making a note, and using graphics organizer.

Visual style has some characteristics, (Gateway High School,2003) they are:

- 1) They speak fast
- 2) They are good in spelling
- 3) They strongly remember what they see than what they hear
- 4) They use pictures aids to memorize or process some information
- 5) They have difficulties to remember visual instruction except it is written and they often ask someone else to repeat what he/she says

2. Auditory style

Auditory style (auditory learner) is learning style where learner or students are very good in listening. According to Herod (2000:7) state that “Learners with an auditory style will prefer to *use their hearing to learn*”. They tend to absorb information in a more efficient manner through sounds, music, discussions, teachings, etc. These individuals will be more likely to record lectures so that they can replay them at a later time for study purposes. Auditory learners appreciate books on tape and may find that reading aloud will help them to retain information. Rather than written reports, auditory learners tend to do better on oral presentations and reports.

The best ways for auditory learner to process the information by Telling the information loudly, Listening the voice recording, Discussing with friends or learning group, recording an argument or statement, doing interview, teaching someone or people, and debating with others.

Auditory style has some characteristics, (Gateway High School,2003) they are:

- 1) Students/learners love talking much, discussing, and explaining information lengthy
- 2) They love reading loudly and listening it
- 3) They love repeating and imitating a tone, rhythm, music, voice, or sound
- 4) They speak rhythmically and in a pattern
- 5) They read fluently
- 6) They love music

3. Kinesthetic style (kinesthetic learner)

Kinesthetic style is where students or learners are to do tactile learning (Khafifuddin (2013:25)). This means that they learn best through moving, doing, acting out and touching. Projects that are hands-on in nature are best for kinesthetic learners. Kinesthetic learners tend to become frustrated when they must sit for long periods of time. They enjoy conducting experiments, exploring and performing tasks.

Kinesthetic learner has some characteristics, (Gateway High School,2003) those are:

- 1) They move their body when they memorizing information like walking around
- 2) They can not sit silently in long time
- 3) They always orientate in practice and physic activities
- 4) They prefer learning through practice and physic activities
- 5) They use much body language to communicate like nod their head to express 'yes'
- 6) They need concrete object as learning aids

c. Students' Interest

In learning, interest is very important. With having interest, the students are easier to understand the lesson given by the teachers. According to Djaali (2011:121) said that " Interest is basically the acceptance of one relations between yourself with something outside. Getting stronger or closer that relationship, the more the great interest that we have".

Interest related to a feeling mainly is like, so someone who is like with something It can be considered if interest as one of the main factors to motivate students to study. In example, the students who has not interest in one subject, he / she will not get anything from the lesson which is taught by the teacher. On the other hand, students who interested will study hard and easy to understand the lesson, because he / she has interested in subject.

According to Djamarah (2008:166) “Interest is a tendency for noticing and remembering some activity. Someone who interested in one activity will notice it consistently with a sense of happiness”.

d. Students’ Motivation

Ideally a student must have a motivation to something in other to have spirit to study hard. Motivation is one important aspect in learning language, without motivation, every one not only students will get nothing because they do not pay attention to their teachers and their explanation moreover give attention to their lesson. According to Syah state “Motivation can affect the quality of the outcomes to study for students in particular field of study (2006:151)

There are some explanation about motivation from the experts based on Soemanto (2006:205-206) that can writer concluded that motivation has significant role in teaching and learning process, because of that has big motivation in learning can be implementation in their success.

According to Sardiman (2006:86) there are several kind of motivation, such as:

1. Motivation seen from base foundation

- a. Innate Motivation
 - b. Learning Motivation
2. Intrinsic and Ekstrinsic Motivation

- a. Intrinsic Motivation

Intrinsic motivation is motivation that does not need a stimulation from outside to be active, because in every people already has motivation to do something.

For Example : Someone who like to read, she/he will read a book without someone who is order her/ him.

- b. Ekstrinsic Motivation

Ekstrinsic motivation is motivation that need a stimulation from outside to be active. For example : a students is studying because she/he known that tomorrow she/ he will follow an examination.

- e. Students' Learning Activity

Learning is a process which causes a change. Students learning activity is not only in activity in the school / college but also the students must be active to learn the subject in the other place.

According to Sardiman (2006:20) in Cronbach and Geoch state that "Learning is shown by change in behaviour as a result of experience and practise".

According to Willy Ramadhan (2003) assert that "learning is a process that continuous over time" Soejanto (2012:18). This mean human undergo a process of life long learning .

Learning is acquiring or getting of knowledge of a subject study, experience or instruction. As Raihanah (2013), in line with Brown (1987:129) stated that “Learning is an emotional experience”.

According to Syah (2006:63) “Learning is an activity process and is a fundamental element in implementing each type and level of education” .

According to Djamarah Qouted from Slamet (2002:13) “Learning is a process of efforts by individual to acquire a new change as a whole as the result of experience individual it self with their environment.

Students learning activities includes their activity at school or outside the school. At school such as taking some notes or summary while teaching and learning process, asking some difficult problem in learning to the teacher, make a discussion and doing the task that teacher offer. Besides that, there are students’ learning activities outside the school, such as reviewing the lesson and doing the homework or join some courses. These activities may improve the students’ ability.

f. Intelligence

In common belief, intelligence gives the impact in students ability. The difference intelligence cause different achievement for students. Many aspect that causes students intelegency such as motivation, physical condition, mental, diligency, attitude, personality, and inherit.

According to Slameto (2003:55) state that “Intelegence is the ability and the competence to face and adapt to the new situation quickly, right, and effective”.

g. physique

Physical condition also plays an important role in language acquisition.

According to Djamarah (2008:74) states that “whether good or not the circumstance of a child will give a significant impact to the development of language aspect”.

2. External Factors

a. Learning facility

Facilities in learning also support the students’ ability in mastering vocabulary. As we know learning facility is very important in supporting teaching and learning process. According to Gunawan (2010:67) “Facilities can help them to improve their vocabulary, example from facilities such as owning book, dictionary, laboratories and other facilities that available in their school”.

b. Teacher

The teacher’ performance and competency in teaching also give big effect to the students’ ability The teachers play an important role in teaching and learning process. According to Suparlan (2006:40), there are two roles that must be handled by the teachers, they are :

- 1) The management’s roles including students’ social, economic, and educational background.
- 2) The instructional roles including knowledge, creativity, professionalism, responsibility, and moral value.

c. Environment factors

a) The Family Environment

The function of parents in a family is very important. The parents can influence the success of students' learning. They always support their children in learning and always control their activities learning at home.

Family is one of the system of social life which is will establish and develop the intellectual ability , social and moral with giving some support and appreciate all kind of children activity, beside that family (parents) also can follow their children activity like accompanying children in doing homework. (Hasbullah,2005:87-90).

b) The School Environment

Students and teachers are almost spend their time in the social environment as their daily contact that can called school environment or more specific is classroom environment. So the relation between students to teacher or students to students must become in good condition where the students are pleasant to asks to their teacher or ask and discuss with their friends about some difficulties in learning.

c. Students' Learning Strategy

A Learning Strategy is a person's approach to learning and using information. According to Trianto in Sulistyono (2010:140) gives a definition about learning strategy as special act carried out by someone to make it easy, accelerate, feel enjoy , directly and easier to understand , to be effective and easier in understand into a new situation.

Students use Learning Strategies to help them understand information and solve problems. Students who do not know or use good learning strategies often learn passively and ultimately fail in school. Learning Strategy instruction focuses on making students more active learners by teaching them how to learn and how to use what they have learned to be successful.

Language learning strategies refer to actions taken by learners to enhance their own language learning. Trianto (2010:145) divided learning strategies into four categories: rehearsal, elaboration, organization, and metacognitive strategies.

1. Rehearsal strategies include using different techniques for remembering new words and phrases, deducing grammar rules, guessing at the meaning of unknown words, and using a variety of ways to organize new information and link the new information to previously learned language such as underlined difficulties vocabulary and make some note.
2. Elaboration strategies is strategy that have function to increase detail information to be easy and clear, this strategy use some tehniques such as make a note, the use of analogy and PQ4R methods (Preview, question, read, reflect, recite and review).
3. Organization strategies is a strategy to improve students understanding to a new meaning conducted by grouping the word such as outlening, mapping, mnemonic, chunking and acronym.
4. Metacognitive strategies are higher-order thinking skills that students use to manage their own language learning. These strategies include planning for

language learning, monitoring language learning and evaluating success in language learning.