

CHAPTER II

LITERATURE REVIEW

A. Description Of Basic Theory

1 .Teacher Strategies

a. Definition of Teacher Strategies

The teacher's strategies serve as efforts and steps designed by educators to achieve learning objectives. The teacher's strategy in selecting appropriate teaching methods greatly aids the teacher and students in conducting the learning process more effectively and efficiently (Budiana et al., 2022). Then, teacher strategies are essential for supporting students' self-regulation in learning, especially in the context of post-pandemic education, which requires adaptation and adjustment. Self-regulation is essential for shaping students into individuals with quality, responsibility, and independence in all aspects of life. Teachers who spend nearly all of the day with students at school significantly improve students' self-regulation (Udju et al., 2024).

Effective teaching strategies must be based on a deep understanding of the material being taught and the characteristics of the students. Teachers need to pay attention to the age, abilities, and learning styles of students, along with the objectives and goals of the lesson. In addition, teachers must also be creative in choosing approaches that suit the needs and abilities of their students, so as to create a more engaging and effective learning environment (Novita & Paragae, 2023).

Teaching strategies are closely related to teaching and learning objectives because well-designed strategies are an important part of achieving teaching and learning objectives in schools. One of the most important strategies is to achieve the objectives of the teaching materials in schools, which will be delivered effectively by teachers using the right strategies (Nasution et al., 2025).

b. Concept of Teaching Strategy

A learning strategy is a structured plan developed by teachers to achieve learning outcomes in an efficient and effective manner (Sholikha & Mulyani, 2025). This strategy includes the approaches, methods, techniques, tools, and ways of interacting that are applied during the learning process. In the context of teaching English at the elementary school level, strategies need to be tailored to the developmental stage of students so that learning objectives can be achieved properly. This can be seen from the description of English teaching strategies at the elementary school level, which include various learning methods and tools that are appropriate for the needs of elementary school-aged students, thereby supporting learning activities in a comprehensive and effective manner (Wardani et al., 2025).

Nation (2013) explains that a well balanced language course should provide opportunities through four major strands: meaning-focused input, meaning focused output, language-focused learning, and fluency development. These four strands provide learners with opportunities to encounter, learn, use, and develop their knowledge of vocabulary through meaningful language activities. Nation also emphasizes that vocabulary learning should involve both deliberate learning and learning through meaningful contexts, while repetition and continued exposure are important for strengthening vocabulary knowledge (Nation, 2013).

Well planned and context-appropriate strategies have been proven to increase student participation in vocabulary learning processes. The use of real objects, visual aids, and exemplary conversations supports students in understanding vocabulary through more realistic and meaningful learning experiences (Lestari et al., 2023). Therefore, learning methods serve as

practical guidelines that make it easier for teachers to organize the learning process in a structured manner.

c. Teacher Strategies in Teaching Vocabulary

Vocabulary is a fundamental element in the process of learning English because it forms the basis for developing speaking, reading, writing, and listening skills. Students who do not have sufficient vocabulary mastery usually face obstacles in developing their overall



language skills. Therefore, educators must use various vocabulary teaching strategies that are appropriate for the characteristics of elementary school students in order to make the English learning process more effective (Andriani et al., 2025).

Teacher Strategies for Teaching Vocabulary:

- 1) The use of visual media such as flashcards and themed pictures helps deepen vocabulary understanding because students can associate words with real objects (Sirait et al., 2025).
- 2) Learning methods that include games, songs, and role-playing can increase students' enthusiasm and active involvement in the learning process (Inaya et al., 2025).
- 3) Structured repetition helps strengthen students' memory of the vocabulary they have learned (Kurniawan et al., 2025).
- 4) The use of instructional videos supports vocabulary comprehension and recall through audiovisual media (Kurniawan et al., 2025).
- 5) Recording vocabulary in a vocabulary book helps students remember and review the words they have learned (Kurniawan et al., 2025).
- 6) Context-based learning methods make it easier for students to understand the use of vocabulary in real situations (SoCul, 2026).
- 7) Group discussions increase students' confidence in using vocabulary communicatively (SoCul, 2026).

Overall, effective vocabulary learning requires a combination of visual media, interactive activities, and systematic repetition.

2. Concept of Vocabulary

Vocabulary is an important element in language learning because language skills such as reading, writing, speaking, and listening depend heavily on how much and how well students know their vocabulary. Nation emphasized that without adequate vocabulary mastery, comprehension of reading material and verbal communication will be hampered (Nation, 2001).

Vocabulary is divided into two main categories, namely receptive vocabulary and productive vocabulary. Receptive vocabulary consists of words that can be understood when someone reads or hears them, while productive vocabulary consists of words that can be actively used in speaking and writing. Vocabulary learning at the elementary school level should not only focus on memorizing the meanings of words, but also on the ability to use those words in simple contexts (Lestari et al., 2023).

Vocabulary is one of the most fundamental components in language learning. Nation (2001) defines vocabulary knowledge as the knowledge of words, which involves three main aspects: form, meaning, and use. Form refers to how a word is spoken and written, meaning refers to understanding the concept and reference of a word, and use refers to the ability to use a word correctly in grammatical functions and appropriate contexts. Based on this definition, knowing a word is not simply a matter of memorizing its translation, but requires a deep and integrated understanding of how the word looks, what it means, and how it is used in real communication (Nation, 2001).

Based on the cognitive development theory proposed by Jean Piaget, children aged 10 to 11 years are in the concrete operational stage, which is a phase where they find it easier to understand concrete concepts than abstract ones (Piaget, 1966). Therefore, the use of visual media, real objects, pictures, and hands-on activities is very appropriate in the vocabulary learning process at the elementary school level.

Furthermore, the Social Constructivism theory proposed by Lev Vygotsky highlights that the learning process takes place through interaction with others. Children create an understanding of vocabulary through communication with their teachers and friends. The concepts of scaffolding and the Zone of Proximal Development (ZPD) explain that students can achieve better understanding if they receive temporary assistance from teachers (Vygotsky, 1978). In the context of vocabulary learning, scaffolding can take the form of example sentences, the use of pictures, guiding questions, and gradual

guidance. Referring to these two theories, an effective approach to vocabulary learning is a method that is concrete, interactive, and involves social support during the learning process.

According to Teng et al. (2024) in modern linguistic studies and second language learning, vocabulary is not simply defined as the number of words understood by an individual. Research conducted over the past five years shows that vocabulary mastery involves more complex aspects, often referred to as lexical knowledge.

Conceptually, lexical knowledge encompasses several key aspects, namely:

a. Extent of Lexical Knowledge

Extent refers to the number of words recognized by individuals learning a language. This aspect relates to the amount of vocabulary that can be read or understood. The more words they know, the greater the chance that a person will understand texts, both spoken and written. Vocabulary breadth has a significant relationship with reading ability in a second language. Learners who have a larger vocabulary demonstrate better text comprehension and are quicker to find meaning. Thus, breadth plays a role as a starting point in language mastery.

b. Depth of Vocabulary Knowledge

Unlike breadth, depth relates to the level of understanding of a word. This depth includes: literal and implicit meanings, grammatical forms, collocations (words that often appear together), synonyms and antonyms, and nuances of use in different contexts. Recent research shows that a deep understanding of vocabulary allows students to use words more accurately and flexibly in communication. Without depth, a learner may know the word, but not always be able to use it correctly in academic or social situations (Teng et al., 2024).

3. Vocabulary Mastery

Vocabulary mastery refers to students' ability to understand, name, spell, and use words correctly. Vocabulary skills are not only measured by how well students can remember the meaning of words, but also by their ability to use

those words in simple sentences or conversations. These criteria are used by testing tools in academic research to assess the extent to which students can understand and use vocabulary in the context of communication when learning English (Royyan & Priyatmojo, 2025).

Vocabulary mastery indicators include understanding the meaning, pronunciation, spelling, and application of words in context (Lestari et al., 2023). Several factors that influence vocabulary skills are teaching methods, frequency of repetition, use of media, and student (Kurniawan et al., 2025).

4. Strategies in Teaching and Learning Vocabulary

- a. Definition of Vocabulary Teaching Strategies in vocabulary teaching and learning are approaches used by teachers to help students understand, remember, and use new vocabulary effectively.
- b. The Important Role of Vocabulary in Language Learning Vocabulary mastery is an important component of language learning because it supports the development of reading, writing, speaking, and listening skills.
- c. Methods Used in Vocabulary Teaching Several methods that can be used to improve students' vocabulary mastery include:
 - 1) Keyword method
 - 2) Picture association
 - 3) Mind mapping
 - 4) Repetition
 - 5) Use of digital media
- d. Benefits of Using Various Methods
These methods help students connect new vocabulary with their prior knowledge, thereby facilitating the process of storing information in long-term memory (Zhang & Liang, 2024).
- e. Interactive Learning Strategies
In addition to cognitive methods, teachers can also use more interactive learning strategies such as:
 - 1) Language games

- 2) Group discussions
- 3) Use of learning applications
- f. Impact of Vocabulary Learning Strategies

Research shows that well-designed vocabulary learning strategies can improve vocabulary retention and students' ability to use vocabulary in everyday communication.

- g. The Role of Teachers in Selecting Strategies

Teachers need to select learning strategies that are appropriate for students' needs, language proficiency levels, and learning contexts so that the vocabulary teaching process becomes more effective and meaningful (Shumiye, 2023).

According to Nation (2013), vocabulary teaching involves a range of teaching and learning activities designed to communicate the meanings of words and create conditions that support vocabulary learning. He also highlights the importance of repetition in vocabulary learning, indicating that learners need repeated opportunities to encounter and use vocabulary.

In this study, Nation's theory was used as the main theoretical framework for interpreting the vocabulary teaching strategies implemented by the teachers. The five strategies identified from the empirical data were explicit vocabulary instruction, contextual learning, visual and digital media, game-based and creative activities, and regular review and evaluation. These strategies were not assumed beforehand but were identified through interviews, classroom observations, and documentation. The strategies were then interpreted in relation to Nation's four strands of vocabulary learning.

5. Vocabulary Rubric

The vocabulary rubric is used by teachers as a tool to assess the extent to which students understand and use words. This tool usually includes several assessment factors such as accuracy in the use of terms, vocabulary variety, level of understanding of meaning, and the ability to apply words in sentences or interactions. The use of this rubric allows teachers to provide more objective and structured assessments, as each level of achievement has a specific

explanation. In addition, the rubric also helps students understand the expectations in vocabulary learning so that they can improve and hone their language skills independently. In English as a foreign language (EFL) learning, rubrics are often applied in writing assignments, presentations, and speaking activities to assess the extent to which students can use vocabulary appropriately and diversely. With a clear rubric, the assessment process becomes more transparent and provides positive feedback for the development of students' language skills (Wang et al., 2023).



Vocabulary Assessment Section:

Tabel 2.1 Vocabulary Rubrik

Score	Vocabulary Criteria	Description
4 (Excellent)	Excellent vocabulary mastery	Uses a wide variety of words that are appropriate and contextually relevant
3 (Good)	Good vocabulary mastery	Uses a sufficient variety of words. There are a few minor errors, but they do not interfere with meaning.
2 (Fair)	Adequate vocabulary mastery	Limited vocabulary and some inappropriate word usage, resulting in unclear meaning.
1 (Poor)	Poor vocabulary mastery	Very limited vocabulary and frequent incorrect word usage, making meaning difficult to understand.

Indicators that can be assessed:

- Range of vocabulary
- Accuracy of word choice
- Contextual appropriateness
- Word form and usage

6. Vocabulary Level

Vocabulary level refers to how well a language learner has mastered words. This category is usually measured by the number of words mastered and the ability to use those words in various communication situations (Fraidan & Fakhli, 2024). In the process of learning English, vocabulary levels

are often divided into several groups, such as basic vocabulary, intermediate vocabulary, and advanced vocabulary. At the basic level, students generally learn words related to everyday life, while at the intermediate and advanced levels, they begin to learn more complex vocabulary, including academic and technical terms. Research shows that people with a higher vocabulary level tend to be better at understanding reading material, communicating, and expressing ideas effectively. Therefore, it is important to develop vocabulary gradually and continuously in the language learning process. Teachers can improve students' vocabulary levels in various ways, such as in-depth reading lessons, the use of technology, speaking practice, and contextual learning activities that allow students to use vocabulary in real-life situations (Alifah & Wijirahayu, 2025).

7. Teaching English in Elementary School

a. Characteristics of Young Learners

Young learners are students at the elementary school level aged between 6 to 12 years old who have unique characteristics that distinguish them from adult learners. Young learners are divided into two groups — the younger group (ages 6-8) and the older group (ages 9-12) each with distinct learning styles and characters (Aslamiah, 2022). Furthermore, early childhood is a critical period for language acquisition, as children's brains show remarkable receptiveness to linguistic patterns, particularly before the age of twelve (Judijanto, 2026). These characteristics highlight the importance of understanding young learners' developmental stages in order to provide appropriate and effective English language instruction.

b. English Teaching at Elementary School Level

Teaching English at the elementary school level requires carefully selected strategies that are appropriate to the developmental stage of young learners. Effective strategies used by teachers in teaching English to young learners include contextual, cooperative, and exploration-based strategies that connect learning materials to students' real life experiences (Pratiwi et al., 2021). Two critical factors in teaching English to young learners are

teachers' perceptions and the strategies they apply, noting that not all teachers who teach English at the elementary level have adequate educational backgrounds for teaching young learners (Lesia et al., 2022). These findings suggest that the success of English teaching at the elementary school level is greatly influenced by the teacher's ability to select and implement strategies that are suitable for young learners' characteristics and needs.

8. Challenges in Teaching and Learning Vocabulary in Elementary School

Vocabulary is one of the most fundamental components of English language learning because it serves as the basis for developing the four language skills, namely listening, speaking, reading, and writing. Without sufficient vocabulary knowledge, students experience difficulties in understanding spoken and written texts, expressing ideas, and communicating effectively. For elementary school students, vocabulary learning is particularly important because they are in the initial stage of language acquisition, where language development is strongly influenced by meaningful exposure, repetition, and contextual learning experiences. Therefore, vocabulary instruction at the elementary level requires appropriate teaching strategies that are adapted to children's cognitive development and learning characteristics (Habiba, 2024).

Despite its importance, teaching and learning vocabulary at the elementary school level remains a significant challenge. Young learners possess unique characteristics such as short attention spans, high curiosity, and a preference for concrete rather than abstract concepts. Consequently, teachers are required to create engaging, interactive, and meaningful learning activities to maintain students' motivation. If vocabulary instruction relies mainly on memorization without contextual practice, students tend to forget newly learned words quickly and struggle to apply them in authentic communication. Recent studies indicate that effective vocabulary instruction should integrate

meaningful contexts, visual support, interactive activities, and repeated exposure to promote long-term vocabulary retention (Habiba, 2024).

One of the major challenges identified in recent studies is students' limited vocabulary mastery. Many elementary school students have difficulty recognizing the meanings of English words because English is a foreign language that is rarely used outside the classroom. Their exposure to English vocabulary is generally limited to classroom instruction, resulting in insufficient opportunities to practice and reinforce newly acquired words. A recent study conducted among fifth-grade elementary students found that more than half of the participants experienced difficulties understanding vocabulary meanings, indicating that vocabulary remains the primary obstacle in English learning at the elementary level. These findings suggest that vocabulary instruction should emphasize repeated practice, contextual learning, and continuous reinforcement to improve vocabulary retention (Purnawati, 2025).

Another challenge concerns students' pronunciation difficulties. English pronunciation often differs considerably from its spelling, creating confusion among young learners. Many students hesitate to pronounce unfamiliar words because they are afraid of making mistakes or being laughed at by their classmates. As a result, they become less confident in participating in classroom activities that require oral communication. Since pronunciation is closely related to vocabulary acquisition, students who cannot pronounce words correctly often have difficulty remembering and using those words appropriately in communication. Therefore, teachers need to provide sufficient pronunciation modeling through songs, chants, storytelling, and repeated oral practice to build students' confidence and vocabulary retention (Ryan et al., 2024).

9. Elementary School Students

Elementary school students are young learners who possess unique developmental characteristics that influence the way they learn, particularly in acquiring a foreign language such as English. According to recent studies,

children at the elementary school level learn more effectively when instructional activities are concrete, meaningful, interactive, and enjoyable. They are naturally curious, highly active, and motivated by learning experiences that involve visual aids, games, songs, storytelling, and other engaging activities. Consequently, teachers should select instructional strategies and learning media that are appropriate for the cognitive, social, and emotional development of young learners.

Research by Ledy et al. (2023) found that elementary school students showed positive perceptions toward vocabulary learning through short stories because the activities were interesting, contextual, and encouraged active participation. The study indicates that meaningful learning experiences help students understand and retain new vocabulary more effectively. The researchers also emphasize that young learners are more motivated when vocabulary is presented through familiar contexts rather than through memorization alone (Ledy & Sujarwati, 2023).

B. Relevant Results

Various previous studies related to the title —An Investigation into Teachers' Strategies in Improving Students' Vocabulary Mastery In Grade V at SDN 72 Kauri have been conducted extensively, both domestically and internationally. The similarities and differences in the results of these various studies provide a solid empirical basis for the development of this study.

The first relevant research was conducted by Pratiwi, S. G., Fatimah, N., & Akhsan, N. R. (2021) entitled "*Teachers' Strategies in Teaching English to Young Learners in Private Primary Schools in Yogyakarta*" published in ADJES (Ahmad Dahlan Journal of English Studies), 8(2), 154–163. This study used a qualitative descriptive method involving six English teachers at private primary schools in Yogyakarta. The findings showed that the strategies applied by teachers included cooperative, contextual, thinking together, expository, inquiry, exploration-elaboration-collaboration, TPR, active learning, and video-based strategies. The similarity between this study and the current research is that both investigated

teachers' strategies in teaching English to young learners at the elementary school level using a qualitative descriptive approach and interview instruments. The difference is that Pratiwi et al. conducted their study at private elementary schools in Yogyakarta and did not focus specifically on vocabulary mastery, whereas the current research specifically investigates strategies for improving students' vocabulary mastery in Grade V at SDN 72 Kaur (Pratiwi et al., 2021).

The second relevant research was conducted by Fauziningrum, E., Sari, M. N., Rahmani, S. F., Riztya, R., Syafruni, S., & Purba, P. M. (2023) entitled "*Strategies Used by English Teachers in Teaching Vocabulary*" published in Journal on Education, 6(1), 674–679. This study employed a qualitative descriptive approach and found that the chosen strategy must be a major concern for teachers to implement in the classroom in order to facilitate a good learning and teaching process, with teachers applying various strategies to help students acquire vocabulary in English as a foreign language context. The similarity between this study and the current research is that both focused on teachers' strategies in teaching English vocabulary using a qualitative descriptive method. The difference is that Fauziningrum et al. did not specify their research at the elementary school level or at a particular grade, whereas the current research specifically focuses on Grade V students at SDN 72 Kaur and also investigates the factors causing students' low vocabulary mastery (Fauziningrum et al., 2023).

The third relevant research was conducted by Asipi, L. S., Trisanti, O. L., Damayanti, Y. T., & Viviana, V. (2023) entitled "*Methods of Teaching Vocabulary in English Young Learners' (EYL) Classroom*" published in Journal on Education, 5(4), 15078-15088. This study used qualitative and descriptive methods through observation and interviews with an English teacher at an elementary school. The findings revealed that teachers used a variety of vocabulary teaching methods in the EYL classroom, including listen and repeat, listen and do, using songs, and playing games, with listen and repeat and listen and do being the most dominant methods used. The similarity between this study and the current research is that both investigated teachers' methods and strategies in teaching vocabulary to young learners at the elementary school level using qualitative methods with observation

and interview instruments. The difference is that Asipi et al. did not examine the factors causing students' low vocabulary mastery, whereas the current research also investigates those factors in depth at SDN 72 Kaur (Asipi et al., 2023).

The fourth relevant research was conducted by Putera, L. J. (2025) entitled *"Teaching English Vocabulary in the Young Learner Classroom: Strategies and Struggles"* published in *Journal of Authentic Research*, 4(1). This study used a qualitative descriptive method with data collected through classroom observations and semi-structured interviews with several EYL teachers. The findings revealed that teachers generally employed strategies such as listening and repeating and question and answer, while other strategies varied depending on the grade level. The challenges faced included low student motivation, varying levels of language proficiency, limited teaching aids, and insufficient instructional time. The similarity between this study and the current research is that both examined vocabulary teaching strategies for young learners at the primary school level using a qualitative descriptive method with classroom observation and semi-structured interview instruments. The difference is that Putera conducted the study at an Islamic primary school (madrasah ibtidaiyah), whereas the current research was conducted at a public elementary school, namely SDN 72 Kaur, and also specifically investigates the factors causing students' low vocabulary mastery (Putera, 2025).

The fifth relevant research was conducted by Judijanto, L. (2026) entitled *"Core Pedagogical Principles for Teaching English to Young Learners: A Review"* published in *Global Journal of English Language Teaching*, 6(1), 1-11. This study is a qualitative literature review that examined five core pedagogical principles underpinning effective English language teaching for young learners, namely play-based and experiential learning, multisensory and physical approaches, task-based learning, meaningful context and authentic materials, and the integration of language skills. The findings demonstrated that successful English instruction for children requires fundamentally different methods from those appropriate for older learners, emphasizing child-centered methodologies (Judijanto, 2026).

1. Research Gap

Although numerous previous studies have investigated teachers' strategies in teaching English vocabulary to young learners, several research gaps remain that justify the necessity of the present study.

First, most previous studies focused on identifying and describing the teaching strategies used by English teachers in general. For example, Pratiwi et al. (2021) explored various English teaching strategies employed in private primary schools, while Fauziningrum et al. (2023) discussed vocabulary teaching strategies without focusing on a particular educational level. Likewise, Asipi et al. (2023) and Putera (2025) emphasized vocabulary teaching methods and classroom challenges experienced by teachers. However, these studies mainly described the strategies implemented in the classroom without examining whether the students' vocabulary mastery remained low despite the implementation of those strategies.

Second, previous studies rarely investigated the relationship between teachers' instructional strategies and the factors contributing to students' low vocabulary mastery. Most studies only identified the teaching methods or classroom activities without exploring why vocabulary learning outcomes were still unsatisfactory. Consequently, there is still limited qualitative evidence explaining the mismatch between teachers' instructional practices and students' vocabulary achievement, particularly at the elementary school level.

Third, previous research has generally been conducted in different educational contexts, such as private elementary schools, Islamic primary schools (Madrasah Ibtidaiyah), or through literature review studies. Limited studies have been carried out in public elementary schools located in rural areas, especially in Bengkulu Province. Therefore, contextual evidence from SDN 72 Kaur is still lacking.

Fourth, the literature has predominantly emphasized effective vocabulary teaching strategies, while fewer studies have explored teachers' experiences in implementing those strategies under actual classroom conditions, including

the challenges they face and the factors influencing students' vocabulary mastery.

Based on these gaps, the present study aims to investigate the teachers' strategies used to improve students' vocabulary mastery in Grade V at SDN 72 Kaur and to identify the factors contributing to students' low vocabulary mastery. By combining interview data, classroom observations, and documentation, this study is expected to provide a more comprehensive understanding of vocabulary instruction in a real elementary school context.

2. Research Novelty

The novelty of this study lies in several aspects.

a. Specific Research Focus

Unlike previous studies that mainly identified teachers' vocabulary teaching strategies, this study not only investigates the strategies employed by teachers but also examines the factors causing students' low vocabulary mastery. Therefore, the study provides a more comprehensive understanding of both instructional practices and learning problems.

b. Research Context

This study is conducted at Grade V of SDN 72 Kaur, a public elementary school located in Kaur Regency, Bengkulu Province. This context has received little attention in previous studies, which were mostly conducted in private schools, Islamic primary schools, or urban educational settings.

c. Comprehensive Data Collection

The study employs multiple qualitative data collection techniques, including semi-structured interviews, classroom observations using an observation checklist, and documentation. The triangulation of these data sources strengthens the credibility and trustworthiness of the research findings.

3. Practical Contribution

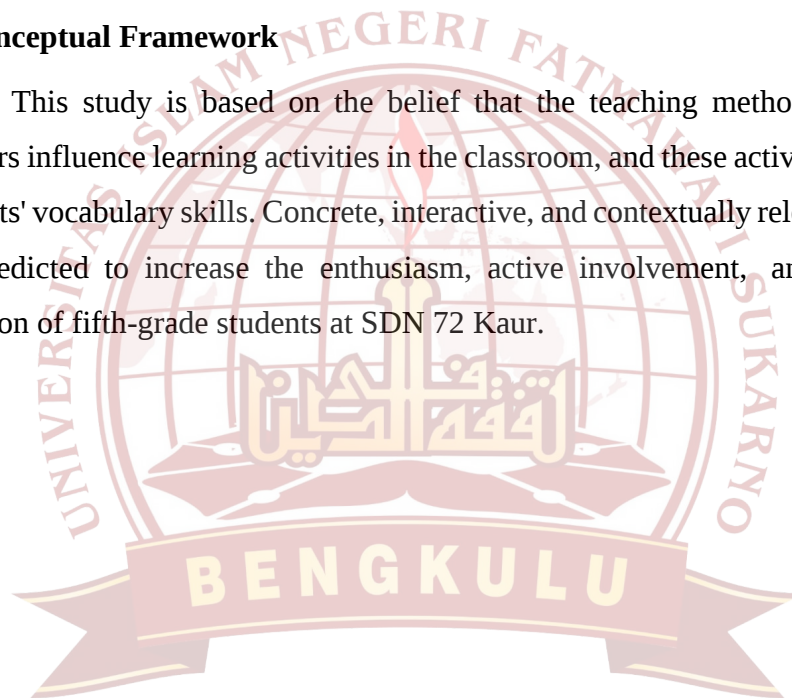
Rather than merely identifying teaching strategies, this study analyzes how those strategies are implemented in classroom practice and

why students' vocabulary mastery remains low. The findings are expected to provide practical recommendations for improving vocabulary instruction in elementary schools with similar characteristics.

Accordingly, this study contributes to the existing body of knowledge by providing empirical evidence regarding teachers' vocabulary teaching strategies and the underlying factors influencing students' vocabulary mastery within the context of Indonesian public elementary schools, particularly at SDN 72 Kaur.

C. Conceptual Framework

This study is based on the belief that the teaching methods applied by teachers influence learning activities in the classroom, and these activities influence students' vocabulary skills. Concrete, interactive, and contextually relevant methods are predicted to increase the enthusiasm, active involvement, and vocabulary retention of fifth-grade students at SDN 72 Kaur.



Conceptually, the relationship of this study can be described as follows:

Figure 2.1 Conceptual Framework

