

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviewed the strategy used to know the students' English vocabulary mastery between eleventh graders of social science class and nature science class. To be more specific, this review of related literature discusses about related study, the nature of mastering vocabulary, the nature of vocabulary, development of vocabulary, and the last part is vocabulary instruction.

A. Related Studies

Before doing the research, the writer has known some results of research in past time that had a relation with this research. From some examples of the title of past research had relation of the problems was like looking for the comparison but the object is different. First, Sri Nurita Hayati had researched this topic in 2008 by the title "A comparative study on the students' ability in memorizing vocabulary achieved by the fifth year students of MIN Model Pahandut and SDN-2 Pahandut of Palangka Raya"¹, and the result is that there is no significant difference between the fifth year students of MIN Model Pahandut and SDN-2 Pahandut of Palangka Raya. The similarity is using comparative method to research the ability in vocabulary mastery, and the

¹Sri Nurita Hayati, *A Comparative Study On The Students' Ability In Memorizing Vocabulary Achieved By The Fifth Year Students of MIN Model Pahandut And SDN-2 Pahandut Of Palangka Raya*, Thesis of Strata 1, Palangka Raya: State Islamic College of Palangka Raya, 2008, p. v, t.d:

difference is on subject of the study, if Sri Nurita Hayati used the students of MIN Model Pahandut and SDN-2 Pahandut of Palangka Raya, therefore this research took the students of SMAN-1 Kapuas Hilir.

Second, Selviana Wijayanti researched similar with this topic in 2012 by the title “a comparative study on using picture card media to improve the students vocabulary mastery at the fifth grade between SDN-2 cempakamulia timur and SDN-4 cempakamulia barat of sampit”², and the result of her study is using picture card media to improve the students vocabulary mastery there was a significant difference. The similarity is using comparative method to research the ability in vocabulary mastery, and the differences are Selviana Wijayanti took the students of SDN-2 Cempaka Mulia Timur and SDN-4 Cempaka Mulia Barat, second is Selviana used picture card as media of her research.

Next, M. Budi Tama researched similar with this topic in 2014 by the title “a comparative study between the students who join english course and those who do not join english course in mastering vocabulary at tenth grade of SMAN 1 Pangkalan Bun”, and the result is that there is no difference of English vocabulary mastery between the students who join English course and those who

²Selviana Wijayanti, “A comparative study on using picture card media to improve the students vocabulary mastery at the fifth grade between SDN-2 cempakamulia timur and SDN-4 cempakamulia barat of sampit”, Thesis of Strata 1, Palangka Raya: State College of Palangka Raya, 2012, p. v, t.d:

do not join English course.³The similarity is using comparative method to research the ability in vocabulary mastery, and the difference is Budi Tama took the sample who join English course and those do not join English course.

Based on the explanation above, the writer choosed the problem about the comparative study on vocabulary mastery between eleventh graders of social science class and nature science class at SMAN 1 Kapuas Hilir.

B. The Nature of Mastering Vocabulary

Vocabulary is central to language and is of great significance to language learners. Vocabulary is defined as a construct. Read has also retained vocabulary as the term for the subject matter and used word much more to refer to individual unit.⁴

According to Thuy vocabulary is more complex than this definition suggests. First, words come not only in oral forms including those words that can be recognized and used in listening and speaking but also in print form to be recognized and used in reading and writing. Second, word knowledge also comes in two forms: receptive and productive. Receptive vocabulary is words that can be recognized in reading and listening.

³M. Budi Tama, *A comparative study between the students who join english course and those who do not join english course in mastering vocabulary at tenth grade of SMAN 1 Pangkalan Bun*, Thesis of Strata 1, Palangka Raya: State Islamic College of Palangka Raya, 2014, p. i, t.d:

⁴Nguyen Ngoc Thuy., *The Effect of Semantic Mapping on Vocabulary Memorizing*, California: Garden Grove, 2013, p. 1.

Therefore, vocabulary

is understood as knowledge of word spelling, pronunciation, collocations.

However, vocabulary

is the focus of language with its sounds and meaning, which interlock to allow us to communicate with one another. As discussed above, vocabulary can be seen in many different ways. Vocabulary refers to words or a set of words in a language or knowledge of words regarding its forms, meanings and how to use it accurately in the context. In the present study, vocabulary refers to the words, compounds and idioms in a language that can be used to convey and receive information in oral and written communication.⁵

Based on the explanation above, vocabulary is the more important thing in English, because we can not speak and write without vocabulary. Vocabulary is the main point in learning vocabulary size for a certain language is specially for English. Vocabulary also as a key point in interaction with other, vocabulary makes us fluent in speaking English and exactly make our mean in communication understandable.

The issues identified by Duff during his own teaching in social studies in the school, not only the ESL students need to learn the subject matter, but also develop their language and literacy level.⁶

⁵*Ibid*, p.3.

⁶Daniel Hansson, *Learning English through Social Science*, International School, p.3.

According to Duff, students with English as a second language (ESL) face many challenges in the social sciences. It was hard for ESL students with the same background not to speak with each other in their native language, which reduced opportunities to develop their level of English. The course demanded relatively little extended writing, which could have improved the students' expository writing.⁷

Based on the Duff's opinion stated that to master vocabulary or in mastering vocabulary, the students can get from their environment.⁸

Feldman recommends that social science teachers provide students with explicit vocab instruction as it will help students learn the meaning of new words and strengthen their skills of constructing meaning out of text.⁹

C. The Nature of Vocabulary

1. Definition

Based on Oxford Advanced Learner's Dictionary, vocabulary has some definition such as:¹⁰ The total number of words in a language, all the words known to a person or used in a particular book, subject, etc, a list of words with their meanings, especially one that accompanies a textbook in a foreign language.

⁷*Ibid*, p.2.

⁸*Ibid*, p.4.

⁹*Ibid*, p.5.

¹⁰A.S Hornby, *Oxford Advanced Learner's Dictionary*, London: Oxford University Press, 1955, p.1331.

Vocabulary is an important component of language use. Wilkins in Schmitt states that “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” One thing that all of the partners involved in the learning process (students, teachers, materials writers, and researchers) can agree upon is that learning vocabulary is an essential part of mastering a second language.¹¹

Based on Wilkins, we are not able to convey something without vocabularies, therefore we should have many vocabulary mastery so that we are able to use English in our conversation and vocabulary is necessary to enable this communication.

Alderson in Schmitt states that “what would appear to show is that the size of one’s vocabulary is relevant to one’s performance on any language test, in other words, that language ability is to quite a large extent a function of vocabulary size”.¹²

According to Pieter vocabulary is one of the components of language and that no language exists without words. Words are sign or symbols for ideas. They are the means by which people exchange their thought. The more words we learn, the more ideas we should have so we can communicate the ideas more effectively.¹³

¹¹Norbert Schmitt, *Researching Vocabulary; A Vocabulary Research Manual*, New York: PALGRAVE MACMILLAN, 2010, p.3-4.

¹²*Ibid*, p.5.

¹³Pieter A. Napa, *Vocabulary Development Skill*, Yogyakarta: Kanisius, 1991, p.6-7.

Based on Pieter, the writer concluded vocabulary is not one components of language and necessary to enable for communication. Next, vocabulary is one of the important components of language that we should have, because without words we can not exist on language and communicate with other people and vocabulary studies is how much vocabulary that had mastered, it just depends on the goals of learning English.

According to Schmitt, people use language to communicate, and so naturally one key issue in vocabulary studies is how much vocabulary is necessary to enable this communication. The short answer is a lot, but it depends on one's learning goals. If one wishes to achieve native-like proficiency, then presumably it is necessary to have a vocabulary size similar to native speakers.¹⁴

Based on Schmitt, the writer argued people use language to communicate, and so naturally one key issue in vocabulary studies is how much vocabulary is necessary to enable for communication, because without words we can not communicate with other people and word is important for learning English skill.

2. Kinds Of Vocabulary

¹⁴Norbert Schmitt, *Researching Vocabulary: A Vocabulary Research Manual*, New York: PALGRAVE MACMILLAN, 2010, p.6.

They are usually named as word classification or *Content Words* and *Function Words*. These are the basic introduction of vocabulary. According to Manurung, content words and function words are:¹⁵

a. Content Words

Content words are the words naming noun describing noun, action, declaring action like in traditional grammar that are noun, adjective, verb, adverb.

1) Noun

Noun is the word related to idea and entity. The classifications of noun are:

a) Common Noun

Common noun is living beings or lifeless things, countable noun and uncountable noun, collective noun and abstract noun uses to written with small letter.

Example:

(1) Living beings: human. Example: actor, army, cat, etc.

(2) Lifeless things

(a) Coun Noun: a pen, two hands, an egg.

¹⁵Heldin Manurung, *Learner's English grammar*, Bogor: GREAT MEDIA, 2011, p.18-94.

(b) Uncountable noun: air, chocolate, coffee, etc.

(c) Collective noun: a family, a board of directors, a bunch of bananas, etc.

(d) Abstract Noun: ability, confidence, explanation, etc.

b) Proper Noun

Proper noun is certain living being or lifeless thing that the writing is always starts with capital letter, like name of people, name of towns, name of days, name of months, and name of nations.

Examples: Elizabeth, Robert, English, England, London, Jakarta, Sunday, Monday, January, December, etc.

2) Adjective

Adjective is word uses to describe the quality of things.

Kinds of adjective:

a) Descriptive Adjective

Descriptive adjective is adjective that describes noun like color, size, quality of noun described to be clear but not particular.

Example: black, big and beautiful.

b) Limiting Adjective

Limiting adjective is adjective that describes noun like quantity, distance, possession then noun described is limited.

Example: one, first, may, this, a few, the.

3) Verb

a) Main Verb

Main verb is verb that declares action.

Example: clean, run.

b) Linking Verb

Linking verb is verb connector. This verb is used to connect subject with noun. Example: be (am, is, are, was, were, been, being).

c) Auxiliary Verb

Auxiliary verb is verb used to make interrogative sentence and negative sentence.

Example: am, is are, was, were, do does, did, shall, will, have, has.

4) Adverb

Adverb is the word or phrase declaring place, time, frequency, manner, degree, inferent. The classifications of adverb:

a) Adverb of Place: everywhere, anywhere, adhome.

b) Adverb of Time: now, every afternoon.

c) Adverb of Frequency: always, twice.

d) Adverb of Manner: accurately, well.

e) Adverb of Degree: absolutely, rather, almost.

f) Adverb of Inference: although, so that.

b. Function Words

Function word is word functions in declaring the connection of words with another word.

1) Article

a) Indefinite Article: a, an.

b) Definite Article: the.

2) Auxiliary Verb: am, is, are, was, were, do, did, does, shall, will, have, has.

3) Conjunction

a) Coordinate Conjunction: and, but, or, for, so.

b) Correlative Conjunction: both ... and ... not only ... But also ...
either ... or ... neither ... nor ...

c) Conjunctive Adverb: accordingly, beside, consequently, furthermore, however, moreover, neverthe, less, otherwise, therefore, thus.

d) Subordinate Conjunction:

4) Preposition

a) Preposition with noun

- b) Preposition with pronoun
- c) Proposition with adverb of time (hour, day, date, month)
- d) Preposition with time duration
- e) Preposition with adjective and verb past participle
- f) Preposition with verb

5) Pronoun

- a) Subject Pronoun: I, you, he, she, it.
- b) Object Pronoun: me you, him, it
- c) Possessive Pronoun

6) Noun Determiner

ANY KIND OF NOUN	ANY SINGULAR NOUN	SINGULAR COUNT NOUN	MASS NOUN	MASS NOUN QR PL. COUNT NOUN	PLURAL NOUN
The	This	A(n)	Much	Some	These
My	That	Each	(a) little	Any	Those
Your		Every		More	Many
His		Either		All	(a) few
Her		Neither		A lot of	Several
Its		One		Other	Two
Our		Another			Three
Their					Both
Which					Etc.
What					
Whose					
No					

7) Indefinite Pronoun

These are the combinations of any, every, no, and some with

body, one, and thing. There are:

- a) Anybody
- b) Anyone
- c) Anything
- d) Everybody
- e) Everyone
- f) Everything
- g) Nobody
- h) Nothing

8) Indefinite Adverb

Indefinite Adverb = *kata keterangan tertentu.*

WORD	MEANING
➤ Anyhow	✓ Namundemikian
➤ Anywhere	✓ Dimanapun
➤ Somewhere	✓ Dimanapun

9) The Ever Word

The Ever Words = *kata-kata yang digabungkandengan kata –ever.*

WORD	MEANING
➤ Whatever	✓ Apasaja, apapun
➤ Whenever	✓ Kapansaja
➤ Whoever	✓ Siapasaja
➤ Whomever	✓ Siapasaja
➤ Wherever	✓ Dimanasaja
➤ Homever	✓ Bagaimanapun
➤ Whichever	✓ Yang manasaja

10) Reflexive Pronoun: Myself, Yourself, Himself, Herself, Itself. Ourselves, Themselves.

11) Miscellaneous

a) No = Tidak – *Digunakan pada suasana penolakan.*

b) Ok = Baiklah – *Digunakan pada suasana setuju.*

c) Please = Silahkan – *Digunakan pada suasana setuju atau rela.*

d) Yes = Ya – *Digunakan dalam suasana setuju atau mengiakan.*

3. Academic Vocabulary

The English for Academic Purposes classroom focuses mostly on academic language. Stahl in Mukoroli stated that Academic language is the language used by teachers and students for the purpose of acquiring new knowledge. In addition Cummins in Mukoroli also defined academic English as the English needed for reading, writing, speaking and listening in the content areas.¹⁶

According to Schmitt in Academic vocabulary each lexical item is uniquely suited to its purpose. For example, *nice* is a very common modifier that can describe a wide variety of nouns, and no other word can replace it in all of those contexts with exactly the same meaning. Academic texts contain high frequency vocabulary, and technical vocabulary pertinent to the field in question. However, they also contain a considerable amount of non-high-frequency

¹⁶Norbert Schmitt, *Researching Vocabulary; A Vocabulary Research Manual*, New York: PALGRAVE MACMILLAN, 2010, p. 77.

vocabulary which is common across academic disciplines. This vocabulary is necessary to express ideas in various disciplines, such as *insert*, *orient*, *ratio*, and *technique*. This ‘support’ vocabulary is usually termed *academic vocabulary*. Typically these words make up about 9–10% of the running words in an academic text, and so are very important for people learning or working in academic areas. Results from four early studies into academic vocabulary were combined into the *University Word List* (UWL). The AWL is the best list of academic vocabulary currently available, and is widely used in vocabulary research¹⁷.

Based on the explanation above, the writer concluded academic vocabulary is necessary to express ideas and very important for people learning or working in academic areas, no other word can replace it in all of those contexts with exactly the same meaning English skill, because adjust the form of vocabulary test with the level of vocabulary test for academic vocabulary.

4. Case Selection, Unit, Level and Scale of Analysis

In cross-national comparative research, cases have been preselected due to historical and political processes. In small-*N* case studies, the selection of cases is often deliberate and theory driven. In a detailed discussion of this problem, Ragin (this issue) categorizes this as the difference between a ‘given’ and ‘constructed’ population. Since the constructed population is more theory driven, it is likewise more driven by the researcher and may be open to favouring the findings of a particular research question. As Ragin maintains in this issue, this

¹⁷*Ibid*, p. 78-79.

can be a large problem: ‘if these irrelevant cases all exhibit zero or very low scores on both the hypothesized causal conditions and the outcome, they are automatically theory confirming’. This is not the aim or desire of the social sciences.¹⁸

In addition, researcher have to decide on the scale of the analysis. The choice lies between a small and a relatively large N (i.e. sample size), which each pose specific problems. In the case where the researcher choosed to include a large number of units (e.g. countries) with only scant, more general comparative variables she or he runs the risk of producing superficial, though potentially statistically sound results. On the other hand, if the researcher chooses to include only a few units of analysis with numerous variables she or he takes the risk of having too many variables and too few cases to effectively test causal models¹⁹.

In this case, the writer chose some aspects of students to be examined, because in comparative study, we have to be able to decide the the scale of object that will be studied. In case selectionis case selection should be defined as a research strategy, an empirical inquiry that investigates a phenomenon within its real-life context. Case selection research can mean single and multiple case studies, can include quantitative evidence, relies on multiple sources of evidence.

D. DevelopmentofVocabulary

All theteachers’languageoughttoseethegrowthor developof that

¹⁸Melinda Mills, *Comparative Research*, Gronigen: University Gronigen, 2003, p. 624.

¹⁹*Ibid*, p. 625.

vocabulary as conceptual growth of conception or growth. Development of vocabulary has more than addition of new vocabulary into existing of new better in concept into information. Change vocabulary meant to change life: to change your vocabulary is to change your life. One of fundamental duty growth of vocabulary by the teachers helps all the students to see difference and equation. Which they are never seeing all the teachers have to strive by exploiting is multifarious technique of growth of word. In the effort to increase the quality and quantity of vocabulary which burden also.²⁰

Based on the explanation above, my opinion about vocabulary development is an important basic in speaking, because without vocabulary development, we will have some difficulties in communicating with the other people, for instance in writing if we are as a writer that is using a whole English language vocabularies.

E. Vocabulary Instruction

While the dependence of both general achievement and reading achievement on vocabulary growth has been clearly established for decades, those findings do not appear to have been put into practice. The effects of the lack of attention to vocabulary instruction, however, may not manifest themselves in the earliest grades where tests of reading achievement tend to contain passages that

²⁰H. G. Tarigan, *Pengajaran Kosakata*, Bandung: Angkasa, 1984, p.23.

have simple content and common vocabulary.²¹

So, Vocabulary instruction is growth has been clearly established for decades, those findings do not appear to have been put into practice and the effects of the lack of attention, because vocabulary is necessary to express ideas and very important for people learning English skill.

F. Vocabulary Assessment

Assessing is perhaps one of the least understood areas of language teaching and learning. Here is assessing for vocabulary such as:²²

1. Respondents receive sets of six words and three meanings and are instructed to choose the right word to go with each meaning. Example:

- a. Apply
- b. Elect choose by voting
- c. Jump become
- d. Manufacture make
- e. Melt
- f. Threaten

2. Respondents receive a long list of words (e.g, 100) and are to indicate whether they know their meaning. Example:

²¹John j. Pikulski and Shane Templeton., *Teaching and Developing Vocabulary*, Now York:Houghton Mifflin, 2004, p. 3.

²²Marianne Celce and Murcia, *Teaching English as a Second of Foreign Language*((Third Edition), Amerika: United States of Amerika,2001,p.532

Check the words you know the meaning of, e.g., ✓ milk

3. Contextualized vocabulary: Respondents are asked to indicate what a word means within the context of a given passage. These response, could be open-ended or multiple-choice , e.g. what does *delinquent* mean?

(open-ended response)

(Multiple-choice response)

- | | |
|------------|------------------|
| a) Naughty | c) Haughty |
| b) Sinful | d) Irresponsible |

According to Thurnbury many types of test vocabulary, such as:²³

- a. Multiple choice tests are a popular way of testing in that they are easy to score and they are easy to design. Moreover , the multiple choice format can be used with isolated words, words in a sentence context, or words in whole text, Here, for example is a ‘word only’ :

- Tangle means?
- | |
|----------------------|
| a) a type of dance |
| b) a tropical forest |
| c) confused mass |
| d) a kind of fruit |

²³Scott Thurnbury, How to Teach Vocabulary, Oxfordshire: Pearson Education Limited, 2002,p.132-136

- b. Gap-fill test require learners to recall the word from memory in order to complete a sentence or text. Moreover the ability to complete the gaps depends on understanding the context, as in the example:

Tumbu Fly

In Africa south of the Sahara, another (1)..... the traveler may encounter is (2)..... tumbu or mango fly, which (3) its eggs on clothing laid (4)..... on the ground to dry. (5)..... larvae hatch and burrow their (6)..... into the skin, causing boil-like (7)..... . These can be avoided by (8)..... that clothes, bedding, etc., (9)..... spread on the ground to dry.

- c. C-test is test that the second half of every second word is deleted. for example:

Tumbu Fly

In Africa South of the Sahara, another pro..... the trav..... may encou.....is t.....tumbu o..... mango fl....., which la.... its eg..... on clot..... laid o..... on t..... ground t..... dry. T..... larvae hat..... and bur..... their w..... into t..... skin, cau..... boil-like swel..... These c..... be avoi..... by ensu..... that clot....., bedding, etc., are n..... spread o..... the gro..... to dr..... .

- d. Use a dictionary and choose a random selection of words. the test could take the form of multiple choice questions, or multiple matching task, such as the following:

Match the following words with their meaning (these are more meaning

than words):

- | | |
|----------|-------------------------|
| Crowd | g. tall narrow building |
| Gull | h. annoy |
| Pester | i. type of artist |
| Sculptur | j. small sailing boat |
| | k. sea bird |
| | l. a lot of people |

G. The Nature of Comparative Study

1. Definition

Comparative research is a field of study dealing with the comparison of current educational theory and practice in different countries for the purpose of broadening and deepening understanding of educational problems beyond the boundaries of one's own country and Adejumobi defines the concept as a critical study of educational similarities and differences prevailing with a particular society or culture or among various societies and cultures.²⁴

The focus of Comparative Education should not be on the “facts” or the “realities”, but on *problems*. By definition, the facts (events, countries, systems, etc.) are incomparable. It is possible to highlight differences and similarities, but it is hard to go further. Only *problems* can constitute the basis for complex comparisons: problems that are anchored in the present, but that possess a history and anticipate different possible futures; problems that are

²⁴Tariq Saleem Ghayyur, *Introduction to Comparative Education*, Department of Education University of Sargodha, <https://docs.google.com/presentation/d/1nMzP0tWZvmAsRELuUdCDsMWj0KITvg9seAEu6uH0neg/edit?pli=1#slide=id.p13>, Accessed on, December 15, 2014.

located and relocated in places and times, through processes of transfer, circulation and appropriation; problems that can only be elucidated through the adoption of new *zones of looking* that are inscribed in a space delimited by frontiers of meaning, and not only by physical boundaries.²⁵

Based on the explanation above, the writer opinion about comparative research is a research methodology in the social science that aims to make comparisons across different countries or cultures. Comparative research is that the data sets in different countries may not use the same categories. Comparative research is used to separate patterns that are more general.

2. The Development of Comparative Study

When the practice of comparative research began is a matter of debate. Karl Deutsch has suggested we have been using this form of investigation for over 2,000 years. Comparing things is essential to basic scientific and philosophic inquiry, which has been done for a long time²⁶. Most authors are more conservative in their estimate of how long comparative research has been with us. It is largely an empty debate over the definition of

²⁵António Nóvoa, Tali Yariv-Mashal, *COMPARATIVE RESEARCH IN EDUCATION: A MODE OF GOVERNANCE OR A HISTORICAL JOURNEY?*, New York: Columbia University, University of Lisbon.

²⁶Karl Deutsch, "Prologue: Achievements and Challenges in 2000 Years of Comparative Research," in *Comparative Policy Research* New York: Cambridge Press, 1987, p. 164.

the tradition with those questioning whether comparing things counts as comparative research.

There are numerous reasons that comparative research has come to take a place of honour in the toolbox of the social scientist. Globalization has been a major factor, increasing the desire and possibility for educational exchanges and intellectual curiosity about other cultures. Information technology has enabled greater production of quantitative data for comparison, and international communications technology has facilitated this information to be easily spread²⁷.

So, comparative research is essential to basic scientific and philosophic inquiry, which has been done for a long time, because information technology has enabled greater production of quantitative data for comparison.

3. The Defined of Comparative Study

Comparative research, simply put, is the act of comparing two or more things with a view to discovering something about one or all of the things being compared. This technique often utilizes multiple disciplines in one study. When it comes to method, the majority agreement is that there is no methodology peculiar to comparative research²⁸.

²⁷Arnold J Heidenheimer, Hugh Hecllo, Carolyn Teich Adams, *Comparative Public Policy*, New York: St. Martin's Press, 1983, p. 183.

²⁸*Ibid*, p. 83.

The multidisciplinary approach is good for the flexibility it offers, yet comparative programs do have a case to answer against the call that their research lacks a "seamless whole"²⁹. The general method of comparing things is the same for comparative research as it is in our everyday practice of comparison. Like cases are treated alike, and different cases are treated differently; the extent of difference determines how differently cases are to be treated. If one is able to sufficiently distinguish two cases, comparative research conclusions will not be very helpful.

Secondary analysis of quantitative data is relatively widespread in comparative research, undoubtedly in part because of the cost of obtaining primary data for such large things as a country's policy environment. This study is generally aggregate data analysis. Comparing large quantities of data (especially government sourced) is prevalent. A typical method of comparing welfare states is to take balance of their levels of spending on social welfare³⁰.

When it comes to subject matter of comparative inquiries, many contend there is none unique to it. This may indeed be true, but a brief perusal of comparative endeavours reveals there are some topics more recurrent than others. Determining whether socioeconomic or political factors are more important in explaining government action is a familiar theme. In general, however, the only thing that is certain in comparative research issues is the existence of differences to be analyzed.

²⁹Catherine Jones, *Patterns of Social Policy*, Paris: Taylor Press, 1985, p. 158.

³⁰Meinolf Dierkes, Hans N Weiler and Ariane Bheroin Antal, *Comparative Policy Research*, Canberra: Gower, 1987, p. 87.