CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter present some related about vocabulary, definition of mnemonics technique, mnemonics devices, hypothesis, and previous study.

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is set of familiar words within a person's language. It can developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of large challenges in learning a second language.

Vocabulary as defined by experts is a total number of words which make up the language/list words usually with definition for translation. Meanwhile, according to Webster's, vocabulary is (1) a list of word and phrase, abbreviation influectional form. (2) an interrelated group of non-verbal symbol, sign, gestures, etc. Vocabulary is one of component to fluent the learner to learning English. It is element that connect the four English skills which are speaking, listening, reading, and writing (Gains Ruth and Redma, 1986: 64-65). Without mastering vocabulary, foreign language it's very difficult to developing the four language skills.

To get better result in teaching vocabulary, the teacher must consider certain principles of vocabulary development. There are eight principles by Nation (2001: 395) :

> Principle 1 : Learners should know what vocabulary to learn, what to learn about it, how to learn it, how to put it to use and how to see how well it has been learned and used. Principle 2: Learners should know continue to increase their vocabulary size and enrich the words they already know. Principle 3: learners should use word frequency and personal need to determine what vocabulary should be learned. Principle 4: Learners should be aware of what is involved in knowing a word and should be able to find that information about particular words. Principle 5: Learners should be familiar with the general sable language systems that lie behind vocabulary use. Principle 6: Learners should know how to make the most effective use of direct, decontextualised learning procedures. Principle 7: Vocabulary learning needs to operate across the four strands of meaning-focused input, language-focused learning, meaning-focused output and fluency development. Principle 8: Learners should be aware of, and exited by, their progress in vocabulary learning.

2. Vocabulary

McCharty (1990:8) state that vocabulary is the experience of most language teachers that the single, biggest component of any language course. Vocabulary is the words to express a wide range of meaning. Development of a rich vocabulary is an important aspect of learning a foreign language.

When learning a foreign language, our individual vocabulary in that language is one of the most important micro-skills to develop. Of course, all micro-skills like grammar, vocabulary and pronunciation are important.

3. **The Kinds of Vocabulary**

Scrivener (1994:74) devides two kinds of vocabulary, namely receptive and productive vocabulary.

a. Receptive Vocabulary

It is words that the learners recognize and understand when they occur in context, but which cannot produce correcly. The receptive vocabulary is also called a passive process because the learner only receives thought from others.

b. Productive Vocabulary

Productive vocabulary is the sets of words which understandable that are used in spoken communication. Therefore, productive vocabulary can be addressed an active process, because the learners can produce the words to express their thought to others.

4. **Aspect of Learning Vocabulary**

According to Frank (1972: 1) there are many ways that will help students to expand their vocabulary and proficiency, the following are:

a. **Word Classes**

Word classes are classified as a different part of speech. They are nouns, pronoun, verbs, adjectives, and adverbs, prepositions and conjunctions.

1. **Nouns**

Noun is one of the most important part of speech. It is argument with the verb helps to the sentence. Classified nouns as follows:

a) Proper Noun

A proper noun begins with a capital letter in writing. It concludes personal name; name of geographic units such as countries, cities, rivers, etc.

b) Common Noun

Common noun is a noun refer to person, place of thing in general sense and usually should write with capital letter when it begins a sentence. Example: *book, soldier, stone, etc.*

c) Concrete Noun

Is a word for a physical object that can be perceived by the sense. The example: *tree, glass, book, etc.*

d) Abstract Noun

Is a word for a concept. It is an idea that exists in our minds only. The example: *bravery, belief, etc.*

e) Countable Noun

A countable noun can usually be made plural by the addition of –s, for the example is *one boy, two cats, etc.*

f) Uncountable Noun

Is not used in the plural, for the example is *sugar, water, sand, etc.*

g) Collective Noun

Is a word for a group of people, animals, or objects considered as a single unit. The examples are *audience, faculty, family, group, public, team, etc.*

2. Pronouns

Pronouns make up a small class of words of very high frequency. Pronoun is a word that takes the place of a noun. There are the types of pronouns as follows:

a) Personal Pronoun

1) The speaker, called the first person

a. Singular – *I* (spelled with a capital letter)

b. Plural – *we* (includes the speaker and one or more others)

2) The person spoken to, called the second person

You – singular and plural

3) The person or thing being spoken of, called the third person

Singular – *he* (for male), *she* (for female), *it* (for things)

Plural – *they* (for all live beings and for all things)

b) Relative Pronouns

Refer to noun antecendents which immediately precede them. For example: The woman ***who*** calls me is my aunt

c) Reflexive Pronouns

The reflexive pronouns is a combination of **–self** with one of the personal pronouns or with the impersonal pronoun one. The example: *The **child** hurt **himself*** (**child** and **himself** are identical)

d) Indefinite Pronouns

Such pronouns refer to indefinite persons or things, or to indefinite quantities. Indefinite pronouns conclude: *all, another, any, both, each, few, least, less, little, a lot (of), many, more, most, etc.*

3. Verbs

Verb is the most complex part of speech. Verb is a word or group of words which is used in describing in action, experience, or state. There are several kinds of verb as follow:

a) **Action Verb**

An action verb expressed by a verb may be physical action or mental action. In addition, it exist with: **is, are, was,** and **were.** Example: *He was late to go to him school.*

b) **Auxiliary Verb**

Auxiliary Verb is a verb which accompanies the lexical verb of a verb phrase and express grammatical distinctions not carried by the lexical verb, these are: **be, do,** and **have.** They did not have meaning if they stand themselves.

a. To be: an auxiliary verb that usually used is **be, is, am are, was, were, being,** and **been.**

b. To do: auxiliary verb that usually used is **do, does,** and **did.**

c. To have: auxiliary verb that usually used is **have, has,** and **had.**

c) **Phrasal Verb**

Phrasal Verb these are formed by adding and adverb or a preposition to a verb to create new meaning. The example: *ask around, calm down, give up, put off, etc.*

d) **Transitive and Intransitive Verb**

a. Transitive verb needs a direct object to compete its meaning or it can not stand alone. Example: *My motocycle **needs** fuel.*

b. Intransitive verb can stand alone in the predicate because it is meaning is complete. Example: *The plant **grows***

e) **Regular and Irregular Verb**

a. Regular verb are formed by adding –ed. Example: *call-called-called.*

b. Irregular verb change completely in the past tense. Example: *go-went-gone, drink-drank-drunk.*

4. **Adjectives**

Adjectives is a modifier that has the grammatical property of comparison. There are types of adjective as follow:

a) Determiner

Determiner consist of a small group of structure words without characteristic form.

a. Articles –*the, a, an.*

b. Demonstrative adjectives – *This* (plural these)

– *That* (plural those)

c. Possessive adjectives

1. From pronouns *-my, your, one's, etc.*

2. From nouns –*John's, the girl's, etc.*

d. Numeral adjectives

1. Cardinal –*four, twenty-five, one thousand, etc.*

2. Ordinal –*fourth, twenty-fifth, one-thousandth, etc.*

3. Adjectives of indefinite quantity- *some, few, all, more, etc.*

4. Relative and interrogative adjective- *whose, what, which.*

b) Descriptive adjectives

Usually indicate an inherent quality or a physical state as age, size, etc.

5. Adverbs

Adverb is a group of words that describe or add to the meaning of adverb, adjective, another adverb or a whole sentence. An adverb indicate manner, time, place, frequency, and purpose.

a. Adverb of manner: *slowly, quietly, quickly, etc.*

b. Adverb of time is divided into two kinds of indefinite time, for instance: *yesterday, now, today, etc.*

c. Adverb of place: *here, there, abroad, etc.*

d. Adverb of frequency: *always, often, always, never, rarely, etc.*

e. Adverb of quantity, is used to describe quantity or how often an event that is happened. Example: *She studied English **little**.*

f. Relative adverb: *therefore, moreover, why, although, etc.*

g. Adverb of degree, divide into two kinds:

   1) To show how much related with adjective or adverb, such as: *too, quite, rather, extremely, etc.*

   2) To show how complete, such as: *nearly, partially, entirely, etc.*

h. Interrogative adverb, that is used to create question such as: *why, where, how, when, etc.*

6. Prepositions

Prepositions is a word used to show the relationship of a noun or pronoun to some other word. A proposition usually indicate temporal, spatial, or logical relationship. It is divided into two kinds as follow:

a) Preposition that consist of the one word, such as: *at, in, under, on, below, etc..*

b) Preposition that consist of two words or more, such as: *according to, instead of, despite of, next to, etc.*

7. Conjunction

Conjunction is a group of words that connect sentences, phrase, or clause. There are three types of conjunction as follows:

a) Coordinating Conjunction

Coordinating Conjunction is used to joins word with other words, phrase, or sentence with other sentence. There are several kinds of coordinating conjunction, such as: *nor, but, or, yet and so.*

b) Correlative Conjunction

Correlative conjunction used to joins elements of sentences, for instance: *both…and, not only…but also, either…or, neither…nor.*

c) Subordinating Conjunction

Subordinating Conjunction is word that can use to formed adverbial clause form main sentence. There are five types of subordinating conjunction as follows:

1. Conjunction which use to explain about time: *before, after, as long as, by the time*

2. Conjunction which use to explain about opposition: *although, even, while, etc.*

3. Conjunction which use to explain about conditional: *if, unless, only, if, even if, etc.*

4. Conjunction which use to explain about cause-effect: *because, now that, as in, etc.*

5. Conjunction which use to explain about purpose: *in order to, in order that, so that, etc.*

b. **Word Families**

Word Families is a group of word that share the same base or root but take different endings so that words have own meaning. A

word that result from addition of an affix to a root, and which has a different meaning from the root, it is called derivative. Inflexions and derivatives are both formed by the process of affixation. Affixes consist of suffixes which are and of word and prefixes in the beginning of word.

c. Word Formation

A word formation is the creation of new word. The types of word formation as follow

a) Affixation

An affixation is the act of adding something else, so it will be formed new words. There are three type affixes on the basis of place like:

1. Prefixes

Prefixes are affixes that are added in beginning of root word. The prefixes can add by re, dis, un, non, etc. For example: *limit-unlimited, connect-disconnect, etc.*

2. Suffixes

Suffixes are affixes that added in the end of root. The suffixes can add by –**ful, -ish, -s.** Example: *beauty-beautiful, use-useful.*

3. Infixes

Infixes are affixes that are added in the middle of root word.

b) Compound Word

Compound Word is combining of two or more independent words. It consist of two patterns.

1. Noun + verb + -er. Example: *hair dryer, bus driver, etc.*

2. Noun + noun. Example: *handbook, classroom, etc.*

c) Blending

Blending is the fusion of two words into one, usually the first part of one word with the last part of another, so that the resultant blend consist of both original meanings.

Example:

Breakfast + lunch = brunch

Information + entertainment = infotainment

d) Clipping

Clipping is a process in which a word is formed by shortening a lot of one. Clipping occurs when the longer word has very common use and a short from result because it is simple and as easily understood. For example:

a) *Choc – chocolate*

b) *Phone – telephone*

e) Acronym

Acronym is the result of forming a word from the first letter or letters of each word in a phrase. For example:

a) *VIP – Very Important Person*

b) *WHO – World Health Organization*

f) Coining

Coining is pure creations of writers, investors, and another who are in need of a term to express a given meaning or to name an item or product. Example: *Kodak, Levis, Aspirin, Aqua, etc.*

d. Word Meaning

a. Synonym

Synonym is linguistic forms which have the same conceptual meaning and it share a similar meaning.

Example:

Sadness = unhappiness

Chance = possibility

b. Antonym

Antonym is a word expressing an idea directly opposite to that of another word in the same language.

For example:

Small >< big

Short >< long

c. Homonym

Homonym is a word that share the same from but have unrelated meaning.

For example: Like *: I like looking the sunrise*

5. Problems in Learning Vocabulary

There are some problems in learning vocabulary faced by the students. Roger (1995: 43) states that the ease of difficulty of vocabulary items depends on a number of factors. They are:

a. Similarity to first language

The difficuilty of vocabulary items often depends on how a similiar item is in form and meaning to the students' first language.

b. Similarity to English words already known

Once the students have some English words that relate to an English words that they are already familiar which is easier than one, which is not.

c. Connotation

Connotation of the word is another difficult aspect that the learners have to get grip. For example, either skinny or slim could be used to desribe someone who is thin. But, these two words have very different in their connotation; the speaker actually conveys a particular attitude. Skinny is negative connotation, while slim is positive connotation.

d. Spelling and pronunciation

The spelling of English word can cause problems for students who speak languages with very regular spelling system. Particular spelling patterns can also cause confusion where the pronunciation concerned. For exampe: through, though, tough.

e. Multi word items

A lexical item may consit of more that one word, as in a compound like tennis shoes, or rally car or a phrasal verb such as to put someone up.

f. Collocation

How a lexical item collocates can also cause difficulty. For example we say that people injured or wounded but things are demaged.

6. The Importance of Vocabulary

Vocabulary is ultimately expression; having an extensive vocabulary will help you express yourself clearly and communicate well with clarity, a linguistic vocabulary is so identical to a thinking vocabulary meaning that you will be able to think concise thoughts with precision. Vocabulary is core component of language proficiency and provides much of the basic for how well someone learners speak, listen, read, and write. The extensive vocabulary and strategies for acquiring new vocabulary is very necessary.

B. Mnemonics Technique

1. Basic Types of Memory

There are two basic types of memory: short-term memory and long-term memory. Short-term keeps the information which is being processed (a new word which is encountered for the first time). It is fast but it can hold information for a very short time due to it small storage capacity. Long term memory have an unlimited storage capacity but is relatively

slow. The purpose of teaching vocabulary is to transfer informastion from short term memory to long term memory.

2. Definition of Mnemonics Technique

According to Faster (2009:123) mnemonics is a way of organizing information to make it easier to remember, typically by using codes, visual image, or rythems.

Kozarenko (2006: 15) says that mnemonic derived from a Greek word "Mnemonicon" which mean the art of memorization. Mnemonics are technique or devices, either verbal or visual, that serves to improve the storage of new words or information, and recall of information contained in memory.

Mnemonics technique is a memory-enhancing strategy and not designed specially to enhance comprehension. Based on the definitions above, it can be conclude that mnemonic means a technique to improve memory in certain way.

3. Implication of Mnemonics Technique

In the research, the writer use mnemonics to increase students' vocabulary. Because of memorizing is important to learn vocabulary, the writer found these technique to help students in mastering it. This technique is a method to increase students' ability in memorize. Students feel confused with this technique, but after they adapt they will be familiar with mnemonics and can apply it well.

C. Mnemonic Device

1. The Understanding of Mnemonic Device

Mnemonic device is a tool for helping to remember something which is unfamiliar to become familiar or a memory enhancing instructional strategy that involves teaching students to link new information that is taught to information they already know. It is strategy that provides a visual or verbal prompt for students who may have difficulty retaining information.

According to Levin (1993), mnemonic instruction is useful for students across a wide age range. Though students in early elementary grades are usually not expected to learn and recall as many facts as older students, they are involved in a number of activities that involve making associations that employ mnemonic principles. Teacher instruct students in the use of mnemonic strategies by using both visual and verbal clause.

The conclusion from the definition above, that mnemonics device is a tool used for making something that unfamiliar become familiar and easier to remember.

2. Function of Mnemonic Devices

Mnemonic are designed to improve memory of key information. Mnemonic keyword is possibly the most helpful method for teaching

vocabulary according to the findings of the National Reading Panel (NRP) National Institute of Child Health and Human Development (NICHD, 2000). With mnemonic, associations may be made to link a letter or pictures with a word. Special educators use these strategies because mnemonics provide access to the general education curriculum by acting as a tool to encode information so that it can be retrieved from the memory later. Many students with learning disabilities must learn strategies from retaining information in and out of school.

Mnemonic device is a way to increase attention of information that will be remembered. This method used for remembering some words that are not popular enough for us. As the method we can use a word or more as a replacement a target word that do not understood the meaning, in order to be known or familiar in our mind.

For Indonesian people, English is not popular enough because it is not enough our language. So, it is natural if some students feel hard to understand the language. But, it becomes different if those words are changed into the words that have similarity in sound of form.

No special pole for making a device in this technique. So, each of everyone can be different in making a device as their keyword or code, it is depend on their own knowledge and experience. This is good for us, because Indonesia has many regional such as, Javanese, Betawi language,

Maduranese, and so on. The important thing of making code/ keyword is the word and code must have a similarity in sound or form.

The conclusion, we can see that mnemonic device can increase the attention of information that will be remembered.

3. Types of Mnemonic Device

Mnemonic device is a special way which is made as a code for entering information items into mind system of students. There are five types of mnemonic device:

a. Rhyme

Rhyme is a poem that consist of words and terms which have to be remembered by students. The poem will have a good effect if is given not and can be sung. The learner of kindergarten song that consists of morality massages as an example.

b. Acronym and Acrostic

Acronym is a words whose individual letters can represent element in list of information. For example, to remember names of prophet, such as; Adam, Noah, Idris, and Muhammad we can make it become ANIM. Acrostic is sentences whose first letters represent to be remembered information, such as " My very educated mother just served

us eight pizzas " to remember the eight planets in order (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune)

c. Peg-word system

Is a mnemonic technique which uses the components that have been mastered before. It components are formatted in pair, such as; *panas-api, langit-bumi, siang-malam,* and so on. The words is used to remember words which have same character such as; blood, lipstick, hell, etc.

d. Method of locy

It is mnemonic strategy which uses the special and famous places as a way to put words or terms which have to be remembered by students. Word *loci* itself is plural form of "Loctus" that has meaning *place.* In this case, the names of famous cities, building, and street can be used for placing word and term that relevant in meaning has a similarity in character or situation. For example, the capital city of USA can be used for remembering the first president of that country (George Washington)

e. Keyword system

It is a system which use words as keywords as a tool for remembering the meaning of target word. This strategy is new if compared to other mnemonic strategies. It firstly was developed in 1975 by two expects of psychology, Raugh and Atkinson (Barlow, 1985).

Keywords system usually formatted especially for learning foreign words and term English for example, and it is effective enough. This system formatted of words list that consist of unsure, as following example.

Table 1			
Mnemonic Technique in Presenting Vocabulary			
Words	**Phonetic**	**Code (Mnemonic Device)**	**Meaning**
Accept	ak'sept	**Asep**	Menerima
Adult	a'dʌlt	**Adul**	Orang dewasa
Astute	a'stuwt	**Astuti**	Cerdik, lihay
Direct	da'rekt	**Derek**	Langsung
Deny	di'nai	**Deni**	Menyangkal
Enchant	en'cænt	**Encan**	Memikat
Enact	e'nækt	**Enak**	Memerankan
Engine	'enjan	**Enjing**	Mesin
Towel	'tawal	**Toel**	Handuk
Unjust	ʌn'jʌst	**Anjas**	Tidak adil

From the example, it explains that words; adult, astute, enact, engine, and deny more have similarity in form. Meanwhile, words; accept, direct, enchant, towel, and unjust have similarity in sound.

4. The Procedure of Using Mnemonic Devices

Teacher could consider mnemonic instruction a useful tool on a continuum strategies that require varying levels of teacher involvement and students independent. Mnemonic instruction is an inexpensive strategy that provides a means of helping students gain access to general curriculum.

Mnemonic can be teacher created or students created. However, the teacher has to introduce and create mnemonics until students learn how to properly use them. Students has to be allowed to create their own mnemonic device when they are not comfortable using them but also willing to create mnemonic with appropriate and correct information.

One recommended procedure for teaching mnemonic is using the steps of recording, relating, and retrieving (Mastropieri, 1988), as describe below:

a) Recording

Recording involves selecting part of the target word that looks like, or sound like, a word with which the students is familiar. For example, for the word *apex,* a student might select the word *ape.* For the word *corpuscle,* a students might select *corpse.* In other word, students recode the original word into a word that they can easily imagine.

b) Relating

The next is relating the recoded words to the definition of the target words using imagery. For example, since the definition of *apex* is a highest point, a students might relate the recoded the word *ape* to the definition by imagine an ape at a very high point, such as King Kong on the Empire State Building. The definition of *corpuscle* is a blood cell, so a students might to imagine a corpse traveling around the arteries of a body reaching out with "dead" arms to pick up oxygen or attacking disease-carrying germ in a form of monsters.

c) Retrieving

The last step is retrieving, or recalling, the meaning of the target word. When a student sees the word, the first step is to think of the keyword for that word (*ape or corpse*). Next, the picture or image related to that word has to be recalled- the ape on high place, or the corpse in the bloodstream. Finally, the image must be linked to the definition.

From the definition above, we can see the procedure of using mnemonic device, there are; recording, relating, and retrieving.

D. Previous Studies

There are two previous studies that use the same technique to teaching vocabulary. Two researcher they are Gofar (2008) and Sari (2013) have conducted their research on teaching vocabulary by using mnemonics method

The first is by Gofar (2008) the title is Teaching Vocabulary Through Mnemonic Device (*The Experiment Study at the Second year of SMP As-syuja'iyyah Sukaraja Bogor*). This study focused in teaching vocabulary with mnemonics technique. The reason why the researcher used this method, because this method useful to teaching vocabulary in the result of study.

The second research has done by Sari (2013) under title *Improving Students' English Achievement Through Mnemonic for The Fourth Grade Students of SMPN 3 Karanganom Klaten In The first Semester of The Academic Year of 2012/2013*. The researcher used mnemonics because it was easy to memorize and enjoyable. It was easy for them to memorize the word. During the implementation of mnemonics method in teaching and learning process all of students more enthusiastic and attractive.

Another research from Rosidina (2009) with entitled "*The Effectiveness of Mnemonics Device in Vocabulary Learning Process (a Study at The fifth Grade of MTsN Babakan 1)*" The differences with the study before is this study use a recount text. From this research the researcher can conclude that by using mnemonics device to memorize vocabulary of the interesting teaching and learning technique in second grade of junior high school.