

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

There were some of the researchers who have conducted and reported the result of their research related to enhance the students' vocabulary. Those researchers are as follows:

Joel R. Levin and his friends in their research "Mnemonic Versus Non-mnemonic Vocabulary Learning Strategies for Children" conclude that mnemonic techniques proved effective for enhancing children's acquisition of new vocabulary words.¹ In their research, they gave a list of relatively complex English vocabulary words for four-grade students in two experiments. The first experiment, they used mnemonic technique (keyword) contextual or a verbal contextual procedure. The second experiment, they used three other conditions were compared to the keyword context condition.

In the research above, the researcher applied the mnemonic techniques in learning vocabulary that is the same as this researcher. The researcher above used pre experimental research method which is also same with this researcher. However, on the other hand the research above used intact-Group comparison but this researcher uses one-group pretest-posttest design, which is the differential.

Gerald Giordano in his research "Mnemonics Technique that Improve Reading Comprehension" concludes that mnemonic techniques effective to improve reading comprehension.² In their research, he used some techniques from mnemonic,

¹ Joel R. Levin and friends "Mnemonic Versus Non-mnemonic Vocabulary Learning Strategies for Children" *American Educational Research Journal Spring* 19, No. 1, 1982, p. 121-136

² Gerald Giordano, "Mnemonic Technique that Improve Reading Comprehension", *A journal of Educational Strategies, Issue, and Ideas* 56, No.4, 2010. P. 164-166.

they are acronym, acrostic, rhymes, and acrostics for help students to remember what they have read in text book.

In the research above, the researcher determined the mnemonics as an independent variable that is the same as this researcher. However, on the other hand this research also has a significant difference in dependent variable. The researcher above focused on reading comprehension as the dependent variable, while this researcher has a focus on the students' vocabulary in learning English.

Michael Pressley and his friends in their research "Use of a Mnemonic Technique to Teach Young Children Foreign Language Vocabulary" concluded that mnemonic techniques are able to improve foreign language vocabulary.³ In their research, they used keyword technique to learn simple, concrete, Spanish vocabulary words and were provided with keywords and with interactive pictures of the keyword and translation referents of those words.

In the research above, the researcher determined the mnemonics as an independent variable that is the same as this research. However, on the other hand this research also has a significant difference in dependent variable. The researcher above focused on Spanish vocabulary, while this researcher has a focus on English vocabulary.

Based on some researches above about using mnemonic techniques, such as in learning English vocabulary, to improve reading comprehension, to improve Foreign language vocabulary, the researcher can conclude that mnemonic techniques are able to enhance the students' vocabulary.

³Michael Pressley and his friends, "Use of a Mnemonic Technique to Teach Young Children Foreign Language Vocabulary", *Contemporary Educational Psychology* 6, 1981, p. 110-116.

B. Some Pertinent Ideas

1. The Concept of Vocabulary

The concept of vocabulary consists of definition of vocabulary, types of vocabulary, and the importance of vocabulary.

a. Definition of Vocabulary

Vocabulary is one of the language components which should be mastered by English learners, because vocabulary is the main key to understand foreign language and help to communication with other people. Pennie and Patricia Marshall said that vocabulary means words in general; you improve your vocabulary in any language when you learn more words: I learn some new English vocabulary today. All the time i was in Britain my vocabulary was increasing daily.⁴

According to Hornby in his book Oxford Advance Learner's Dictionary, vocabulary are: (1) all the words are known and used by the person, (2) all the words also in a particular language, (3) all the words are used by the people in a particular subject when they are talking. (4) a list of words based on the meaning, especially learning a foreign language in a book.⁵

Jeremy Harmer said that vocabulary is included the meanings the words, their lexical grammar (e.g. the fact that *enjoy* can be followed by an *-ing* form but not by an infinitive), and collection rules (e.g. we say *even-handed* but not *even-footed*).⁶ Penny also has definition about vocabulary, she said that vocabulary is the words in the foreign language that we can teach, can be defined and roughly. However, a new

⁴Pennie and Patricia Marshall, *An Active Learning Dictionary*. (Singapore, Learners Publishing, 2004), p.426

⁵A S Hornby, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2008, 4th edition), p.495

⁶ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2007, 4th edition), p.200

time item of vocabulary may be more than a single word: for example, post office and mother-in-law, which are made up to two or three words but express a single idea.⁷

Richards in his book *Methodology in Language Teaching* said vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.⁸ It means that the first thing when we have to learn English is a vocabulary. Because vocabulary can help us to communicate with the other people, we also can learn English language skill easier and use full in four skills of English language.

Based on definition above, the researcher concluded that vocabulary is the most component in English learning that we have known it. Cause with vocabulary we communicated with other people by using the foreign language. If we had a little vocabulary, it made us difficult to communicate with other people, or difficult to understand the material, and difficult to understand what we read or listen. So, vocabulary is most important to communicate with the other.

b. Kinds of Vocabulary

Some experts divided vocabulary into two kinds: active and passive vocabulary. One of statement is Harmer. They are:

- 1) Active vocabulary: refers to words that students have been taught or learn and which they are expected to be able to use in speaking and writing. Active vocabularies consist of the words that people using by their confidence and

⁷Penny Ur, *A course in Language Teaching Practice and Theory*, (Cambridge: Cambridge University Press, 1996), p.60

⁸ Jack C. Richards, Willy A. Renandya, *Methodology in Language Teaching* (Cambridge: Cambridge University Press), p.255

often they use it. So, if someone asks them to make a sentence by using these words or the other words, they can do it.

- 2) Passive vocabulary: refers to words which the students will recognize when they meet them but which they will probably not be able to produce.⁹ A passive vocabulary consist of the words that the people know it, but rarely uses when speaking and writing.

Furthermore, Evelyn Hatch and Cheryl Brown classifies two kinds of vocabulary, they are:

- 1) Productive vocabulary

Productive vocabulary is of words which the students understand, can pronounce correctly and use constructively in speaking and writing. Thus, productive vocabulary can be assumed as a process of active words because we can produce the words to express our thought or feelings which understood by the other.

- 2) Receptive vocabulary

Receptive vocabulary is words the students recognizes and understands when they occur in a context, but which he cannot produce correctly.¹⁰ The students know and recognize the meaning of the words that they have read in text book, but not use to speak and write.

c. Types of Vocabulary

There are four types of vocabulary, they are as follows:

⁹Jeremy Harmer, *The practice of english language teaching* (London: Longman, 1991), p.31

¹⁰ Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantic, and Language Education*, (New York: Cambridge University Press, 1997), p.139

1) Speaking vocabulary.

Speaking is one of the skills of English learning and one of kinds of vocabulary that can demonstrate a person's knowledge of words. It is an active demonstration that can also rely on other elements such as facial expressions, intonation, pitch, and gestures to help others understand the meaning. When we have many vocabularies, it can help us to speak.

2) Writing vocabulary

Writing vocabulary is words that we can use in writing skill. We are generally easy to explain ourselves. Our writing vocabulary also is strongly influenced by the words that we can spell it. The words we can retrieve when we write to express ourselves. Using facial expression and intonation to help our ideas across, we generally find it easier to explain ourselves orally.

3) Reading vocabulary

Reading vocabulary is the words that we find in written material. It refers to the words we need to know and understand what we read. We can understand the words from the read text when we have vocabulary. But we cannot use them in speaking vocabulary. This is the second largest vocabulary. By reading vocabulary, we can grow our vocabulary.

4) Listening vocabulary

Listening vocabulary is some stock of words which can help to understand what we hear. These types of vocabulary refers to the words that people can hear and understand what they hear. Starting we in the womb, we can detect the sounds as early as sixteen weeks. Moreover, babies can still listen when they are sleeping then continue to learn new words, this is way throughout our lives. Most of people can identify and apprehend almost 50.000 words.

d. The Important of Vocabulary

The vocabulary is very important to mastery in foreign language. With vocabulary we can use to express our feelings or ideas etc. Whether is orally or written. We can't separate vocabulary from four language skill. They are speaking, listening, reading and writing. Therefore, if we want master in four language skill, the first is we must master in vocabulary.

In speaking, vocabulary is used to explain or to express our feelings or our ideas with the other people. In listening, we can understand what the people speech or what the people says if we know many vocabulary. It is very difficult to understand what we hear if we just know the construction of sentence without knowing the words.

In reading, we must have many vocabularies to comprehend from the reading text. It is difficult to comprehend from the reading text if we don't know the meaning of vocabulary. In writing, the writer must have many vocabulary to write the ideas. The writer can't develop his/her idea if just has little vocabulary. Thornbury quotes Wilkins' statement that "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed."¹¹

e. The Problems in Learning Vocabulary

According to Scott Thornbury explains that in learning vocabulary, students might get some difficulties. Some factors that often cause this problem are¹²:

¹¹ Scott Thornbury, *How to Teach Vocabulary*, (England: Longman, Pearson Education, 2002), p.19

¹² Scott Thornbury, *How to Teach Vocabulary*, (England: Longman, Person Education, 2002), p.27-28

1) Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners such as regular and lorry for Japanese speakers. Many learners find that words with clusters of consonants such as strength or crisps or breakfast, are also problematic.

2) Spelling

Sounds-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: *foreign, listen, headache, climbing, bored, bones, cupboard, muscle, etc.*

3) Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their "learn ability". Also variable stress in polysyllabic words, such as in words families like *necessary, necessity, and necessarily*, can add to their difficulty.

4) Grammar

Also problematic is the grammar associated with the word, especially if this differs from that of its first language equivalent. Remembering whether a verb like *enjoy, love, or hope* is followed by an infinitive, (*to swim*) or an -ing form (*swimming*) can add to its difficulty. And the grammar or phrasal verbs are particularly troublesome: some phrasal verbs are separable.

5) Meaning

When two words overlap in meaning, learners are likely to confuse them. *Make* and *do* are a case in point: You *make breakfast* and *make an appointment*, but you *do the housework* and *do a questionnaire*. Words with multiple meanings, such as *since* and *still*, can also be troublesome for learners. Having learned one meaning of the word, they may be reluctant to accept a second, totally different, meaning.

6) Range, connotation and idiomatic

Word that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Words that have style constraints, such as very informal words (*chuck for throw, swap for exchange*), may cause a problem. Uncertainty as to the connections of some words may cause problems too. Thus, *propaganda* has negative connotations in English, but its equivalent may simply mean *publicity*.

Although learning vocabulary seems the easiest things in learning language, but it is also one of the hardest things to do. Because when we learn vocabulary, we do not only learn about the meaning of the words. But we must also learn about other aspects of the word such as pronunciation, grammatical, and so on. Thus it makes difficulties to comprehend the vocabulary in learning English.

2. The Concept of Mnemonic

a. Definition of Mnemonic

There are some definitions of mnemonic techniques, they are:

The word “mnemonics” derives from the (mnemonikas), means “of memory”, or “relating to memory” and is connected to Mnemosyne – the Greek titan, goddess of memory that represented memory (“remembrance”) in Greek

mythology. Mnemonics also is derived from “mnemon”, which means “remembering or mindful” and from “memne” – which means “memory, record, or epitaph”.¹³

The brain is one of the most important parts in the human body, in which there is memory. The memory is very important because it is a place to store information in the human brain. According to dictionary psychologist, mnemonics is any technique that facilitates the storage and retrieval of information from memory.¹⁴

According to Mark D’Arcy in his book *Introduction Mnemonics*, he said that mnemonics are a group of memory aids, or mental ‘slights of hand’ that facilitate the quick and easy assimilation of information of all kinds. Mnemonics are used the imagination in conjunction with all of the individuals’ senses, in order to transform a dull, dry piece of text into a firm and vibrant memory that is not just easy to remember, but difficult to forget.¹⁵

Arthur also in his book *the penguin dictionary of psychology* said that mnemonics is concerning or relating to memory/recollection.¹⁶ It is mean that memory is very important in this technique, because we used our memory to keep and remember the words that we have got it. But everyone has a different memory, some of them very easy to remember while the other very difficult to remember it.

In our brain there is left brain and right brain. They have the different function. If we locate something in our right brain, we easily remember it. But if we locate in our left brain, it is easily to be lost. Cause in left brain only keep 19% while

¹³Kamis Jurowski and friends, *Mnemonics devices in science* (Krakow: Scientiae et Didactics, 2015)

¹⁴Alex Sobur, *Kamus Psikologi* (Bandung: CV Pustaka Setia, 2016)

¹⁵Mark D’Arcy, *Introduction Mnemonics*

¹⁶Arthur S. Reber& Emily S. Reber, *The Penguin Dictionary of Psychology*, (Yogyakarta: Pustaka Pelajar, 2010)

in right brain can keep 81%. Thus if we keep the words in our right brain, we can remember it again.

Mnemonics phenomena are of course far more complicated than that, with for example repeated experiences becoming telescoped over time into a single generic memory of them, calendar events and seasons, days at work and evenings with friends merging together across time, and the once-regular experience of someone now no longer in contact with you being condensed into a few assorted moments or characteristic features.¹⁷

The process of memorizing information can be split into four distinct stages. These are:

1. The registering of information by the five senses – sight, hearing, smell, touch and/or taste.
2. The interpretation by the brain of the impulses that are generated by the five senses. This is what is termed understanding.
3. The temporary storage of the information in the so-called short-term memory.
4. Finally, the transfer of the information from the short-term, to the long-term memory. This is where a (theoretically) permanent record of the memory is stored.¹⁸

Based on the explanation above about mnemonic technique, the researcher can conclude that mnemonics technique capable and can help the students to remember the words or students' vocabulary in English learning that they memorize. The students will remember words or vocabulary that they get in learning English.

¹⁷ Emily Keightley *The Mnemonic Imagination*, (US: MACMILLAN, 2012)

¹⁸ Mark D'Arcy *Introduction Mnemonic*

b. Types of Mnemonic

There are some various types of mnemonics technique can be described, as follow:

1) Rhymes

Rhymes are the first technique was described by Bower and Bolton, the main idea of rhyme is that the information needed to remembered is made up into a rhyme. This technique is approach to remembering the number of the days in each month: “Thirty days has September, April, June, and November..”¹⁹ This technique can use with the song, such as introduction the number or color with the song, until the students easily remember the words.

2) Link Word

The link word is a simple and effective technique for memorizing any sequence of data, whether a shopping list, or a set of names, concepts, objects, directions, and so on. All that’s required is an unleashing of creative imagination.²⁰ The main idea from the link word is to form a visual image associated with the first and second word of the list, then form a completely different visual image connecting the second and third word, then the third and the fourth word, etc.

The overlapping series of the images associating the sequence of pairs of items in the list act like interlocking links in a chain.²¹ This technique uses visual image to help remember the word. Interactive visual imagery connects items in a list,

¹⁹Kamis Jurowski and friends, *Mnemonics Devices in Science* (Krakow: Scientiae et Didactics, 2015), p.13

²⁰ Dominic O’Brien, *How to Develop a Brilliant Memory*, (New York: Shelter Harbor Press, 2005), p. 26

²¹Kamis Jurowski and friends, *Mnemonics Devices in Science* (Krakow: Scientiae et Didactics, 2015), p.14

making a chain. Item 1 join with item 2: a separate image joins item 2 with item 3 and so on. Thus, retrieving one item in the list cues the next item.²²

3) Acrostics (Single use)

This mnemonics consists one of the technique: first-letter recoding. Associating the first letters of words is the most popular mnemonics procedure reported for a variety of learning tasks. In this technique words are remembered by arranging their first letters either in alphabetical order or so that they form a word.²³

Thus, this technique uses the first letters of a list of words are used to create a new word. For example, the letters in the word HOMES representing the names of the five Great Lakes (Huron, Ontario, Michigan, Erie, Superior) and indicate the first letter in each of their names.

4) Method of Locy

Method of Locy - method of location is the technique that must have rememorized the images of a sequence of locations, so this technique needs a number of stages.²⁴ This technique can help the students to remember the words cause when they memorize, they imagine the word be in the location that they know. For example, the students memorize about fruits, they imagine their home and they put the words in location that they know. So, when they will remember the word again, they can imagine their home and remember the word.

²²Adam L. Putnam, "Mnemonic in Education: Current Research and Application" ,*Translational Issue in Psychological Science* 1, No. 2, 2015, p.2

²³Kamis Jurowski and friends, *Mnemonics devices in science* (Krakow: Scientiae et Didactics, 2015), p.14

²⁴Kamis Jurowski and friends, *Mnemonics devices in science* (Krakow: Scientiae et Didactics, 2015), p.15

5) Peg Word System

In this technique, the image of the concrete objects are applied as the pegs to which the images to be remembered are attached.²⁵ Visual imagery combines the to be remembered items with the peg items. Items can be retrieved by thinking of a number and the corresponding peg, which cues the target item.²⁶ In this technique, we can put the word with their partner or terminology. Example hot-fire, blood-lipstick, earth-sky, etc.

6) Acronyms

An acronym is a word formed from the first or first few letter of several words. For example, NATO is an Acronym for North Atlantic Treaty Organization. The acronym is spoken as a word, rather than a series of letters each with its own pronunciation.²⁷ This technique can help to remember easily because the word is abbreviated.

c. Benefits of Mnemonics Technique

In mnemonics technique, the right brain functions to be activated, because in this technique the students try to imagine, song or rhythm so that the students will easily remember information, vocabulary, notes, etc. that they have been learned.

From that there are several benefits of learning and teaching mnemonics technique.

²⁵Kamis Jurowski and friends, *Mnemonics devices in science* (Krakow: Scientiae et Didactics, 2015), p.14

²⁶ Adam L. Putnam, "Mnemonic in Education: Current Research and Application", *Translational Issue in Psychological Science* 1, No. 2, 2015, p.2

²⁷ Dominic O'Brien, *How to Develop a Brilliant Memory*, (New York: Shelter Harbor Press: 2005), p. 18

- 1) Mnemonics technique encouraging students to be interested in learning English, because the students try to imagine, rhythm and drawings in process learning.
- 2) Mnemonics technique can assist the students in capturing material and remember the material that has been taught by their teacher.
- 3) Mnemonics technique help the students memorize lessons easily and effectively, and can help the students remember information faster and retain it longer.

3. Definition of Interest

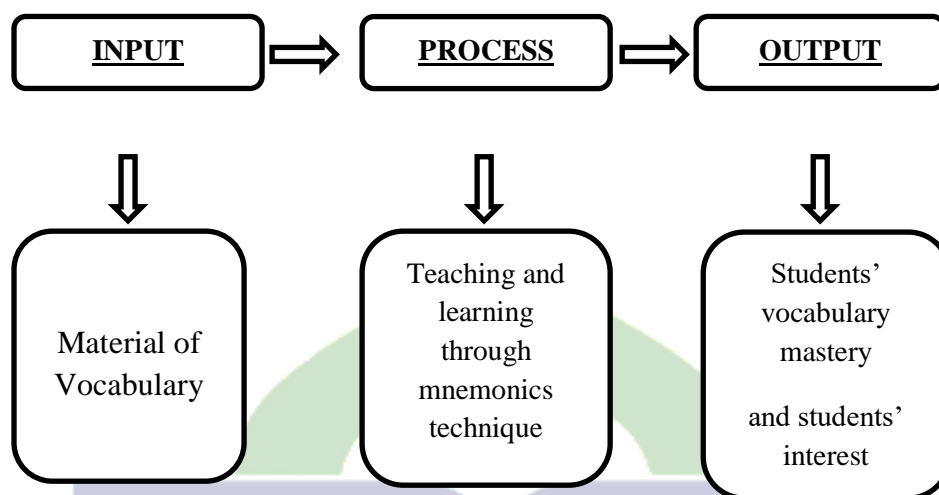
According to Indonesian Dictionary, Interest is fun (delight, to attract is sighing (so that it is close, forward, upward, outward, etc.) 2. pleasant (exhilarating, delighting the heart because of its beauty, beauty, goodness, etc.). 3. arouse a feeling of love (affection, like, want, etc.) 4. influence or arouse the desire to pay attention (heed, etc.).²⁸ Based on Wikipedia Indonesia, interesting is feeling present, love, want to something that people attention.

So, the researcher can conclude that interest is a tendency toward something that people like or that attracts attention and make feel pleasant. This often occur when people seeing or learning something new or never do before and there is a desire to do it again as a hobby or something that people like.

C. The Conceptual Framework

The conceptual framework underlying this research is given in the following diagrams:

²⁸ Desy Anwar, *Kamus Besar Bahasa Indonesia Terbaru*, (Surabaya: Amelia Surabaya, 2003) p.486



Note:

1. Input : it refers the researcher apply the materials of vocabulary in the classroom.
2. Process : it refers to teaching and learning vocabulary materials through mnemonics technique.
3. Output : it refers to enhance students' vocabulary after learning through mnemonics technique.

D. Hypothesis

Hypothesis is the conclusion of research that has not been perfect, so it needs to be refined to prove the truth of the hypothesis that through research.²⁹

Based on the conceptual framework above, the researcher formulates hypothesis as follow:

H₀: The use of mnemonics technique is not able to enhance the students' vocabulary mastery at the students of Rumah Bambu Pintar Kab. Pinrang.

H₁: The use of mnemonics technique is able to enhance the students' vocabulary mastery at the students of Rumah Bambu Pintar Kab. Pinrang.

²⁹Burhan Bungin, *Metodologi Penelitian Kuantitatif*, (Jakarta: Kencana, 2008), p.75

E. Variable and Operational Definition

1. Variable

Variable is something that becomes objects of the research that from gist of research problem.³⁰ There are two variable in this research, namely independent variable (x) and dependent variable (y).

a. Independent variable (x)

Independent variable is that the experimenter expects to influence the other.³¹ Independent variable of this research is the use mnemonics technique in learning English.

b. Dependent variable (y)

Dependent variable is variable that is influenced by independent variable. Dependent variable of this research is the students' vocabulary mastery at the students of Rumah Bambu Pintar Kab. Pinrang.

2. Operational Definition

- a. Mnemonics technique are technique that can be used the teacher to enhance the students' vocabulary. With mnemonics technique, the students memorized the words or vocabulary easily with some technique of mnemonic. Mnemonics technique helped the students to remember words or vocabulary that they got in their learning.
- b. The students' vocabulary mastery is the students' ability to memorize, identify vocabulary, and knew meaning of words, such as about pronoun, shape and size etc. and the students recognized the vocabularies. The students also used and applied vocabulary for communication with other people.

³⁰Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: RinekaCipta, 2013), p.22.

³¹ David Nunan, *Research Method in Languange Learning*, (Cambridge: Cambridge University Press, 1992), p.25