

## CHAPTER II

### RIVIEW OF RELATED LITERATURE

#### 2.1 Previous Related Research Finding

There have been finding related to this study. Some of them are:

Vanlee Siriganjanavong “The Mnemonic Keyword Method: Effects on the Vocabulary Acquisition and Retention”. The objectives of the study were to introduce the technique called “Mnemonic Keyword Method (MKM)” too low proficiency English learners and to explore the effectiveness of the method in terms of short-term and long-term retention. The sample was purposefully drawn from one intact class consisting of 44 students. They were first-year university students studying a non-credit English remedial course. The materials used in the study consisted of 40 target words, with half of them taught using MKM and the other half with mixed methods, namely contextual clues, word structure analysis, and opposite word-pairs. Students’ retention was measured by using a 40-item-vocabulary test and two cued-recall sheets. The results from the vocabulary test and the cued-recall sheets showed that compared to those mixed methods, words taught by MKM could be better recalled both in short-term and long-term memory.<sup>1</sup>

Febria Afia Rahmah in her research “The Effectiveness of Using English Songs from YouTube Towards Students’ Vocabulary Mastery”. Concluded that teaching vocabulary by using English songs from YouTube was effective. It is proved by  $t_{count}$  (4.01) which is higher than  $t_{table}$  in the degree significance 1% (2.39). it is considered that the null hypothesis ( $H_0$ ) in this study is rejected and the alternative hypothesis ( $H_a$ ) which states that there is significant difference between students’ vocabulary scores taught by using English songs from YouTube and

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<sup>1</sup>Vanlee Siriganjanavong, “The Mnemonic Keyword Method: Effects On The Vocabulary Acquisition And Retention” (Unpublished Language Institute Thammasat University Rangsit Campus: Thailand. Canadian Center Of Science And Education . 6. No. 10. 2013).

without by using English songs from YouTube is accepted. It means that the English songs from YouTube are effective in improving students' vocabulary mastery.<sup>2</sup>

Ika Rahmadani Lubis in her research "Improving Student's Vocabulary Mastery by Using Fly Swatter Game" the research showed that there was a development on the students' vocabulary mastery, it can be seen from the mean score of pre-test were 53.3, the mean score of post-test 1 was 70.9, and the mean score of pot-test cycle 2 was 83.5. In addition, there were 4 students (8.16%) who passed Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal (KKM)* in the pre-test. Meanwhile, in the cycle 1, there were 27 students (55.1%) who passed Minimum Mastery Criterion (KKM), and it gained which was in the post-test cycle 2 there were 42 students (85.7%) who passed Minimum Mastery Criterion (KKM), so the criteria of success was achieved. Then, from the result of questionnaire it showed that there was improvement of positive responses in the teaching-learning process of vocabulary through fly swatter game. The mean of pre-questionnaire was 47.09%. Then, the mean of post-questionnaire was 94.8%. It improved 47.71%. Furthermore, the results of observation and interview showed that the students were motivated in teaching-learning process during the implementation of fly swatter game.<sup>3</sup>

Basically, it is necessary for each research have differences. So, the writer explain the difference of her study the other study especially for three related resesarches which is presented above. First, the difference of Vanlee's research with this study is that Vanlee's research use mnemonic keyword method in Acquisition and Retention. The second related research by Febria, the deffence of the study is febria use English song from youtube to improve vocabulary mastery. The, for the three related research by Ika, the difference of the study is that ika used the fly swatter game to improve strudents' vocabulary mastery. While in this research, the

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<sup>2</sup>Febria Afia Rahmah, "The Effectiveness of Using English Songs from YouTube Towards Students' Vocabulary Mastery" (Unpublished Skripsi Sarjana: The Faculty Of Tarbiyah And Teachers' Training: Jakarta, 2015), p.

<sup>3</sup>Ika Rahmadani Lubis, "Improving Student's Vocabulary Mastery by Using Fly Swatter Game" (Unpublished Skirpsi Sarjana: the Faculty of Tarbiyah Science and Teachers Training: Medan, 2017), p. iv.

written only focus to study the effectiveness by using mnemonic keyword method to improve students' vocabulary mastery.

## 2.2 Some Pertinent Ideas

### 2.2.1 The Concept of Vocabulary

According to Jack C. Richards and Willy A. Renandya, "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write"<sup>4</sup> Its means that the first thing we have to learn English is we have to master the vocabulary, because with vocabulary we can learn Language skill easier and if we lack vocabulary will face a lot of problems.

According to *Oxford English Dictionary*, vocabulary is all the words that a person knows or use: all the words in a language, list of words with their meanings, esp. in a book for learning a foreign language.<sup>5</sup> Vocabulary is the collection of the word that individual knows, Hatch and Brown define vocabulary as a list or set words for a particular list or set of the word that individual speakers of language might use.<sup>6</sup>

According to Hornby, vocabulary is the number of words which kinds of rules for combining to make up a sentence. It contains in every book and text.<sup>7</sup> While according to Penny Ur "vocabulary is one of the linguistic aspects that is important in teaching a language, besides structure and pronunciation. As a stock of words used by a person, vocabulary can be defined, roughly, as the words we teach in the foreign language"<sup>8</sup>

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<sup>4</sup>Jack C. Richards and Willy A. Renandya, *Methodology In Language Teaching* (New York: Cambridge University Press, 2002), p. 255.

<sup>5</sup>Oxford LEARNER'S POCKET Dictionary (Oxford: Oxford University Press, 2011), p.495.

<sup>6</sup>Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantic, And Language Education* (Cambridge University Press, 1995), p.1.

<sup>7</sup>V. E. Wakefield Hornby, *Advanced Learner's Dictionary Of Current English* (Oxford University Press, 1963), p. 1120.

<sup>8</sup>Penny Ur, *A Course In Language Teaching: Practice And Theory* (New York: Cambridge University Press, 1996), p.60.

Based on some understanding of vocabulary above, the researcher concludes that vocabulary is a collection of words that have meaning from all existing language.

#### 2.2.1.1 The Types of Vocabulary

##### 2.2.1.1.1 Reading Vocabulary

This vocabulary refers to the words the people recognize when reading any text because reading is the activity of perception, analyze, and interpreted by the reader to obtain messages to be conveyed by the author in the media writing. People can read and understand many words. But do not use them in speaking vocabulary. Needless to say, vocabulary grows with reading.

##### 2.2.1.1.2 Listening Vocabulary

This types of vocabulary refer to the word people can hear and understand. starting. A person's listening vocabulary is all the word he or she can recognize when listening to speech. People may still understand words they were not exposed to before using cues such as tone, gestures, the topic of discussion and the social context of the conversation.

##### 2.2.1.1.3 Writing Vocabulary

A person's writing vocabulary is all the words he or she can make use to express ideas in writing. Contrary to the previous two vocabulary types, the writing vocabulary is inspired and prompted by its user. Word is used in various forms of writing from formal essays to social media feeds. Many written words do not commonly appear in speech.

##### 2.2.1.1.4 Speaking Vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. It is likely to be a subset of the listening vocabulary. Due to the natural mode of the speaking vocabulary, the word is often misused. This misuse-through slight and unintentional – may be balanced by facial expression, tone of voice, or hand gestures and other par lingual features.

### 2.2.1.2 Kinds of Vocabulary

Meanwhile, According to Evelyn Hatch and Cheryl Brown, vocabulary can be divided into two kinds, they are:<sup>9</sup>

Productive vocabulary is of words which the students understand, can pronounce correctly and use constructively in speaking and writing. Productive vocabulary is the sets of words which understandable that are used in spoken communication. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought to others.

Receptive vocabulary is of words the student recognizes and understands when they occur in a context, but which he cannot produce correctly. The receptive vocabulary is also called a passive process because the learner only receives thought to form others. A person's receptive vocabulary is the larger of the two. For example, although a young child may not yet be able to speak, write, or sign, he or she may be able to follow simple commands and appear to understand a good portion of the language to which he or she is exposed. In this case, the child's receptive vocabulary is likely tens, if not hundreds of words, but his or her active vocabulary is zero. When that child learns to speak or sign, however, the child's active vocabulary begins to increase.

Fries says vocabulary is classified into four groups:<sup>10</sup>

First, there is the “function word” those words which although some of them may have also full-word meaning content, primarily or largely operate as means of expressing relations of grammatical structure. This includes so-called auxiliaries, preposition, conjunction, interrogative, particles and a miscellaneous group consisting of the word for the degree. For generalizing, the article, etc.

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<sup>9</sup>Evelyn Hatch And Cheryl Brown, *Vocabulary, Semantic, And Language Education* (New York: Cambridge University Press, 1997), p.139.

<sup>10</sup>Charles C. Fries, *Teaching And Learning English As Foreign Language* (Ann Harbor: The University Of Michigan Press, 1970), p.38-35.

The second kind of vocabulary items consist of the “substitute” word: the personal pronoun: *I, me, we, us, you, he, him, she, her, it, they, them, my, our, your, its, theirs, mine, ours, yours, theirs*, the indent finite, *any (one/ body/ thing/ where)*; and negative, *none, nobody/things/where*: quantity or number *each, both, all, some, many, few, many, several, much, one, ones, two, etc.*

The third types of vocabulary items are those that are distributed in use according to such grammatical matters as the absence or presence of a negative. For example, Rena speaks English well and Anton does too. *To* means that Anton also can speak English well although the sentences do not show immediately that Anton can speak English well.

The fourth group is of “content” words. In English. These content word fall into three classes: class I, the words for things: such as book, door, pen, chair, blood, paper, table, knife, etc. class II, the word for actions: such as read, eat, sleep, drink, sit, write, walk, etc. class III, the word for qualities: such as true, false, cold, long, short, etc.

### 2.2.1.3 Focal Vocabulary

“Focal vocabulary” is a specialized set of terms and distinctions that is particularly important to a certain group, those with a particular focus of experience or activity.<sup>11</sup> A lexicon or vocabulary is a language’s dictionary. It’s a set of names from things, events, and ideas, Some linguists believe that lexicon influences people’s perception of things.

### 2.2.1.4 Vocabulary growth

#### 2.2.1.4.1 At early age

Initially, in the infancy (babyhood) stage, vocabulary growth requires no effort Babies hear words and imitate the, eventually associating them with object and actions. This is the listening vocabulary. The speaking vocabulary follows as a child’s thoughts become more dependent on its ability to express itself without

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<sup>11</sup>Prudent Injeeli. *Mind Your Words: Master The Art Or Learning And Teaching Vocabulary* (Singapore: TRAFFORD, 2013), p.6-7.

gestures and mere sounds. Once the reading and writing vocabularies are attained through question and education the irregularities and inconsistencies of language can be noticed, understood and reconciled.

#### 2.2.1.4.2 Passive vs. Active vocabulary

A rough grouping of the word we understand when we hear them encompasses our “passive” vocabulary, where’s our “active” vocabulary is made up of word that comes to our mind immediately when we have to use them in a sentence, as we speak. In this case, we often have to come up with a word in the time frame of split seconds, so one has to know it well, often in combinations with other words in phrases, where it is commonly used.<sup>12</sup>

#### 2.2.1.5 Vocabulary Development

According to Harmer, there are four things that students need in vocabulary development, namely:<sup>13</sup>

2.2.1.5.1 Meaning: The first thing to realize about vocabulary items is that they frequently have more than one meaning. Students need to know about meaning in context and they need to know about sense relation.

2.2.1.5.2 Word Use: Students need to recognize metaphorical language use and they know how to word collocate. They also need to understand that stylistic and topical context word and expression occur in.

2.2.1.5.3 Word Information: Students need to know words are split and how the sound. Indeed the way words are stashed can the way that stress can change when their grammatical function is different as with noun and verbs. Part of the learning of words is learning it’s written and spoken form.

2.2.1.5.4 Word Grammar: Students need how to make a distinction between countable and uncountable noun and there are many others of grammatical

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<sup>12</sup>Prudent Injeeli. *Mind Your Words: Master The Art Or Learning And Teaching Vocabulary* (Singapore: TRAFFORD, 2013), p.7.

<sup>13</sup>Jeremy Harmer, *How To Teach English: An Intoduction To The Practice Of English Language Teaching* (Logman: Essex, 1991), P. 156-158.

behavior that students need to know about: what are phrasal verbs and how do they behave? How are adjectives ordered? What position can adverb in be used in? Without their knowledge can really say that student knows vocabulary items.

#### 2.2.1.6 Vocabulary Mastery

Mastery is comprehensive knowledge or use of a subject or instrument. Mastery derived from the word ‘master’, which means to become skilled or proficient in the use of, to gain complete knowledge through understanding.<sup>14</sup> Vocabulary mastery is competence to know words and meaning. Nation proposes the following list of the different kinds of knowledge that a person must master in order to know a word are:<sup>15</sup>

1. The meaning of the word
2. The written form of the word
3. The spoken form of the word
4. The grammatical behaviour of the word
5. The collocations of the word
6. The register of the word
7. The associations of the word
8. The frequency of the word

In this study the writer only includes two points from the eight points above, namely the meaning of the word and the written form of the word.

Vocabulary mastery is the competence or complete knowledge of a list or a set of word that make up a language which might be used by particular person, class,

<sup>14</sup>William Collins, *Webster’s New Twentieth Century Dictionary* (America: The United States of America, 1979), p. 604.

<sup>15</sup>Norbert Schmitt, *Vocabulary in Language Teaching* (New York: Cambridge University Press, 2000), p. 5.



profession. Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate, and advanced levels.

In learning four language skills, vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the students master vocabulary, the better they perform their language. By having too limited vocabulary, the students will find difficulties in mastering reading and other skills.

### 2.2.2 The Concept of Mnemonic

Kozarenko (2006: 15) says that mnemonic derived from the Greek word “Mnemonic” which mean the art of memorization. Mnemonics are techniques or devices, either verbal or visual, that serves to improve the storage of new information, and the recall of information contained in memory. A mnemonic device is a trick of memory which is often called just mnemonic its means a special trick as a linking tool of mental for entering the formation items into students’ mind system.<sup>16</sup>

A mnemonic device is things that help you remember something. They work by creating a link in your memory between a word and its definition *through* another associated image, phrase, or sound (or smell for that matter, but we don’t have any good examples for those).<sup>17</sup> Mnemonic: this is trick to help retrieve items or rules that are sutured in memory and that are not yet automatically retrievable. The most well-attested memory technique is the keyword technique.<sup>18</sup>

According to Foster (2009: 123) mnemonic is a way of organizing information to make it easier to remember, typically by using codes, visual imagery, or rhymes. It is important to remember that the mnemonics technique is a memory-enhancing strategy and is not designed specifically to enhance comprehension. Based

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<sup>16</sup>Muhibbin Syah, M. Ed. *Psikologi Pendidikan Dengan Pendekatan Baru*, (Bandung: Remaja Rosada Karya, 2002), p.160.

<sup>17</sup>Anne Curtis. *The Princeton Review Word Smart For The GRE New York*: Random House, Inc 2003 p.15.

<sup>18</sup>Scott Thornbury, *How To Teach Vocabulary* (Malaysia: Blues Stone Press, 2007), p.13.

on the definitions above, it can be concluded that the mnemonic technique means a technique to utilize memory in certain ways.

#### 2.2.2.1 Types of Mnemonic

Mnemonic devices have been differently classified by different scholars. Thompson in Amiryousefi and Ketabi's journal (2011: 179-180) arranges mnemonics technique into five classes; they are linguistics, spatial, visual, physical response and verbal methods. types the most popular of mnemonic device, among others are:

##### 2.2.2.1.1 Rhyme

Rhyme is a poem that consists of word and term which have to be remeber by student. The poem will have a good effect if is given not and can be sung. The learner of kindergarten song that consist of morality messages as an example.

##### 2.2.2.1.2 Acronym and Acrostic

Acronym is word whose individual letter can represent elements in list information. For example **NATO** : **N**orth **A**tlantic **T**reaty **O**rganization. Acrostic is sentence whose first letters represent to be remembered information.<sup>19</sup> For example **Richars of York Gained Battle In Vain** – the visible spectrum in sequential order: **Red – Orange – Yellow – Green – Blue – Indigo – Violet.**

##### 2.2.2.1.3 Peg-word system

Peg-word system is a mnemonic technique which uses the components that have been mastered before.<sup>20</sup> The mnemonic peg system, invented by Henry Herdson is a memory aid that works by creating mental associations between two concrete objects in a one-to-one fashion that will later be applied to to-be-remembered information. Typically this involves linking nouns to numbers and it is common practice to choose a noun that rhymes with the number it is associated with. These

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<sup>19</sup>Muhibbin Syah, M. Ed. *Psikologi Pendidikan Dengan Pendekatan Baru*, (Bandung: Remaja Rosada Karya, 2002), p.161.

<sup>20</sup>Muhibbin Syah, M. Ed. *Psikologi Pendidikan Dengan Pendekatan Baru*, (Bandung: Remaja Rosada Karya, 2002), p.161.

will be the pegs of the system. These associations have to be memorized one time and can be applied repeatedly to new information that needs to be memorized.

#### 2.2.2.1.4 Method of loci

Word loci itself is plural from of “locus” that meaning place.<sup>21</sup> A variation of the "method of loci" involves creating imaginary locations (houses, palaces, roads, and cities) to which the same procedure is applied. It is accepted that there is a greater cost involved in the initial setup, but thereafter the performance is in line with the standard loci method. The purported advantage is to create towns and cities that each represent a topic or an area of study, thus offering an efficient filing of the information and an easy path for the regular review necessary for long term memory storage.

#### 2.2.2.1.5 Keyword Method

Raugh and Atkinson define the keyword method as associations between an acoustic similarity of an English keyword to a foreign word and the visual association of the English keyword to the English definition of the foreign word.<sup>22</sup> The keyword mnemonics Strategy was developed by Atkinson and was simplified by Levin as recording, relating, and retrieving. In recording, the student changes the word to a well-know, similar-sounding word. This word is the keyword. This table of word list that consist of unsure as following example:

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<sup>21</sup>Muhibbin Syah, M. Ed. *Psikologi Pendidikan Dengan Pendekatan Baru*, (Bandung: Remaja Rosada Karya, 2002), p.161.

<sup>22</sup>Atkinson, R. C., & Raugh, M. R. (1974). An Application Of The Mnemonic Keyword Method To The Acquisition Of A Russian Vocabulary. *Journal Of Experimental Psychology: Human Learning And Memory*, 1, p. 126.

Table 2.1 Mnemonic Technique in Presenting Vocabulary<sup>23</sup>

Words	Phonetic	Keyword	Meaning
		(Mnemonic)	
Accept	æksépt	Asep	Menerima
Adult	ədólt	Adul	Orang Dewasa
Direct	dərəkt	Derek	Langsung
Deny	dəný	Deni	Menyangkal
Enchant	enčánt	Encan	Memikat
Enact	enákt	Enak	Memerankan
Engine	énjən	Enjing	Mesin
Towel	táwəl	Toel	Handuk
Unjust	ənjést	Anjas	Tidak adil

From the example above, it explains that words; adult, astute, enact, engine, and deny more have similarity in form. Mean while, words; accept, direct, enchant, towel, and unjust have similarity in sound. Next, in the relating stage, the student visualized and draws a picture that symbolizes the keyword. Finally, in the retrieving stage, the student hears the target word, think of the keyword, and visualizes the picture and retrieves the meaning of the target word.<sup>24</sup>

Mnemonic is memorizing something with help. It may be an abbreviation, an assumption with an object, or "linking" (remembering something based on a relationship to something else), besides Mnemonic is a technique for remembering information that is very difficult to recall. There are three basic principles when

<sup>23</sup>Muhibbin Syah, M. Ed. *Psikologi Pendidikan Dengan Pendekatan Baru*, (Bandung: Remaja Rosada Karya, 2002), p.162.

<sup>24</sup>M.C. Gore. *Second Edition Nclusion Strategies Classrooms Key For Struggling Learners*, (United States Of America :CORWIN A Sage Company, 2010), p. 56.

using mnemonic, i.e. imagination, association, and location. By integrating all three, you can use these three principles to build a powerful memory mnemonic system.

### 2.2.3 The Concept of Effectiveness

Generally, Effectiveness shows up how far the achievement of a goal that we have determined. This is in accordance with the notion of effectiveness according to Hidayat which explains that: "Effectiveness is a measure that states how far the target (quantity, quality and time) has been achieved. Where the greater percentage of targets achieved, the higher the effectiveness ". The understanding of effectiveness according to Prasetyo Budi Saksono, effectiveness is how much the output attachment level is achieved with the expected output of some inputs. From the notion of effectiveness can be concluded that the effectiveness is a measure that states how far the target (quantity, quality and time) that has been achieved by management, which target is already determined first.<sup>25</sup>

Aspects of effectiveness based on Muasaroh's opinion, effectiveness can be explained that the effectiveness of a program can be seen from aspects such as (1) Aspect of task or function, ie the institution is said effectiveness if carrying out duties or functions, the learning program will be effective if the task and function can be implemented well and learners learn well; (2) The plan or program aspect, which is meant by the plan or program herein is a programmed learning plan, if all plans are to be implemented then the plan or program is said to be effective; (3) Aspects of rules and regulations, the effectiveness of a program can also be seen from the function or not the rules that have been made in order to maintain the ongoing process activities. This aspect includes both teacher-related and student-related rules if this rule is well-implemented means that the rules or rules are effective; and (4) Aspects of objective or ideal conditions, an activity program is said to be effective from the point of the outcome if the goal or ideal conditions of the program can be

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<sup>25</sup>Danfar, "Pengertian Efektifitas". <https://dansite.wordpress.com/2009/03/28/pengertian-efektifitas/> (Accessed on, April 12<sup>th</sup> 2018)

achieved. Assessment of this aspect can be seen from the achievements achieved by learners.<sup>26</sup>

On teaching activities contained the ability to analyze the students' needs, making decisions about what to do, designing effective and efficient learning, activate students through extrinsic and intrinsic motivation, evaluate learning outcomes, and revise the next lesson to be more effective in order to improve students' achievement.

From definitions above, it can be conclude that effectiveness is a measurement of how far the target (quality, quantity and time) have been achieved. It can be matched in learning of how far the learning objectives can be achieved with the achievement of quantity, quality and time. In learning activities context need to consider effectiveness means how far the objectives have been achieved as expected.

#### 2.2.3.1 Characteristics of Effectiveness

According to Surya (Agsha: 2015) that the effectiveness of the learning program is marked with the following characteristics:<sup>27</sup>

1. Successful delivery of students to achieve the instructional goals that have been set.
2. Provide an attractive learning experience, involving students actively so as to support the achievement of instructional goals.
3. Have facilities that support the teaching and learning process.

From the above explanation can be concluded that a good learning model is how teachers successfully deliver their students to gain knowledge and provide an attractive learning experience.

According to Harry Firman the effectiveness of the learning program is characterized by the following characteristics:<sup>28</sup>

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<sup>26</sup>Literatur Book, "Pengertian efektifitas dan landasan". <http://literaturbook.blogspot.com/2014/12/pengertian-efektivitas-dan-landasan.html> (Accesed on, April 12<sup>th</sup> 2018)

<sup>27</sup>Rijal, "Cara mengukur dan mengetahui efektifitas pembelajaran". <http://www.rijal09.com/2016/12/cara-mengukur-dan-mengetahui-efektivitas-pembelajaran.html> (Accesed on, April 12<sup>th</sup> 2018)

1. Successfully delivering the students achieve the stated instructional goals.
2. Provide an attractive learning experience, involving students actively to support the achievement of instructional goals.
3. Having facilities that support the teaching and learning process.

Based on the characteristics of effective learning programs as described above, the effectiveness of the learning program is not only reviewed in terms of the level of learning achievement but must also be reviewed in terms of processes and supporting facilities.

#### 2.2.3.2 Criteria of Effectiveness

The effectiveness of learning methods is a measure related to the success rate of a learning process.

The effectiveness criteria in this study refer to:<sup>29</sup>

1. Completeness of learning, learning can be said if at least 60% of the number of students have scored = 60 in improving learning outcomes.
2. The learning model is said to be effective in improving students' learning outcomes if statistically, the students' learning outcomes show significant differences between initial comprehension and post-learning comprehension (significant gain).
3. The learning model is said to be effective if it can increase interest and motivation if after learning the students become more motivated to learn more enterprising and obtain better learning outcomes. And students learn in a fun situation.

Slavin (2000) the effectiveness of learning can be measured using four indicators as follows:<sup>30</sup>

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<sup>28</sup>Ahmad Muhli, "Efektifitas Pembelajaran," *Serba-serbi Pengetahuan*. <https://ahmadmuhli.wordpress.com/2011/08/02/efektivitas-pembelajaran/> (Accessed on April 12<sup>th</sup> 2018)

<sup>29</sup>Ahmad Muhli, "Efektifitas Pembelajaran," *Serba-serbi Pengetahuan*. <https://ahmadmuhli.wordpress.com/2011/08/02/efektivitas-pembelajaran/> (Accessed on April 12<sup>th</sup> 2018)

1. Quality of learning (quality of insurance), that is how much content of information presented so that students can easily learn it or the level of mistake a little. The smaller the level of error that is done means the more effective learning. Determination of the level of effectiveness of learning depends on the achievement of mastery of specific teaching objectives, usually called learning mastery.
2. Adjustment of the appropriate level of instruction, ie the extent to which teachers ensure the level of readiness of students in receiving new materials.
3. Incentives are how much effort the teacher motivates students to complete or do the tasks and learn the material given. The greater the motivation given, the greater the activity of the students so that learning will be effective.
4. Time, which is the time needed to complete the learning activities. Learning will be effective if students can complete the lesson according to the time specified.

Eggen and Kauchan argue that the effectiveness of learning is characterized by the activity of students in learning, especially in organizing and discovery of information. Therefore, the more active students in learning the more effective learning are also implemented.<sup>31</sup>

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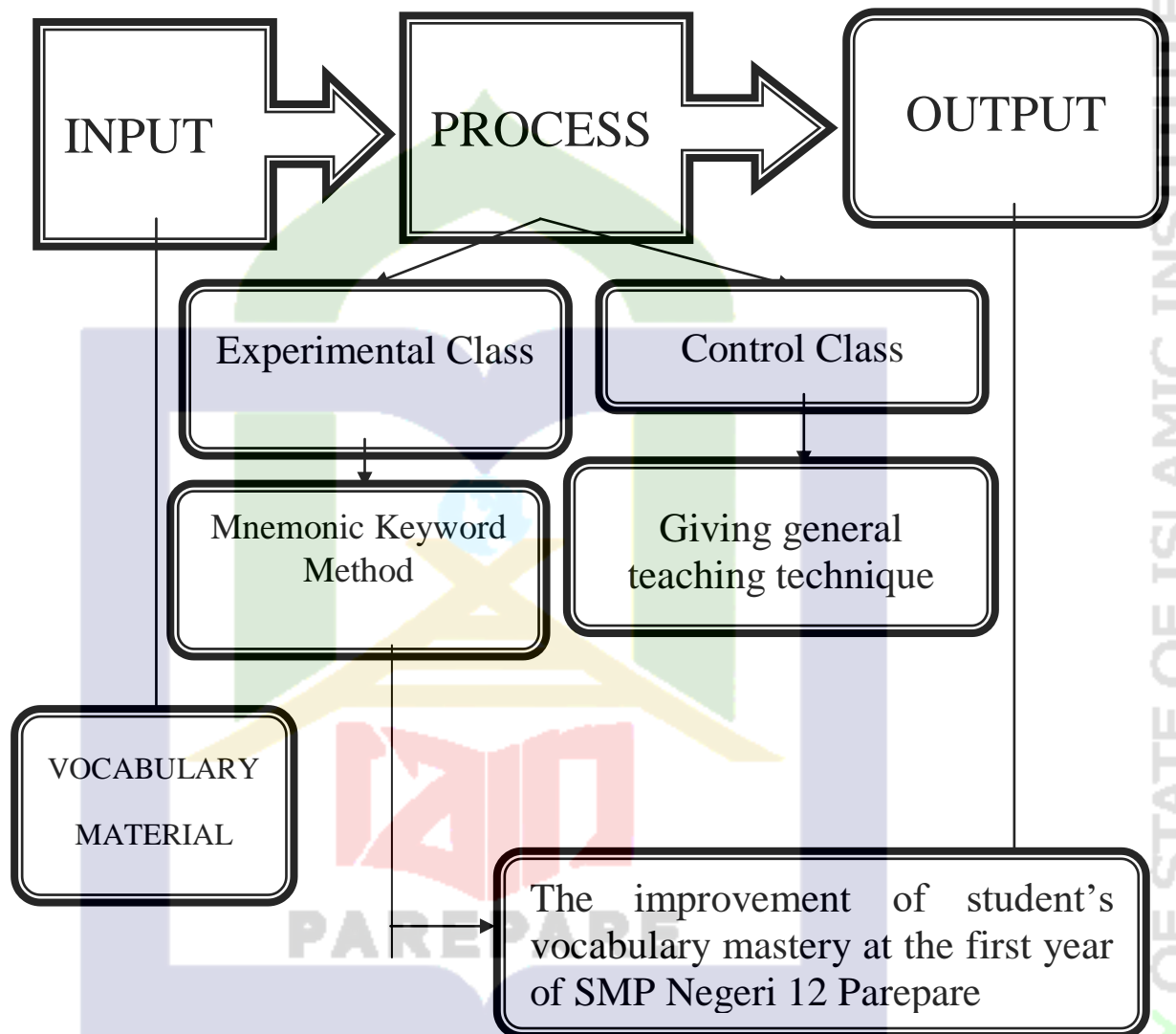
<sup>30</sup>Rijal, "Cara mengukur dan mengetahui efektifitas pembelajaran". <http://www.rijal09.com/2016/12/cara-mengukur-dan-mengetahui-efektivitas-pembelajaran.html> (Accesed on, April 12<sup>th</sup> 2018)

<sup>31</sup>Rijal, "Cara mengukur dan mengetahui efektifitas pembelajaran". <http://www.rijal09.com/2016/12/cara-mengukur-dan-mengetahui-efektivitas-pembelajaran.html> (Accesed on, April 12<sup>th</sup> 2018)



### 2.3 Conceptual Framework

The main Focus of the research is



There are three main components are explained in the following, the first component is *input* explain it to apply some materials about mnemonic keyword method. The second component is a process it refers to the teaching vocabulary materials through mnemonic keyword Method. The last component is *output* it refers to The effectiveness of the method to teaching vocabulary.

## 2.4 Hypothesis

Based on the theoretical framework, the researcher formulated the hypothesis, namely:

H<sub>0</sub>: The first year students of SMP Negeri 12 Parepare cannot improve the vocabulary mastery by using mnemonic keyword method.

H<sub>1</sub>: The first year students of SMP Negeri 12 Parepare can improve the vocabulary mastery by using mnemonic keyword method.

## 2.5 Variable of the research and Operational Definition of Variable

### 2.5.1 Variable of the research

This research has two kinds of variable, they are independent variable and dependent variable.

2.5.1.1 Independent variable is Mnemonic Keyword Method.

2.5.1.2 Dependent variable is Teaching Vocabulary.

### 2.5.2 Operational Definition of variable

2.5.2.1 Mnemonic Keyword Method is one method to teach vocabulary so that in learning vocabulary more attract student attention. Mnemonic Keyword Method is memorize vocabulary by using keyword that students know well or with words that sound the same.

2.5.2.2 Teaching Vocabulary is teaching about the vocabulary used in English.