

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some reviews related literature, such definition of vocabulary, type of vocabulary, aspect of vocabulary, technique in teaching vocabulary, definition of mnemonic technique, classification of mnemonic, definition of mnemonic acrostic, definition of recount text, the purpose of recount text and some previous studies.

A. Vocabulary

Nurhayati (2018) argues that one of the important aspects in learning a foreign language is vocabulary. Vocabulary is the important for anyone who learns the language used in listening, speaking, writing, and reading. According to Daller, et. al. (2007: xii) vocabulary plays an important role in the lives of all languages users, since it is one of the major predictors of school performance, and successful learning and use of new vocabulary is also key to membership of many social and professional roles. Moreover, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Richards & Renandya, 2002: 255). Learner's foreign language could speak fluently and accurately, write easily, or understand what the learner reads or hears if they have enough vocabularies. Vocabulary is more than

lists of target language words (Nunan, 1999: 101). It means that vocabulary used in many aspect such as communication.

According to Handson and Padua (2011: 5) vocabulary refers to words use to communicate in oral and print language. In order to communicate effectively using oral and print language should be flexibly used words that speaker recognize and understand. So, vocabulary is one of English component that influences four skills; listening, speaking, reading, and writing. If the students have rich vocabulary they would have high English skill also.

B. Types of Vocabulary

Hiebert and Kamil's view point (2005:3) state that the types of vocabulary depends on individual purpose in conveying the meaning. This definition is the fact that word come in at least two forms, oral and print. *Oral vocabulary* is the set of word for which language users know the meaning when language users speak or read orally. It refers to two language skill are speaking and reading. Meanwhile, *print vocabulary* consists of those words for which the meaning is known when we write or read silently. It refers to words that language users used in reading or writing. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, print vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary. If it is correlated with translation activity, the learner involves print vocabulary in

reading activity first then they find out the meaning. On the other hand, they furthers also declare that knowledge of words also comes in at least two forms, productive that the vocabulary use when write or speak and receptive that which language users can understand or recognize. These could explain clearly as follows:

I. Productive or active vocabulary

Productive can be called active. Productive or active vocabulary is the set of words that an individual can use when writing or speaking. According to Jackson and Amvela (2000: 28), “Active vocabulary is the words that you use in your own speech and writing, while passive vocabulary is the words that you recognize and can make sense of in the speech and writing of other people.” It means that, active vocabulary is made up of words that come to our mind immediately when we have to use them in a sentence, as we speak and write. They are words that are well- known, familiar, and used frequently. Active vocabulary appears when produce the words to sentences in speaking or writing. It can be activated by other words, because it has many incoming and outgoing links with other words. In this case, productive or active vocabulary means the stock of words that a person actually uses in his own speech or writing. It is used in oral or written expression the meaning to others.

II. Receptive or passive vocabulary

Receptive or recognition vocabulary is set of words for which an individual can assign meanings when listening or reading. It means receptive vocabulary is word that a person understands when they hear or read from other. They don't use own speech. Receptive carries the idea that we receive language input from others through listening or reading and try to comprehend it (Nation, 2000: 37). On the other hand, receptive vocabulary can be used in passive form. It consists of items which can only be activated by external stimuli.

By passive knowledge, it means that students are able to recognize the word but they are not able to produce it (Sarosdy *et al*, 2006: 71). It means that, receptive or passive vocabulary means the words that the students recognize and understand them when they occur in a context. Besides, it also can occur when the students need someone to say something that helps them recall the words meaning. The students usually find receptive or passive vocabulary in listening or reading materials. They can find the meaning of word when they read the text.

Based on explanation above, it can be concluded that the types of vocabulary can be divided into two knowledge are knowledge to know the meaning and to know the words. Knowledge to know the meaning consists of oral and print vocabulary while knowledge to know the words involves active or productive vocabulary and passive or receptive vocabulary. The words that

we produce in speaking or writing are called productive or active vocabulary. The words that we catch from listening and reading are receptive or passive vocabulary

C. Aspects of Vocabulary

According to Nation (2001:1), there are four aspects of vocabulary such as use, form, meaning, and usage. Further, for detailed explained as follows:

a) Use

According to Nation (2001: 1), there are some ways to draw the attentions to the use of words by quickly showing the grammatical pattern the word fits into (countable/ uncountable, transitive/ intransitive, etc.), giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children, etc.), and giving a well know opposite or a well know word describing the group or lexical set it fits into.

b) Form

In this aspect, word formation means to know how words are spoken, written, and how they can change their form. Firstly, the learners have to know what a word sound like its pronunciation (spoken form). Knowing the spoken form of word includes being able to recognize the word when it is heard. On the other hand, it also involves being able to receptive or produce in order to express a meaning. Secondly, the learners must know how spell of word (written form). As Nation (2001: 44) points out that one aspect of

gaining familiarity with the written form of word is spelling. Sometimes, the learner also must be careful in this activity because it (spell of word) is not same with their pronounced. Thirdly, the learners also must know any word parts that make up these particular items (such as prefix, root, and suffix). Suffix is an affix lies at the end of word to make new word, while root is the head of a word. Then, prefix is an affix at the beginning of root or word to make new word. For instance, words “uncommunicative” where the prefix of un means negative or opposite meaning, communicate as the root word, and -ive means a suffix denoting that someone or something is able to do something. Here, they all go together refer to someone or something that is not able to communicate, hence uncommunicative.

c) Meaning

Nation says that meaning encompasses the way that form and meaning work together in other words, the concept and what items it refers to, and the association that come to mind when people think about a specific word or expression. These are to realize about vocabulary items that they frequently have more than one meaning. Sometimes, word has meanings in relation to other words. As far as meaning goes, students need to know about meaning in the context and they need to know about sense relation. The meaning of word can be understood in terms of its relationship with other words in the language. According to Harmer (2002: 18), the sense relation is divided into four as follows:

1) Polysemy is word that the same collection of sounds and letter but it can have different meaning. Example: birth wing (sayap) - west wing (tanda).

2) Synonym, it means exactly or nearly the same as each other. While, McCarthy et al (2010: 181) defined synonyms are words that sound different but have the same or nearly the same meaning. Example: good-decent, bad evil, costly-expensive.

3) Antonym, a word is often defined by its relationship to other words. It also words with opposite meanings (Thornbury, 2002: 9). Example: cheap expensive, full-empty, old-young

4) Hyponymy, that relationship between a word which is a member of a category and the name of category. Kin et al (2003: 184) argued, “Hyponym is lexical representations that have feature indicating a class to which they all belong. Example: red, white, black and so on, is a hyponym of color.

d) Usage

The meaning of language depends on where it occurs within a large stretch of discourse. Here, Nation involves the grammatical function use of the words or phrase, the collocation that normally occur with a language use, and any constraints used (in term of frequency, level, so forth). In addition, Harmer (2002:19) says that words do not just have different meanings. However, they also can be stretched and twisted to fit different contexts and different uses. In this way, word meaning is frequently stretched through of metaphor and idiom. It is also governed by collocation. Students need to

recognize metaphorical language use and they need to know how words collocate.

Based on the explanation above, it can be concluded that in general, vocabulary can be classified into some part covering all words in language. After knowing some points of vocabulary, it is clear that the students should have a great skill on vocabulary

D. Techniques in Teaching Vocabulary

In the teaching learning process the teacher has to be able to make the interesting materials for the students, and he has to know all of methods in order to be able to use one of them when situation demands it. The creativity of the teacher gets a good result. According to Thornbury (2003:145-160) there are some techniques in teaching vocabulary.

The first is using mnemonic, it involves devising an image that typically connects the pronunciation of the second language of word with the meaning of a first language. The second by using word cards this technique, there are many activities as the variety such as peer teaching and testing, association games, guess my word, De-vowel words, Gosh writing, categories.

The third, guessing from context is one of the most useful skill learners can acquire and apply both inside and outside the classroom. It seems to be one that can be taught and implemented relatively easily. It's also one that we all already use, perhaps unconsciously when reading and listening in our mother tongue. The fourth, coping strategies for production, these strategies learners can

use gadgets and tools in their learning process. For the example is using tape, and then apply it through role plays.

The fifth, using dictionaries, it is useful when learners are generating text and looking for the resources of word for vocabulary acquisition. Sixth is spelling rules, dictionaries are often used to check spelling, and spelling in English is somewhat problematic. This is because there is often more than one way of spelling sound, and more than one way of pronouncing a letter (or combination of letters). Seventh is keeping records, the keeping of vocabulary notebooks is a skill that usually requires some classroom training. It is probably good if probably their own preferred method of recording vocabulary.

The last is motivation, beside activities in making interest of words teachers able to share their own learning experiences or other learner experiences, both successful and unsuccessful.

E. Definition of Mnemonics Technique

Kozarenko (2006: 15) says that mnemonic derived from a Greek word “Mnemonicon” which means an art of memorization. Mnemonics are techniques or devices, either verbal or visual in nature, that serves to improve the storage of new information, and the recall of information contained in memory. 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 mnemonics technique is a memory-enhancing strategy and is not designed specifically to enhance comprehension. Based on the definitions above, it can be concluded that good way to remember vocabulary.

F. Classification of Mnemonics

Mnemonic devices have been differently classified by different scholars. Thompson as cited in Amiryousefi and Ketabi's journal (2011: 179-180) who arranged mnemonics technique into five classes; they are linguistics, spatial, visual, physical response and verbal methods.

a. Linguistic Mnemonics

- 1) Peg word method. Turkington (1996: 73) says that this best method introduced by John Sambrook in England in 1879. Through peg word method unrelated items can be remembered easily by relating them to easily memorable items which act as pegs or hooks. Peg word method has two stages. At first students are asked to remember number-rhyme pairs like *one is bun, two is shoe, three is tree, four is door, five is hive*, and so on. In the second stage the students are asked to visualize the word and try to link it to rhyming words.
- 2) The key word method. Key word method requires three stages. At first, a first language or second language word that has acoustic similarity to the target word is given to the learner to act as the key word. In the second stage, the learner is asked to make an association

between the target word and the keyword. Finally he is asked to make a mental image of the combination of the keyword and the target word.

b. Spatial Mnemonics

1) The loci method. Loci method is the oldest mnemonic technique.

Using this method entails imagining a very familiar place like a room or a house and then associating each new word to a part of it to be remembered. The students take an imaginary walk along their familiar places, and retrieve the items they have put there. It means the students get new vocabulary from imagine their familiar places.

2) Spatial grouping. The idea behind this method is that instead of writing words in a column, students can be asked to form patterns like a triangle with them. Writing words in the form of patterns help them recall the words better. As they remember the pattern, they can remember the parts which are signed by the words.

3) The finger method. Through this method students can be asked to associate each word with a finger. This method is especially useful with children to learn numbers, days of the week and month of the year.

c. Visual Mnemonics

1) Pictures. New words are usually paired with their definitions or equivalents. They can be better learned if they are paired with pictures. Objects and pictures not only can be used to give meaning and information but they also can be used to the motivation and interest of the students. Using this method, a picture can be used to make the meaning of the word clear.

2) Visualization or imagery. Instead of using real pictures, this method allows a word to be visualized. The learner imagines a picture or a scene which is associated with the target word. Abstract words can be learned through this method by relating them to a visual picture. Visualization can be an aid in vocabulary learning.

d. The Verbal Method

1) Grouping or semantic organization. As organized materials are easier to store in and retrieve from long-term memory, to organize the words in some fashion will enhance their recall. In this way learners have the advantage of better recall than when they all are learned in a list, because if they can remember one word, they could be able to remember the rest.

2) Story-telling or the narrative chain. In this method the learner links the words together by a story. At first he should associate the target words with a

topic or some topics, and then he should connect them by making up a story containing the words.

e. Physical Responses Methods

1) Physical response method. According to this method the learner should move his body or parts of his body in a certain way that illustrates the meaning of the words.

2) Physical sensation method. Through this method the learner associates the new word to a physical sensation. For example he can feel cold when he learns the word frigid. From all of method above the suitable method for this research is key word method and verbal method. It meant the method that suitable with this research were Key word method used when the students made acrostic form to memorize the target word, and verbal method used by the students when they came forward and faced one by one to the teacher to memorize the words.

G. Definition of Mnemonics Acrostic

An acrostic takes the first letter of each term in a set of information and replaces the term with a new word that starts with the same letter (Ellis, 2000). By choosing words that you can make into an interesting sentence, it is easy to remember the set of information you need to learn. For example, the following set of information regarding levels of education can be turned into an acrostic quite easily. An invented sentence where the first letter of each

word is a cue to an idea you need to remember. Example: acrostic form: paijo (person's name) word; paper (noun), meaning; kertas.

Recount

1. Definition of Recount Text

Recount is one kinds of text in writing which retells events or experience in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and the differences from narrative. As stated by Foo,el (2008: vi) that a recount is a piece of writing that tells event or a chronological sequence. A recount text is like a narrative text in that you have to write a story but in a recount the story is real. The story maybe an event or a situation that took place on a particular day, and you are the narrator of the whole event. According to Anderson (1997:48) a recount is speaking or writing about past event or a piece of text retells past events, usually in the order which they happened.

2. The Purpose of the Recount

Indah (2010:17) states that a recount has a social function. Recount text to tell what happened. The purpose of social recount is to document about a series of events and evaluate their significance in some way. It is also give the audience a descriptions of what occurred and when it occurred.

The purpose of story recount is to tell a sequence of events so that it entertains.

H. Previous Study

The result of this study supported by Rosdiana (2009) who examined The Effectiveness of Mnemonics Devices in Learning Vocabulary Learning Process. She had two research questions, there were (1) Do mnemonics devices enhance the students in learning and memorizing vocabulary? And (2) can mnemonics devices influence the students in their vocabulary learning activity?. In this previous study, it was experimental research. The researcher used observation and test including pre-test and post-test to collect the data. The subject of the study was consisting of 30 participants. According to the data collected from the pre-test and post-test gained from the experimental class, taught vocabulary in recount text by using mnemonics devices and without mnemonics devices in analyzing the students' error in vocabularies, it shared the mean score of pre-test was 73 while the mean score of post-test was 84. The conclusion of this study is teaching vocabulary using mnemonics is effective to help the students.

This research also supported by Gofar (2008) He investigated about Teaching Vocabulary through Mnemonics Devices at the Second year of SMP As-sujjaiyyah Sukaraja Bogor. The researcher question of this study is whether to use

mnemonics device in a vocabulary learning strategy has significant influence to the students' vocabulary acquisition?. In this study, the researcher used experiment method. The sample was taken by random sampling system namely only 40 students where 20 students from experiment class and 20 students from controlled class. It used pre-test and post-test to collect the data. To know the result of the experiment, the researcher calculates the result of pre-test and post-test of both classes. The result of the experiment proof that mnemonics is suitable to encourages students to use the language and facilitates them to explore individual competencies.

Then, this research also supported by Lestari (2016) who examined The Use of Mnemonics Technique to Increase Students' Vocabulary Mastery this research used a classroom action research at the eighth grade students of SMPN 2 Banyu Biru in the academic year of 2016/2017. The result it can be concluded that using mnemonics technique can increase students' vocabulary mastery. There were several improvements reached by the students, not only on their academic score, but also on their behavior to the lesson. Dealing with the score that the students got, there was a significant improvement. The use of mnemonics technique can increase the students' achievement in learning English especially in vocabulary mastery. From the three previous studies, the researcher concluded that this study tried to retest some variable of previous studies. This study had specific rule rather than previous studies variables. As a result, the researcher's

study is different to the previous studies. The difference is in independent variable, the independent variable of previous study was mnemonic technique they used all devices of mnemonic but the independent variable of this study is focuses on acrostic technique only.