

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the review of the Vocabulary concept, the concept of the acrostic mnemonic method, And the preceding study.

A. The Nature of Vocabulary

1. Definition of Vocabulary

Vocabulary is an important part of Language Learning, understanding the Language needed to know words, without knowing it, students will find it difficult to develop all four Language skills.. According to Oxford Advanced Learner's Dictionary. However, Vocabulary must be taught in a specific context so that students can more easily remember the words and use them in their . According to Harmer (2007: 123) states Vocabulary is the art of the Language teacher themselves. Students should be able to choose words to see how they are used in the process.

Vocabulary is the know the words to which the adult or child individual can attribute one or more meanings (Harmer, 2007: 229). It means knowing, Learning and using Vocabulary is important. Without a good Vocabulary, Learners cannot use meaningful sentences in .

Based on the above definitions, It may be inferred that a word is a full collection of terms, lists or expressions of words in a Language that people use to communicate with others. You made a very important point in encouraging the students to Learn English.

2. The Importance of Vocabulary

Vocabulary must be an important factor in teaching and Learning Languages especially in English because words are essential for . Those with limited vocabularies will find it difficult to communicate with others. Vocabulary can Help someone in Learning Language skills which

are listening, reading, speaking and writing. Vocabulary is a core component of Language proficiency, providing much of the basis for how well students listen, speak, read and write (Richards and Renandya, 2002: 255). When students have adequate Vocabulary, it is easier to know the meaning of what is being heard and reading. In addition, they can improve their English skills as a Large number of words are required to actually use the Language if they have a Large Vocabulary.

Extended Vocabulary Facilitates Expression and FLearners master the Vocabulary and make it easier to understand English. It is not far from the responsibility of teachers in Language teaching. Based on the Indonesian English program, the Vocabulary should be incorporated into the Learning process based on it. The competency is curriculum based and demonstrates that there should be many opportunities to achieve the students' Vocabulary through teaching Languages.

A Large Vocabulary Helps students share their thoughts and feelings with others more effectively. A Large Vocabulary is also critical to reading comprehension - the Larger a reader's Vocabulary, the easier it is for him to understand the meaning of a text. Vocabulary is important for understanding what they are reading or feeling indirectly through reading, hearing or feeling.

We can conclude, the Vocabulary is a central element of the Vocabulary mastered by foreign Learners, it facilitates the understanding of English Learners. It is not far from the responsibility of teachers in Language teaching. of Indonesian English, the Vocabulary should be integrated into the process A complete Vocabulary Helps Learners to more effectively share their thoughts and feelings with others A complete Vocabulary is also essential for reading Comprehension: More Vocabulary of a reader is broad, the easier it is for him to understand the

meaning of a text. It shows that Vocabulary is important to understand what he reads or feels indiscriminately when reading, hearing or feeling.

3. Type of Vocabulary

The view of Hiebert and Kamil (2005: 3) It asserts that types of Vocabulary rely on the individual purpose of conveying meaning. This is the definition the word comes Oral and written in at least two ways. There are serious differences, since the collection of words that beginner readers are familiar with are predominantly oral depictions. If you Teaching Understand to read , written Vocabulary plays an increasingly significant role in literacy. If the oral is associated with the translating task, the Learner first includes the written Language in the reading activity, and then Learns its significance. If you Learn to read , written Vocabulary plays an increasingly significant role in literacy. If the oral is associated with the translating task, the Learner first includes the written Language in the reading activity, and then Learns its significance. This definition also comes into at least two ways of understanding, productive to write or speak in the Vocabulary, and Which Language users may understand or know is responsive to. These could be clearly explained as follows:

a. Productive or active Vocabulary

Words or works are words that a person may use while writing or speaking, based on Jackson and Amvela (2000: 28), writing, where vague words are words that you understand and can be useful in words and others in writing. It means that words are words that come to mind when, while speaking and writing, we have to use them in a verse. They are well-written, known and frequently used words. They appear when, in speaking or writing, words and phrases are developed. In written form. In other words, it can be used because it has a great deal of

detachment from words and other words. In their own words or in written form. It is used to mean something else verbally or in writing.

b. Receptive or passive Vocabulary

The Vocabulary of reception or recognition is a set of words that a person may assign meanings when you listen or read. This means that the responsive language is a word a person knows as they hear or read from others. They don't use their own voice. Receptive brings with it the belief that through listening or reading, we receive the language feedback from others and try to understand it. (Nation, 2000: 37). On the other hand, in passive form, receptive Vocabulary may be used. It's also made up of products that can only be activated by external stimuli.

It means that students can recognize the word through passive knowledge, but they can not produce it (Sarosdy et al, 2006: 71). This ensures that the expressions that students hear and understand as they appear in the words that students know and understand as they appear in a sense are sensitive or passive Vocabulary, It can also arise when students need someone to say something to make them remember the meaning of the word. Students generally find receptive or passive Vocabulary in pokok bahasan a/s for listening or reading. When they read the text, they can find the word's meaning.

Centered on the description above, it can be concluded that knowledge of context and knowledge of words is the kind of language that can be separated into two knowledge. Awareness of meaning comprises oral and written Vocabulary, while knowledge of words includes active or successful Vocabulary and passive or receptive Vocabulary. The words we generate are called effective or productive Vocabulary in speech or writing. Receptive or passive Vocabulary are words that we capture by listening and reading.

4. Aspects of Vocabulary

According to Nation (2001:1), In Vocabulary, There are four items, such as usage, shape, sense, and use. Furthermore, as follows, for thorough explanation:

a) Use

According to Nation (2001: 1), By easily illustrating the grammatical structure in which the word suits, there are many ways to draw your attention to the use of Language. Giving a few comparable collocations, mentioning some Limitations on the usage of the term (formal, informal, impolite, used only with children, etc.) and giving a well-known opposite or well-known word that describes the category or Lexical set to which it belongs.

b) Form

Word formation means, in this sense, understanding How words are said, written, and how they are written, their shape can be changed. Next, Learners need to know what the pronunciation of a word sounds like (spoken form). Knowing the phrase that is spoken requires being able to understand the word as it is said. On the other hand, in order to convey a sense, it often requires being able to be receptive or produce. Secondly, Learners need to know how to spell a phrase (written form). As Nation (2001: 44) It points out that spelling is one aspect of acquiring awareness of the written form of the word. Often, in this activity, the Learner must also be careful because it is not the same with its pronounced (spell of word). Third, Learners must also recognize any word components that make up these basic objects (such as prefix, root, and suffix). Suffix is an affix in order to render a new word at the end of the word, whereas root is a word's head. Then, the prefix is an affix to render new words at the beginning of the root or phrase.

c) Meaning

In other terms, Nation says that meaning includes the manner in which form and meaning work together, the concept and what things it refers to, and the relation that comes to mind as people think about a certain word or expression. These are to realize that they often have more than one sense regarding Vocabulary objects. Sometimes, in contrast to other words, words have meanings. Students need to grasp the meaning of the context as far as the meaning goes, and they need to know the connection between the senses. The sense of the word can be understood in terms of its resemblance to other words in a Language. According to Harmer (2002: 18), The relationship of meaning is divided into four as follows:

1) Polysemy is the term for the same set of sounds and letters, but it can have different meanings. Example: birth wing (sayap)-Western wing (tanda).

2) Synonym, it means exactly or about the same thing as each other. While it is, Mc Carthy et al (2010: 181) Synonyms known as words that sound distinct but have the same or nearly the same meaning. Example: good-decent, bad awful, costly-priced.

3) Antonymous, a word is also characterized by its relationship to other words. It also contains Vocabulary with opposite names (Thornbury, 2002: 9).

Example: inexpensive, costly, 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) It argued, "Hyponym is Lexical representations that have a function showing the class to which they all belong. Example: read, white, black, and so on, is a color hyponym.

d) Usage

The sense of Language relies on where this occurs in a wide variety of discourses. Here, Nation requires the usage of words or phrases in the grammatical role, the collocation that

normally exists with the use of Vocabulary, and any restrictions that may be used. (in term of frequency, level, so forth). In addition, Harmer (2002:19) It says that words don't just have meanings that are different. However, to accommodate various contexts and distinct applications, they may also be extended and twisted. In this way, the sense of words is also extended by metaphors and idioms. the sense of words is also extended by metaphors and idioms. Collocation also controls it. Students need to consider the use of metaphorical terminology and need to understand how words collocate.

5. Techniques in Teaching Vocabulary

The instructor wants to be able to develop interesting resources for students in the Learning process, and he needs to know all the strategies in order to be able to use one of them when the situation needs it. The imagination of the mentor produces a positive outcome. According to Thornbury (2003:145-160) there are some techniques in teaching Vocabulary.

The first uses mnemonic, which includes the creation of a picture that usually relates the pronunciation of the second word Language to the meaning of the first Language. There are several practices, like peer teaching and checking, association games, guess my word, De-vowel, Gosh blogging, categories, and the second by using word cards in this technique.

One of the most valuable skills Learners can gain and apply both within and outside the classroom is the third, guessing from context.

It appears to be the one who should fairly quickly be Learned and executed. It's also one that we all use, even unconsciously in our mother tongue, as we read and listen. Fourth, dealing with production techniques, For these techniques, Learners may Using gadgets and techniques in the Learning process.. Using tape, for example, and then adding it to role plays.

Fifth, it is helpful when students generate text and search for Vocabulary Learning word resources using dictionaries. Sixth, spelling rules are used, dictionaries are sometimes used to review spelling, and spelling in English is somewhat difficult. This is because there's always more than one way to spell a sound, and more than one way to spell a word (or combination of letters). Seventh is record keeping, and the skill that usually requires any class guidance is to maintain Vocabulary journals. It's probably good that their preferred way to document Vocabulary is probably their own.

The last is inspiration, in addition to programs in which teachers are involved in sharing They have their own Learning experiences or other Learning experiences, both positive and ineffective.

6. Problems in Teaching Vocabulary

Students face some issues with mastering Vocabulary. Roger (1995: 43) It notes that a variety of variables depend on the ease or complexity of Vocabulary items. They are:

- (a) Similarity with the first Language. The complexity of Vocabulary items also depends on the type and context of a related item in the first Language of the students.
- (b) Similarity to the English words that are already recognized. Once students have some English words that refer to the English word that they already know, which is better than one, which is not.
- (c) It's connotation. Connotation of the word is another challenging factor that Learners need to come to grips with. For example, either slim or thin could be used to describe someone who is thin. But the connotation of these words is somewhat different; the speaker simply conveys a specific attitude. Skinny is a negative connotation, while slim is a positive connotation.

(d) Spelling and pronunciation of the word. For students who speak a Language with very regular spelling schemes, word spelling may cause issues. Unique spelling patterns may also create confusion when it comes to pronunciation. In, however, strong, for starters.

(e) Multi-word objects. A Lexical object can consist of more than one phrase, such as tennis shoes, a rally car, or a phrasal verb, such as putting someone up.

(f) Co The venue. How a Lexical object is collocated may also cause difficulty. For example, we say that people are hurt or injured, but items are destroyed.

B. Mnemonic Technique

1. Definition of Mnemonics Technique

Kozarenko (2006: 15) says that mnemonic derived from a Greek word “Mnemonic” 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. Ased on the aforementioned descriptions, it can be inferred that Vocabulary can be remembered well.

2. Classification of Mnemonics

Mnemonic devices have been graded by numerous academics differently. 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

Peg word method. Turkington (1996: 73) says that this best method introduced by John Sambrook in England in 1879. By means of Unrelated objects can quickly be recognized in the peg word process by comparing them to easily memorable items serving as hooks or pegs . The Peg word process has two phases. Students are asked to recall number-rhyme pairs at first. *one is bun, two is shoe, three is tree, four is door, five is hive*, and so on. In the second level, students are asked to imagine the word and attempt to relate it to the rhyming word.

This is the main word process. The key word approach requires three steps. First, a first Language or The Learner is given a second Language term that has an auditory connection to the target word to act as the key word. In the second rank.

b. Spatial Mnemonics

The system of the Ioci. The Ioci method is the oldest mnemonic technique in the world. Using this approach involves imagining a very familiar location, such as a room or a building, and then associating each new word with a part of it to be remembered. The students take an imagined stroll around their familiar locations to discover the things they have hidden there.. It means the students get new Vocabulary from imagine their familiar places.

The grouping of room. Behind this the premise technique Instead of writing words in a column, that is, students should be expected to create patterns like a triangle with them. Writing Vocabulary in the shape of patterns makes it easy for them to recall words. They remember the series, and they can remember the parts signed by the words. The finger method. Using this method, students may be asked to equate any term with a

finger. This method is especially helpful for children to learn numbers, days of the week and months of the year.

c. Visual Mnemonics

Pictures, guy. New terms are typically combined with meanings or equivalents. They will be better trained if they're combined with photos. Objects and images can not only be used to provide meaning and knowledge, but can also be used for the inspiration and interest of students. Using this form, an image can be used to make clear the meaning of the phrase.

Visualization or photography. This technique encourages a phrase to be visualized instead of using actual images. The learner imagines an image or a scene associated with the target word. Abstract terms can be learned via this process by connecting them to a visual image. Visualization can help to learn vocabulary.

d. The Verbal Method

Grouping or semantic organisation. As structured items are easier to store and retrieve from long-term memory, arranging words in some way can improve their retrieval. In this way, learners have the benefit of remembering more than when they are all taught in a list, so if they can recall one phrase, they will remember the rest.

Story-telling or narrative chains. In this approach, the learner links the words to the plot. At first, he should associate target words with a subject or any of the themes, and then he should link them to make up a story containing the words.

e. Physical Responses Methods

Method of physical reaction. According to this approach, the learner should shift his body or parts of his body in a way that demonstrates the significance of the terms.

Physical sensation method. By this strategy,, the Learner connects a new word with a physical experience.. 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. 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.

3. Definition of Mnemonics Acrostic

An mnemonic is a device, procedure, or operation that is used to improve memory. An mnemonic is a specific reconstruction of target content intended to tie new information more closely to the Learner's existing knowledge based and, therefore, facilitate, retrieval. There are a variety of mnemonic technique, including keywords, pegwords, acronyms, acrostics, Loci methods, spelling mnemonics, and Japanese "Yodai" technique.

Acrostics Help recall by producing a whole sentence with the cue for the to-be-recalled information being the first letter of each word. For starters, the planets in the order of the sun correspond to the first letter of each word in the expression "my very educated mother just sent us nine pizzas". In a series of results, an acrostic takes the first letter of each term and replaces the term with a new word beginning 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.

So, mnemonics acrostics technique in teaching Vocabulary is a instrument that used by teacher to teach the student to develop their Vocabulary. It's have done can to used from elementary Until university, because in university also many students that cannot explore their Vocabulary, so many lecturer also use mnemonics acrostics. Mnemonic acrostics usually show some sentences in a story, then the students ordered continue the next sentence to make a story. Beside that, there is a different types, namely use fill in the blank with choose some answer in box. Mnemonic acrostics usually show some sentences in a story, then the students ordered continue the next sentence to make a story. Beside that, there is a different types, namely use fill in the blank with choose some answer in box

C. Recount

1. Definition of Recount Text

Recount is one kinds of text in writing which retells events or experience in the past. Its aim is either to educate or entertain the audience. There is no complication among the participants and the differences from narrative. As stated by Fooei (2008: 4) 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.

Anderson (1997:48) a recount Talks or essays concerning past events or a piece of text recounts past events, usually in the order in which they happened.

2. The Purpose of the Recount

Indah (2010:17) State that there is a social function for a recount. Recount the text to tell you what happened. Purpose of social recounting is in some way to record and assess the importance of a sequence of events. It also provides a rundown of what happened to the crowd and when it happened. The aim of story-telling is to tell a series of events in order to inspire them.

D. Previous Study

The outcome of this research supported the by Rosdiana (2009) who examined The usefulness of Learning Vocabulary Learning Method Mnemonics Devices. 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. In order to collect the data, the investigator used observation and tests, including pre-test and post-test. The subject of the study was consisting of 30 participants. The outcome of this study is that the use of mnemonics to teach Vocabulary is a positive in Helping students.

Gofar also sponsored this report. (2008) In SMP As-Sujjaiyyah Sukaraja Bogor's second year, he researched teaching Vocabulary through mnemonic devices. 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?. The researcher used the experiment approach in this study. The study was taken by a random sampling method, i.e. just 40 students, 20 students from the experimental class and 20 students from the monitored 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 Iestari (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 school year of 2016/2017. As a result, it can be inferred that the use of mnemonics can improve students' mastery of Vocabulary. There have been some gains made by the students, not just on their academic score, but also on their teaching conduct. There was a major change in the ranking that the students earned. The use of the mnemonics technique can increase student 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, this research is different to the previous studies above. 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.