

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the reviews of the theoretical background concerning the research question are presented. There are some points that will be discussed in this chapter. Definition of vocabulary, teaching vocabulary, vocabulary testing, teaching vocabulary in intermediate level, the techniques in teaching vocabulary, and mnemonic method.

A. Vocabulary

1. Definition of Vocabulary

Alderson (2000: 45) says vocabulary is a set of lexemes including single words, compound words and idioms. Extensive vocabulary will be unable to use the structures and functions we may have learned for comprehensive communication. In contrast with the development of other aspect of second language, particularly pronunciation, vocabulary acquisition doesn't seem to be solved by age.

Based on the above, the writer can conclude that vocabulary is the number of words that we have as by other people that will be used in communication with other, if some has more vocabularies they will easily communicate with other, so if someone has more vocabularies they will easily communicate with other people. Vocabulary is one of the language aspect which should be learnt. Learning vocabulary is important because by learning it we are able to speak, write and listen.

It means that in vocabulary we have to know the meaning of it and also understand and can use it in sentence context. Harmer (1991: 156) explains that the first to realize about vocabulary items is that they frequently have more than one meaning. Vocabulary is needed for expressing meaning used in the receptive language skill (listening and reading) and the productive language skills (speaking and writing).

According to vacca (1999: 179) vocabulary is as unique to a content as fingerprint are to human being. On the other hand Rodger (2003: 4) says that vocabulary is one of the most obvious components of language and one of the first thing applied linguist turned their attention to. Furthermore, according to Nunan (1991:100) Vocabulary is more than list of target language words. As part of language system, vocabulary is intimately interrelated with grammar. so, it is possible to divide the lexical system of most language into “grammatical words”, such as preposition, articles, adverbs and content words.

Vocabulary is one of language components and no language exists without words. Napa (1991: 10) states that words are signs or symbols for ideas. They are the means by which people exchange their taught.

Vocabulary contains of words which make up the language. It is clear the that vocabulary is very important in foreign language acquisition. Hornby (2000:1506) states that vocabulary is the total number of words that make up the language, or words known to a person, or used in a

particular book or subject, or list of words with their meaning, especially one which accompanies a textbook in a foreign language.

Vocabulary is the most important material in foreign language teaching for learners. Therefore the teaching of English vocabulary has a very essential role in enabling Indonesian students to master English as their foreign language. English vocabulary mastery, in fact, has become a big problem for most Indonesian students. If one does not have sufficient number of vocabulary, he will not be able to communicate with his surroundings.

The following are the classification of basic vocabulary as classified:

1. The family term : grandfather, grandmother, father, mother, child, etc
2. Parts of body : head, eye, ear, nose, hand, foot, etc.
3. Number : cardinal numbers (one, two, three, and etc);
ordinal numbers (first, second, third, etc)
4. Verb : go, sleep, read, write, drink, eat, walk, etc
5. Noun : car, shirt, table, pencil, pilot, etc
6. Adjective : handsome, beautiful, ugly, good, pretty, etc.
7. Universal things : land, sky, moon, sun, water, etc.

2. The Importance of Vocabulary

Vocabulary is an important factor in the language teaching and learning, especially in English because words are essential for communication. Someone who has limited vocabularies will find it difficult to

communicate with other. For the learners who learn English vocabulary helps them in learning for basic skills (speaking, listening, writing and reading).

Vocabulary is an important component of language proficiency and it influences how the learners speak, listen, read and write. Without having an extensive vocabulary the learners will find it difficult to understand English language. Or they will find it difficult to do a communication.

The basic of teaching learning English is concerned with the students' abilities to use four language skills. In using language skills, they need many vocabularies because they have an important role in language learning. Without having many vocabularies, it is impossible to build communication. They will find it difficult to understand what other people say to them.

3. Classification of Vocabulary

According to Jackson (2002:28), vocabulary can be distinguished into active vocabulary and passive vocabulary.

- a. The active vocabulary is the words that used in your own speech and writing.
- b. The active vocabulary is the words that used in you recognise can make sense of in the speech and writing of other people.

Nation (2001: 11) states that vocabulary in the text can be distinguished into four kinds, those are:

a. High-frequency words

There is the small group of high frequency which very important because these words cover a very large proportion of the running words in spoken and written texts and occur in all kinds of uses of the language.

b. Academic words

The text is from academic textbook and contains many words that are common in different kinds of academic text: policy, phase, adjusted, sustained. Typically these words make up about 9% of the running words in the text.

c. Technical words

The text contains some words that are very closely related to the topic and subject of the text. These words include indigenous, regeneration, pod carp, beech, rimy, and timber. These words are reasonably common in this topic area but no so common elsewhere. As soon as we see them we know that topic is being dealt with. Technical words like this typically cover about 5% of the running words in the text.

d. Low – frequency words

This group included words like zoned, pioneering and perpetuity, aired and pastoral. They make up over 5% of the words in an academic text. There are thousands of them in the language, by far the biggest group

of words. They consist of the technical words for other subject areas, proper nouns, words that get almost got the high – frequency list and words that we rarely meet in our use in the language.

4. Types of Vocabulary

There are some types of vocabulary. According to Harmer (1991:109) in the language test, there are two kinds of vocabulary active vocabulary and passive vocabulary. To make clear the writer explains both of them as follows:

1. Active vocabulary

The active vocabulary means the stock of words that a person actually uses in his speech or writing. It is used in oral or written expression by the students.

2. Passive vocabulary

The passive vocabulary means the words that the students recognize and understand them they occur in a context or students need someone to say something that help them recall the words meanings.

B. Teaching Vocabulary in Intermediate Level

In general education there are some students levels. According to Brown (2001: 96) there are some students proficiency levels with the terms “beginning”, “intermediate”, or “advanced”. Now we talk about students in intermediate level especially in teaching vocabulary. Moreover, Allen (1983:

45) states that at the intermediate level, we teach many of the same kinds of words that elementary students need. It same with, Harmer (2001: 44) between beginner and intermediate we often class students as elementary. Like lesson for beginners, the intermediate vocabulary lessons include many words for things and persons in the learners daily lives. The age of our students is a major factor in our decisions about how and what to teach. People of different ages have different needs, competences and cognitive skills (Harmer, 2001: 37). So that, knowing the necessaries and the abilty of the students can be trough their age is essensial since people of different ages have have different needs and cognitive skills.

According to Allen (1983: 49) she states that Intermediate students need such help more than students at Elementary level,where more of the vocabulary can be taught by pointing, or by using picturess, or by demonstrating and action. In intermediate classes, on the other hand, there is a more systematic attempt to include the most commonl used words in various categories: categories like buildigs, part of house, furniture, occuptions, transportation, weather, health and many more.

Before teacher teach intermediate students,to manage their material or classroom atmosphere, Allen (1983: 72) said that there are some characteristics of intermediate students such as:

1. They need to extend their knowledge of vocabulary related to common areas of experience (food, clothing, transportation, health, human relations)
2. They have already learned many of the basic words, so the teacher can (and should) use simple English explanations for introducing new vocabulary
3. Some intermediate students have learned more English than other members of the same class; therefore, different activities for individuals and small groups should frequently be arranged.
4. Intermediate students have reached a point in their language study where many become discouraged and lose interest.
5. One reason for the intermediate students' possible discouragements is the increasing difficulty of the vocabulary which must be learned—especially vocabulary related to the lives of people for whom English is the native language.

As the teacher, they can help students notice what certain words mean to speakers of English. That is one of the special aims of the intermediate vocabulary class (Allen, 1983: 78) teacher should find the interesting source of method to teach vocabulary. One way to help students learn new vocabulary is using an effective technique or method. In this case the researcher uses a suitable method to teach the intermediate class, it is also a joyful method and memorable method to teach the students that still in Intermediate level, that method is mnemonic method.

C. The Techniques in Teaching Vocabulary

In teaching learning process especially English subject even though a lot of teacher apply traditional technique such as the teacher give a list of vocabulary to the students then ask them to memorize it. Thornbury (2002:77) states that traditionally, translation has been the most widely used means of presenting the meaning of a word in monolingual classes. Translation has the advantage of being the most direct route to a word's meaning-assuming that there is a close match between the target word and its L1 equivalent. It is therefore very economical, and especially suitable for dealing with incidental vocabulary that may crop up in a lesson. However, as we have seen, an over reliance on translation may mean that learners fail to develop an independent L2 lexicon, with the effect that they always access L2 words by mean of their L1 equivalents, rather than directly. Also, because learners don't have to work very hard to access the meaning, it may mean that the word is less memorable. A case of "no pain, no gain".

Therefore, In this case, many scholars, researcher, and orther educated people propose the new techniques in teaching learning process of English subject especially in rising vocabulary aquisition. Allen (1983:54) proposed the new technique in teaching vocabulary in intermediate classes are using simple English to show meanings of words, the values of seeing a new word in a sentence, more words for common areas of living, the value of games for vocabulary learning and using pictures in the intermediate class. Greenwood (2010: 19) proposed build a word-rich environment technique to enrich

student's vocabulary. In this section, the most scholars proposed the technique of teaching vocabulary in which relevant with the value of real life in the learners' environment.

In the teaching vocabulary, commonly the teacher concerns in the meaning. There are many ways in presenting meaning according to Thornbury (2002:77) the next set is choices relates to the means of presentation-whether to present the meaning through:translation, real thing, pictures, action/ gesture, definition and situation. In thornbury (2002:155-161) there are many way in training good vocabulary as follows:

1. Using mnemonics

Techniques for remembering things are called mnemonics. These are 'tricks' to help retrieve items or rules that are stored in memory and that are not yet automatically retrievable. We saw that the best mnemonics are those that:

- Have a visual element
- Are self generated ie, not 'borrowed' from another learner or the teacher.

The best known mnemonics technique is called the keyword technique. This involves devising as image that typically connects the pronunciation of the second language word with the meaning of a first language word.

2. Word cards

The learners who have difficulty to find 'imaging', they can be trained to prepare and use sets of word cards.

The word card technique involves these steps:

- Learners write a word to be learned on one side of a small card (about the size of a business card) and its mother tongue translation on the other.
- Depending on the difficulty of the words a full set at any one time should consist of between 20 and 50 cards.
- Words do not have to belong to lexical sets- in fact it is probably better that they don't, so as to avoid the interference effect of words of similar meaning being learned together.
- Learners test themselves on the words by first recalling the meaning of the new words- ie. Looking at each new word and then checking their understanding of each one by looking at the word's translation.
- They then reverse the process, using the translation to trigger the form of the new word.
- Words that cause difficulty should be moved to the top of the pile. In any case, the cards should be shuffled periodically to avoid 'serial affect' – that is remembering words because of the order they come in and not for any other reason.
- The sequence of learning and review should become increasingly spaced.
- As words are learned they should be discarded, and new word cards made and added to the set.

3. Guessing from context

Guessing from context is probably one of the most useful skills learners can acquire and apply both inside and outside the classroom.

Recommended steps for guessing from context are there:

- Decide the part of speech of the unknown word-whether, for example, it is a noun, verb, adjective, etc.
- Look for further clues in the word's immediate collocates- if it is a noun, does it have an article (which might suggest whether it is countable or not)? If it is a verb, does it have an object?
- Look at the wider context, including the surrounding clauses and sentences- especially if there are 'signposting' words, such as but., and, however, to, that might give a clue as to how the new word is connected to its context.
- Look at the form of the word for any clues as to meaning.
- Make a guess as to the meaning of the word, on the basis of the above strategies.
- Read on and see if the guessing is confirmed, if not - and if the word seems critical to the understanding of the text - go back and repeat the above steps.

D. Mnemonic Method

King, Weisz and Schopler (1986: 212) state that the strange-looking word comes from the Greek word for "memory" and refers to the specific memory improvement. This term is generally defined as a

procedure for enhancing memory. The procedures here can be in the form of association of the image or sound used in developing better ways to take in information so that it will be much easier to remember .

In one definition, Carlson (1992: 238) define mnemonic method as a memorial technique used to help human beings remember easily. It can help human beings easily memorize information by organizing them into elaborative code and visualization so that they can integrate it and make connection between the new information and the previous familiar information they have already store in their memory.

As inference, mnemonic is memory enhancing strategy in which in its implication, these strategies are always accompanied by certain formula and pattern used to organize information into the familiar and meaningful associated information and connect it with the previous information have been stored in memory, so that the information can be memorized and recalled easily.

- Types of mnemonic

Mnemonic method or trick of memory is a special way which is made as a code for entering information items into mind system of student. There are many types of mnemonic device. However there are five types the most popular of mnemonic device. Among others are:

- 1 Rhyme

Rhyme is a poem that consists of words and term which have to be remembered by student. The poem will have the good effect if is

given not and can be sung. The learner of kindergarten son that of morality message as an example.

2 Acronym and Acrostic

Acronym is a word whose individual letters can represent elements in list information. For example, to remember name of prophet, such as Muhammad, Isa, Musa, Ibrahim, and Nuh, we can make it to become MIMIN. Acrostic is sentence whose first letters represent to be remembered information. Such as “ My very edusated mother just served us nine pizzas” to remember nine planets in order (Mercury, Venus, Earth, Mars, Jupiter, Saturnus, Uranus, Neptunus, and Pluto)

3 Peg-word system

Peg-word system is mnemonic techniques which use the components that have been mastered before. It components are formatted in pair, such as; *merah-saga*, *panas-api*, *langit-bumi*, etc. The words is used to remember words which have same character such as; blood, lipstick, hell, etc

4 Method of loci

It is mnemonic strategy which use the speial and famous places as a way to put words or terms which have to be remembered by student. Word loci it self is plural form of “ Locus” that has meaning place. In this case, the names of famous cities, building, and street can be used for placing word and term that relevant in the meaning has a similiarity in character or situation. For example, the capital city of

USA can be used for remembering the first president of the country (George Washington).

5 Keyword system

It is the system using words as keywords as a tool for remembering the meaning of target word. This strategy is new if compared to other mnemonic strategies. It firstly was developed in 1975 by two expert psychology. Keyword system usually is formatted especially for learning foreign words and terms English for example, and this effective enough. This system formatted of eords list that consist of unsure, as following example:

Words	Code	Meaning
	(mnemonic device)	
Accept	Asep	Menerima
Adult	Adul	Orang dewasa
Astute	Astuti	Cerdik, lihay
Direct	Derek	Langsung
Deny	Deni	Menyangkal
Enchant	Encan	Memikat
Enact	Enak	Memerankan
Engine	Enjing	Mesin
Towel	Toel	Handuk
Unjust	Anjas	Tidak adil

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

E. Previous Studies

There are two previous researches that related to vocabulary mastery. The first is from Sriyumahmudah (2014) entitled '*The Effect of Mnemonic Techique on Vocabulary Recall of The Tenth Grade Students of SMAN 3 Palangkaraya*'. The study was a Quasy-Experimental design that identify whether Mnemonic Technique effective or not to memorize the vocabulary for Tenth Grade Students of SMAN 3 Palangkaraya. The use of Mnemonic Technique for memorizing vocabulary make students easy to memorize the new vocabulary. Proved by the finding of the research score showed that there was significant influence using the mnemonic technique to memorize vocabulary in senior high school 3 Palangkaraya.

The last previous study is from Rosdiana (2009) entitled '*The Effectiveness of Mnemonic Devices in Vocabulary Learning Process*'. The study was pre-experimental design to know whether using Mnemonic Devices is effective or not in vocabulary learning process at Fifth grade student's of SDN Babakan 1. By using mnemonic devices in vocabulary learning can help the students not only in enriching the students' vocabularies but also make the students' writing better. Proved by the finding of the result of post-test is higher than the result of pre-test.

Related to this research, the researcher concludes that there are some gaps between those previous studies with this study. The first previous researches use quasy-experimental as the research design while this study use pre-experimental design. The gap also included in what students level and the location the research are conducted. The last gap is the previous studies implemented all of types of mnemonic method while this study just use 2 types that are keyword system, and rhyme.