

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Studies

There are some related studies discussed on vocabulary. The first is thesis by Ghaffar Tajalli, entitled “The Effects of Using Mnemonic Associations on Vocabulary Recall of Iranian EFL Learners over Time”. The result of the research indicated that the teaching of vocabulary by Mnemonic technique was influence the students memorize ability on vocabulary and using mnemonic associations was effective in classroom setting and whether it was suitable for practical use by students as a learning strategy.<sup>1</sup>

The second is the thesis by Related Mohammad Amiryousefi, entitled “Mnemonic Instruction: A Way to Boost Vocabulary Learning and Recall”. The result of her study was teaching vocabulary by mnemonic technique are useful ways of enhancing vocabulary learning and recall. It can be very effective and can make the students motivated and the classroom more interesting.<sup>2</sup>

The third is the thesis by Baden Austin Connolly, entitled, “An Experiment in Mnemonic Imagery in Adult basic Education Science

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<sup>1</sup> Ghaffar Tajalli, *Effects of Using Mnemonic Associations on Vocabulary Recall of Iranian EFL Learners over Time*, Unpublished Thesis, Canadian Center of Science and Education, 2012.

<sup>2</sup> Mohammad Amiryousefi, *Mnemonic Instruction: A Way to Boost Vocabulary Learning and Recall*, Unpublished thesis, Iran: Isfahan University of Technology, 2011.

Instruction”. The result of his study was that students who report using imagery will perform better on a rule recall test than those students reporting no imagery use.<sup>3</sup>

The fourth is the thesis by Orla C. Hayes, entitled, “The Use of Melodic and Rhythmic Mnemonics To Improve Memory and Recall in Elementary Students in the Content Areas”. The result of this study is using rhythmic and musical mnemonics in any classroom provides an attractive and innovative alternative instructional and learning strategy.<sup>4</sup>

The fifth is the thesis by Nina Behr, entitled, “ Mnemonic Techniques in L2 Vocabulary Acquisition”. The result of the study is mnemonic techniques could help students to better encode vocabulary in LTM and help students remember vocabulary more effectively.<sup>5</sup>

Based on the previous studies<sup>3</sup> above, the writer did the different study, in this case the writer had different subject and object of the study, in this study the writer’s subject was the student of the first grade of SMAN 3 of Palangka Raya. And the writer object was teaching vocabulary using Mnemonic technique to memorize ability.

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<sup>3</sup> Baden Austin Connolly, *An Experiment in Mnemonic Imagery in Adult basic Education Science Instruction*, Unpublished thesis, Canada: Faculty of Education Saint Mary's University, 1994.

<sup>4</sup> Orla C. Hayes, *The Use of Melodic and Rhythmic Mnemonics To Improve Memory and Recall in Elementary Students in the Content Areas*, Unpublished thesis, California: Dominican University of California, 2009.

<sup>5</sup> Nina Behr, *Mnemonic Techniques in L2 Vocabulary Acquisition*, Unpublished thesis, Sweden: Malardalen University of Sweden, 2012.

## **B. Nature of Vocabulary**

Vocabulary is one of the language aspects which should be learned. Learning vocabulary is important because we are able to speak, write, and listen; we have to know vocabulary first. A person is said to 'know' a word if they can recognize its meaning when they see it. It means that in learning vocabulary we have to know the meaning of it and also understand and can use it in sentence context.

Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing. Here are some suggestions to decide which ones to concentrate on: learn the words that are important to the subjects you are studying, learn the words that you read or hear again and again, learn the words that you know you will often want to use yourself, do not learn words that are rare or not useful.

Once you have chosen which words to learn, you next have to decide how you are going to learn them. Here are a few ideas: write the words in a notebook (with their translations or definitions); write the words and definitions on small cards; say the words many times (if you have an electronic dictionary you can hear how the word is pronounced); put the words into different groups (you could use a graphic organizer); write them in a file for use with a computer

program; make associations (in pictures or with other words); ask someone to test you; use the words in your own speaking or writing.<sup>6</sup>

Hocket argued that vocabulary was the easiest aspect of a second language to learn and that it hardly required formal attention in the classroom. Rivers has also argued, vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.<sup>7</sup>

Based on the explanation above, the writer concludes that vocabulary is a part of language component. Vocabulary has a complex function in human being's life. Vocabulary is the form of all words that human being use to communicate each other. Through vocabulary, people convey what they one to say and receive what they want to hear.

### **C. The Types of Vocabulary**

There are two kinds of vocabulary, namely active vocabulary and passive vocabulary. Active vocabulary is words that students can understand, pronounce correctly and use appropriately in speaking and writing. While passive vocabulary is the words which the students can recognize and understand when they occur in a context, but they

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<sup>6</sup> Paul Shoebottom, *How to Learn Vocabulary*. 1996-2011. <http://esl.fis.edu/learners/advice/vocab.htm>. (accessed on April 8, 2011).

<sup>7</sup> David Nunan. *Language Teaching Methodology*. Prentice Hall International. 1998. p. 117.

can not produce or use correctly in speaking and writing.<sup>8</sup> Hubbard in Suryani, states that many connects pairs of items consist of vocabulary and structure. Tarigan in Suryani argues that in speaking connects pairs of items language by students depends on the quantities and qualities of their vocabulary. In reading, if a difficulty happens at word level, such as familiar words with special meaning, technical vocabulary and formal vocabulary, the understanding of the whole reading connects pairs of items. Urmeister in Suryani claims that writing connects pairs of items used in writing. The teaching English at elementary school will become basic for the students at higher levels such as: junior high school, senior high school and University. Failure in teaching English at elementary school will give bad effect on the success of such teaching English at higher level. Learners acquire vocabulary in various ways. According to Gairns and Stuart Redman in Varechova, traditional ways of learning and teaching vocabulary are visual techniques and connects pairs of items. According to Ur, there are different ways of presenting new vocabulary connects pairs of items description, examples, illustration (picture, object), demonstration (acting, mime), context, synonym and antonyms, translation, and collocations.<sup>9</sup>

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<sup>8</sup> Bredrik Martinus, *The Effect of Chain Mnemonic on Students' Vocabulary Mastery at the fourth Grade Students of SD 219 Jambi in 2011/2012 Academic Year*, Jambi: English Study Program, Universitas Jambi, 2012, P. 2.

<sup>9</sup> *Ibid.*,

## **D. Kinds of Vocabulary**

Vocabulary is the one of the most important aspect of the foreign language learning. Further, vocabulary is the meaning associated with spelling word, the focus in the meaning. So the learners have to know about vocabulary if they want to get success in their learning language. Vocabularies are varieties. Here, the level of vocabulary is for secondary students of SMAN 3 Palangka Raya.

Based on the subject profile of vocabulary used the teacher. In the subject profile of vocabulary contents some core materials that are tough by teacher to the students as follow related there are many kinds of vocabulary that should be comprehended by the teachers before giving it to the students. Summarizing many kinds of vocabulary elaborated. According to Thornbury, there are two kinds of vocabulary, such as;<sup>10</sup>

### **1. Function Words ( Grammatical Words )**

Function Words ( Grammatical Words ) are words that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationships with other words within a sentence, or specify the attitude or mood of the speaker.

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<sup>10</sup> Scoot Thornbury. *How to Teach Vocabulary*. England :Pearson Education Limited, 2002. P.4.

### **a) Prepositions**

Prepositions are words or group of words that is used to show the way in which other words are connected. Example, for, of, in, etc.

### **b) Conjunctions**

Conjunctions are words that connect sentences, phrases or clauses. Example, and, so, but, etc.

### **c) Determiners**

Determiners are definite article, indefinite article, possessives, demonstrative, and quantifiers. Example, the, a, an, my, this, some, etc.

### **d) Pronoun**

Pronoun is a word that used in place of a noun or noun phrases. Example, her, she, they, etc.

## **2. Content Words ( lexical words )**

Content words (lexical words), are words that carry the content or the meaning of a sentence and are open-class words.

### **a). Nouns**

Nouns are words or group of words that is the name of a person, a place, a thing or activity or a quality or idea; nouns can be used as the subject or object of a verb. Example, Eleanor, book, etc.

## **b). Verbs**

Verbs are words or group of words which is used in describing an action, experience or state. Example, write, ride, etc.

Adjectives are words that give more information about noun or pronoun. Example, kind, better, etc.

## **c). Adverbs**

Adverbs are words or group of words that describes or adds to the meaning of a verb, adjective, another adverb, or a whole sentence. Example, carefully, at home, etc.<sup>11</sup>

There is an important relationship between function word and content words, in that very often the syntactic criteria for assigning words to lexical categories rely on specific types of function words.<sup>12</sup>

Vocabulary has high utility in language. It is introduced early because it refers to one self and to others in numerous relations of everyday life. The kinds of vocabulary refer to nouns, adjectives, verbs, adverbs, and prepositions. In this research will be focus in adjectives, nouns and verbs, based on curriculum and syllabus that used by SMAN 3 of Palangka Raya. For example:

House (Nouns)	People (Adjectives and
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<sup>11</sup> Jeremy Harmer, *How to Teach English*, England : Pearson Education Limited, 2001,p.3.

<sup>12</sup> Andrew Radford, *Linguistics An Introduction (The Second Edition)*, New York: Cambridge University Press. 2009. P. 133.



	Verbs)
House, Novel, Bedroom, Own room, Kithchen, Living room, Bathroom, etc.	Green, handsome, sweety, cute, lazy, bad, run, fishing, budging, swimming, buy, put, take, etc.

### **E. Teaching vocabulary**

When language develops from language-rich classroom, vocabulary-rich conversation, and experiences to build prior knowledge. The status of vocabulary within the curriculum and the attitude of foreign language teachers toward vocabulary instruction have varied considerably over the years.

However, for teachers of upper elementary and secondary school students, vocabulary usually means the "hard" words that students encounter in content area textbook and literature selections. vocabulary as knowledge of words and word meanings in both oral and frint language and in productive and receptive forms.

Classroom techniques in teaching vocabulary such as:<sup>13</sup>

- Semantic Network

A semantic network consists of words which share certain semantic features or components. A componential analysis can show

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<sup>13</sup> Endang Fauziati, *Teaching of English*, P. 159- 166.

in diagrammatic form, what relates and differentiates member of a particular semantic network.

- Memorization

The role of memory is very important in the development of a second language lexicon and technique for memorization receive relatively generous treatment compared with its use in other aspect of second language development.

- Context

Vocabulary can be managed through inferring word meaning from contexts. It is a good idea for teachers to prepare their students to recognize and utilize the function of the context.

- Definition clues

They are the direct statements of the meaning of a new or vocabulary. They are illustration clues and context clues.

- The word Wall Approach

The word wall technique is developed by Green. It is designed to challenge and motivate first language students in elementary and secondary classroom to develop vocabulary learning and internalize new vocabulary. It uses a set of six words, filled wall panels, each with a different background color corresponding to a different curriculum objective. Each panel includes lexical items selected from vocabulary lists corresponding to classroom readers and list of high frequency English words. Green uses this technique for various

classroom lessons accommodating individual, pair, small group and whole class instruction.

Based on the explanation above, the writer concludes if in teaching vocabularies there are many techniques can be used. Some of the techniques are like explained by Endang Fauziati. In the process of developing students' vocabularies, the teacher should prepare various techniques in the classroom. Its purpose to encourage the students to be more able to understand and memorize of vocabulary ability.

#### **F. The principle in teaching vocabulary**

In teaching-learning vocabulary, there are several principles for teachers as consideration. The principles are:

##### 1. Aims

*“How many of the things listed does the teacher expect the learner to be able to achieve the vocabulary what kind of words?”<sup>14</sup>*

The aims have to be clear for the teacher before they teach vocabulary to the students.

##### 2. Quantity

*“The teacher may have to decide on the number of vocabulary items to be learnt”<sup>15</sup>*

The teachers have to decide how many new words in a lesson students should learn.

##### 3. Need

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<sup>14</sup> Wallace, J. Michael. *Teaching Vocabulary*; London: Briddles. 1982. P.27

<sup>15</sup> Ibid p. 28

The choices of words have to be related to the aims of teaching. Wallace says that it is also possible for the teacher to put the responsibility of choosing the vocabulary to be taught for the students.

#### 4. Frequent Exposure and Repetition

The teachers could not only teach new words once. They have to repeat them to make sure the students already remember them.

States that there has to be a certain amount of repetition until there is evidence that students have learnt the target word.

#### 5. Meaningful Presentation

*“The learner must have a clear and specific understanding of what it denotes or refers to, i.e. its meaning”*<sup>16</sup>

This requires that the words be presented in such a way that its denotation or reference is perfectly clear and unambiguous.

#### 6. Situation Presentation

The students should learn words in the situation in which they are appropriate.

*“The choice of words can vary according to the situation in which we are speaking and according to how well we know the person, to whom we are speaking (from informal to very informal)”*.

### **G. The Importance of Teaching and Learning Vocabulary**

Vocabulary is obviously a very important element within a language as the overwhelming majority of meaning is carried lexically and the refore, something to be taken into consideration both in second and foreign language teaching although not the only one that conveys meaning. Learning a language cannot be reduced, of course,

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<sup>16</sup> *Ibid.* p 29.

to only learning vocabulary, but it is also true that no matter how well the students learn grammar, no matter how successfully the sound of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way.<sup>17</sup>

According to Endang Fauziaty, vocabulary is central to language and critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his idea in both oral and written form. Having a limited vocabulary is also a barrier that precludes learning from learning a foreign language. When do not know how to enrich their vocabulary, for example, they gradually lose interesting learning.<sup>18</sup> It mean that in learning another language the important thing is to memorizing the vocabulary, when the learners learning a language, they deal with the vocabulary. It is clear that vocabulary cannot be ignored in studying a native or a foreign language.

## **H. Mnemonic**

### **1. The Definition of Mnemonic**

The word mnemonic is derived from the Greek word *Mnemosyne*, referring to the ancient Greek goddess of memory. The

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<sup>17</sup> Rosa M. Lopez Campillo, *Teaching and Learning Vocabulary: An introduction for English Students*, 1986, P. 36.

<sup>18</sup> Endang Fauziaty, *Teaching English*, P. 169-170.

use of mnemonic dates back to 500B.C. The first used mnemonic device was an earlier form of the modern day method of loci and since then, numerous other devices have been developed. There are two basic types of memory: short-term memory and long-term memory. Short term memory keeps the information which is being processed (a new word which is encountered for the first time). It is fast but it can hold information for a very short time due to its small storage capacity. Long term memory, on the other hand, has an unlimited storage capacity but is relatively slow. The aim of vocabulary learning and teaching is to transfer the lexical information from the short term memory to the long term memory.<sup>19</sup>

Based on the explanation above, Mnemonic is techniques a person can use to help them improve their ability remember something. In other words, it's a memory technique to help your brain better encode and recall important information. It's a simple shortcut that helps us we want to remember with an image, a sentence, or a word.

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<sup>19</sup> Mohammad Amiryousefi, *Mnemonic Instruction: A Way to Boost Vocabulary Learning and Recall*, published thesis, Iran: Isfahan University of Technology.

## 2. The Types of Mnemonic

Many types of mnemonics exist and which type works best is limited only by the imagination of each individual learner. The 9 basic types of mnemonics presented in this handout include **Music, Name, Expression/Word, Model, Ode/Rhyme, Note Organization, Image, Connection, and Spelling Mnemonics.**<sup>20</sup>

### a. Music Mnemonics

How many lyrics to songs do you remember? How did you come to remember them? The same method you used to recall song lyrics also can work just as well in academics. Music can be used to help students recall important details to main ideas and many learners have made songs out of information when a list of items must be learned. You can make a song or jingle using any type of music you choose for any list of items. **Music Mnemonics** work best with long lists. For example, some children learn the ABC's by singing the "**ABC**" song.<sup>21</sup>

### a. Name Mnemonics

In a **Name Mnemonic**, the 1st letter of each word in a list of items is used to make a name of a person or thing. Sometimes, the items can be rearranged to form a more recollectable name mnemonic.

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<sup>20</sup> Dennis Congos, *9 Types of Mnemonics for Better Memory*, University of Central Florida, 2006.

<sup>21</sup> *Ibid.*,

Examples: **ROY G. BIV** = colors of the spectrum (**R**ed, **O**range, **Y**ellow, **G**reen, **B**lue, **I**ndigo, **V**iolet.)

#### **b. Expression or Word Mnemonic**

This is by far the most popularly used mnemonic. To make an **Expression or Word** mnemonic, the first letter of each item in a list is arranged to form a phrase or word. Examples: In English, the 7 coordinating conjunctions are **F**or, **A**nd, **N**or, **B**ut, **O**r, **Y**et, **S**o = **FANBOYS**. For those who have to remember the order of color coding on electronic resistors: **Black, Blue, Red, Orange, Yellow, Green, Brown, Violet, Gray, White, Silver, Gold.**

#### **c. Model Mnemonics**

In a **Model Mnemonic**, some type of representation is constructed to help with understanding and recalling important information. Examples include a circular sequence model, a pyramid model of stages, a pie chart, and a 5-box sequence. Models should be used in addition to words and lists because they make recall at test time much easier. With a large model such as the Krebs Cycle, it is easier to learn and remember if it is divided into quarters and learned one quarter at a time; hence, the cross hairs.

#### **d. Connection Mnemonics**



In this type of mnemonic, the information to be remembered is connected to something already known. Examples include: Remembering the direction of longitude and latitude is easier to do when you realize that lines on a globe that run North and South are long and that coincides with **L**ONGitude. Another Connection Mnemonic points out that there is an **N** in **L**ONGitude and an **N** in **N**orth. Latitude lines must run east to west, then because there is no **N** in latitude.

#### e. Spelling Mnemonics

Here is an example of a spelling mnemonic: A principalpal at a school is your pal, and a principlele you believe or follow is a rulele. Another commonly used **Spelling Mnemonic** is combined with an **Ode/Rhyme Mnemonic**. A third example deals with the problems some learners have remembering that there is an "a" in the middle of separate and not an "e." A **Spelling Mnemonic** combined with an **Image Mnemonic** may be used to spell the word separate using an exaggerated "a." To spell Mississippi, many learners combine a **Rhythm Mnemonic** with a **Spelling mnemonic: M-iss-iss-ipp-i**. Here are some more examples of spelling mnemonics:

**Geography: George Edwards's Old Grandma Rode A Pig Home Yesterday.**

**Arithmetic: A Rat In The House May Eat The Ice Cream.**

Popular Mnemonic devices include:

### **1) The Method of Loci**

The method of loci is a mnemonic device that dates back to Ancient Greek times, making it one of the oldest ways of memorizing we know of. Using the Method of Loci is easy. First, imagine a place with which you are familiar. For example, if you use your house, the rooms in your house become the objects of information you need to memorize. Another example is to use the route to your work or school, with landmarks long the way becoming the information you need to memorize.

The first step in the method of loci is to memorize a familiar series of locations that follow a regular order. For example, one might imagine the distinct locations seen when entering the house after grocery shopping-the hallway, den, dining room, kitchen, the pantry, etc. These locations serve the purpose of pigeon holes for the items to be learned. Suppose a shopping list of bread, jam, cereal, butter, and milk is to be remembered.<sup>22</sup>

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<sup>22</sup> Naresh K. Malhotra, *Mnemonics in Marketing: a Pedagogical Tool*, Unpublished Thesis, Academy of Marketing Science, 1991, P. 142.

## 2) Acronyms

An acronym is a word formed from the first letter or groups of letters in a name or phrase. These can be used as mnemonic devices by taking the first letters of words or names that need to be remembered and developing an acronym or acrostic. For example, in music, students must remember the order of notes so that they can identify and play the correct note while reading music. The notes of the treble staff are EGBDF. The common acrostic used for this are Every Good Boy Does Fine or Every Good Boy Deserves Fudge. The notes on the bass staff are ACEG, which commonly translates into the acrostic All Cows Eat Grass.<sup>23</sup>

## 3) Rhymes

A rhyme is a saying that has similar terminal sounds at the end of each line. Rhymes are easier to remember because they can be stored by acoustic encoding in our brains. For example, in fourteen hundred and ninety-two Columbus sailed the Ocean Blue.

## 4) Chunking and Organization

Chunking is simply a way of breaking down larger pieces of information into smaller, organized “chunks” of more easily managed information. For example, telephone numbers in the United States are

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<sup>23</sup> *Ibid.*

a perfect example of this: 10 digits broken into 3 chunks, allowing almost everyone to remember an entire phone number with ease.

Organizing information into either objective or subjective categories also helps. Objective organization is placing information into well recognized, logical categories. For example: Trees and grass are plants, a cricket is an insect. Subjective organization is categorizing seemingly unrelated items in a way that helps you recall the items later.

## **5) Imagery**

Visual imagery is a great way to help memorize items for some people. For example, it is often used to memorize pairs of words (green grass, yellow sun, blue water, etc).

Not all of these techniques are applied in the school in indonesia, but some of them are usually used. The teachers usually applied the easiest techniques in order to ease the students in learning vocabulary.

In addition, there are also another vocabulary teaching methods that may be used by the teachers. Teachers can help students improve vocabulary by providing instruction that help them see the value and relevance of word study and allows them to study interesting and important words that come from texts they read in the classroom. Furthermore, Dixon in Bintz stated that teacher can also focus student

attention on learning new words at both the literal level (i.e., dictionary or glossary definition) and the conceptual level; help them use new words in their speaking, listening, reading and writing.<sup>24</sup>

In teaching learning process, the writer take only one type of Mnemonic technique like the method of loci. Because the students can link something they need to remember with a place that their know very well, the location will serve as a clue that will help they to remember and it was on the material of school and the syllabus at SMAN 3 of Palangka Raya.

According to Yate, One of the most prevalent of these techniques, known as mnemonics, was the Method of Loci.<sup>25</sup>

Devised during the days of the Roman Empire, the method of loci is really a sort of linking method with a twist. According to Cicero, this method was developed by the poet Simonides of Ceos, who was the only survivor of a building collapse during a dinner he attended. Simonides was able to identify the dead, who were crushed beyond recognition, by remembering where the guests had been sitting. From this experience, he realized that it would be possible to remember anything by associating it with a mental image of a

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<sup>24</sup> William P. Bintz, "Teaching Vocabulary Across the curriculum", Middle School journal, March 2011, P. 47.

<sup>25</sup> Enoch Ng., Eric L Legge and Jeremy B Caplan, *Virtual Environments as Memory Mnemonics*, Department of Psychology, University of Alberta, 2010, P. 8.

location. The loci system was used as a memory tool by both Greek and Roman orators, who took advantage of the technique to give speeches without the aid of notes. Dating back to about 500 b.c., it was the most popular mnemonic system until about the mid-1600s, when the phonetic and peg systems were introduced.<sup>26</sup>

### **3. Mnemonic techniques**

Mnemonic techniques provide structure and organization as a help to memorize certain material. An area of the brain that is used for a certain skill and trained for it becomes better at its task. As mentioned in an earlier section, the reason for this is that the brain is shapeable; thus, to play the piano, for example, improves the area responsible for fine motor skills. However, each mnemonic technique has only been proven to be efficient for its specific field. Therefore, the mnemonic techniques chosen for this study is claimed to assist vocabulary acquisition with the help of context through visualization and old memories.<sup>27</sup>

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<sup>26</sup> Margo A. Mastropieri and Thomas E. Scruggs, *Enhancing School Success with Mnemonic Strategies*, Purdue University, 1998.

<sup>27</sup> Nina Behr, *Mnemonic Techniques in L2 Vocabulary Acquisition*, Sweden: Malardalen University, 2012, P. 9.

Many different techniques have been used to enhance memory. One of the most prevalent of these techniques, known as mnemonics, was the Method of Loci.<sup>28</sup>

Based on the explanation above, the writer concludes that the method of loci is a suitable technique to vocabulary memorize ability.

#### **4. The importance of Mnemonic technique**

Teaching students mnemonic technique has two major benefits. First, it shows the student their ability to learn and remember large amounts of information. Second, mnemonic technique are interesting and easy-to-learn methods for improving one's memory.<sup>29</sup>

Based on the explanation above, it can be concluded that mnemonic technique have many importance when used in teaching learning process. Mnemonic technique have a great power to create the student their ability in memorize something information. Meanwhile, mnemonic technique are interesting and easy to learn methods for memorizing ability.

#### **I. Teaching Procedures of mnemonic technique on vocabulary recall**

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<sup>28</sup> Enoch Ng., Eric L Legge and Jeremy B Caplan, *Virtual Environments as Memory Mnemonics*, University of Alberta, 2010. P. 7.

<sup>29</sup> Diana T. Mackiewicz, *Strategies for Teaching and Learning*, 2005, P. 1.

In this study, the writer taught the students by using Mnemonic techniques like the method of loci. The method of loci integrated in the descriptive text materials. The reason is that the integration of mnemonic techniques have the same pattern as the descriptive text in which there are generic structures such as identifying the phenomenon to be described and describing the phenomenon in parts, qualities, or / and. Then the descriptive text contained within the language feature. By using the method of loci, the students have had a lot of information to write or understand the descriptive text that is better than using the usual techniques or without the use of mnemonic techniques. With respect, students are expected to learn more vocabulary. As a result, students have wanted to know what will happen, what will be the end of the story (such as his / her curiosity has been aroused), and will remember the scene that happened, and what objects he remembers. thus students will quickly be able to remember a good vocabulary of nouns, adjectives and verbs.

In this study will be apply some procedures of teaching method of the method of loci on vocabulary. First preparations of materials then illustrate the ficture such as house, and people. Then the students try to write about the simple word of nouns, adjectives and verbs. There are four points in teaching this study:



1. The teacher will give a description, explanation, or example of vocabulary in the descriptive text especially nouns, adjectives, and verbs.
2. The teacher will ask the learner to describe the image try to write about the simple word of nouns, adjectives, and verbs related the image (translation of words into Indonesian language) minimal 10 words.
3. The learner will participate in activities to memorize of vocabulary.

#### **J. Teaching Vocabulary at Senior High School**

R. Tunas, it was found that had not time and special class to learn about improving vocabulary. But their strategy was inserted when they learned about four skills such as listening, reading, writing and speaking.<sup>30</sup>

Based on the syllabus for senior high school<sup>31</sup>, the teacher often used audio lingual to read the monolog descriptive in teaching listening. And the students observe of familiar word told by the native speaker. It strategy helped the students in improving their vocabulary in the listening class. The student felt relax and enjoy, also that aspect helped the students remembered and got some word to do some drill given by the teacher. Besides, strategy in improving vocabulary also

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<sup>30</sup> On April 10<sup>th</sup> 2014.

<sup>31</sup> Intan Pariwara, *Perangkat Pembelajaran Silabus Pembelajaran Mata Pelajaran Bahasa Inggris Semester 2 untuk Sekolah Menengah Atas (MA/ SMA)*, Klaten: CV Intan Pariwara, 2012.

inserted when the teachers taught reading. The strategy used by the teacher in teaching reading were reading aloud, silent reading, read individual, read together, and looked for the meaning or underline word. It helped the students to improve their vocabulary because the students activity in learning reading always got new word and looked for it in the dictionary. Related to the teaching writing strategies used by the teacher in the field of the research. The writer found the activities were given description about the kind of text, explained the structure of the text, gave example how to write it and they might use Indonesian when they did not understand the words or looked for the meaning in dictionary. The last skill that was inserted teaching vocabulary was speaking skill.

#### **K. Conventional Technique**

In essence, a teacher in teaching English, especially vocabulary students, just by giving the task of defining the text contained in the materials or syllabus. In fact, this way is not efficient because it teaches to give the task to define the text readings, not the same meaning of the word in the dictionary and the technique is not effect to students. Anderson and Nagy argued the assumption that knowing a definition is not the equivalent of knowing the meaning of word by stating that definitions have decreased instructional value because they are a reference, not a teaching aid. Students should not

be expected to extract personal connections or meaning from a word simply through exposure to its definition.

Traditionally, in curriculum practice, a distinction has been drawn between the activities which focus on products and the activities which focus on process. According to Brown that quoted by Furaidah said broadly speaking, a product oriented approach focuses on the end result of the learning process that is, what the learner is expected to be able to do as a fluent and competent user of the language. According to Nunan that quoted by Furaidah said process approach, on the other hand, focuses more on the various classroom activities which are believed to promote the development of skilled language use. The above concept is also applicable in teaching writing especially on vocabulary larger English phrases.<sup>32</sup>

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<sup>32</sup> Endang Fujianti, *Teaching of English As foreign language*, Surakarta: Muhamadiyah University Press, 2001, p. 147.