

CHAPTER II

REVIEW OF RELATED LITERATURE

Review of related literature that consists of previous studies, definition of vocabulary, important of vocabulary, kinds of vocabulary, definition of vocabulary, important of vocabulary, assessing of vocabulary, teaching vocabulary, definition of mnemonic device, the applying of mnemonic device in the classroom, the advantages of mnemonic device, procedure of using mnemonic device in teaching vocabulary,.

A. Nature of Vocabulary

1. Definition of Vocabulary

Vocabulary is an important aspect of language, without knowing vocabulary, we will have difficulty in understanding what we see, we read, and we learn. If someone wanted to learn about vocabulary, he/she must know and understand about definition of vocabulary first. Broadly defined, “*vocabulary is knowledge of words and word meanings*”. However, vocabulary is more complex than this definition suggest. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning,

even if we do not know their full definitions and connotations or ever use them as we speak and write. Those definitions show that vocabulary is the first element that the English learners should learn in order to master English well besides the other English components and skills. Vocabulary is one of the language aspect which should be learn. Learning vocabulary is important, because we are can competence in speaking, writing, listening and reading. A person says to know a word, if they recognize its meaning when they see it. It means in learning vocabulary, we have to know the meaning and also understand, so can use in sentence context.

Based on the explanation above, the writer concluded that vocabulary is total number of words that has meaning. So, if we wanted to mastery English, we must mastery in vocabulary too.

2. Types of vocabulary

Dealing with the characteristics of words, vocabularies are into two kinds.

a. Active vocabulary

Active vocabulary refers to item which learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although in fact, it is more difficult to put into practice.¹ It means that to use the productive vocabulary, students must know how to pronounce it well; they must be

¹Penny Ur, *A course in language teaching practice and theory*, (New York: Cambridge University press, 1996). Pages. 60

familiar with collocation and understand the connotation meaning of word. This type is often use in speaking and writing skills.

b. Passive vocabulary.

Passive vocabulary refers to language items that can be recognized and understood in the context of reading and listening, and it is called as receptive vocabulary.²

3. The Important of Vocabulary

Vocabulary is very important to be learned. Vocabulary is one of language components which has important role in learning English. Vocabulary is a basic and a foundation to learn English. In David Nunan's book, 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 also argued, vocabulary is essential for successful second language use because, without an extensive vocabulary, we was unable to use the structures and functions we may have learned for comprehensible communication.³ It meant that if someone had little grammar, he still could convey something, but if he hadn't vocabulary, he couldn't convey anything. It showed that how vocabulary important for the students in mastering English. Vocabulary learning is the important aspect in learning a foreign language. Students will improve much if they learn more words and expressions. As a linguist David Wilkins (Thornbury 2002:13) says

²Gail ellis and Barbara Sinclair, *learning to learn English*, (New York: Cambridge University press, 1989). Pages. 60

³David Nunan. *Language Teaching Methodology*. Prentice Hall International. 1998. p. 117.

that vocabulary learning is very important. ‘Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.’ Thus, vocabularies are the flesh of a language while grammar is the skeleton. In order to be able to use the language productively, students must know certain amount of vocabularies, not only for communicating orally, but also written. It is in line with the concept of communicative approach in which learners have a big chance to use the language directly in classroom activities.

4. **Notion of vocabulary**

Notion is an individual conception or impression something known, or experience or imagine.⁴ Harmer recommended language teachers not only to teach and to present the meaning of words to their students but also touch the deepest aspect of vocabulary that will enhance language learner use, and its grammatical function. In addition, this activity should also include memory strategy to help language learners encode new words into their memory.⁵

5. **Teaching vocabulary**

Teaching vocabulary in the early age is an essential step to help children master a language. That is a fundamental in children is language acquisition. Through enough vocabulary mastery, a child was able to make combination of

⁴http: Merriam Webster. *Collegiate dictionary eleventh edition*. Springfield Massachusetts, 2003. Pags 848.

⁵Jeremy Harmer, *the practice of English language teaching. New edition*. New York longman , 2000. Ages. 159

words to carry meaning used to their intention and attitude to others. David Nunan describes some technic to teaching vocabulary. The technique are:⁶

1. Comprehension

Context clues. Techniques for guessing vocabulary from context include activating background knowledge from the topic of a text, obtaining clues from grammatical, structure, pronunciation, punctuation, and using the natural redundancy of surrounding words. For example, the reader should be able to guessing the meaning of 'workaholic' in the following sentences : 'My father was a workaholic: he worked so long and so hard that we rarely saw him'.

2. Word morphology

Learners can be taught to extend their vocabulary by mixing and matching word stems, suffixes and affixes.

3. Mnemonics devices

There are tricks for committing words to memory. Nattinger points out that there is resistance to the use of such devices by many teachers.

4. Loci

These are a form of mnemonic in which list of word to be learned are associated with a familiar visual image such as a room or a well known tourist

⁶ David Nunan, *Language Teaching*, p. 134-136

spot. Active word is associated in some way with the on the items in the visual image, and image is used to as sit in the recall of the words.

5. Paired associates

In this technique, which is similar to the use of the loci, words in the first and the second language which have some similarity of sound and meaning are associated. Nattiger cites Currens example of the German word *schwarz* which mean black which could be associated with the English word 'swarthy'.

6. Key words

Here the target vocabulary item is paired with its native language equivalent in an idiosyncratic way. For example, in learning that the spanish word *perro* means 'dog' one might notice that the first syllable of the new word sounds like 'pear' and would then visualize a large pear-shaped dog walking down the street'.

7. Total Physical Response

In this technique, the target vocabulary items are paired with relevant physical actions.

8. Formal grouping

Certain vocabulary items can be memorized by teaching students to recognize basic form of words and how they combine with certain affixes.

9. Word families

This is an extension of formal grouping technique. Exercise can be developed to show how word 'families' are developed from a single root.

10. Historical, orthographical similarities

This involves the development of associations based on historical, orthographical similarities between cognate language.

11. Collocation

Collocations are words which are commonly associated

6. Kinds of Vocabulary

According to Thornbury, there were two kinds of vocabulary, such as:⁷

a. Grammatical Words (Function Words)

Grammatical Words (Function 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.

1) Prepositions

Prepositions are a word that connects one thing with another, showing how they are related. Some prepositions tell you about position or place.⁸ Examples of prepositions: in, of, on, under, into, behind, near, beside, between, at, from, etc.⁹

⁷ Scott Thornbury. *How To Teach Vocabulary*, England: Pearson Education Limited, 2002, p. 4.

⁸ Anne Seaton. *Basic English Grammar for English Language Learners Book 1*, United State: Saddleback Educational Publishing, 2007, p. 132.

⁹ Ann Hogue. *First Steps in Academic Writing*, New York: Longman, 1996, p. 81.

2) Conjunctions

Conjunctions are words or phrases which join parts of a sentence together.¹⁰ Examples of conjunctions: and, but and or.¹¹

3) Determiners

Determiners are definite article, indefinite article, possessives, demonstrative, and quantifiers. Example of determiners: this, those, my, their, which, a, an, the.¹²

4) Pronouns

(Personal pronouns refer to people, places, things, and ideas. Example: *I, me, you, your, they, us, and it* are all personal pronouns), (Reflexive pronouns are formed by adding “-self” or “-selves” to certain personal pronouns. They “reflect” back to the person or thing mentioned in the sentence. Example: *myself, himself, herself, itself, yourself, yourselves, and themselves* are reflexive pronouns. There is no such word as *theirselves*), (Demonstrative pronouns can be singular or plural. They point out a specific person, place, or thing. *This, that, these, and those* are demonstrative pronouns), (Interrogative pronouns, like their

¹⁰Stephen Bailey. *Academic Writing Handbook for International Students Third Edition*, London: Routledge, Taylor and Francis Group, 2011, P. 192.

¹¹Howard Sargeant. *Basic English Grammar for English Language Learners Book 2*, United State: Saddleback Educational Publishing, 2007, p. 109

¹²Anne Seaton. *Basic English Grammar for English Language Learners Book 1*, United State: Saddleback Educational Publishing, 2007, p. 71.

name suggests, are used when asking a question. *Who, whom, which,* and *whose* are interrogative pronouns), (Indefinite pronouns do not refer to a specific person, place, or thing. Some indefinite pronouns are *another, both, everyone, most, no one,* and *several*).¹³

b. 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.

1) Nouns

A noun is a word used to name a person, place, thing, or idea. We can classify or group nouns into the categories: (Proper nouns label specific people, places, or things. The first letter must be capitalized. Example: Susan), (Common nouns label general groups, places, people, or things. Example: School), (Concrete nouns label things experienced through the senses of sight, hearing, taste, smell, and touch. Example: Hamburger), (Abstract nouns label things not knowable through the senses. Example: Love), and (Collective noun label groups as a unit. Example: Family).¹⁴

2) Verbs

¹³Jack Umstatter. *The Teacher's Activity-a-Day*, United States : Jossey-Bass A Wiley Imprint, 2010, p. 9

¹⁴Gabriele Stobbe. *Just Enough English Grammar Illustrated*, United States: McGraw-Hill, 2008, p. 2-3.

A Verbis a word that shows action (*runs, hits, and slide*) or state of being (*is, are, was, were, and am*).¹⁵

3) Adjectives

Adjectives describe nouns and pronouns.¹⁶ Adjectives tell what things or people look like, what kind they are. Examples of adjectives: size (*large*), color (*yellow*), shape (*round*), appearance (*pretty*), etc.¹⁷

4) Adverbs

Adverbs are words that modify verbs, adjectives, and other adverb. Example of adverb: Adjectives Adverb

Beautiful Beautifully

Quick Quickly¹⁸

Based on the explanation above, the writer concluded that vocabulary has two kinds; they were function (grammatical) and content (lexical) words. The writer

¹⁵Jane Straus. *The Blue Book of Grammar and Punctuation, An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes Tenth Edition*, United States: Jossey-Bass A Wiley Imprint, 2008, p. 1

¹⁶Phyllis Dutwin. *English Grammar Demystified*, United State: McGraw-Hill, 2010, p. 36.

¹⁷Howard Jackson. *Good Grammar for Students*, London: Sage Publications, 2005, p. 18.

¹⁸Eugene Ehrlich. *Schaum's Outline of English Grammar Second Edition*, United State: McGraw-Hill, 1991, p. 107-108.

only focused on adjectives and verb, because it based on the material and the syllabus of school.

7. Assessing of Vocabulary

According to J L Shanker, there were two main purposes for assessing a reader's vocabulary.¹⁹ The first was to assess the general level of a reader's vocabulary to determine if it is sufficient for her grade level. The second purpose was to determine if she knows the meaning of a specific word or set of words to guide immediate instruction.

According to Scott Thornbury, there were three aspects of vocabulary that are measurable quantitatively.²⁰ They were lexical density (measure of the proportion of content words in a text), lexical variety (measure different words in the text), and lexical sophistication (assessed by counting the number of relatively infrequent words in a text). These three measures provide an objective way of assessing vocabulary , and may be helpful as a means of evaluating a learner's progress over time.

In SarvenazHatami's article, Wesche and Paribakht stated that there were various types of assessment tool with varied formats have been used to measure of

¹⁹J L Shanker, *Developing Vocabulary Knowledge*, 2010, (online).

(<http://www.education.com/reference/article/developing-vocabulary-knowledge/>, accessed on September 28, 2015)

²⁰Scott Thornbury. *How To Teach Vocabulary*, England: Pearson Education Limited, 2002, p. 135-137.

vocabulary , including test that require the learner to identify a synonym or definition for a particular word, to translate a word into L1, or to use checklist.²¹ J L Shanker also stated that there were two methods for assessing of vocabulary.²² One method of measuring the general level of a student's vocabulary was to look at the results of the vocabulary subsection of a standardized test. Another method of testing students' general knowledge of vocabulary was to ask them the meaning of several words that appear in textbooks at their grade level. The most widely used format was the multiple-choice measure in which the student selects, from among several choices, a short definition or a synonym for a target word. Two methods that can be used to determine if a group of students knows the meanings of a specific set of words are a self-check assessment or a multiple-choice assessment. In the self-check assessment, the student simply looked at a list of words and places a check mark by the words of which she knew the meaning. In the multiple-choice assessment, a teacher provided the target word and a choice of several possible meanings or synonyms.

A careful selection, or sampling, of lexical items for inclusion in a test is generally a most exacting task. Many of the more traditional types of vocabulary tests are designed in such a way that they test a knowledge of words which,

²¹SarvenazHatami, *The Role of Depth versus Breadth of Vocabulary Knowledge in Success and Ease in L2 Lexical Inferencing*, TESL Canada Journal, Vol. 30, No 1, Canada: Winter, 2012, p. 3.

²²J L Shanker, *Developing Vocabulary Knowledge*, 2010, (online).

(<http://www.education.com/reference/article/developing-vocabulary-knowledge/>, accessed on September 28, 2014)

through frequently found in many English textbooks, are rarely used in ordinary speech situations.

The first task for the writer of the vocabulary test is to determine the degree to which he wishes to concentrate on testing the students' active or passive vocabulary. His next task is then to decide whether the lexical items in the test should be taken from the spoken or the written language. Selection of vocabulary can thus be through of as falling into the following rough divisions according to the four major language skills:²³

Listening : Passive / Spoken

Reading : Passive / Spoken

Speaking : Active / Spoken

Writing : Active / Written

All four divisions can be include in a single test of course, but even then careful consideration should be given to different weighting each division will carry in the test.²⁴

The tests constructor's task is made much easier if all the tests have a particular syllabus lexical items can then selected from:

- a. The syllabus (including a word frequency list if available).

²³ J.B. Heaton. *Writing English Language*, Longman 1974. Pages, 41.

²⁴ Ibid, pages,41

- b. The students' textbook (provide the items approximate to those used in natural speech situations).
- c. The students' reading material (e.g. simplified readers, literary texts).
- d. Lexical errors taken from the written work of the students.²⁵
- e. The following error, however, may be one of verb patterning or simply the wrong choice of verb:

Is the government going to contribute the new industry?

If an error of verb patterning, the correct version would be

Is the government going to *contribute* to the new industry?

If caused by the wrong choice of verb, it would be

Is the government going to *subsidise* the new industry?

The test constructor is faced with a difficult problem if the test have followed different syllabuses.²⁶ Tests of vocabulary should avoid grammatical structures with the test may found difficult to comprehend. Similarly, tests of grammar should contain only those lexical items which present no difficulty to the test.²⁷

1. Multiple choice items (1)

²⁵ J.B. Heaton. *Writing English Language, Longman 1974*.Pages, 41.

²⁶ Ibid, pages 42

²⁷ Ibid, pages 42

It is useful to distinguish between the following two major kinds of multiple choice vocabulary items:²⁸

Group A word which is the nearest in meaning to the word italics

He's been very *feeble* since his illness.

a. Unwell b. Thin c. Foolish **d. Weak**

Group B Choose the letter of the correct or best word to complete each sentence.

Have you heard the planning committee's For solving the city's traffic problems?

a. Theory b. Design c. Proposal d. Purpose

This section concentrates on group A items and the next section on group B. The following item types are examples of four vocabulary recognition items which fall within the first group. Type 1 in this type of recognition item the stem is replaced by picture. The test see the picture and has to select the most appropriate

²⁸ Ibid, pages 42

word relating to the picture form 4 or 5 options. This type of item is clearly very



appropriate at the elementary stages.²⁹

- a. Running
- b. Jumping
- c. Standing
- d. Kicking

Type 2 here the stem consist of definition: the test has to select the correct option to which the definition refers.³⁰

A person who receives and pay out money in a Bank.

- a. Broker
- b. Accountant
- c. Creditor
- d. **Cashier**

Type 3 the stem consists of lexical item: the test has to select the best synonym or definition.³¹

Advocate

- a. Support
- b. Advise
- c. Contradict
- d. **Damage**

²⁹ J.B. Heaton. *Writing English Language, Longman 1974*.Pages, 43.

³⁰ J.B. Heaton. *Writing English Language, Longman 1974*.Pages, 43.

³¹ Ibid, pages,43.

Dilatory

- a. Growing gradually larger
- b. Slow in getting things done
- c. Showing care and effort
- d. Heavy with drops of water

Type 4 the stem here consist of a sentence. Hence, this type of recognition item is generally to be preferred to the previous three type in so far as the “problem” word appears in context. Vocabulary is much more usefully tested in context since it is the context that gives specific meaning and relevance to a word, thus creating a situation which is linguistically valid as possible in the circumstances.³²

It's rained *continuously* for two whole days.

- a. **Without stopping**
- b. Heavily
- c. Regularly
- d. At odd moments

Since subtle shades of meaning are often determined only by the specific context in which a particular word appears, it is generally advisable to provide fairly full context for vocabulary testing, especially at an advance level. The fuller

³² Ibid, pages,43.

the context, however, the more difficult it is to find plausible distractors. Few good distractors, for example, can be found for the following items.³³

We've had to *put off* the meeting until next week (post one).

Synonyms are not always interchangeable in a context (without altering the meaning). However, where a word may be replaced by another in a particular context, testees may easily be misled into regarding synonyms as being generally interchangeable.³⁴

Guidelines for writing items

1. If the problem area being tested is located in the option (as in type 2), the stem should be kept simple. If, however, the problem area is included in the stem (as type 3 and 4), the options themselves should be simple in so far as they should contain only those vocabulary items which the testees can understand.³⁵
2. Each option should belong to the same word in the stem, particularly when the word appears in the context of a sentence. If this rule is observed, there was less danger of the context providing important grammatical clues for the testee. For example, although the first of the following test items is usable, options A, B, and C in the second item would be grammatically incorrect when put in the context.³⁶

³³ J.B. Heaton. *Writing English Language*, Longman 1974. Pages, 44.

³⁴ Ibid, pages, 44.

³⁵ Ibid, pages, 44

³⁶ J.B. Heaton. *Writing English Language*, Longman 1974. Pages, 44

- a. Contemptuous
- b. Deep in thought
- c. Without a sense of humour
- d. Self-satisfied
- e. Scornful

Bill was contemptuous of the efforts of his friends to raise some money for the charity

- a. Deep in thought
- b. Without a sense of humour
- c. Self-satisfied
- d. Scornful

3. The correct option and the distractors should be at approximately the same level of difficulty. If the correct option is more difficult than the distractors. The testes will arrive at the correct answer by process of elimination. Thus the test may have a negative effect on the students: i.e. they will select the correct option not because they know it is correct but only because they know the other options are wrong. The following item measures the testes knowledge of the distractors rather than his familiarity with the correct option.³⁷

Theatrical

- a. Angry
- b. Histrionic
- c. Proud
- d. Foolish

³⁷ J.B. Heaton. *Writing English Language*, Longman 1974. Pages, 44.

The converse also holds good. If the distractors are more difficult than the correct option, the item may be equally unreliable. In such a case there will usually be a tendency for the more able student to think that the correct option is too easy and therefore wrong: he is thus tricked into selecting one of the more difficult options.³⁸

Suffice

- a. Be adequate
- b. Harass
- c. Acquiesce
- d. Be contrite

There is some disagreement concerning the relationship of the options to the problem area being tested. Some test writers argue that the options should be related to the same general topic or area while others prefer as wide a range of associations as possible. Unless the vocabulary item being tested has a very low frequency count (i.e. is very rarely used) however, the item writer is advised to limit the options to the same general area of activity where possible.³⁹

Item 1

Item 2

- | | |
|---------------|---------------|
| a. Apparition | a. Apparition |
| b. Skeleton | b. Scenery |

³⁸

³⁹ J.B. Heaton. *Writing English Language*, Longman 1974. Pages, 45.

- | | |
|--------------|-------------|
| c. Ghost | c. Ghost |
| d. Nightmare | d. Magician |
| e. Corpse | e. Castle |

If item 2 were set in a test, the student who has read a few ghost stories would probably select option B because he would associate *apparition* with the stories he had read. In item I, however, the student is required to show a much greater control over vocabulary.⁴⁰ All the options should be approximately the same length. There is temptation both in vocabulary and reading comprehension tests to make the correct much longer than the distractors. This is particularly true in a vocabulary test item in which the options take the form of definitions: the item-writer tends to take great pains to ensure that the option is absolutely correct, qualifying it at great length. However, he rarely takes such trouble over the distractors, since they are deliberately wrong and need not to be qualified in any way.⁴¹

A hitch- hiker

- a. A man who make ropes
- b. A person who travels about by asking motorists to give him free rides
- c. An old-fashioned sailor

⁴⁰ J.B. Heaton. *Writing English Language*, Longman 1974. Pages, 45.

⁴¹ Ibid, pages,45.

d. A boy who walks long distances

The student who does not know the meaning of *hitch-hiker* word clearly choose option B- and he would be correct in doing, so consequently, if it is ever necessary to qualify a definition at some length, either one distractor or all three or four distractors should be made equally long. In this way, the correct option was disguised in a little more effectively. It is advisable to avoid using a pair of synonyms as distractors: if the testes recognize the synonyms, he may realize immediately that neither is the correct option since there can be only one correct answer.⁴²

The old man was always *courteous* when anyone spoke to him.

a. Polite b. Glad c. Kind d. Pleased

Even such near synonyms as glad and please are sufficient to indicate to the intelligent student that the choice must be between polite and kind, since if glad were correct, pleased would probably also be correct. It is also dangerous to “pair off” option by providing an antonym as a distractor. Option A and C in the following vocabulary item immediately stand out: again, the clever student was able to narrow his choice down to two options once he realizes that A means the opposite of C.

Ascend

a. Go up b. Talk c. come-down d. fetch

⁴² J.B. Heaton. *Writing English Language*, Longman 1974. Pages, 46.

2. Multiple choice item (2)

In this section are more difficult to construct than those in the previous section. The problem is chiefly one of context in insufficient to establish any meaningful situation, while too much context will provide to many clues (both grammatical and semantic).⁴³

I saw a nasty ... between two cars this morning.

- a. Happening
- b. Danger
- c. Damage
- d. Accident

I was speaking to Ann on the phone when suddenly we were

- a. Hang up
- b. Run out
- c. Broken down
- d. Cut off

Tom always tries to help people, but recently he has been Kind and generous.

- a. Chiefly
- b. Especially
- c. Principally

⁴³ J.B. Heaton. *Writing English Language*, Longman 1974. Pages, 46.

d. Fundamentally

Many multiple choice vocabulary test items of the type being deal with in this section rely on the context itself to provide grammatical clues which automatically rule out at least one of the options. These kinds of test items are useful in many respects but may possibly belong more to tests of grammar and structure rather than to vocabulary. Nevertheless, can be little objection to introduction, say a few items on verb patterning in a test of vocabulary.⁴⁴

I'm of getting a new job: I don't like my present one.

- a. Contemplating
- b. Thinking
- c. Desiring
- d. Hoping

Annme of a girl I used to know.

- a. Recalls
- b. Reminds
- c. Remembers
- d. Recollects

⁴⁴ J.B. Heaton. *Writing English Language*, Longman 1974. Pages, 47.

It is some time argue to that many multiple choice vocabulary tests consist largely of item such as the following and that these test only a knowledge of semantic collocation.⁴⁵

The television station was With letters and phone calls after the announcement.

- a. Drowned
- b. Stormed
- c. Deluged
- d. Absorbed

Since this item ignores the ability to create unexpected collocations, it can also be argued that an imaginative use of the language is discouraged. Although there may be some truth in this argument, unexpected collocation result from a creative and intuitive handling of language, which in turn demands an implicit understanding of everyday collocations. It is usually the writer's very awareness of the degree of incongruity which a makes a new collocation vigorous and meaningful.

Consequently, such items as the following can scarcely be said to exert a harmful influence on language teaching, although the collocations may be tested equally well without a context.⁴⁶

⁴⁵ J.B. Heaton. *Writing English Language, Longman 1974*.Pages, 47.

⁴⁶ J.B. Heaton. *Writing English Language, Longman 1974*.Pages, 47.

Dr. Lee charges a high For his services.

- a. Fee
- b. Profit
- c. Salary
- d. Payment

A more telling argument against this type of item is that each context requires a “normal” reaction and takes no account of cultural differences. For example, in the following item B or D would be correct in certain societies since it is impolite to accept a gift without first vehemently refusing it.

Ann shrieked with At the beautiful present Mrs. White gave her.

- a. Delight
- b. Horror
- c. Dismay
- d. Anger

1. Sets (Associated Words)

Type 1 (Recognition)

The first example is appropriate to the elementary levels while the second example shows the application of this item type to more advanced levels.⁴⁷

TRAFFIC

1. Journey cars people

⁴⁷ J.B. Heaton. *Writing English Language*, Longman 1974. Pages, 48.

2. Luggage station **Lorry**

3. **Vehicles** mile path

EQUIP

(a) **Furnish** defend lend

(b) Launch present **arm**

(c) Purchase attack **supply**

Type 2 (Production)

Write in each space one word for each of the following groups of words.

Chair table cupboard bed (=furniture)

Cars buses lorries trams(=traffic)

It is sometimes argued that such a test is appropriate only at the most elementary levels, but it can be used as a very subtle means of testing word associations at a more advanced level:

Each group of word is related to a particular subject. Write down the particular subject which is connected with each group of words.⁴⁸

Hand theatre volume nursery

Wrist sister track lift

Dial bed head slope

Face ward spool snow

(=watch) (=hospital) (=tape recorder) (=skiing)

⁴⁸ J.B. Heaton. *Writing English Language, Longman 1974*. Pages, 48.

2. Matching items

Type 1 of the following test items suffers from testing together lexical items from different word classes while type 2 tests a mixed bag of tense form etc. the result is that for both types of test items grammatical clues assume importance, since they are instrumental in limiting the range of choices facing the test for each blank.

Type 1 write the correct word from the following list at the side of each number on your answer sheet. Use each word once only.

Road	accident	travelling	turned	side
Broken	know	knocked	middle	looked
Lorry	policeman	pavement	running	hurt
Lying	crossed	left	forgot	talk

Poor Tom Wright was (1) down by a (2) last week when he was crossing the (3). He was quite badly (4) and he had to go into hospital for a few days. His left leg was (5) and both his arms were cut. While he was (6) in bed in the hospital a (7) came to (8) to him.

“was the lorry (9) very quickly?” he asked Tom.

Tom told him all about the (10). “I was (11) home from school and I (12) the road. I (13) right but I (14) to look (15). In the (16) of the road I suddenly saw a lorry. I didn’t (17) what to do, so I began to run to the other (18) of the road. The lorry (19) but it hit me when I was near the (20).

Type 2 complete the following sentences with the most suitable verb phrase from the list.⁴⁹

Came about pull through broken out falling out

Running into brought up get away browned off

1. "Did the prisoner manage to?" "yes, the police are still looking for him".
2. Most of the pupils were with the dull talk..
3. The doctor thought Mr Benson would after the operation.
4. The couple are always And causing a disturbance.
5. And so it that we eventually operation". Etc

Type 3 from the list of words given. Choose the one which is most suitable for each blank. Write only the letter of the correct word after each number on your answer sheet. (Use each word once only).⁵⁰

- a. Completely
- b. Politely
- c. Busily
- d. Carefully
- e. Quickly
- f. Angrily

⁴⁹ J.B. Heaton. *Writing English Language*, Longman 1974. Pages, 49.

⁵⁰ J.B. Heaton. *Writing English Language*, Longman 1974. Pages, 50.

“Write (1)” the teacher should (2) “Hurry up: you must get used to working (3).....”. “Please, sir”, a student said (4)....., “I’ve finished”. “No, you haven’t”, answered the teacher. “You haven’t (5).....finished until you’ve ruled off”. Meanwhile, the boy sitting next to him was (6) engaged in filling his pen.

Type 4 found the correct meaning in list B for each word in list A. then write the number of the meaning in the space at the side of each word.⁵¹

List A	Answer	List B
Gloomy	12	1. Very important
Momentous		2. Dark and obscure
Barren		3. Over-crowded
Fleeting		4. Friendly and loyal
Parochial		5. Close and familiar
Intimate		6. Too poor to produce crops
		7. Passing very quickly
		8. Naked and cold
		9. Narrow, limited
		10. Penniless
		11. As soon as possible
		12. Sad and miserable

⁵¹ Ibid,51.

13. Connected with the sea

14. Religious and holy

Type 5 choose one word from the list on the left, and put it after the word on the right.⁵²

Bus Fair Alarm

Bomb Hair

Gun Traffic

Cut Telephone

Shave Post

Office Atom

Alarm

Queue

Jam

Bullet

Exchange

Headquarters

Centre

Type 6 the most useful type of matching item is undoubtedly that based on reading comprehension passage. The student is given a list of words at the

⁵² J.B. Heaton. *Writing English Language, Longman 1974*.Pages, 51.

end of the passage and required to find words of similar meaning in the passage. Since a detailed context is provided by the passage and little additional material is required, this is an economical method of testing vocabulary. The chief risk here, however is the duplication of question: if one of the reading comprehension questions depends for its answer on a knowledge of the meaning of a particular word, care must be exercised not to test that word again in the vocabulary section.⁵³

6. More objective items

Type 1 word formation test items

Write a word in each blank. The word you write must be the correct form of the word on the left.⁵⁴

CARE Be When you cross the road.

CRUEL To mistreat an animal is a form of

INTEREST Do you think this book is?

ENTER Can you show me the To the cave?

Type 2 involving synonyms

Write in each space the best word to replace the words underlined in each sentence.⁵⁵

⁵³ J.B. Heaton. *Writing English Language, Longman 1974*. Pages, 52.

⁵⁴ *Ibid*, pages, 52.

⁵⁵ *Ibid*, pages, 52.

Tom went at once to the doctor's Immediately.

All of a sudden there was a loud cry

Type 3 rearrangement items

Rearrange the following letters to make words.⁵⁶

PLEAP ROLRY CELPA

SUHOE IRACH EGURA

Type 4 Definitions

Explain the meaning of each of the underlined words in the following phrases.⁵⁷

An archaic word a fortuitous event

7. Completion items

Make each of the following words mean the opposite by putting either 2 or 3 letters in the brackets front of the word.⁵⁸

(IM) possible ()liked ()lawful

()important ()convenient ()pleased

()covered ()obedient ()frequent

()satisfied ()usual ()legal

⁵⁶ Ibid, pages, 53.

⁵⁷ J.B. Heaton. *Writing English Language*, Longman 1974. Pages, 53.

⁵⁸ Ibid, pages, 53.

In the following sentences every word beginning with OVER is incomplete. Complete each word in the space provided.⁵⁹

Example: I'm late this morning because I OVERSLEPT

B. Nature of Mnemonic device

1. Definition of Mnemonic device

The word *mnemonic* is derived from the Greek word *Mnemosyne*, referring to the ancient Greek goddess of memory. The use of mnemonic dates back to 500B.C (Yates, 1966). 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 (Higbee, 1987). Memory has a key effect on eventual vocabulary and grammar achievement. 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 (Schmitt, 2000, 129-131). Aitchison (2002), however, believes that our mind is like the London Underground System. By this he means that information stored in the brain is linked in different ways. Accordingly, the general picture of the

⁵⁹ J.B. Heaton. *Writing English Language*, Longman 1974. Pages, 54.

mental lexicon is one in which there a variety of links between words, some strong, some weak. The main way, to transfer the vocabulary items from short term to long term memory and create a strong connection there is by finding some elements in the mental lexicon to attach the new lexical item to (Schmitt, 2000). Mnemonic is a memory enhancing instructional strategy that involves teaching students to link new information taught to information they already know.

According to Solso (1995), mnemonics are techniques or devices, either verbal or visual in nature, that serve to improve the storage of new information, and the recall of information contained in memory. Mnemonics have been proven to be extremely effective in helping people remember things (Mastropieri& Scruggs, 1989; Bulgren, Schumaker& Deshler, 1994). If material is presented in a way which fits in or relates meaningfully to what is already known, then it will be retained for relatively long periods of time and thus retrieval through verbal or visual clues becomes quite easy. In other words, by using mnemonic strategies, teachers can relate new information to information students already have stored in their long-term memory. For vocabulary learning, they are used to relate the word to some previously learnt information, using some form of imagery or grouping (Mastropieri and Scruggs, 1991). Thompson (1987) similarly acknowledging the usefulness of mnemonic devices by stating that they can help learners learn faster and recall better by integration of new material into existing cognitive units and by providing retrieval cues. Mnemonic

devices are proved to be effective in all ages. They are, however, more useful for low level students because they are involved mostly in activities requiring them to remember and recall information (Levin, 1993).

2. Use of mnemonic in vocabulary teaching learning process

Mnemonic instruction is useful for students across wide age range. Teachers instruct the students in the use mnemonic strategy by using both visual and verbal clues. In terms of vocabulary learning process it self, the use of mnemonic device has fascinated some research, linguists and language teachers. Mnemonic device have been considered as the most powerful and effective way to learn vocabulary. This conclusion is drawn from the result of studies trying to compare the effectiveness of mnemonic device but there have not been other successful technic than mnemonic.⁶⁰The key sucess of mnemonic devices in vocabulary learning process is based on the explanation given by Waring (2004). Language devices always help language learnersconect foreign words meaning with the familiar sound or image or information has been stored in memory. These strategies can be implement thought crating story or sentence, and associating it with a familiar image or association based on the image or song of new words present or them. The pattern of association which previous stored information in

⁶⁰Rob waring. In defense of learning words in words pairs. Online. <http://www.herenet.ne.ip/~waring/vocab/principles/systmatic learning.htm>.

long term memory also contributes easyness in vocabulary learning process.⁶¹ It is because the association have been familiar with the student, so that they can easily memorize new words presented to them. In addition, the uniqueness of the pattern in associations create with the mnemonic devices will also make the memorial activity in vocabulary learning process become interesting and memorable the students. This concept is almost the same with the concept vocabulary learning activity states by Harmer and Grave and Diamond and Guthlon stating the students will remember words best when they have actually done something with the words they are learning.⁶²

That is why mnemonic devices can be so effective in vocabulary learning process that students can use it to help them learn and memorize vocabulary input in their language learning activity. In addition, the use of these device does not require a wealth of additional material or extensive planning and preparation make it suitable for all levels of language learners.

3. Types of mnemonic devices.

Mnemonics devices or a tick of memory in special way which is made a code for entering information items into mind system of students.⁶³

⁶¹Margo a mastropieeri and Thomas s scrugs.*Enhancing school sucess with mnemonic strategies*, online:<http://www.idionline.org/article/5912>.

⁶²Linda Diamond and Linda Guthlon.*Teaching Vocabulary*.[www:http.idonline/article/org](http://www.idonline.org). 2014

⁶³Muhibinsyah. M. Ed. *Psikologi Pendidikan Baru*,(Bandung: RemajaRosdaKarya, 2002). Pages. 160

Mnemonics are memory devices that help learners recall larger pieces of information, especially in the form of lists like characteristics, steps, stages, parts, phases, etc. We knew back in 1967 from a study by Gerald R. Miller that mnemonics increased recall.⁶⁴

1. Peg word method

A peg word method is a remembering number method by changing it into certain shaping objects that are similar with that numbers (Warseno and Kumorojati, 2011: 166). The examples are: if the number is zero, the peg is a ball; if the number is one, the peg is a pencil; and if the number is three, the peg is a love leaf. A peg word method is a method that relating unrelated items to be easily memorizable items which can act as pegs or hooks (Thompson in Amiryousefi, 2011:179). There are examples of pegword method. They are: one is bun or john, two is shoe, and three is tree.⁶⁵

2. The key word method

The keyword method/ system is a system like words lists that contains of the items: foreign language words, keywords that at least the words in foreign language and in mother tongue language has the same sounds either in the first syllable or the last syllable, and the meaning words from the foreign language

⁶⁴<http://www.learningassistance.com/2006/january/mnemonics.html>

⁶⁵Pdf. *Improving students' English achievement through Mnemonic for the fourth grade students of sd n 3 karanganomklaten in the first semester of the academic year of 2012/2013.*

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words (Syah, 2005: 162). There are examples of keyword such as to remember the name of “Darwin”, the students can use a keyword of “dark wind” by adding visual drawing of the wind that has black color; and to remember the name of “Maryland”, the students can use a keyword “Marriage and a land” by adding visual drawing of marriage and a land (Loorayne and Lukas in Joyce, Weil, and Calhoun, 2009: 238). Although key word method seems difficult, many studies have showed that this method can make learn the foreign language easy (Atkinson in Atkinson, Atkinson, and Hilgard, 1993: 370).⁶⁶

3. The loci method

A method of loci is a mnemonic device that uses certain places and are well-known as means of certain words and technical term placement that must be remembered by the students (Syah, 2005: 162). A loci method is the oldest mnemonic (Thompson in Amiryousefi, 2011:179). Method of loci is an effective and fun method of remembering things that is similar with archive storage system (Warseno and Kumorojati, 2011: 119-120). This technique is very beneficial to memorize subject materials in order format or a large number of lists. By this technique, the students can memorize things complete with the ordered number. Loci must be in a location that is easy to remember, because it was used to the next steps (Warseno and Kumorojati, 2011: 121). The examples

⁶⁶Pdf. *Improving students' English achievement through Mnemonic for the fourth grade students of sd n 3 karanganomklaten in the first semester of the academic year of 2012/2013.*

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of method of loci are: the parts of body here are used to used for loci number 1 until 10, they are:head, eyes, nose, mouth, ears, neck, breast, stomach, foot, and hand.⁶⁷

4. Acrostic

An acrostic (sentence mnemonic) is a sentence that is developed to help a person retrieve letters that represent something that the person needs to remember (Bakken and Simpson, 2011: 80). The sentence should be made in catchy way to make the information more meaningful and easier to remember. An acrostic is a sentence of which the first letters represent the information to be recalled (Scruggs and Mastropieri in Shaeffer, 2011: 35). There are some examples of acrostics. They are: “Every good boy does fine” that represents the names of musical notes on the lines of the treble clef. They are the note of E,G,B,D,and F. There is another example of acrostic.

The example is that the acrostics of “janganFebimakanapel Medan, JunedjulukiAgussepertiaktortelenoveladesa” can be used to help students remember the order of months in a year (Warseno and Kumorojati, 2011: 136-140).⁶⁸

⁶⁷Pdf. *Improving students' English achievement through Mnemonic for the fourth grade students of sd n 3 karanganomklaten in the first semester of the academic year of 2012/2013.*

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⁶⁸Pdf. *Improving students' English achievement through Mnemonic for the fourth grade students of sd n 3 karanganomklaten in the first semester of the academic year of 2012/2013.*

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5. Acronym

An acronym is a word that is developed from the first letter of words that are to be remembered (Bakken and Simpson, 2011: 80). An acronym is a word of which the letters represent individual components (Scruggs and Mastropieri in Shaeffer, 2011: 35). There are some examples of acronyms. They are: the acronym of ROY G. BIV to make the students remember the arrangement of colors in the rainbow, red, orange, yellow, green, blue, indigo, and violet, the acronym of HOMES to make the students remember the Great Lakes of Huron, Ontario, Michigan, Erie, and Superior (Scruggs and Mastropieri in Shaeffer, 2011: 35).

There is another example of the acronym. It is the acronym of “mejikuhibiniu or mejikhebatnianuoi” can be used to help students remember the order of color in the rainbow (merah, jingga, kuning, hijau, biru, nila, ungu) (Warseno and Kumorojati, 2011: 133-134).⁶⁹

6. Rhyme

A rhyme is a rhyme that is made by words and technical term that must be remembered by the students (Syah, 2005: 162). This rhyme can be better if it is given notes so that it can be sung. The songs of the kinder garten students that contains of moral values can be used as an example of the arrangement of mnemonic rhyme. A rhythm that is a musical characteristic is one feature that may be a salient factor that is easily recognized as helpful in musical applications

⁶⁹Ibid,Pages44

and also valuable in nonmusical applications(Scruggs and Mastropieri in Shaeffer, 2011: 35). By using familiar tunes as mnemonic devices can be an effective learning strategy that can help students of all abilities Walz and McLaughlin (2009: 5). There are some examples of rhyme or song mnemonic. One of the examples can be seen below: Vivacious verbs (for grades 3-6) Sung to “Old MacDonald” Many verbs are action words-

V-E-R-B-S

Verbs tell things that you can do-V-E-R-B-S With a run, jump here An a hop, skip there, Here a dance, there a leap, Then we all go to sleep. Verbs you know are action words-V-E-R-B-S).⁷⁰

7. Elaborations

Elaborations are mnemonic strategies that can be used to highlight an important feature of a word such as a tricky spelling (Scruggs and Mastropieri in Shaeffer, 2011: 35). It is for example :the students can differentiate the spellings of the words “principle” and “principal” by depicting a school principal as a “pal”.⁷¹

8. Spatial grouping

⁷⁰Pdf. *Improving students' English achievement through Mnemonic for the fourth grade students of sd n 3 karanganomklaten in the first semester of the academic year of 2012/2013.*

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⁷¹Pdf. *Improving students' English achievement through Mnemonic for the fourth grade students of sd n 3 karanganomklaten in the first semester of the academic year of 2012/2013.*

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A spatial grouping is a kind of spatial mnemonic that has a method of writing words by forming patterns (Thompson in Amiryousefi, 2011:180). Writing words in the form of patterns help the students to recall the words better (Holden in Amiryousefi, 2011:179). Because the students have remember the pattern, they can also remember the parts that are signed by the words in the pattern The example of the pattern can be a triangle pattern.⁷²

9. The finger method

The finger method is a kind of spatial mnemonic that the students can be asked to make an association in each word with a finger in this method (Thompson in Amiryousefi, 2011:180). This method is useful to learn numbers, days of the week and month of the year, especially for young learners (Holden in Amiryousefi, 2011:180).⁷³

10. Pictures

Pictures here mean that pictures is visual mnemonics that the new words that are usually paired with their definitions or equivalents can be better learned if they are paired with pictures (Thompson in Amiryousefi, 2011:180). Objects and pictures can facilitate recall (Gians and Redman in Amiryousefi, 2011:180). Pictures and objects not only can be used to give meaning and information but also they can be used to motivate and attract the interest of the students (Wright in

⁷²Ibid. 46

⁷³Ibid.46

Amiryousefi, 2011:180). This method can be used by elementary or pre-intermediate students.⁷⁴

11. Visualization or imagery

This method is a visual mnemonic that has a method that visualizes words instead of using real pictures (Thompson in Amiryousefi, 2011:180). The students imagine a picture or a scene which is associated with the target word. The visualization can be used in vocabulary learning for examples:if the new word is “exploration”, the Students can link with a mental picture of “A scientist is using special drills for oil exploration” by relating it to the picture of a scientist(O’Malley and Chamot in Amiryousefi, 2011:180). The difference between visualization and the method of loci is that words in visualization for each word a picture is imagined while words in the method of loci are related to a familiar place and seen as an imaginary walk through the familiar place.⁷⁵

12. Grouping or semantic organization

Materials that are organized are easier to keep in, will enhance their recall and it can be a long-term memory(Anderson and Thomson in Amiryousefi, 2011:180). If the examples of the target words to remember are: dog, cat, chair, sofa, table, milk, eggs and butter, these words can be organized and remembered

⁷⁴Pdf. *Improving students’ English achievement through Mnemonic for the fourth grade students of sd n 3 karanganomklaten in the first semester of the academic year of 2012/2013.*

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⁷⁵ Ibid.47

in these three categories: animals is for dog and cat, furniture is for chair, sofa and table, and food is for milk, egg and butter.⁷⁶

13. Story-telling or the narrative chain

This method allows the students to link words together with a story(Thompson in Amiryousefi, 2011:180). Firstly, the students should make an association of the target words with a topic or some topics. The students should make a connection of them by making a story that contains the target words Holden et.al. (inAmiryousefi, 2011:180). This method is useful for students, especially for high level students.⁷⁷

14. Physical response method

This method allows the students to move their body or parts of their body in a certain way(ThompsoninAmiryousefi, 2011:180). This movement can illustrate the meaning of the word and also be better in understanding and recall. The example of the method is: if the target word is tiptoe, the students can raise their tiptoe and move across the room. It means they can imagine the action of moving their tiptoe(Thompson and Holden in Amiryousefi, 2011:180).⁷⁸

⁷⁶Pdf. *Improving students' English achievement through Mnemonic for the fourth grade students of sd n 3 karanganomklaten in the first semester of the academic year of 2012/2013.*

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⁷⁷Ibid. 48

⁷⁸Pdf. *Improving students' English achievement through Mnemonic for the fourth grade students of sd n 3 karanganomklaten in the first semester of the academic year of 2012/2013.*

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15. Physical sensation method

Through this method, the students make an association of the new word to a physical sensation(Oxford and Scarcella in Amiryousefi, 2011:180). The example of this method is the students can feel cold when they learn the word “Frigid From these theories, it can be concluded that there are seven types of mnemonic.⁷⁹They are: rhyme, acrostics, acronym, pegword system, method of loci, key word system, elaborations, spatial grouping, finger method, pictures, visualization or imagery, grouping or semantic organization, story-telling or the narrative chain, physical response method, and physical sensation method. Each type of mnemonic has each function that can help the students learning English happily during the teaching and learning process.⁸⁰

4. Advantages of Mnemonics

1. They provide a connection to help you recall information that otherwise is difficult to remember.
2. They involve rearranging or reorganizing (chunking) information.
3. They help you personalize the information to use existing knowledge.
4. They allow you to look at information differently and in a creative way.

⁷⁹ Ibid Pages48

⁸⁰ Ibid. 49

5. They allow you to spend less time retrieving information from your long-term memory.⁸¹

a. Motivation:

Students are usually much more motivated to remember their mnemonic device than they are a set of vocabulary items they have received from a textbook or teacher.

5. Procedures of Using Mnemonic device in Teaching Vocabulary

There were some steps teaching vocabulary through mnemonic device. They were:⁸²

a. Pre-activity

Doing apperception, greeting and praying, checking students' attendance, and readiness to study, conveying the learning objectives to students, motivating and brainstorming the material.

b. Whilst activity

Exploration: (teacher provided a narrative text to students, teacher gave motivation to students in vocabulary learning that is vocabulary has an important role in master language skill, teacher helped students in exploring the word meaning by

⁸¹<http://csl.cofc.edu/documents/study-skills/learning/Mnemonic%20Devices.pdf>. 2014

⁸²Timotius, *Improving Students Ability' In Vocabulary Mastery Through Mnemonic device*, Pontianak: Tanjungpura University, 2013, p. 5.

telling its synonym or antonym, teacher guided the students to classify the word form adjective and verb in the narrative text). Elaboration: (students take-noted new vocabulary in their notebook, students discussed their new words from its meaning and form with their friend, students take note the word meaning that had been discussed Confirmation: (teacher reflected the material with his students, teacher gave feedback concerning to the students activities, teacher gave students time to raise question).

c. Post Activity

Teacher concluded/summarized the material with his students; teacher gave students' homework, to take-notes the new word on their LKS book.