

CHAPTER II

LITERATURE REVIEW

The next significant is the theoretical framework. This part will give the explanation about the theories. Those are must be able to answer the problem of the study.

2.1 The Theoretical Framework

2.1.1 Vocabulary

a. The Definition of Vocabulary

Vocabulary is the most important material in language. Learning language cannot be separated from vocabulary learning. Vocabulary is the most important language component because it influences language skills, namely speaking, reading, listening and writing. Right now, master vocabulary has become a big problem for most of the students. If they have limited vocabulary, they will have difficulty communicating with each other, without having a large vocabulary, it is impossible to build communication. (Muhammad Syahrip, 2019)

Vocabulary is very important and can even be said to be one of the main assets for learning a language. Especially in learning English, without mastering vocabulary it is difficult for students to improve these four language skills. Allah says in Surah Al-Baqarah verse 31, as follows:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ۝ ٣١

Meaning: "And He taught Adam the names - all of them. Then He showed them to the angels and said, "Inform Me of the names of these, if you are truthful."

This verse explains that Allah taught Adam As the names of objects in the heavens and on earth, therefore everything in this world was given a name. Everything in this world must have a name, so vocabulary is very

important for learning a language.

So, if students are weak in mastering vocabulary, it is difficult for students to communicate all the feelings, thoughts and ideas they have and it is difficult to develop the four language skills. Therefore, vocabulary learning is very important in learning languages, especially English.

Vocabulary is one of basic knowledge in English learning. It is important aspect to learn when someone learns a language. Hiebert & Kamil (2005: 3) state that generally vocabulary is the knowledge of meaning of words. Vocabulary used to express ideas, feeling or think or information to people clearly.

Vocabulary is about words. In learning English, this has an important meaning role. Vocabulary is one of the components of the English language that has an influence and influence contribution to the four language skills. Before mastering language skills, students must master the language component due to English language skills supported by linguistic components, namely: structure, pronunciation, and vocabulary. Vocabulary is important to learn because of its deepfunction master a language. That should be the main thing for students who want to learn English.

Fauziati (2010: 61) states that vocabulary is a central to language and critical important to typical language learner. Without a sufficient vocabulary, one cannot communicate or express his idea both in oral and written form. Heinle (2008: 1105) state that vocabulary is the total number of words you know in a particular language.

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). 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).

According to the definitions given above, vocabulary is a collection of words that people use to communicate ideas, stories, and other content both orally and in writing. For this reason, learning is crucial. Prior to other fundamental English knowledge and abilities. It is well known that learning vocabulary in English cannot be accomplished without proficiency in the language because both abilities are critical to the teaching and learning of the language.

b. The Important of Vocabulary

Nation in Schmitt and McCarthy (1997: 6) states that vocabulary knowledge enables language use, language use enables the increase of vocabulary knowledge; knowledge of the world enables the increase of vocabulary knowledge, knowledge of the world enables the increase of vocabulary knowledge, and language use and so on.

"The Messenger of Allah sallallaahu 'alaihi wasallam ordered me, then I studied the Jewish books for him. He sallallaahu 'alaihi wasallam said, "Really I - by Allah - do not feel safe with the Jews because of my writings." So I studied Jewish, and in less than half a month I had mastered the language. So I also wrote to the Prophet if he wrote, and I read to him if there was writing sent to him" (HR Abu Dawud no. 3645 and declared by Shaykh Al-Albani as Hasan Sahih)

Additionally, Gower, Philips, and Walter (1995: 142) note that vocabulary is crucial for students and that, for communication purposes, it is more significant than grammar, especially in the early phases in which pupils are inspired to acquire the vocabulary necessary to communicate in the language. Thornbury (2003: 13) quoted Wilkins as summarizing the significance of vocabulary acquisition. He said that very little could be

communicated without grammar and that nothing could be communicated without vocabulary.

It is clear from the aforementioned statements that vocabulary development is crucial for language learners, particularly those in elementary school. Ideally, through being after being exposed to a variety of words, they will be able to communicate their ideas and accept those of others. In addition, as they are honing their four language skills, they also possess vocabulary knowledge.

c. The Purpose of Vocabulary

There are various justifications for learning vocabulary. First of all, since distinct vocabulary provides radically different learning feedback, it's critical to ensure that. Before going on to less common vocabulary, learners should have a firm grasp of the language's high frequency words. Second, learning vocabulary through concepts like grouping, opposites, and synonyms is made more challenging by the majority of language teaching courses. Thirdly, well-designed vocabulary and other skill-building exercises can significantly improve vocabulary learning opportunities and the caliber of vocabulary acquisition.

Nation (2001: 6) states that the objectives of vocabulary learning can take the shape of questions that either teachers or students must respond to. Initially, how much vocabulary do students must be aware of? Setting learning objectives that will enable us to use the language however we see fit is helpful.

Secondly, what is the total word count in the language? The most ambitious objective is to become fluent in the language. According to this justification, learning vocabulary is a crucial part of learning the English language because it allows one to acquire, retain, and comprehend the vocabulary of the target language. According to this justification, learning

vocabulary is a crucial part of learning the English language because it allows one to acquire, retain, and comprehend the vocabulary of the target language. Students are expected to use their vocabulary in both speaking and listening during conversations.

Additionally, learning vocabulary is crucial. It refers to comprehending the language in relation to its context, which includes both the Indonesian and English contexts. In order to attain those goals, students must be proficient in vocabulary in order to communicate as effectively as possible.

The first step in teaching vocabulary is to determine what word to teach. They ought to be beneficial. But what works well in one circumstance might not work at all in another. Thus, the the following criteria are dependent on a specific teaching context. Chujo and Nishigaki (2004: 37) present the general principles of vocabulary selection as follows: frequency and range, or statistical application, are the two methods for choosing specialized or technical vocabulary from databases.

d. The Kind of Vocabulary

According to part of speech, there are seven different categories of vocabulary, according to Frank (2001: 29). They are as follows:

a. Noun

A noun is one of the most crucial components of speech. The way the verbs are arranged contributes to the formation of the sentence core, which is necessary for every complete sentence. It might be the name of a person, location, object, or concept. Examples include a book, magazine, bed, door, etc.

b. Verb

A verb is a word that indicates an action or aids in the construction of a sentence. It functions as a predicate. Usually, it comes after the subject. Examples include take, write, have, and bring.

c. Adjective

A noun or pronoun is qualified by an adjective. Usually, it comes after in a sentence. Since adjectives modify nouns, they are typically placed before them. Examples: elegant, industrious, and astute.

d. Adverb

The word "adverb" is used to qualify the meaning of an adjective, verb, or other verb. Usually, it comes before or after the verb. The adverb loudly appears in the sentences where he speaks loudly. Additional verbs that can be used are

e. Conjunction

To connect one word to another or one sentence to another, use a conjunction. I have to refer to him as in the sentence the conjunction is before, so before I leave. Examples are so, and, but, and, etc.

f. Pronoun

A pronoun is a word that is used in place of an individual or object. Pronouns can be used as subject, object, relative, possessive, or any combination of these. Examples of pronouns in the subject category are I, you, we, they, he, she, and it.

Pronouns as objects include me, you, them, him, her, and it. Possessive adjectives include my, your, our, his, her, and it's. The possessive pronouns mine, yours, theirs, hers, his, and its are examples.

g. Interjection

Interjection is a put into a sentence to express a sudden feeling of mind of emotion. It is a lexical category used to express an isolated emotion on the part of the speaker. In the sentence Hurray! I am the winner, the interjection is Hurray. Convention like hi, bye, good

byeare interjections.

2.1.2 Mnemonic

a. Definition Of Mnemonic

Mnemonics are techniques that one can use to help students improve their ability to remember and focus the brain better. that's it able to remember important information. Mnemonics are not limited to certain things a good group of students and it should become more popular as a good thing teaching and learning activities,as has been proven by many studies project to be effective. Mnemonics should be used as one of the best teaching practices.

Thorn burry (2002) states that mnemonics are 'tricks' to help retrieve items orrules that are stored in memory and that are not yet automatically retrievable. Mnemonics instruction is a way to help students remember information/ vocabulary more effectively and easily.

Mnemonics is a method used to help improve students' ability to remember and be able to recall information. This is a creative way to help students remember difficult facts and information. (Ayu Puspita Sari, 2013). By apply the mnemonic method to the teaching and learning process activities, especially vocabulary learning should be the property of every teacher target. If more teachers used mnemonics, students would be better prepared holding an exam where preparing forthe exam will make you more confident and students who are hungry for education because many students in schools today are hungry for education struggling with the process of memorizing and remembering. Mnemonics are possible is more thanjust a phrase used to remember certain information and can also be used to better store and recall information. Mnemonics are learning a tool that can be used as a learning and memory method.

b. Types Of Mnemonic

There are many types of mnemonic methods. those are:

1) Peg Word Mnemonic

Turking ton said that the word peg is the best method introduced by John Sam brook in England 1879. Using existing components mastered previously and formatted in pairs, for example: red-saga and hot-fire. These words are used to remember words that have the same character, they are: lipstick and hell.

2) Acronyms Mnemonic

Another popular type of mnemonic is an acronym. The acronym is when the first letter of each word in a series of words spells another word say. Example: To remember the colors of the rainbow, the abbreviation of MEJIKUHIBINIU can be used: RED, ORANGE, YELLOW, GREEN, BLUE, Nila, and Purple. Another example is the prophets who had the nickname Ulul Azmi; Muhammad SAW, Isa a.s, Musa a.s, Ibrohim a. s, and Nuh a.s be MIMIN, a word that is easy to remember.

3) Locus Mnemonic

The mnemonic loci use famous and special places as its method include words or terms that students must remember. In this case, Hero names cities, streets, numbers and buildings can be used locate relevant words in terms of meaning and similarity character or situation. For example, body parts here are used for loci number 1 to 10, namely: one head, two eyes, three noses, four is the mouth, five is the ear, six is the neck, seven is the chest, eight is the stomach, nine are feet, and ten are hands.

4) Keyword method

Keyword mnemonic is a tool for remembering the meaning of target word. Keyword mnemonic is usually formatted especially for learning foreign words. When using this method, the students learn a

keyword that sound similar to the similar word. Here are some examples of keyword mnemonic.

5) Song Mnemonic

Song mnemonics are very helpful for memorizing things, for example songs giving them twice the chance to remember. By remembering one word, they will most likely be able to find a suitable word to complete it song. A simple little song can help students remember complex sequences the most difficult event to remember.

Mostly have problem with memorizing English words especially the jargons. This is due to they are not using the English language in daily life communication even in the English class. This situation has caused the level of their English command is lower compared to the students who use a lot of English language even after the English class at their school.

2.2 Advantages and Disadvantages of Mnemonics Strategy

Jurowski (2015:2) state that there are many advantages and disadvantages of mnemonics methods are presented in Table below:

Table 2.1
Advantages and Disadvantages of Mnemonics Strategy

Advantages	Disadvantages
<ul style="list-style-type: none">• Procedures Intensification of memory• Extremely effective in helping people to remember things;• Often enables information to be better retained in memory;	<ul style="list-style-type: none">• Low or lack connection between the conceptual concept and the material being learned• Are focused only on certain aspect of their operation• Students' performance may be

2.3 The Previous Study

The researcher had to accomplish the final project from university to achievedegree, so the research conducted the study entitled “The Effect of Song Mnemonic On Students’ Vocabulary Mastery of MTsN Tanjungbalai”.

These previous studies are as follows: the first previous study is entitled “The Implementation of Keyword Method in Learning English Vocabulary of-ShoppingAdvertisement at The First Grade of SMP N 2 Kapetakan Kabupaten Cirebon”. Dewi Purnama Sari (IAIN Cirebon: 2015) researched about entitled The research aim is to describe the implementation of learning vocabulary in SMP N 2 Kapetakan Kabupaten Cirebon.

The research researched seventh grade of SMP N 2 Kapetakan Cirebon. The research design was descriptive qualitative research. In applying the learning vocabulary the teacher used keyword method in teaching learning vocabulary.

Four fundamental mnemonic principles meaning fulness, organization, association, visualization, and attention have been found to be effective when teaching vocabulary in the classroom. Memory (both short- and long-term) is used in vocabulary instruction.

The relevance of the researcher by Dewi purnama sari with the research to bereviewd is the same of discussion that the implementation of mneomonics strategy to teaching vocabulary. The difference is Dewi purnama sari about the implementation of mnemonics strategy for teaching vocabulary is research use keyword method for teaching vocabulary.

The second previous study entitled “The Use of Mnemonic Learning Strategy and Snowball Throwing Method to Improve Motivation and Learning Outcomes of Fourth Grade Five-Sense Language Cottage Students at SDN Glanggang 1 Pasuruan in the Academic Year 2015/2016”. She used

descriptive qualitative research and data the collection techniques using interview, test, and documentation.

The findings demonstrated that when mnemonic learning strategies are employed in conjunction with the snowball method, students' motivation and learning outcomes during science instruction have increased.

The descriptive qualitative research was similar to that which was covered in the previous study. Using mnemonic devices and the snowball throwing method, the problem in the previous study concentrated on increasing student motivation during the learning process. The purpose of this study is to determine how mnemonic devices can help students master vocabulary. Data for this study were gathered through interviews, documentation, and observation using descriptive qualitative research methods.

The third previous study entitled “The Implementation of Mnemonic Method to Improve the Primary School Learner’s English Writing Skills” They used quasi-experimental research and data the collection both groups were pre-tested.

The problems of this research were the learners' difficulties to express their ideas into a simple English sentence. The learner low motivation while learning English was also one of the influential factors. This research aims to find out how mnemonic method could improve the learners' writing skills in the primary school during learning English.

The fourth previous study entitled “The effect of music Mnemonics and Flash Cards to increase fourth grade students’ english vocabulary acquisition” They used quasi-experimental research and data collection interview and both on pretest and posttest.

The purpose of this quasi-experimental study was to examine the effect of music mnemonic and flash cards in enhancing grade 4 students' English vocabulary acquisition. The participants were 30 students, aged 9-11 years old, who had low capability in second language (English) vocabulary acquisition.

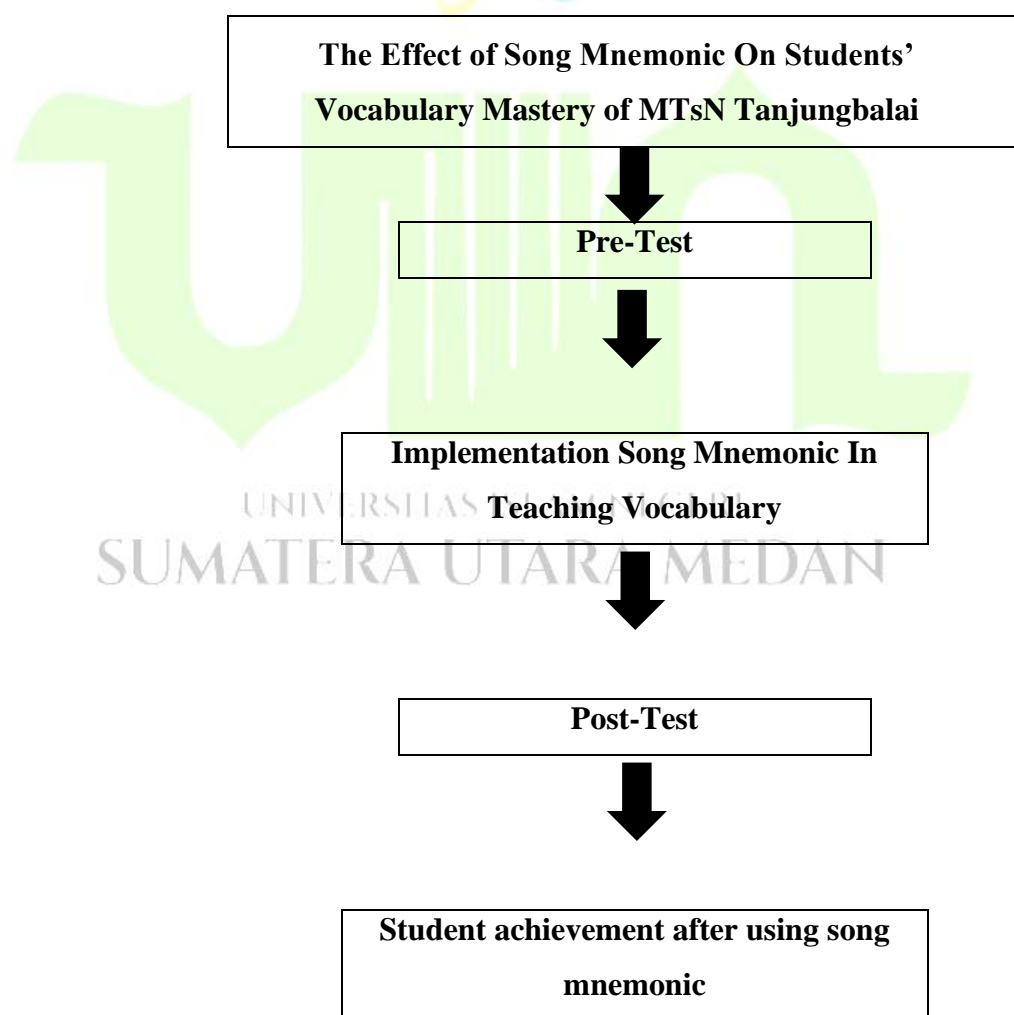
The last previous study entitled “The Impact of Musical Mnemonic on Vocabulary Recalling of Iranian Young Learners“. They used experimental research and data collection post-test answer 10 questions.

Vocabulary as an undeniable part of language learning is a main component in communication which requires to be taught in innovative ways. The purpose of

this study was to examine the effect of musical mnemonic on vocabulary recalling, and long-term retention of words by young learners.

2.4 The Conceptual Framework

The Author in this study wanted to know the implementation of song mnemonic media in teaching English Vocabulary. The following figure describes the conceptual framework that underpins this research:



2.5 Research Hypothesis

The researcher formulated the hypothesis of this research as follows:

A. The Null Hypothesis

(H₀): there is no significant effect of using the song mnemonic method In Teaching Vocabulary For Seventh Grade Students' Of MTsN Tanjungbalai".

B. The Alternative Hypothesis

(H_a): there is a significant effect of using the song mnemonic method In Teaching Vocabulary For Seventh Grade Students' Of MTsN Tanjungbalai ".



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