

II. LITERATURE REVIEW

This chapter discusses about the concept of classroom action research, concept of vocabulary, concept of teaching learning vocabulary, concept of students' learning activities, concept of teacher's teaching performance, concept of mnemonic technique, advantages and disadvantages of Mnemonic technique, and procedure of teaching vocabulary using mnemonic story technique.

A. Description of Classroom Action Research

Action research is a form of self-reflective enquiry undertaken by participants (teachers, students, or participants for example) in social (including educational) situation in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations (and institution) in which this practices are carried out (Carr and Kemmis, 1986).

Classroom Action Research is a continual process of search of a formal organization for devising solution for the everyday difficulties of classroom life (Mc Niff, 1995). It means that action research is used to solve the problem in daily classroom activities in order to make teaching learning process effective. In this sense, action research is seen as way of characterizing a lose set of activities that are designed to improve to quality of education: it is essentially eclectic way into

a self-reflective program aimed at such educational improvement. And the second prospective attempts to identify the criteria of these activities: to formulate system that will account for the improvement that is an anticipated outcome of the self-reflective program. So, the term action research is a term used to describe methods and techniques.

Kemmis' model follows the cycle of: Plan, Act, Observe and Reflect. "Planning" involves the determination of the question that needs answering and the strategy to be used in answering it. During the "Action" stage the practitioner tries out the strategy. The observation includes recording data on the result of the strategy and also keeping a journal on the practitioner's thoughts and reactions to the entire experience. Finally, the "Reflection" stage, concludes that a new cycle can begin (Kemmis, 1982:5).

Applied to classroom action is an approach of (1) improving education through change, by encouraging teachers to be aware of their own practice, to be critical to the practice, and to be prepared to change it. (2) it is participatory, in the sense that involves the teacher in his own enquiry, and collaborative, in that it involves other people as part of share enquiry.

B. Description of Vocabulary

Hornby (1984: 959) states that vocabulary is the total number of words, with rules for combining them which makes up language. We can also say that language is built up by vocabulary. Rivers (1970:462) says that it would be impossible to learn a language without learning its vocabulary. It suggests that vocabulary has

very important role in learning a language. This supported by Byrne (1976: 10) who states that in order to communicate effectively, the learners need an adequate mastery of vocabulary.

It is obvious that without mastery of vocabulary, someone can convey nothing. Even though we master the grammar of a certain language but we do not have any knowledge on its vocabulary, we will not be able to communicate or to express our idea using that language.

Based on the statement above, the writer assumes that vocabulary is the basic element of language in form of words in which it will make a language meaningful. Wallace (1988) states that vocabulary is the vital aspect of the language. If we have the vocabulary we need, it is usually possible to communicate after a fashion. An adequate number of vocabularies may enable the message to be expressed clearly. Concerning this matter, Burton (1982:98) states that a large number of vocabularies help us to express our idea precisely, vividly and without repeating the word.

therefore, in order to help students mastering a new language, they have to master an adequate number of vocabularies. In other words, we can say that the quality of the language performance of the students may depend on the quality and the quantity of the vocabulary that the students have. The more and the better vocabulary they gain, the more skillfull the language they can perform.

In any activity of learning language, a learner is trying to use the language by using vocabulary into certain sentences in order to be able to communicate and

transfer their ideas. Wilkin (1983: 3) says that without grammar little thing can be conveyed, without vocabulary nothing can be conveyed. We can still understand even if we know nothing about grammar. On the other hand the language will tell us nothing if we do not know anything about vocabulary. Thus, vocabulary is an essential part of language which makes the language meaningful.

Vocabulary is grouped into a simple word, a compound word and idiom. Lamb (1963: 19) defines a simple word as a single word that may not or may have a prefix and/ or a suffix, for instance; table, chair, book, ball, etc. while a compound word is a word coined from two or more other words. Trask (1999: 120) also says that compound word is two or more existing words are simply combined. A compound word may be written as one word, two words or as hyphenate word, for instance: textbook, classroom, etc. Idiom is a group of words with a meaning which is different from the individual words and often difficult to understand from the individual words, for instance: look for, turn on, get off, etc.

According to Fries (1974: 45), vocabulary is divided into four types:

1. Content words represent the names of objects or things, that is: concrete nouns (student, teacher, book), action done by or with these things, that is verbs (read, teach, walk), and the qualities of these things, that is : adjectives (happy, sad, smart).
2. Function words are those words which are used as means of expressing relation of grammatical structure such as: conjunction (and, or, but) articles (a, an, the), etc.

3. Substitute words, those which represent no individual things or specific actions, but function as substitutes for whole form-classes of words, that are indefinites (anyone, anybody).
4. Distributed words, those that are distributed in use according to grammatical matter as the presence or absence of a negative, such as: some, any, either, etc.

Relating to the vocabulary types, the researcher will focus on content word because content word consists of words that are familiar to the students and easy to be understood by them.

Referring to the above statement, the researcher assumes that vocabulary is very essential part in learning a language. By mastering the vocabulary, we can understand what someone says or communicate to others. And we can express our ideas easily. In this research, River's concept of teaching vocabulary, is mostly used. It was hoped after learning vocabularies, the second year students of SMP Karya Bhakti Gadingrejo would master a great number of vocabularies, and they can express their ideas and communicate easily to each other.

C. Description of Teaching-Learning Vocabulary

1. Concept of Language Teaching

When we talk about teaching, it means that we talk about showing or helping someone to learn how to do something. It also means giving instruction, guiding, studying about something, providing with knowledge and causing to understand, Brown (1987:6). So, when we teach someone, we hope the person will have

knowledge and understanding about of the subject we taught at the end of the teaching period.

Based on the opinion above, it is assumed that any language can be taught to the students, wherever they live. So, language teaching can be modified to any situation (classroom activity), depending on the situation. Meanwhile, it will be insufficient if teaching learning activity is carried out through talking and writing only, in this case media are needed.

Referring to the previous statement the researcher needs good technique to transfer the material in teaching and learning activity. In general, there are some techniques that can be used in teaching learning process like using picture, game, group work, etc.

2. What to Teach in Vocabulary

In general, there are three steps in teaching vocabulary ; firstly, teaching the word form they are spelling and pronunciation. The teacher can teach the spelling of the word by writing it on the whiteboard. While, in teaching pronunciation, the teacher can pronounce the word loudly in front of the class, and then asks the students to repeat after the teacher.

Secondly, teaching the meaning of the word. In teaching the meaning of the word, the teacher can ask the students to look up in the dictionary. If the students have any difficulties, then the teacher may help the students by giving them the meaning of the words or the teacher can also directly tell the students what the meaning of the words.

Thirdly, teaching the using of the word. In teaching the using of the word, the teacher may provide some exercises in using those words. It suggests that English teacher should find an alternative technique that at least covers the three steps above in teaching vocabulary.

3. How to Select Vocabulary to Teach?

Bismoko (1976:64) states that in teaching vocabulary, the teacher must select the words which can learnt in a limited time, which words should be chosen for teaching and which one should be left behind. It means that the teacher should be able to choose the appropriate words in teaching vocabulary according to the level, needs. Bismoko (1976:64) says that the vocabulary which should be taught to beginners should meet the following requirements:

1. Must be frequently used by people whose native language is English. These words can be selected from A General Service of English Words (West, 1953), West (1953, vii) says that the words represent a list of 2.000 General Service List and considered suitable as the basis of vocabulary for learning English as a second language. For example: eye, hand, book, money, etc.
2. Must be useful in any countries and any situation especially for authentic situation. It means that the words are very essential to be familiarly spoken in authentic situation. For example the words used in expressing:
 - a. Greeting: Good morning, Good afternoon, Goodbye, etc.
 - b. Condolence: I am sorry, etc.

Based on the statement above, it can be assumed that in teaching vocabulary a teacher should be able to supply appropriate material.

According to Nation (1990: 18), we can determine that vocabulary can be taught by using :

1. Frequency counts

Usually a vocabulary counts done by making list of words in a particular text or group of texts and counting how often and where they occur, by this way the teacher will be able to select which words is useful to be learnt and which word is not.

2. Word list

Word lists a list of words that have been listent by some experts. There are some word lists that have been made by some expert and can be used in preparing material to be taught on vocabulary teaching, namely General Service List of English Words by West (1953), The Cambridge English Lexicon by Hindmarsh (1980), and Longman of Contemporary English by McArthur (1981).

But in this research the researcher will use the student's junior high school handbook, which is published by Erlangga. The consideration of using this book as source is that the book is arranged based on the GBPP 2004 of curriculum and the book is also used by the teacher in that school.

4. How to Teach the Vocabulary?

Learning a language means learning thousands of vocabulary items. Everyone has his or her own way of learning vocabulary. For some people random word lists will seem to be the most appropriate, usually with a translation into the mother tongue. Some learners will find it effective to use vocabulary exercise in order to

acquire new vocabulary, while other will use vocabulary cards and regularly test themselves to check whether new items have been learnt. All of these methods are effective in their own right and with suit different individual in different ways.

Based on the statement above, Scott (2007) says that there are five basic instructional methods for teaching vocabulary. These methods are :

1. Definitional methods include anything where a student is given a word and a definition. The student may be given a list of words and have to look them up in a dictionary, or the teacher may simply give an oral definition for new vocabulary words, without discussing the meaning beyond the definition.
2. Contextual methods of vocabulary instruction ask students to create a meaning for a word based on the rest of the sentence or paragraph. This instructional methods also teaches students how to use a new vocabulary word in the right context by writing original sentence using the new word.
3. Organizational, or semantic framework instruction, students learn relationship between and among similar words. This type of instruction includes the use of concept maps, semantic maps, and other graphic organizer.
4. Mnemonic instructional methods make use a visual images as a way of help students learn and remember new terminology. Instead of memorizing abstract definitions, students are encouraged to picture something that helps them associate a word with a meaning.
5. Structural methods of vocabulary instruction show students how to look at the parts of the word for clues about the word means. Scott, Jamieson-Noel and Asse link cite(2003) a previous study which claims that this type of

morphological word study is especially useful to students who are learning English as an additional language (Scott, 2007).

All of the ways above can be used in teaching-learning vocabulary process, but in this research the mnemonic instructional method is used, because it is assumed that by those learning methods the student would be easier to memorize the vocabulary.

D. Description of Students' Learning Activities

Learning activities can be defined as what students do in order to learn teaching sessions, courses, and programs. Learning activities are what we encourage or required students to do as learners, to support them in the achievement of learning outcomes.

Douglas in Hamalik (2001: 172) states that “one learns only by some activities in natural system: seeing, hearing, smelling, feeling, thinking, physical or motor activity. The learner must actively engage in the learning”, whether it is of information a skill, an understanding, a habit, an attitude, or the nature of task.

Based on those descriptions above, students' learning activity mean any activity do by the students during the teaching learning process. By doing many activities they will gain the knowledge, comprehension and aspect of behavior to develop their skill that may be meaningful for their social life.

According to Dierich in Hamalik (2001: 172) learning can be classified into 8 activities, they are as follows:

1. Visual activities

Examples: reading, observing, demonstrating, looking at the picture, etc.

2. Oral activities

Examples: expressing something, asking, discussing, interrupting.

3. Listening activities

Examples: listening to a conversation, a speech, radio, etc.

4. Writing activities

Examples: writing an essay, paper, summarizing, doing a test, filling out the questionnaires.

5. Drawing activities

Examples: drawings maps, graphics, charts, etc.

6. Motor activities

Examples: doing an experiment, dancing, farming, etc.

7. Mental activities

Examples: responding, solving problems, analyzing, taking a decision, memorizing.

8. Emotional activities

Examples: feeling happy, tired, nervous, etc.

E. Description of Teacher's Teaching Performance

In accordance with Medley and Shannon(1994) in Dunkin(1997), teacher's performance is the way in which a teacher behaves in the process of teaching. So, teacher's performance is any behavior done by the teacher when she/he teaches the students.

It is necessary to observe the teacher's teaching performance during the teaching and learning process. According to Foster (1976: 37) a teacher is a central force that shapes the behavior of the individual child as well as those of children in groups. The teacher's teaching performance covers the teacher's behavior that can be described according to specific roles that stem from the expectation of the society, school, peers, colleagues and the children themselves.

Foster (1976:38) adds that qualified and competence teacher must have mastered the knowledge and skills necessary for the performance. There are two roles that teacher must know, psychological roles and instructional roles. In psychological roles a teacher must be:

1. A social model

In performing this role, the teacher must be aware that children in certain communities still expect the teacher to be a model for the social values found there is. Thus the teacher is expected through the use of precept and example, to inculcate those moral values, life style and career goals that have high priority in the community.

2. An evaluator

The way the teacher performs this role can frequently determine how children view themselves. Because children are sensitive about all matters concerning success or failure, the way in which the teacher performs the evaluator role is often more critical than the evaluation itself.

3. A walking encyclopedia

It means that a teacher must be able to provide any information needed by the students. Hence, a teacher must be knowledgeable.

4. A moderator

The school teacher portrays the moderator role on many occasion. Especially in the area of personal conflicts, the role must be played objectively.

5. An investigator

This role can be performed in a constructive way by an understanding teacher or it can be result in devastating trauma for the children if it is performed in an insensitive manner.

6. An ombudsman

This role provides the support and encouragement that many children need if they are to overcome difficulties in learning and personal matters. In performing this role, a teacher usually respond by listening to the needs of pupils in an understanding way.

7. A morale builder

This role is important in the daily instructional program, especially where cognitive learning tasks are concerned. A teacher should build the morale of his/her students when they feel inadequate, or experience an early failure.

8. A leader of the group

For a teacher, skills in group leadership lie in the area of classroom management and planning for instruction. Suffice it to say at this point that group leadership is a critical role for the teacher to perform.

9. A substitute parents

A teacher acts as parents for many pupils. With very young children, the teacher frequently must assist the pupils with personal attire, as well as to perform a number of essentially psychomotor.

10. A target for frustration

Some children displace their emotional attitude toward others into their teachers. When this occurs, the teacher may become a target for their frustration.

11. A friend

A teacher must be able to make friends with the students but it is not necessary to be too friendly with them because he/she will find a difficult to be objective with them.

Meanwhile, in instructional role a teacher must be able to perform the following roles:

1. A planner for learning and instruction.
2. A facilitator of learning and instruction.
3. An evaluator of learning and instruction.

Based on the description above, the teacher's performance is the way a teacher behaves in the process of teaching. The behavior done by the teacher in this process shows that she is doing her roles which cover psychological roles and instruction roles.

Considering the important role of a teacher, the researcher intends to observe the teacher's performance when she teaches vocabulary by using mnemonic technique. The main tools for assessing the teacher's performance are observational schedules and rating scales. In this action research, the researcher will use an observation sheet in which there are some aspects that will be scored, the aspect cover the teacher's performance in pre activity, while activity and also post activity.

F. Description of Mnemonic Technique

Mnemonics is a memory enhancing instructional strategy that involves teaching students to link new information that is taught to information they already know. It means that the teacher tries to lead the students to link or associate the new vocabulary or word to the knowledge that they have already known before. Simply, the terms of mnemonic according to Burning (1995: 92) are rhymes, sayings and other procedures designed to make new material more memorable. In addition, Burning later states that mnemonic is a memory strategy that helps people remember information. It helps them learn information by making it easier to elaborate, chunk, or retrieve it from memory (1985: 85). In short, Mnemonic is a strategy to make the brain work maximally so that it can make new information as an input more memorable even though it is preserved for a long term in the memory.

According to Levin (1993) mnemonic instruction is useful for students across a wide age range. Mnemonic instruction refers to instructional or learning strategies designed specifically to improve memory. In many cases, it refers to modifying or changing to – be – learned information to link it directly to information the learner already knows. Though students in the early elementary grades are usually not expected to learn and recall as many facts as older students, they are involved in a number of activities that involve making associations that employ mnemonic principles. Lovitt(1995:268) explains that mnemonic strategy facilitates the understanding and organization of word problem. This definition clarifies the main advantages of mnemonic device in helping someone remember many words. According to Burning (1995:86) there are seven mnemonic techniques, namely:

1. The Peg Method

The first method in Mnemonic is the peg method. It is sample rhyme. It is usually used to memorize new vocabulary by using rhyme such as:

One is bun	Six is a stick
Two is a shoe	Seven is a heaven
Three is a three	Eight is a gate
Four is a door	Nine is pine
Five is a hive	Ten is a hen

2. The Method of Loci

The second method is the method of loci. The name method of loci came from Simonide's use of location to recall information. It means that one could imagine what she is going to memorize by connecting it and a place, for example:

One student tries to memorize United States' President: therefore he imagines on president and one place:

1. Abraham Lincoln – sitting on the sofa.
2. George Washington – looking out the window.
3. Jefferson – turning the television.
4. Theodore Rosevelt – sitting in the armchair.

3. The Link Method

The third method is link method. This method is used to link one thing to another in order to make it easy to remember. The case, for example, when a student need to remember to bring her or his homework, lab notebook, chemistry text, goggles, lab apron, and pencil to the class tomorrow. She could imagine a scene in which the homework papers were tucked inside the lab notebook. The lab notebook then could be placed into the textbook, with her or his goggles stretched around it. Next, the total packed could be wrapped around a pencil to make a nice bow. The next morning, when she or he attemptes to recall what she/he must take to the class, she/he would recall the image and mentally unwrap it. The interactive image makes it probable to recall any items on the list will cue recall cue of the others.

4. Stories

The fourth method on mnemonic is story. According to Belleza (cited in Burning, 1995:88) another simple mnemonic is the use of stories constructed form the words to-be-remembered. To use this method, the to-be-learned words in a list are put together in story such that the to-be-remembered words used plucked from the story.

5. First-Letter Method

The fifth method in mnemonic is First-Letter Method. Among all mnemonics, the one that the students most often report using spontaneously is the first-letter method. This method is similar to the story mnemonic, except that it involves using the first letters of to-be-learned words to construct acronym or words. These acronym or words then function as the mnemonics. At recall, students recall the acronym and then, using its letters, recall the items on the list.

6. The Keyword Method

The next method or the sixth method is Keyword Method. The Keyword method is a multi-step process used for bridging the gap between what is already known from previous experience and the new, unknown information. The process is detailed below as documented by Terrill, Scruggs, and Mastropiare (2004) :

- 1) A familiar, acoustically similar proxy for the new word is created by the student and/or the teacher.
- 2) An interactive picture is created in which the keyword and the meaning of the word are combined.
- 3) Learners are asked the meaning of the word and to:
 - a. Think of the keyword.
 - b. Think of the picture with the keyword in it.
 - c. Remember what else was happening in the picture.
 - d. Retrieve the answer.

This following illustration is one of the examples of keyword method. One student tries remember one word captive. He associates captive as settle on a cap, which he can picture readily in imagination. He then links his keyword with an imagine, in this case his Uncle Bill, who always wears a cap and, whenever he visits, holds everyone's attention with outrageous stories. Therefore, the student's imagination linked with the word's meaning is of his Uncle Bill is captivating him with a story. If all goes well, when he has his test and sees the word captive, he will remember his keyword, cap and remember his image of his Uncle Bill and the word's meaning.

7. Yodai Mnemonic

The last or the seventh method is Yodai Mnemonic. The previous research is used to teach children mathematical operation with fraction, the mnemonic use familiar metaphors expressed in familiar words. Thus, a fraction is called a bug with a head and a wing. The head is the numerator and the wing is the denominator (words such as fraction, numerator and denominator are not used). To add fraction with equal denominators, for example, the child is instructed to count the heads when the wings are the same. Multiplying involves putting the heads together and putting the wings together. The multiplication sign (X) represents the bug's crossed horn or feelers. Dividing fraction requires turning one of the bugs upside down and then multiplying.

From the explanation about Mnemonic technique above, the researcher will choose to implement or apply stories as one of techniques in mnemonic technique. From stories, the students will learn vocabulary more enjoyable

because they will be easier in learning vocabulary. As Gardber (1997:226) says that one of the ways to make new vocabularies stay still, by applying a strong way of thinking while comprehending it. The strong way of thinking can be from visual aid, such as pictures or imagination by reading or listening to a story. For this reason, the researcher chose this technique.

G. Procedure of Teaching Vocabulary using Mnemonic Story Technique

Based on Burning (1995), the researcher has chosen the fourth technique that is Mnemonic story technique for teaching in this research. The activities are as follows:

First Meeting

1. Pre-activities
 - a. Teacher greets the students and checks the attendance list.
 - b. Teacher asks the condition of the students and class.
 - c. Teacher brainstorms the idea of the students about the story.
 - d. Teacher conveys the objectives of the lesson.

2. Whilst-activities
 - a. Teacher distributes the story to each students.
 - b. Teacher points some students to read the story text aloud.
 - c. Students analyze vocabulary target in the story and invite them to answer the following activity.
 - d. The teacher asks the students to mention the vocabularies printed in bold word in the stories.

- e. The teacher asks them to divide the words into three categories: Noun, Verb, Adjective in the stories.
- f. While the students are doing the activities, the teacher moves around to see whether the students do the activities well or not and gives help when it is needed.

3. Post-activities

- a. Teacher checks students answer.
- b. Teacher discusses with the students together.
- c. Teacher summarizes the material.
- d. Teacher closes the meeting.

The second meeting:

1. Pre-activities:

- a. Teacher greets the students and checks the attendance list.
- b. Teacher asks the condition of the students and the class.
- c. Teacher brainstorms the idea of the students about the story.
- d. Teacher conveys the objectives of the lesson.

2. Whilst – activities

- a. Teacher reviews the mnemonic story discussed in the previous meeting.
- b. Students are asked to read again the story.
- c. Teacher asks some students to read aloud.
- d. Students continue the discussion of previous meeting.
- e. Students do the teacher's question to find out the meaning of the words in their dictionaries.

- f. Teacher checks students' answer.
 - g. Student and teacher discuss together.
 - h. Teacher asks students' problems
3. Post – activities
- a. Teacher makes conclusion.
 - b. Teacher closes the meeting.

H. Advantages of Mnemonic Story Technique

The use of Mnemonic Story Technique has some advantages, namely:

1. Facilitate understanding and organization of word problem.
2. Make natural memory mechanisms and make it possible to fully control the memorization, storage and retrieval processes.
3. Use of this instructional strategy does not require a wealth of additional materials or extensive planning and preparation time.
4. Useful for students across a wide age range or can be implemented for the learner or students from elementary until college students.
5. Help students organize and remember both narrative and expository information present in text passages.
6. Can be provided by teacher or created by the students, but the teacher will introduce and create mnemonics until students learn how to properly use them.

I. Disadvantages of Mnemonic Story Technique

However , this technique also has disadvantages, such as:

1. Students have difficulty using mnemonics strategies independently.
2. Because this strategy requires some previous knowledge and the ability to make connections between knowledge, it may not work as effectively for children with more severe cognitive delays.