

CHAPTER II

REVIEW AND RELATED LITERATURE

In a research, it is important to give the previous studies and describe the theories related to the problems of this study, which are used as foundation and references in order to give relevant knowledge in the field. The last chapter is ended by rationale and hypothesis.

A. The Previous Studies

The researcher takes previous studies, which related to this topic and she reviews journals and thesis of the previous researchers.

The first previous study conducted by Adadu, Ogbiji and Agba (2017). In this study compared the effectiveness of conventional rote learning and mnemonic techniques in teaching learning of physical geography in public senior secondary school in Nigeria. This study used experimental research design. The result of this study showed that the combination of conventional rote learning technique and the use of Mnemonic technique (CRLT/MNIT) strategy was more effective in enhancing students' achievement in enumerating geographical facts than the conventional rote learning technique (CRLT) and the use of mnemonic (MNIT) separately. The differences between this research and previous study, this previous concentrated in combining of conventional rote learning technique and the use of Mnemonic technique (CRLT/MNIT) strategy and the researcher will focus on the use of mnemonic keyword method.

The second previous study conducted by Siriganjanavong (2013). In her research, she introduced the technique called Mnemonic Keyword Method (NKM) to low proficiency English learners and explored the effectiveness of the method in terms of short-term and long-term retention. The result from this research showed that words taught by NKM could be better recalled both in short-term and long-term memory. This research supported the previous research by showing positive impact of using mnemonic keyword method in teaching vocabulary.

The third previous study conducted by Kordjazi (2014). She investigated the effect of visual mnemonic support practice on students' reading comprehension in Iranian. This study used experimental research design. The results indicated that Iranian university students who were mnemonically trained received both statistically and practically significantly higher marks on the reading comprehension test than did the students in control group. The data presented by this research is encouraging regarding the usefulness of visual mnemonic and its two sub-techniques (pictures and visualization) in making students strategic and independent readers. The difference of this research is focus on mnemonic keyword method but the previous research focused on visual mnemonic method.

The fourth previous study conducted by Mahalle and Aidinlou (2013). This experimental research aimed to study the effects of G5 mnemonic technique on Iranian English language learners' retention of vocabulary items and the result showed that G5 technique have effect on Iranian EFL learners' Vocabulary knowledge. The differences between previous research and this study is in technique teaching vocabulary. The previous study used G5 Mnemonic technique but in this research will use the Mnemonic Keyword Method.

The fifth previous study conducted by Azmi, Najmi and Rouyan (2016). The aim of this study is to know the effectiveness of using mnemonic techniques in learning English vocabularies as well as the students' response towards the technique. The result is the mnemonic technique helped them in remembering those new words that they learn. The differences of this research and previous study is the previous study concentrated on visual mnemonic (picture mnemonic) while in this research will be focus on mnemonic keyword method.

The sixth previous study conducted by Anjomafrouz and Tajali (2012). This research aims to know the effects of using mnemonic associations on vocabulary recall of Iranian EFL learners were investigated in two separate experiments with adolescents and adults. This research used mnemonic

associations, initial association, internal control, recall tasks, dual coding theory. Finally, mnemonic method significantly affected the vocabulary recall of adult students for both receptive and productive learning. This previous study investigated in mnemonic association field but in this research will investigate in mnemonic keyword field.

The seventh previous study conducted by Maghy (2015). This research was an experimental study which was intended to find out the effectiveness of mnemonics in teaching mathematics at high school level. The result showed that mnemonics method of teaching was superior to lecture method of teaching. It also helped to reduce the difficulty of students in learning mathematics. It could make the students motivated and the classroom more interesting. The differences between this research and previous study, this previous investigated about mnemonic strategy generally while in this research is more specifically mnemonic keyword method.

The eighth previous study conducted by Gulliksen (2018). This previous research discussed about environmental influence on children's creativity through the perspective of Norwegian parents. This research aims to know how far environmental influence on children's creativity through the perspective of their parents. Results showed that parents emphasize time and opportunity to free-play, as they see creativity ideally to be a self-initiated activity. Informants linked creativity to both internal (individual) and external (sociocultural) activities. Parents saw both activities as valuable, yet they tended to favour internal expression when constructing their children's environment for creativity. Parents' perceptions influence how children experience and interpret learning activities. Therefore, this knowledge on parents' perspective is useful in future educational research on teaching for creativity. Further, this knowledge contribute to the knowledge base on creativity, culture and education. The differences between this research and this previous study, this previous discussed environmental influence on children's creativity through the perspective of Norwegian parents while in this research

will discuss about different influence of high students' creativity and low students' creativity toward students' vocabulary.

The ninth previous study conducted by Marzban and Amoli (2012). This experimental study was carried out to investigate whether mnemonic strategies instruction affect the immediate and delayed information retrieval of vocabulary learning in EFL elementary learners or not. The result showed that mnemonic strategies such as visualization and pictures affect the information retrieval in an immediate and delayed time interval on vocabulary learning in EFL elementary learners. The differences between this research and previous study, this previous research done the experiment using visualization and pictures as mnemonic strategies while this research will use the keyword method as mnemonic strategies.

The tenth previous study conducted by Aydin & Sunbul (2012). This experimental study investigated the effect of verbal mnemonic on students' achievement and their attitudes. The result indicated that there was different effect between students who taught by verbal mnemonic and students who did not taught by it. It mean that verbal mnemonic effect the students' achievement and attitudes. The differences between this research and previous research, this research will use the mnemonic keyword method and the previous research used verbal mnemonic.

The eleventh previous study conducted by Suratmi (2018). This previous study purposed; first to know the effectiveness between problem based learning and discovery learning in teaching four language skills, second to know the English skills between students who have high creativity and low creativity, and the last is to know the interaction between teaching method and creativity. The factorial design has held by this previous researcher. The result has showed that problem-based learning was more effective than discovery learning in teaching four language skills, the students who have high creativity performed better than those who have low creativity, and there was an interaction between teaching method and creativity in teaching the four language skills. The differences of it, the previous research conducted the

research about the comparative between problem based learning and discovery learning viewed from students' creativity, while this research will conduct about the effect of mnemonic keyword method on students' vocabulary mastery viewed from students' creativity.

The twelfth previous study conducted by Alzoubi, Al Qudah, Albursan, Bakhiet, and Abduljabbar (2016). This study aimed to explore the effectiveness of creative thinking education on enhancing creative self-efficacy and cognitive motivation. This study used experimental research design. Data showed significant differences between experimental and control groups in creative self-efficacy and its dimensions, and also in cognitive motivation and two of its dimensions (curiosity and discovery) in favor of the experimental group. No significant difference was found between the two groups in questioning. The differences between this research and previous research, this research will investigate the effect of students' creativity on students' vocabulary mastery but the previous study investigated about creative thinking education effect on enhancing creative self-efficacy and cognitive motivation.

The thirteenth study is conducted by Keh, Ismail and Yusof (2017). This previous research aimed to find out the creativity among geometrical engineering students. The results showed that the students were able to use their creativity and came out with many different methods to solve the problem. The results also showed that the components of creativity namely fluency, flexibility and originality can be used to assess the creativity among the groups of students. The differences between this research and previous research, this research will investigate the effect of students' creativity on students' vocabulary mastery but the previous study was focus on finding out the creativity when the students asked to solve a real world problem collaboratively with their creativity thinking.

The fourteenth study is conducted by Seddigh and Shokrpour (2013). This previous study aimed to explore the relationship between Iranian EFL students' creativity and their use of vocabulary learning strategies and also to find out if gender plays any role in this relationship. The results revealed that

the participants possessed a high level of creativity but there was no significant difference in this regard according to gender. A significant correlation was found between creativity and the overall VLS (Vocabulary Learning Strategies) use of female students, but not for males. However, the correlation observed between creativity and the overall VLS use of the participants was statistically significant in general. The differences between this research and previous research, this research will investigate the effect of mnemonic keyword method on students' vocabulary mastery viewed from students' creativity but the previous study investigated the relationship between Iranian EFL students' creativity and their use of vocabulary learning strategies viewed from gender.

The fifteenth study is conducted by Kharkhurin and Altarriba (2016). This previous research explored the hypothesis that language of testing and mood states can influence creativity in bilinguals (Arabic–English bilingual speakers). The results revealed two conditions beneficial for participants' nonverbal originality: a positive mood state when tested in English and a negative mood state when tested in Arabic. These results are discussed in light of the interactive effect of mood induction and linguistic context (stronger vs. weaker) on an individual's creativity. The differences between this research and previous research, this research will investigate the effect of students' creativity on students' vocabulary mastery but the previous study investigated language of testing and mood states can influence creativity in bilinguals.

The sixteenth study is conducted by Hajilou, Yazdani, and Shokrpour (2012). This previous research aimed to determine the relationship between creativity on one hand and lexical reception and production knowledge of Iranian EFL students on the other hand. The results demonstrated that there was not a high correlation between creativity on one hand and lexical reception and production on the other hand. The learners' passive and active vocabulary knowledge in the tests as a whole and at different word-frequency level were highly correlated. Passive vocabulary was always larger than active vocabulary at all levels; however, the gap between the two increased at lower word-

frequency levels. The differences between this research and previous research, this research will investigate the influence of the interaction between Mnemonic Keyword Method and students' creativity toward students' vocabulary mastery but the previous study investigated the relationship between creativity and lexical reception and production knowledge.

The seventeenth study is conducted by Bakken and Simpson (2012). This article reviewed about mnemonic strategies for the young- adult learner to help in recalling information. They stated that mnemonic strategies are an effective study tool which can be utilized with all students and applied to an array of content areas. This study supported the previous study by showing the positive impact of using mnemonic in teaching young- adult learner.

The eighteenth study is conducted to examine the effectiveness of telling stories viewed from creativity (Heathfield, 2015). He believes that storytelling is creative part for students since naturally human learn something from stories we tell and we are told. The differences between this research and previous research, the effect of mnemonic keyword method on students' vocabulary mastery viewed from students' creativity but the previous study investigated the effectiveness of telling stories viewed from creativity.

The nineteenth previous study conducted by Makulloluwa (2016). He reviews exploring to what extent translation from the second language (L2) to first language (L1) and the construction of mnemonics based on culturally relevant imagery facilitate the encoding and retrieval of new vocabulary words in English as a Second Language (ESL) undergraduates. The study is mainly informed by the Bilingual Dual Coding Theory (BDCT), which assumes that cognitive activity of a bilingual is mediated by the two verbal systems in his/her language repertoire and the image system representing his/her knowledge of the world. The differences between this research and previous research, this research will be applied in junior high school while previous research is in undergraduates learners.

The twentieth study is conducted by Hayes (2009). This previous research aimed to determine the effect of musical and rhythmic mnemonics on the memorization and recall of facts and information in elementary school students. The result is the musical and rhythmic mnemonics helped them in remembering those new words that they learn. The difference of this research is focus on mnemonic keyword method but the previous research focused on musical and rhythmic mnemonics.

From the previous studies above, it can be concluded that there are many differences between this research and previous research. This research is experimental research, focused on students' vocabulary, used Mnemonic Keyword method in experimental class. While translation used in control class. This research also viewed students' creativity in learning English. So, this research is entitled "The effect of Mnemonic Keyword Method on Students' Vocabulary Mastery Viewed from Students' Creativity (An Experimental Study at Seventh Grade Students of SMP Dharma Lestari, Salatiga in the Academic Year 2018/2019)".

B. Theoretical Review

1. Vocabulary

Vocabulary is the first and foremost important step in language acquisition. In learning English, especially English as a foreign language. The students need to master vocabulary well. The more vocabulary must be mastered by the students. The better will be performed in all aspects of learning language.

Here, the researcher would like to present by providing the general concept of vocabulary, the important of vocabulary, aspects of vocabulary, types of vocabulary, teaching vocabulary, methods and techniques for teaching vocabulary.

a. General Concept of Vocabulary

Vocabulary is one of the important elements of language. Vocabulary is supporting human in communication. When human

want to communicate with others, it uses a language. It means that human should have master of vocabulary. So, the vocabulary is very important to convey communication. There are various definitions of vocabulary. Fauziati (2017:133) says, “vocabulary is central to language and of critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written form”. In addition, Decarrico (in Fauziati, 2017:133) states, “vocabulary learning is central to language acquisition, whether the language is first, second or foreign”. So if someone want to master English, they have to know well about vocabulary. From those definitions, it can be concluded that vocabulary is central to language acquisition that are used to communicate between one people to another.

b. The Importance of Vocabulary

Vocabulary is one of the language components and as a basic of a language. This is why vocabulary building should be given to students. Getting much vocabulary is better because they will have stronger base in learning.

Dealing with the learning English as a foreign language, vocabulary is one of the components of language which has the most important role in mastering language skill. As what Fauziati says that vocabulary is one of cental to language to communicate effectively and express ideas in oral and written context. Therefore, learners are expected to master vocabulary in order to be able to learn the components of language easily.

Furthermore, Shapherd (in Betty, 1973:39) describes another importance of vocabulary. He says that vocabulary is a basic skill to communicate; people will not be able to communicate easily without knowing it. It means that vocabulary is the main part of communication. People always communicate using vocabulary no matter in oral or written communication. If someone has only few

words in his mind, he/she will get trouble in communicating with others.

Finally, without ignoring other language components, it is clear that vocabulary is the most important factors in teaching-learning of English as a foreign language. So, teachers are expected to be more creative to choose the best way to attract the students in learning English especially in vocabulary mastery so that the teaching learning objectives can be carried out successfully.

c. Aspects of Vocabulary

According to Cameron (2001:77), vocabulary is knowledge about words. Then, he summarized the differences aspects of word knowledge as the table follow:

Table 2.1
Knowing about Words

No	Type of Knowledge	What is involved	Example
1	Receptive knowledge: aural/decoding	To understand it when it is spoken/written	
2	Memory	To recall it when needed	
3	Conceptual knowledge	To use it with the correct meaning	Not confusing protactor with compasses
4	Knowledge of the spoken form: Phonological knowledge	To hear the word and to pronounce it acceptably on its own, and in phrases and sentences	To hear and produce the endings of verb forms such as the /n/ sound at the end of <u>undertaken</u>
5	Grammatical knowledge	To use it in a grammatically accurate way; to know grammatical connections with other words.	She sang very well not “she sang very good; to know that is and is part of the same verb
6	Collocational knowledge	To know which other words can be used with it	A beautiful view not “a good-looking view”
7	Orthographic knowledge	To spell it correctly	Protactor not “Protacter”

8	Pragmatic knowledge, knowledge of style and register	To use it in the right situation	Would you like to drink? Is more appropriate in a formal or semi formal situation than what I can get you?
9	Connotational knowledge	To know its positive or negative associations. To know its association with related words.	To know that slim is positive connotative, when used about people, whereas the skin is negative
10	Metalinguistic knowledge	To know explicitly about the words, e.g. its grammatical properties	To know that protractor is a noun, to know that pro is prefix

Cameron (2001:77)

From the table 2.1 above, Cameron concludes that word involves knowing about its form (how it sounds, how it is spelt, the grammatical changes that can be made it), its meaning (its conceptual content and how it related to other concept and words), and its use (its patterns of occurrences with other words, and in particular types of language use).

d. Types of Vocabulary

Based on Judy (2007:1), there are four types of vocabulary. They are reading, writing, speaking and listening. Here, the researcher wants to explore more belows:

- 1) Reading vocabulary: where we use the words when reading text. Actually, we can read and understand many words, although we do not use in our speaking vocabulary.
- 2) Speaking vocabulary: where we use the word when spoken. Our speaking vocabulary is actually limited. Most adults use a more five until ten thousand words for all their instruction or conversation. This number is much less than our listening vocabulary most likely due to ease of use.
- 3) Writing vocabulary: where we use the words when we write text. We generally find it easier to explain ourselves orally, using facial

expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.

- 4) Listening vocabulary: is the words that we hear and understand it. First, we know about words, because we hear it. Starting from the womb, features can detect sounds as early as sixteen weeks. Furthermore, babies are listening during all their waking hours and we continue to learn new words this way all of our lives. Based on Stahl and Tompkins (in Judy, 2007), most of the adulthood times will recognize and understand close to 50,000 words. The number of words modeled is much fewer than a hearing child's incidental listening vocabulary.

e. Teaching English Vocabulary

In teaching and learning English as a foreign language, vocabulary is one of components needed to improve. Whether at the primary, intermediate and advance level, teacher cannot ignore the teaching of vocabulary. Vocabulary has influence for a successful learning and teaching language.

Sokmen (in Schmitt, 2000: 146-147) surveys that there are eight key principles of explicit vocabulary teaching. There are build a large set of vocabulary, integrate new word with old, provide a number of encounters with words, promote a deeper level of processing, facilitate of imaging, make new word real by connecting them to the students' world in some ways, use variety of techniques and encourage independent learning strategies.

According to Ur (1991: 60-62), learning vocabulary needs to be taught are form (pronunciation and spelling), grammar, collocation, aspect of meaning (denotation, connotation, and appropriateness), aspect of meaning (meaning of relationship), and word formation. This study is about learning vocabulary for seventh grade students, so

the writer limited, only three aspects that are measurable. There are aspects of meaning, aspect of word formation (use of words), and aspect form (spelling).

This table 2.2 below shows the aspects and the indicators that be used for measurement of vocabulary mastery.

Table 2.2
Aspects and Indicators of Vocabulary Test

No.	Aspects	Indicators
1	Meaning	Stating the meaning of the word
		Giving the meaning of the word based on the picture
		Choosing the picture based on the expression given
2	Use of words	Describing the color of the picture
		Choosing the appropriate group of word
		Stating the number of the picture
3	Spelling	Choosing the appropriate word in jumble story
		Arranging the sentences
		Arranging the letters.

(Ur, 1991: 60-62)

f. Methods for Teaching Foreign Language

During the last century several teaching methodologies/ approaches were tried by educationalists for teaching foreign languages, of which the main were:

1) The Grammar-Translation method (G/T)

The medium in the class was the native language of the learners. Emphasis was given to explicit explanation of grammar, paradigms to memorize and bilingual vocabulary list to learn (rote learning). Activities mainly consisted of translating of long text passages. Vocabulary instruction took place only if it could be combined with grammar (Zimmerman, 1997: 6). Learners were

expected to use the thus obtained skills to read either classic literature or literature that was connected with their future academic life. Accuracy took precedence over fluency since it was assumed that (oral) fluency in a language could only be achieved by exposure to language in a native country.

2) The Direct Method (DM)

As the name implies, an effort was made to obtain meaning from a language direct without the mediator of translation. Consequently, the target language was also the language of instruction. Explicit grammar and vocabulary teaching was avoided, along with the use of the dictionary. Known words, mime, demonstration and pictures were used to teach vocabulary (Richards & Rodgers, 1995: 10).

3) The Reading Method/Situational Language Teaching (RM/STL)

For the first time, vocabulary teaching received particular attention. Vocabulary was seen as one of the most important aspects of second language learning (Zimmerman, 1997: 10). As a result of the effort to provide a scientific and rational basis for selecting the vocabulary content of language courses, word-frequency lists were compiled such as *A General Service List of English Words* (West).

4) The audio-lingual method (ALM)

Habit formation (from Behaviourism) was the main goal of this method, achieved mainly through drills. Language teaching started with grammar (structure) and vocabulary acquisition took second place. Vocabulary items were chosen according to their simplicity and familiarity (Zimmerman, 1997: 11) and their value in teaching structure through drills (Hockett in Richards and Rodgers, 1995: 46). The linguistic student should never make the mistake of identifying a language with its dictionary (Sapir in Zimmermann: 1997).

5) Communicative Language Teaching (CLT)

Under this term, several specific methods that concentrate on the teaching of communicative competence/proficiency are grouped, such as Krashen's Natural Approach. Fluency is given precedence over accuracy. Vocabulary teaching does not occur *per se*, but it is assumed that vocabulary acquisition is achieved by frequent exposure to the target language. In its strong form, the explicit teaching of structure and vocabulary is seen as superfluous (Gray, 2001), hence the term *acquisition* rather than *learning*.

g. Techniques for Teaching Vocabulary

In teaching vocabulary, there are many kind of techniques that teacher can use, as follows semantic networks, memorization, the word wall approach, collocation and guessing from context (Fauziati, 2015:137)

1) Semantic Networks

According to Fauziati (2015:137), semantic networks consists of word which share semantic features or semantic components. Semantic networks is activity that related with semantic mapping. The example activity in semantic networks: teacher gives many kind of word to the students, then asked them to identify the same word.

2) Memorization

Memory is very crucial in the development of a second language. Based on Stevick (in Nunan 1995 cited by Fauziati, 2015: 139), summarizes some of the classical research in memory which has shown that in order for new items to enter long term memory, some form of active participation on the part of the learner is needed. In memorization technique, the teacher can use the card to help in teaching learning process. The card includes the picture, the name, and the definition of the new word.

3) The Word Wall Approach

According to Green (in Fauziati, 2015:142), the word wall approach is designed to challenge and motivate first language students in elementary and secondary students. This technique is to improve vocabulary learning and to adopt new vocabulary. Based on Fauziati (2015:142), there are kinds of word wall approach: word clustering (students make connections between new and known items), multiple meaning awareness activity (to develop students' understanding of word that may have more than one meaning), vocabulary expansion (help students expand the vocabulary use), word part exercise (help students get the meaning from word analysis) and crossword puzzle.

4) Collocation

Collections are an important part in vocabulary learning. Vocabulary knowledge is not only just knowing the meaning of a given isolation, but also knowing the words that tend to co- occur when it (Fauziati, 2015: 143). Collections consist of pairs or groups of words with very high frequency. Based on Fauziati (2015: 143), there are two kinds of syntactic collocations: grammatical collocation (noun, verb, adjective freely co- occur with grammatical item, usually preposition) and lexical collocation (noun, verb, adjective and adverb).

5) Guessing from Context

Guessing meaning from context is technique of teaching vocabulary through inferring word meaning from contexts. Based on Fauziati (2015: 140-141), to obtain such us strategy students can be trained to use a range of clues like definition clues (direct statement of the meaning of new words) example illustration clues (students can figure out the meaning of the new words from the example which illustrates or explains it), and contrast clue

(students can figure out the meaning of unknown word from a word or phrase in the context which has an opposite meaning).

Then, according to Cambridge University Press (in Ur, 1991: 63), there are several ways of presenting the meaning of new items as follows: 1) Concise definition, 2) Detailed description, 3) Examples (hyponyms), 4) Illustration (picture and object), 5) Demonstration (acting and mime), 6) Context (a story or sentence in which the item occurs), 7) Synonyms, 8) Opposites (antonyms), 9) Translation, 10) Associated ideas, collocation.

Based on the kinds of teaching technique above, the researcher used Translation for teaching vocabulary in the control class. Then, the researcher used Mnemonic Keyword for teaching vocabulary in experimental class. Based on the kinds of teaching technique above, Mnemonic Keyword is included in memorization and illustration technique because it uses students' memory to recall the vocabulary and uses the picture to make more meaningful.

1) Translation

The word translation itself has several meanings. It can refer to the general subject field, the product (the text that has been translated) or the process (the act of producing the translation, otherwise known as translating) (Muday, 2001: 5). Here, the researcher would like to present by the definition of translation and the kinds of translation.

a) Definition of Translation

Translation is basically a change of form (Larson, 1998: 3). According to Dubois (in As-Sufi, a.d: 10), translation is the expression in another language (or the target language) of what has been expressed in another source, language, preserving semantic and stylistic equivalences. It means that the translation is the expression of language that has been expressed in the target

language. Then, according to Nord (in As-Sufi, n.d: 10-11), Translation is any translational action where a source text is translated into a target cultural and language.

Translation is also called an explicit teaching tool that emphasizes on the teaching of vocabulary items. In translation, encouraging of the learning is by practicing from translation exercise. Here, teacher can easily use this translation strategy.

b) Kinds of Translation

Translation is given text has both of form and meaning. According to Larson (1998: 17), there are two kinds of translation. They are form-based and meaning-based.

(1) Form-based

It attempts to follow the form of the source language. It's usually called literal translations.

(2) Meaning-based

It makes very effort to communicate the meaning of the source language text in the natural form of the receptor language.

Then, based on Jakobson's (in Munday, 2001: 5), he categories translation into 3 kinds, as follows:

(1) Intra lingual translation, or rewording: an interpretation of verbal signs by means of other signs of the same language.

(2) Inter lingual translation, or translation proper: an interpretation of verbal signs by means of some other language

(3) Inter semiotic translation, or transmutation: an interpretation of verbal signs by means of signs of nonverbal sign systems.

c) Translation Method

Newmark (1988:81) mentions the difference between translation methods and translation procedures. He writes that, "While translation methods relate to whole texts, translation

procedures are used for sentences and the smaller units of language". He goes on to refer to the following methods of translation:

- (1) Word-for-word translation: in which the source language word order is preserved and the words translated singly by their most common meanings, out of context.
- (2) Literal translation: in which the source language grammatical constructions are converted to their nearest target language equivalents, but the lexical words are again translated singly, out of context.
- (3) Faithful translation: it attempts to produce the precise contextual meaning of the original within the constraints of the target language grammatical structures.
- (4) Semantic translation: which differs from 'faithful translation' only in as far as it must take more account of the aesthetic value of the source language text.
- (5) Adaptation: which is the freest form of translation, and is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the source language culture is converted to the target language culture and the text is rewritten.
- (6) Free translation: it produces the target language text without the style, form, or content of the original.
- (7) Idiomatic translation: it reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.
- (8) Communicative translation: it attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

2) Mnemonic

There are a lot of definition of mnemonic. One of the important mnemonics is to save some information deeply in long term memorization. We can recall some information fast. So, mnemonic can be implemented in learning activity.

Mnemonic involves many aspects to be considered. Those aspects are the definition of the mnemonic, types of mnemonic, and mnemonic keyword method.

a) Definition of Mnemonic

Elizabeth (2003) states that Mnemonic comes from the Greek word *Mnemon* which has the meaning mindfulness. Diamond, L. and Guthlon, L (2006) define the mnemonic strategies as systematic procedures for enhancing memory. Mnemonic comes to solve the problem of memorizing word.

The chief value of mnemonic strategies is to help recalling information that needs to be remembered in a particular order. Mnemonic strategies can be used to remember a lot of information like shopping list, vocabulary, appointments, speeches, facts, names and face, dates, phone numbers, ideas, jokes, dramatic parts, poems, and numbers.

b) Types of Mnemonic

Mnemonic devices have been differently classified by different scholars. According to Belleza (in Maghy, 2015), there are three main types of mnemonics described in the literature. These include the method of loci (Yates, 1966), the pegword method (Roediger, 1980), and the keyword method (Atkinson, 1975).

(1) The Method of Loci

Most studies indicate that the method of loci assists with memorization such as remembering a shopping list. The method of loci is also commonly called the mental walk. In

basic terms, it is a method of memory enhancement which uses visualization to organize and recall information. Many memory contest champions claim to use this technique in order to recall faces, digits, and lists of words. “It has even proven its worth in on-the-spot tasks. In one study, a group of high-school students used the technique to accurately remember the contents of a complex lecture, by attaching keywords from the speaker's arguments to various locations in their mental map” (Robson, 2011: 2).

(2) Keyword Method

The keyword method is a technique (form of mnemonics) commonly used to learn vocabulary words. It takes unfamiliar information and makes it more meaningful and concrete and thus, easier to remember. When developing a keyword strategy you should follow the 3 R's: reconstructing, relating, and retrieve (Mastropieri, 1988). The use of the 3R's is as follows:

- (a) Reconstructing: Coming up with a keyword. Something that is familiar to the student, easily pictured and acoustically similar (sounds like the word to be learned)
- (b) Relating: Next, link the keyword with the definition of the new word in a picture.
- (c) Retrieve: Lastly, teach the learner the process of how to effectively go through the steps to remember the new vocabulary word and meaning.

(3) The Pegword Method.

The pegword method is process of two stages. In the first stage, learners are asked to learn 10 number-rhyme pairs (e.g., one is a bun, two is a shoe, and three is a tree, etc.). In the second stage, learners are given a picture or asked to

visualize the to-be-remembered item linking the rhyming words.

Congos (2005) in Student Academic resource Center explains nine types of Mnemonic:

(1) Music mnemonic

Someone is easy to remember the lyric of a song than a list of science term. Taking the advantages of it, the song is used to help memorizing science term. It was called music mnemonic. For example childrens learn alphabet by using ABC song.

(2) Name mnemonic

Name mnemonic uses the name of a person or things to memorizing a list of items. It usually uses the first letter of the items. For example ROY G. BIV to remember the spectrum of colors (Red, Orange, Yellow, Green, Blue, Indigo, and Violet)

(3) Name of Expression Mnemonic

The name of expression mnemonic uses the first letter of each item in list is made into a word or phrases. For example to call the 7 coordinating conjunctions in English, we can use the word FANBOYS. It comes from **F**or, **A**nd, **N**or, **B**ut, **O**r, **Y**et, **S**o.

(4) Model Mnemonic

Model Mnemonic represents the information viewed into model chart or diagram. Some of the model mnemonic are pyramid model, organization chart or idea tree, pie chart, and mind map.

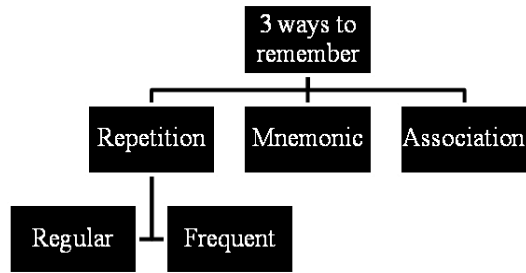


Figure 2.1 Mind map

(5) Ode or Rhyme Mnemonic

This mnemonic type puts the information into a form of poem. For example to recall the nerves which consist of olfactory, optic, oculomotor, trochlear, trigeminal, abducens, facial, acoustic, glassopharyngeal, vagus, spinal accessory, and hypoglossal, we can use in old Olympus' Towering Top, A Finn And German Viewed Some Hops.

(6) Note Organization Mnemonic

a) Note card

Note card is a card that uses the paper front to the term/main idea and the back to the explanation

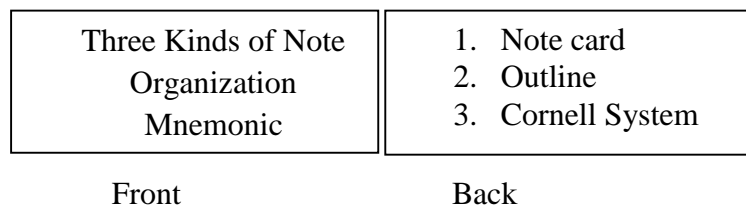


Figure 2.2 Example of Note Card

b) Outline

Outline is the Note organization mnemonic which separates main idea from the detail.

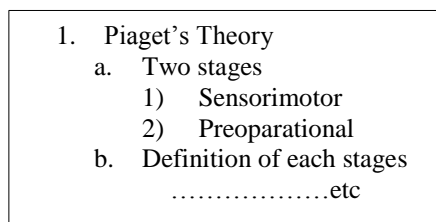


Figure 2.3 Example of Outline

c) Cornell System

Cornell system gives uses into two sides of paper. The left side requires the Question of the information. It provides some information like the page where the information placed.

Question	Answer
text p. 292 What is the Frontier Vocab Sys 2.	A system for mastering new vocab.
text p. 293 What is a Frontier Word?	A word that is somewhat familiar.
text p. 293-294 How does the FVS Sys. Work?	1. Look for somewhat familiar words. 2. 2. Learn these meanings
lecture 10/30 Why use the FVS?	1. Frontier words=are easiest to learn 2. Foundation for learning other frontier words
Example of one of my Frontier words.	Prodigal <u>son</u> who spends or gives lavishly and foolishly.

Figure 2.4 Example of Cornell system

(7) Image Mnemonic

The imagery link is used to recall the information. Some research has found the effectiveness of using the image or visual representation. The image may be mental or sketched and lecture notes. The sillier image performs more effective to be recalled. For example to remember the word numismatist which has meaning coin collector the image may be new mist rolling onto a beach from the ocean and beach made of coins.



Figure 2.5 Example of Image Mnemonic

(8) Connection Link

Connection link mnemonic performs a connection of the information with self-knowledge or experience. So, the connection of the information based on how much knowledge or experience someone owns. For example to differentiate the meaning of the word longitude and latitudinal, we emphasize the letter N which connected to the word north. It implies that longitude lines between north and south. In other side there is no N in Latitude which implies north.

(9) Spelling Mnemonic

The spelling mnemonic uses the spelling unique way to remember the information. For example: A **principal** at a school is your **pal**, and a **principle** you believe or follow is your **rule**.

c) **Mnemonic Keyword Method**

Mnemonic Keyword is a device to aid the memory (Elizabeth, 2003:123). Mnemonic keyword method is a mnemonic which uses the keyword for recalling the new vocabulary. The keyword is the word that sounds like the mother language. It is as a link to recall the new vocabulary given. The use of mnemonic keyword method is not limited in concrete keyword. There are three stages of using Mnemonic Keyword method. The first is acoustic link that requires the learner to associate the foreign language to the mother language that sounds like some part of the foreign language. Second, imagery link requires learners to form a mental image of the keyword interacting with the translation in mother language. The third is mediating sentence. The advantages of Mnemonic keyword are:

1) The use of acoustic link

The first stage of mnemonic keyword is acoustic link which requires the learner to associate the foreign language to the mother language that sounds like some part of the foreign language. It helps the learners to recall the oral vocabulary because the mnemonic keyword method uses the similar sounds of mother language which can be easier to recall the foreign vocabulary.

2) The use of image

Mnemonic keyword method uses visualization as a link to recall the information of vocabulary. Joklova (2009) says that picture has more meaningful and 'real life communicate'. It is the way to show to the learner what they can actually see. It is useful aid to invite the learner into the real one. Some experts has found many advantages of using picture in learning vocabulary such as it can motivate and draw learner attention, refers to the fact that provides a sense of the context of the language and give a specific reference point out or stimulus, suitable for all age range/ level, solve the problem of limit time teaching, easy to found and cheap.

3) The use of keyword

Mnemonic keyword uses a keyword as a link to recall new vocabulary. Raugh, Scubach and Atkinson (1975) apply the using of mnemonic keyword method in immediate recalling. They stated that keyword by its nature, an easily retrieved, familiar word; likes host of association. So, when there is the foreign vocabulary presented, the language learner can retrieve the meaning by link it with the keyword. Of course, it comes up with the repetition of the vocabulary given.

4) The use of mediating sentence

Mediating sentence feels very useful for understanding the image given. Additionally, the mediating sentence can change the use of imagery link when the vocabulary is difficult to be constructed in concrete image especially for abstract vocabulary. For example the French *serment* which has meaning “oath” can be link by the mediating sentence ” A sermon about Saint Petter, who swore three times that he didn’t know the God was.”

2. Creativity

a. Definition of Creativity

Creativity is the process of making use of imagination or original ideas to produce an artistic work (Formosa & Zamit, 2016). The word *artistic* here does not necessarily mean that creativity is only related to the world of art, instead it refers to any kind of work which is done aesthetically or is done with the touch of beauty, including the work of teacher in practicing English teaching and the work of students in learning English. Creativity allows one to think *outside the box* which result in innovative or different approach in facing (Formosa & Zamit, 2016) or producing something new (Wright et al, 2011; Munandar, 1999). Thinking outside the box is an ability to think something uniquely, differently, and freshly, even the thing itself is an ordinary one.

Creativity is popularly defined through four dimensions of P’s: person, process, pressure, and product (Satidarma in Munandar, 1999). Person refers to personal ability in expressing things creatively. Creativity dimension of process deals with the system of thought one process by which someone tries to discover new ideas to create things as well as to get better insight in a certain problems to find out fresh solution towards it. Creativity as a pressure refers to the inner states of someone that enforce them to innovate. Meanwhile, in the term of product, creativity is an ability to create, bring, produce, or result something fresh

and new into reality. Although creativity can be divided into several dimensions, they are integrated one to another which eventually would raise something new into existence.

b. The Importance of Creativity

In general, creativity is a means to emerge something different, fresh, and/or new with the touch of aesthetical values. However, we need to know whether creativity is important enough in the term of teaching and learning English or not. First of all, Fisher (2004) states that whenever the students think in a way that regard and respect their creativity, their academic performance enhances. By conducting creative teaching and learning, it can turn on the turned off interest of the students in learning English as well as the teachers in teaching (Richards, 2013).

Specifically, Richards (2013: 3) further says that creativity inside ELT classroom brings so many effects: a) improves students' engagement and motivation in learning EFL, b) makes an enjoyable and memorable foreign language learning, c) motivates students to have the sense of ownership and a feeling of success, d) allows for divergent responses and, for children who may be strong in other areas of the curriculum, e.g. art, music or dance, to use these to support their learning, e) promotes children's ability to think in a flexible way, f) provides a personalized challenge, g) develops qualities such as patience, persistence, and resourcefulness; and h) provides a basis for the development of more sophisticated, conceptual and abstract creative thinking in future.

c. Verbal Creativity

1) Definition of Verbal Creativity

Verbal creativity is an ability to creatively think in dealing with verbal forms including words and sentences (Torrance in Munandar, 1999). Verbal creativity does not only refer to the process of thinking after the words and sentences, instead it also refers to one's ability in creating new association among different ideas (Mednick &

Mednick in Sinolungan, 2001), finding new linguistics patterns based on the available knowledge, and finding alternative solution upon problems. Munandar (1999) states that verbal creativity can be seen through *fluency*, the number of ideas, *originality*, the uniqueness of ideas, the unusualness of the ideas, *flexibility*, the uniqueness of categories in the answer, and *elaboration*, the extension of ideas.

2) Measuring Verbal Creativity

Verbal creativity of someone can be measured through test of verbal creativity which is specially developed in 1977 by Utami Munandar. The development of this test is based on Guildford's Intellectual Structure by including verbal thinking dimension, content dimension, and divergent thinking dimension. This test comprises six sub-tests with four items in each. Here, some aspects and indicators of creativity test.

Table 2.3

Aspects and Indicators of Creativity Test

No.	Aspects	Indicators
1	Word Initials	The test-takers are provided with certain letters with which they are asked to make as many words as possible with the letters as the initial letters in two minutes. This sub-test is used to measure the test-takers' fluency
2	Word Creation	In this section, the test-takers are given several words. They are to arrange those words into comprehensive phrases or sentences in two minutes. The aim of this sub-test is to measure the test-takers' fluency in arranging words into logical sentences
3	Sentence Formulation from Three Letters	Once again, the test-takers are given letters, in this test are only three letters. They are required to make as many sentences as possible from the three letters, yet the three letters have to be put on the first letter of each word; the time allotment is three minutes. The purpose of

		this sub-test is to measure the test takers' fluency in expressing something
4	Similar Characteristics	This part requires the test-takers to find as many things as possible based on two characteristics given by the tester; it is done in two minutes. This part is used to measure the fluency in expressing ideas.
5	Extraordinary Uses	The test-takers are asked to find as many unusual uses of certain object as possible in two minutes. This test can be used to measure the test-takers' flexibility and originality of minds.
6	Consequences or Effects	The test-takers have to think as many consequences as possible based on the given condition. This test requires the test-takers to utilize their imagination much. This part of test can be used to measure the test-takers' fluency in expressing ideas.

3. Rationale

a. The Difference of Influence of Mnemonic Keyword Method and Translation Toward Student Vocabulary Mastery

In this research, the reseacher will develop the students' vocabulary mastery by doing experiment in the vocabulary learning by using Mnemonic Keyword method. Mnemonic Keyword is a device to aid the memory (Elizabeth, 2003:123). Mnemonic uses the keyword for recalling the new vocabulary. The keyword is the word that sounds like the mother language. It is as a link to recall the new vocabulary given. This stage is called acoustic link. The using of acoustic link helps the students to recall the new vocabulary. So, it will help the long-term memories of students. The research will apply this Mnemonic Keyword at the VII E students of Dharma Lestari Salatiga. While the control class, the researcher will use Translation. The Translation as language learning activity was considered as being unsuitable within the context of foreign language learning. By using translation, students will memorize fast and forgot fast.

As we know, in the activity of learning, it need creativity of the teacher to deliver the materials. Generally the students can memorize fast but forget fast. So, it can be assumed that by using Mnemonic Keyword in the learning activity will give a better effect for the learner.

b. The Differences between Students who have High Verbal Creativity and Low Verbal Creativity.

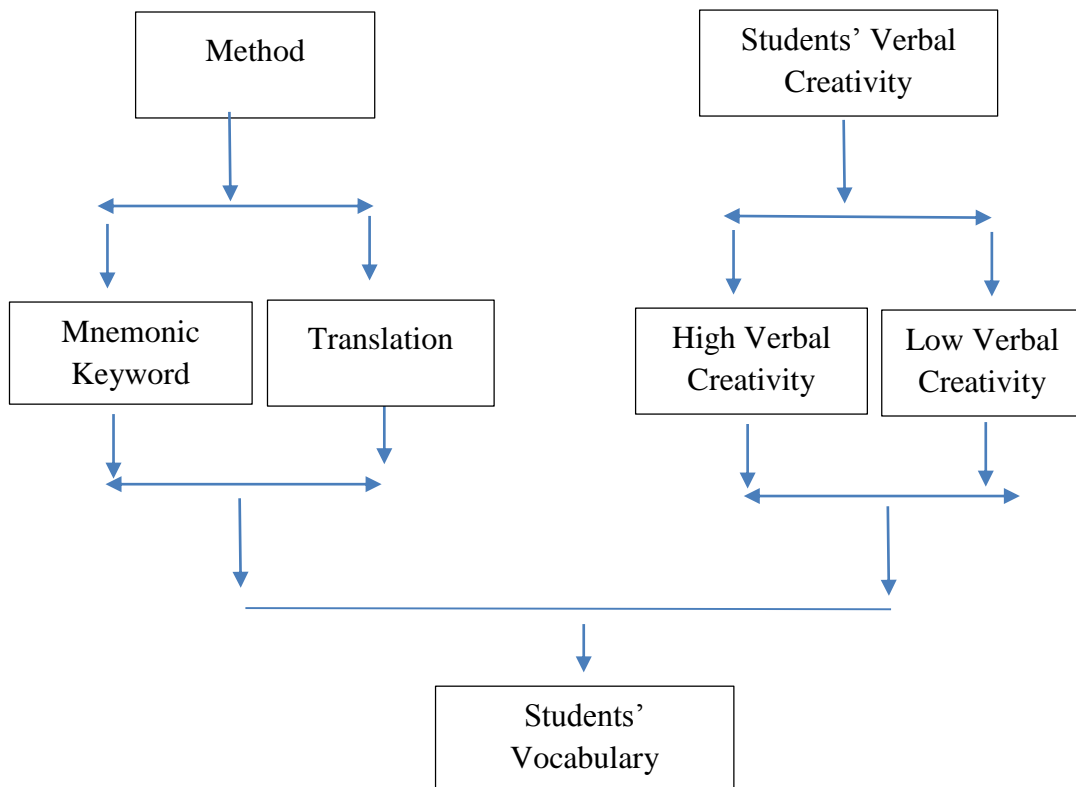
In the learning activity, the successful of learning activity also depend on the students' creativity. Students with high creativity can use their imagination to generate original ideas in order to result an artistic and good work. Students with high creativity also can think some problems out of the mind. In other words, they can think something uniquely, differently, and freshly, even the thing itself is an ordinary one. Students with high creativity tend to face something authentic rather than something usual. However, they feel bored if the material and the way of learning are not interesting for them.

The students with low creativity tend to learn English in normal way without any innovation. They are reluctant to follow new and unique way to learn since they regard it as a complex way to learn. Students with low creativity emphasizes on the formality of the class; they focus on the result rather than the process of learning itself.

c. The Influence of the Interaction between Teaching Techniues and Students' Verbal Creativity in the Learning

The interaction between teaching techniques and students' verbal creativity will influence the students' vocabulary. In this case, mastering vocabulary is very important because it is the core component in English. Mastering vocabulary is not easy, because it needs the appropriate technique to make the student can memorize the word fast but they cannot forget fast. Mnemonic Keyword is assumed as an appropriate technique. It is followed by students' verbal creativity while it can be assumed that students with the high verbal creativity will produce the normal achievement. On the other hand, students with the high verbal

creativity taught by using not appropriate method/technique, it will be less optimal in the achievement. So, it can be assumed that there is an influence of the interaction between the Mnemonic Keyword and students' verbal creativity.



4. Hypothesis

Hypothesis is the temporary answer of the statements of the problem.

The researcher's hypothesis are:

1. There is any difference of influence of Mnemonic Keyword method and Translation toward student's vocabulary mastery.
2. There is any difference of influence of high students' verbal creativity and low students' verbal creativity toward students' vocabulary mastery.
3. There is any influence of interaction between teaching technique and students' verbal creativity toward students' vocabulary mastery.