

# PROCEEDINGS

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MALAYSIA



THAILAND



**20-21**  
**May 2016**  
Bandar Lampung  
University, Indonesia

## 4<sup>th</sup> ICEL 2016

### THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE



# PROCEEDINGS

THE FOURTH INTERNATIONAL CONFERENCE  
ON EDUCATION AND LANGUAGE

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**4<sup>th</sup> ICEL 2016**

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20 -21 MAY 2016



Organized by:  
Faculty of Teacher Training and Education (FKIP),  
English Education Study Program of Bandar Lampung University  
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## **PREFACE**

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Fourth International Conference of Education and Language (4<sup>th</sup> ICEL 2016) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: International Islamic University Malaysia (IIUM), Malaysia, Hongkong Polytechnic University, Hongkong, Shanghai Jiao Tong University (SJTU), China, Shinawatra Univesity, Thailand, University of Texas, Austin, USA, University Phitsanulok Thailand, STIBA Bumigora Mataram, Universitas Ahmad Dahlan, STKIP-PGRI Lubuklinggau, Indonesia University of Education (UPI), Universitas Sanata Dharma, State Islamic College (STAIN) of Jurai Siwo Metro Lampung, State University of Sultan Ageng Tirtayasa and Universitas Lampung.

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2016

**Drs. Harpain, M.A.T., M.M**

*4<sup>th</sup> ICEL 2016 Chairman*

## **PROCEEDINGS**

The Fourth International Conference on  
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BANDAR LAMPUNG UNIVERSITY  
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May 20,21 2016

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## **USING MNEMONIC TECHNIQUES IN VOCABULARY LEARNING**

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### **Abstract**

This paper aims to find out how to apply the mnemonic techniques in vocabulary learning. Many methods, strategies, approaches and techniques are created to improve vocabulary master in learning process. Mnemonic is one of technique to train good vocabulary because mnemonic techniques are focus on memorizing things and it's really suitable for vocabulary learning. Mnemonic techniques consist of: a) acronyms, b) sentences/acrostics, c) peg method, d) image mnemonic, f) chunking, and g) mind maps. Mnemonic techniques enable the student to explain about their experience, environment, place, things, etc. and systematically store new vocabulary in his or her brain which can be accessed easily without need more time to do it.

*Keywords:* mnemonic techniques, vocabulary, language learning

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### **1. INTRODUCTION**

Vocabulary refers to the words we must understand to communicate effectively. Educators often consider four types of vocabulary: listening, speaking, reading, and writing. Listening vocabulary refers to the words we need to know to understand what we hear. Speaking vocabulary consists of the words we use when we speak. Reading vocabulary refers to the words we need to know to understand what we read. Writing vocabulary consists of the words we use in writing. Usually the first things you learn about a new English word are what it means and its translation in your own language. But there are other things you need to find out before you can say that you know a word like a native speaker does. For example, you have to learn: how it spelled, how it is pronounced, how it is inflected (i.e. how it changes if it is a verb, noun or objective), other grammar information about it, how it collocates (i.e. what other words are often used with it). As a result, mastery of vocabulary is very important as a basic in studying language as stated by Edward, David Allen and Rebecca M, Vallete in their book (1997: 145) states that, "Vocabulary is one of the important factors in all language teaching, student must continually be learning words as they learn structure and as they practice sound system". Learning vocabulary seems to be one of the easiest things about learning a language, but it's also one of the hardest things to do, especially when you have reached a certain level. Learning vocabulary needs practice and time and in our days time is a problem. Another problem can be how to organize our vocabulary and the ability of remember or memorize the words. Our ability to remember something extraordinary indeed, but there may be several factors that make the process interrupted. Factors that affect our ability to remember things are how much interest we want to remember the information, and then no concentration in the recall, as well as our psychological condition. In order for the process to remember that can run well, and then we must pay attention to these factors. To help us learning vocabulary, there is a technique named mnemonic. Mnemonic will help us to memorize and learning vocabulary easily. It is still unfamiliar for us but it is the best way to learn a new words or vocabulary by created some sort of mnemonic, like a funny story that strengthens the connection between the word and its meaning.

### **2. VOCABULARY AND LANGUAGE LEARNING**

Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge.

The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary. The researchers such as Laufer and Nation (1994), Marion (2008) and Nation (2011) and others have realized that the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts. In English as a

second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing (Nation, 2011). Nunan (1992), furthermore, argue that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions, we may have learned for comprehensible communication. There are essential steps of learning vocabulary learning (Brown, 1995: 373) which has recited by Cameron:

- Having source for encountering new words
- Getting a clear image for the form of new words
- Learning the meaning of new words
- Making a strong memory connection between the form and the meaning of the words
- Using the words

### **3. MNEMONIC TECHNIQUES**

Mnemonic is a technique to make it easier to remember something. More specifically, the mnemonic means formulations or phrase to help remember something (Indonesian Dictionary). And according to Stine, mnemonic is the brain's ability to connect words, ideas and fantasies. Mnemonic techniques are more specific memory aids. Although it can be easiest to remember those things that you understand well, sometimes you must rely on rote memory. The following techniques can be used to facilitate such memorization.

#### **a. Acronyms.**

You form acronyms by using each first letter from a group of words to form a new word. This is particularly useful when remembering words in a specified order. Acronyms are very common in ordinary language and in many fields. Some examples of common acronyms include NBA (National Basketball Associations), SCUBA (Self Contained Underwater Breathing Apparatus), BTUs (British Thermal Units), and LASER (Light Amplification by Stimulated Emission of Radiation). What other common acronyms can you think of? The memory techniques in this section, for example, can be rearranged to form the acronym "SCRAM" (Sentences/acrostics, Chunking, Rhymes & songs, Acronyms, and Method of loci).

Let us suppose that you have to memorize the names of four kinds of fossils for your geology class: 1) actual remains, 2) petrified, 3) imprint, and 4) molds or casts. Take the first letter of each item you are trying to remember: APIM. Then, arrange the letters so that the acronym resembles a word you are familiar with PAIM or IMAP.

Although acronyms can be very useful memory aids, they do have some disadvantages. First, they are useful for rote memory, but do not aid comprehension. Be sure to differentiate between comprehension and memory, keeping in mind that understanding is often the best way to remember. Some people assume that if they can remember something that they must "know" it; but memorization does not necessarily imply understanding. A second problem with acronyms is that they can be difficult to form; not all lists of words will lend themselves equally well to this technique. Finally, acronyms like everything else can be forgotten if not committed to memory.

#### **b. Sentences/Acrostics.**

Like acronyms, you use the first letter of each word you are trying to remember. Instead of making a new word, though, you use the letters to make a sentence. here some examples:

- Kings Phil Came Over for the Genes Special (Kingdom, Phylum, Class, Order, Genus, Species)
- Roy G. Biv (Red, Orange, Yellow, Green, Blue, Indigo and violet)

Can you think of other examples? Like acronyms, acrostics can be very simple to remember and are particularly helpful when you need to remember a list in a specific order. One advantage over acronyms is that they are less limiting. If your words don't form easy-to-remember acronyms, using acrostics may be preferable. On the other hand, they can take more thought to create and require remembering a whole new sentence rather than just one word (as is the case with acronyms). Otherwise, they present the same problem as acronyms in that they aid memorization but not comprehension.

#### **c. Peg Method.**

Pegs are substituted for the number to be remembered and associated with the other information (Scruggs, Mastropieri, Levin, & Gaffney, 1985). Pick a set of words that are easy to remember and which can easily be used in the sequencing of this method. A common way is to have pegs that rhyme with the individual digits. These are good for people with stronger auditory preferences. An alternative is to use a peg that has a similar shape to the digit, which may well be good for people with a stronger visual memory. Here are examples you can use, though it is a good idea to pick pegs that are easiest for you to remember and use.

Number	Rhyme Peg
0	Hero
1	Bun
2	Shoe
3	Tree
4	Door
5	Hive
6	Sticks
7	Heaven
8	Gate
9	Line

Memorize these links so the number quickly and easily leaps to mind when you think about. Then, when you need to remember a sequence of numbers, create a memorable story using the sequence of pegs. A way you can enhance this is to link the number and the peg in a short rhythm, e.g.:

- Zero the hero
- One in a bun
- Two are shoes
- Three standing trees
- Four knock on door
- Five bees in hive
- Six picket sticks
- Seven ways to heaven
- Eight at the gate
- Nine in a line

**d. Image mnemonic.**

The information in an **Image Mnemonic** is constructed in the form of a picture that promotes recall of information when you need it. The sillier the **Image Mnemonic** is, the easier it is to recall the related information. These images may be mental or sketched into text and lecture notes. Don't worry about your artistic ability. As long as you know what your sketch means, **Image Mnemonics** will help you learn and remember. Examples:



You can use an **Image Mnemonic** to remember **BAT** (the depressant drugs mentioned above - Barbiturates, Alcohol, and Tranquilizers). Visualize or sketch in your notes a limp, depressed bat that took **B**arbiturates, **A**lcohol, and **T**ranquilizers.

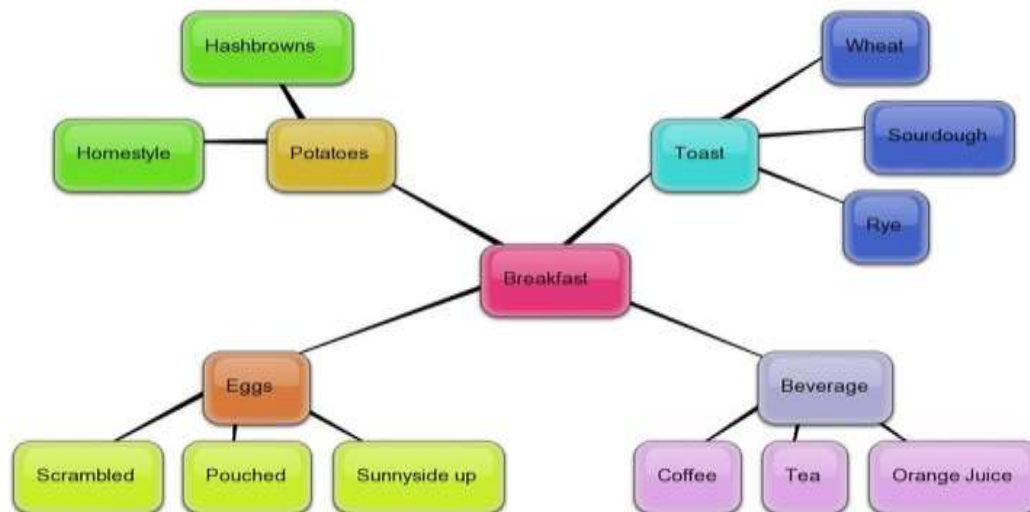
**e. Chunking.**

A chunk is defined as a familiar collection of more elementary units that have been inter-associated and stored in memory repeatedly and act as a coherent, integrated group when retrieved (Tulving & Craik, 2000). For example, instead of remembering strings of letters such as “Y-M-C-A-I-B-M-D-H-L”, it is easier to remember the chunks “YMCA-IBM-DHL,” consisting the same letters. The phenomenon of chunking as a memory mechanism can be observed in the way individual group numbers and information in the day-to-day life. For example, when recalling a number such as 14101946, if numbers are grouped as 14, 10 and 1946, a mnemonic is created for this number as a day, month and year. Similarly, another illustration of the limited capacity of working memory as suggested by George Miller can be seen from the following example: While recalling a mobile phone number such as 9849523450, we might break this into 98 495 234 50. Thus, instead of remembering 10 separate digits that is beyond the "seven plus-or-minus two" memory span, we are remembering four groups of numbers.

**f. Mind map**

It is the visual pattern that can create a framework for improved recall. Mind Map, developed by Tony Buzan are an effective method of note-taking and useful for the generation of ideas by associations. To make a mind map, one starts in the center of the page with the main idea, and works outward in all directions, producing a growing and organized structure composed of key words and key images.

Mind Maps are beginning to take on the same structure as memory itself. Once a Mind Map is drawn, it seldom needs to be referred to again. Mind Maps help organize information. Because of the large amount of association involved, they can be very creative, tending to generate new ideas and associations that have not been thought of before. Every item in a map is in effect, a center of another map. The creative potential of a mind map is useful in brainstorming sessions. You only need to start with the basic problem as the center, and generate associations and ideas from it in order to arrive at a large number of different possible approaches. By presenting your thoughts and perceptions in a spatial manner and by using color and pictures, a better overview is gained and new connections can be made visible. Mind maps are a way of representing associated thoughts with symbols rather than with extraneous words something like organic chemistry. The mind forms associations almost instantaneously, and "mapping" allows you to write your ideas quicker than expressing them using only words or phrases. The example of mind maps is:



#### 4. CONCLUSION

Learning vocabulary is the basis of a language learning, we would not be able to master the four skills of language learning, namely listening, speaking, reading and writing when we do not understand the vocabulary of the language learning. Mnemonic are one of the many techniques that be applied in learning vocabulary. Mnemonic help us to memorize vocabulary easily. Mnemonic has more than one of the techniques. It is possible for teachers and students to choose the right and suitable techniques for learning vocabulary

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