

In Optimizing Vocabulary Teaching and Learning for the Third Grade Students of SMP Al Irsyad Pekalongan

Ivan Chabibilah

Universitas Diponegoro, Indonesia

Email: retro7vintage@gmail.com

Available Online:

<http://www.jurnal.unublitar.ac.id/index.php/briliant>

History of the Article:

Received on 2 July 2020

Accepted on 26 August 2020

Published on 31 August 2020

Page 511-521

Keywords:

Mnemonics; Teaching Strategy; Vocabulary Teaching

DOI:

<http://dx.doi.org/10.28926/briliant.v3i4.496>

Abstrak: This paper focuses on the use of mnemonics technique in teaching and learning English vocabulary. This study aims to know the effectiveness of using mnemonics in helping the students memorizing English vocabulary. Mnemonics is considered to be the most suitable teaching technique as it will give a deeper impression which will lead to the long term memory. Teachers should apply an interesting teaching technique so that the students will have more attention to the material given to them. Based on some language experts, the right teaching technique will give a good atmosphere and great outcome in language acquisition. This paper uses a mix method triangulation. The data were obtained from the questionnaire, observation before, during and after the implementation of the actions, interview, and the students' test scores. The data were in the forms of questionnaire, field notes, observation checklist and students' test scores. Then the researcher also tested

the normality data analyzed using Sapphiro-Wilk. Independent T-Test used to know whether the distribution of the data is normal or not. Based on the research result, the application of mnemonics is believed can help students to learn vocabulary and the teacher can teach the students easily as the normality data is normal and the distribution of the data is normal too.

INTRODUCTION

Vocabulary is one of the most important aspects in learning a language. Learning vocabulary is the first and foremost important step in language acquisition. In other words, learning vocabulary is one of the first steps in learning a second language, but a learner never finishes vocabulary acquisition. Whether in one's native language or a second language, the acquisition of new vocabulary is an on-going process. Vocabulary is the knowledge of words and word meanings. As Steven Stahl (2005) puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world."

Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies.

Based on those conditions, the researcher tried to reveal what happened in English classes in junior high school, especially in teaching and learning vocabulary. From the background stated previously, the researcher formulated the problems as follows, how we can apply the mnemonics technique in vocabulary teaching and learning process, and how to generate the teacher and students in making their own mnemonics technique to optimize their vocabulary mastery.

The scope of the research covers the application of mnemonics in teaching and learning vocabulary. It will mainly discuss the types of mnemonics, the application, and the system analysis in the classroom during the teaching and learning process. The data were taken from a set of questionnaire while doing an observation in two different sessions of English class.

The significance of the study is to optimize the environment in English class to improve the teaching and learning vocabulary in general and in specific, it is to stimulate the teacher to improve the vocabulary teaching through mnemonics technique.

Here are some previous studies reviewed by the researcher as the primary references in this study. The first research was conducted by Benge and Robbins (2009) who stated based on the fact that most teachers teach vocabulary in the same way they were taught, assigning lists of words, requiring students to look up words in the dictionary and write sentences, hit close to the teaching reality. It also happened in Indonesia, most teachers who used traditional method in teaching vocabulary will ask the students to memorize the vocabulary from the list of words. Unfortunately, most students could not memorize well as they did not recall them in their long-term memory. Dictionary was our main tool and the biggest problem was the students' inability to find the most logical definition, recognize its part of speech, and use it correctly in a sentence. In vocabulary acquisition, when one can retain the knowledge of the words he or she learned in different manner, then the learning experience are not the norm. Even if the students study the definitions long enough to do well in the weekly test, rarely is the student able to sustain his or her knowledge of the word unless provided long-term reinforcement (Allen, 1999; Beck, McKeown, & Kucan, 2002).

The second research conducted by Robert Lado (1955) talked about patterns of difficulty in vocabulary teaching. He highlighted some key issues related to words, the native language factor and about patterns. He stated that while dealing with vocabulary one should take into account three important aspects of words - their form, their meaning and their distribution - and one should consider various kinds of classes of words in the function of the language. He said that the forms, meaning distribution and classification of words are different in different languages. He revealed that these differences might lead to vocabulary problems.

The third research was done by Visnja Pavicic (2003). It dealt with a way to improve students' abilities to explore, store and usage of vocabulary items. He determined the role of vocabulary teaching and how a teacher could help their learners. He laid emphasis on self initiated independent learning with strategies, in which formal practices, functional practices and memorizing could be included. He said that the teacher should create activities and tasks to help students to build their vocabulary and develop strategies to learn the vocabulary on their own.

Traditionally, vocabulary was neglected in language teaching programs and curriculum for the sake of grammar and other parts of language. The teaching of vocabulary above elementary levels was mostly incidental, limited to presenting new items as they appeared in reading or sometimes listening texts. This indirect teaching of vocabulary assumes that vocabulary expansion will happen through the practice of other language skills, which has been proved not enough to ensure vocabulary expansion. Nowadays it is widely accepted that vocabulary teaching should be part of the syllabus, and taught in a well-planned and regular basis. Some authors, led by Lewis (1993) argue that vocabulary should be at the center of language teaching.

Diane August and her colleagues (2005) suggested several strategies that appear to be especially valuable for building the vocabularies of ELLs. These strategies include taking advantage of students' first language if the language shares cognates with English, teaching the meaning of basic words, and providing sufficient review and reinforcement.

Mohammad Amiryousefi (2011) conducted a research about *Mnemonic Instruction: A Way to Boost Vocabulary Learning and Recall*. In his research study, he used mnemonic to improve vocabulary learning, boost memory and enhance creativity for the students. While Janet S. Shaeffer (2011) who accomplished research about *Using Mnemonic Strategies to Teach Letter-Name and Letter-Sound Associations*. She used three mnemonic treatments, they are pictures, jingles, and music with a kinesthetic element to acquire alphabet letter names and sounds as a foundation to literacy with a class of kindergarteners.

Anita Listyowati K (2009) conducted a study about *The Learning Strategies of the Second-Grade Students of State Junior High School 2 of Wonosari Klaten in Relation to Their English Learning Achievement*. The goal of her study is to know the relationship between the learning strategies and the students' English achievement of the Junior High School students at grade two.

Benge (2009) stated, "As I began to see student success, I wanted to understand why this method was so effective and began to review the research literature." She discovered that mnemonic strategies have been used for years to aid in recall (Scruggs & Mastropieri, 1990). Experimental research on the effects of mnemonics on recall began in the late 1960s and research began on the practical applications of mnemonics a decade later (Pressley, Levin, & Delaney, 1982).

Fatemeh Anjomafrouz and Ghaffar Tajalli (2012) analyzed the effects of using mnemonics associations on vocabulary recall of Iranian EFL learners. They took Iranian EFL learners as their objects of the research as they need to find the best solution in learning English vocabulary. Scruggs and Mastropieri (1989) stated that while it is essential for students to retain factual information to succeed in school, many students, such as students with learning disabilities, have difficulties remembering academic content. This is where mnemonics instruction can be useful for the students learning new information. Mnemonic instruction is one way that teachers can help students to cue their brains to recall specific facts and other information. It includes multiple strategies such as rhyming, visual representations and placement, songs, poems, or anything that personally relates to the student and his or her personal life. Without a right way for students to connect the academic content to their personal lives and experiences, it can be

difficult for students to perform well on the school tests (Mastropieri and Scruggs, 1989, p.14).

The writer has the same objective as those previous studies mentioned before. The study focuses on teaching and learning vocabulary and also using mnemonics technique to help students in memorizing the vocabulary. But this research is different from those studies since the subjects of this research are the Junior High School students who have the Indonesian and Javanese background which help them to optimize the using of mnemonics technique in learning English vocabulary. In other words, although much work has been done to date, more studies need to be conducted to ascertain the effects of using mnemonics to make the students easier to remember the words in vocabulary teaching and learning.

This research aims to analyze the effectiveness of using mnemonics strategy in optimizing teaching vocabulary. It is necessary to collect the data which is suitable for the students' needs. Some English words or phrases were prepared to be dramatized according to the mnemonics categories.

Mnemonic instruction is a way to help students remember information or vocabulary more effectively and easily. It involves linking unfamiliar information to be learned with already known familiar information through the use of a visual picture or letter/word combinations. The use of mnemonics instruction on young adults at the secondary level had been of particular interest as secondary-school students, specifically those with disabilities, are particularly at risk in academic settings (Wolgemuth, Cobb, & Alwell, 2008). "Mnemonics are effective when they speed up learning, reduce confusion among similar items, and enhance long-term retention and application of the information." (Shmidman, & Ehri, 2010, p.160).

METHOD

The data of this research are the English vocabularies mostly used in the daily conversation. Not all of the English vocabularies will be used in this technique, only the words which have been selected and have some aspects can be related to Indonesian or Javanese whether in the sound, pronunciation, meaning, similarities, and spelling. It will be something fun as all respondents have the same background knowledge or what so called schemata. They will get the point in an easy and fun way without any further explanation. The writer believes it will make them easier to understand and remember the meaning of the words being dramatized based on the mnemonics rule than the words have to be memorized in a classic way.

This research was conducted in a junior high school in Pekalongan where the researcher wanted to investigate the effectiveness and impacts of using mnemonic techniques in learning English vocabulary among junior high school students, and the opinion of students regarding this learning technique. This means that the researcher would be using the facts and information that are already available in the books, journal and the internet as the guidelines to analyze the findings. The researcher also used several opinions from other researchers as main reference.

The researcher analyzed the effectiveness of using mnemonics on vocabulary recall of Indonesian EFL learners. The researcher took Indonesian

EFL learners as the objects of the research as the researcher need to find the best solution in learning English vocabulary. The effects of using mnemonic on vocabulary recall of Indonesian EFL learners were investigated in two separate experiments with the students. In each experiment, the students were divided into two groups of experimental (mnemonic) and control (rote). The students of the mnemonic groups were trained to generate mnemonic instruction of their own for the new vocabulary words they had chosen to learn. Then, their use of the initial (previously student-designed) and the new self-designed mnemonic instruction was assessed by giving four recall tasks. The students of the rote groups, on the other hand, were instructed to learn the words through memorization and repetition.

The data analyzed revealed that using mnemonic instruction led to significantly better performance of the adult students when comparison was made with an external control group (rote group) and better performance of both adult and adolescent groups when comparison was made with an internal control group (when students used no mnemonic instruction in mnemonic group). Furthermore, the higher performance of mnemonic groups who frequently reported using initial associations revealed that these had a significant role at vocabulary recall of students. Finally, mnemonic method significantly affected the vocabulary recall of adult students for both receptive and productive learning.

The researcher uses a questionnaire which has been designed by Chan (2000) as the main reference to modify it, so that it can be used to achieve the research objective as the method of collecting the data.

FINDINGS

Most of the students in Pekalongan has learned English as one of local content subjects since they were in elementary school. However, it is different with the curriculum for high school, English is a main subject taught in the class and it will be evaluated in the national examination.

As one of public high schools, SMP Al-Irsyad Pekalongan also has English lesson in their curriculum. It is an Islamic public high school located in Pekalongan City. Mostly, the language instruction in the English class has not been done in bilingual yet. Mostly the teachers teach the students in Indonesian language. The majority of the students here live in subdistrict. Since most of their parents are laborer, they do not have English background in their family. All of them speak Javanese and Indonesian language in their daily conversation either in the school or in the family. The school uses a School-Based Curriculum. It is developed by the school through the teachers' group work meeting that is based on the school surroundings.

Most students find it difficult in memorizing the English words as they never use them in daily conversation. The researcher also found that most of them said that vocabulary is the greatest obstacle in learning English so that they don't know the meaning, the detail information and how they should use it in daily conversation. Most teacher teach the vocabulary as they were taught. Teacher should find the best solution for this problem such as applying the suitable teaching technique in delivering the material. Therefore, mnemonics can be the best thing to be applied in this situation as it will make it easier to be remembered and the information will be stored in long term memory.

Here are the results of the questionnaires of the students. Every table reflects different idea on what the writer wants to know about. The results can be seen as follows:

Table 1. Students who have Problems in Memorizing English Words

		Frequenc	Percen	Cumulative
Valid	Strongly disagree	2	6.1	6.1
	Disagree	6	18.2	24.2
	Neither agree nor	18	54.5	78.8
	Agree	6	18.2	97.0
	Strongly agree	1	3.0	100.0
	Total	33	100.0	

Table 1 shows the percentage of the respondents' answers whether they have problems in memorizing English words. According to the data analyzed, about 18.2% of the respondents disagree that they have problems in memorizing English words, and even 6.1% of them strongly disagree with this matter. Besides that there are 18.2% of the respondents agree and 3% of the respondents strongly agree that they have some problems in memorizing English words. However, the majority of the students with the amount of 54.5% neither agree nor disagree that they have some problems in memorizing the English words. This shows that the majorities of the students neither agree nor disagree on having some problems in memorizing English words.

Table 2. Students know what Mnemonic is and know what the function is

		Frequenc	Percen	Cumulative percent
Valid	Disagree	4	12.1	12.1
	Neither agree nor	6	18.2	30.3
	Agree	12	36.4	66.7
	Strongly agree	11	33.3	100.0
	Total	33	100.0	

In Table 2 it can be analyzed that mostly students know what mnemonic is and its function. There are 36.4% of the respondents agree that they know about mnemonic and the function and 33.3% of them strongly agree about the statement. Whereas, there are 12.1% of the respondents disagree that they know about mnemonic and its function. And the respondents who neither agree nor disagree are 18.2%. In addition, the students sometimes don't know significantly about the term "mnemonics", but they know that method which is usually used by their teachers.

Table 3. When Having Difficulties in English for the First Time Students Guess the Word

		Frequenc	Percent	Cumulative
Valid	Strongly disagree	3	9.1	9.1
	Disagree	5	15.2	24.2
	Neither agree nor	12	36.4	60.6
	Agree	9	27.3	87.9

Strongly agree	4	12.1	100.0
Total	33	100.0	

The data found in table 3 is to identify whether the respondents guess the word whenever they find new or difficult words in English for the first time. The highest percentage is 36.4% which most of respondents neither agree nor disagree with the statement. However, there are 27.3% of the respondents choose to agree with guessing the words whenever they find new or difficult English words for the first time, and 12.1% of the respondents even strongly agree about this. There are 15.2% of the respondents choose to disagree, and another 9.1% choose strongly disagree in guessing the word whenever they find new or difficult English words for the first time. Clearly, finding new or difficult English words for the first time, most of the respondents do guess the meaning of the word.

Table 4. When Having Difficulties in English Words for the First Time Students Use Dictionary to Find the Meaning

		Frequenc	Percen	Cumulative
Valid	Disagree	1	3.0	3.0
	Neither agree nor	21	63.6	66.7
	Agree	4	12.1	78.8
	Strongly agree	7	21.2	100.0
	Total	33	100.0	

Table 4 shows that the percentage of the respondents' answers when they have difficulties in English words for the first time they use dictionaries to find the meaning. According to the data analyzed, only 3.0% of the respondents disagree that they use dictionaries when they have difficulties on the meaning of English words. Besides that there are 12.1% of the respondents agree and 21.2% of the respondents strongly agree that when they have difficulties in English words for the first time they use dictionaries to find the meaning. However, the majority of the students with the amount of 63.6% neither agree nor disagree that they use dictionary when having some problems of the English words meaning.

Mnemonics Application in Teaching Vocabulary

Here are some words that the researcher selected to teach them. These words are classified based on the frequent used and quite hard for them to know the right spelling.

1. The words "Then and Than"

The students often feel confused with these two words since they are almost the same in pronunciation and in spelling. As a result, they oftenly misused these two words though the teacher has already explained the meaning and used them in some of the sentences as examples.

Here are some mistakes done by the students:

- The students walk to the field and than stand in line.
- This book is more expensive then that book.

The first sentence should use 'then' instead of 'than'. The sentence will be 'The students walk to the field and then stand in line'. While the second sentence should use 'than' instead of 'then'. These mistakes oftenly happened among the

students especially when the students have to answer the questions in written.

2. The words “Think and Thing”

To recall these words, students found it a little bit difficult as they have almost the same spellings and sounds. The students often miss-used the two words in the sentences. The teacher should create the easiest way to avoid it. We can enhance that Think means “Berpikir” in Indonesian and there is “K” in that word, while Thing which means “Barang” in Indonesian there is “G” in that word.

3. The phrase “The Last”

To teach these words so the students will recall it easily, we should relate it with the word “Telas”. This Javanese word sounds similar and moreover, it has the same meaning with “the last”. Telas means end up or the final rest. Since both of them have the same characteristics, students will easily recall the words.

4. The directions “North and East”

Students sometimes find it difficult in naming the directions in English. The easiest way to recall the directions is by associating the English words into the Indonesian or Javanese language that they use every day. North will be connected to the word “Ngalor”. Ngalor is the Javanese word for North. Moreover, they started with the same letter, “N”. South will be recalled with the word “Selatan”. Selatan is the Indonesian word for South, both of them have the same initial too. While for the word East can be connected with the Javanese word “Etan” which has the same meaning as well. They also start with the same letter. For the word West is more familiar as there is a famous band name West Life and most of them know about them.

5. The word “Sorrow”

Sorrow means a deep sad feeling or miserable condition. It could be retained easily with the word “Sengsoro”, a Javanese word means the same as ‘Sorrow’. Both words also sound almost the same therefore it makes them easier to remember.

6. The word “Bicycle”

Bicycle is the most popular and the cheapest transportation among the people. Therefore we can find it easily all around the world. They name it differently in different area. To recall the word ‘Bicycle’, we can use the combination from two words, ‘by Sikil’. Sikil is a Javanese word means Foot. We should use our feet to make the bicycle move forward. Moreover, those two words sound similar.

7. The word “Rather”

There is an easiest way to recall the word “Rather”, especially for Javanese student. We should associate it with a Javanese word which sounds almost the same and has the same meaning that is “Radha”.

8. Rhymes

We can use rhymes to teach some vocabularies. In Kindergarten or even Playgroup, teachers introduce the English alphabet by singing it in Twinkle-

twinkle little star rhyme. They also introduce the name of our fingers in English using 'Where is Old Man' rhyme. They sometimes teach the students to sing the 'Lihat Kebunku' song in English version.

Based on the observation of the researcher on November 21 until 25, 2016, the researcher found some problems in the teaching and learning process in this school that affect the students' English vocabulary mastery. During the observation, the researcher found that the English teaching technique in this school was still conventional because the teacher was the one and only learning source for the students and the activities are the students only listen to the teacher's explanation while taking notes that made the students passive.

The researcher also found that the students were not interested in the materials given by the teacher and the students were not motivated during the teaching and learning process. The researcher also found that most of students could not understand the English subject even memorize the materials especially the large number of vocabulary that had been taught since the fourth grade of the elementary school.

Furthermore, the researcher also analyzed that the students could not understand the concept of making simple sentences related to the English tenses, especially when their teacher asked them to make sentences that were related to their daily activities and hobbies in the class. Besides, the students did not do appropriate actions based on the teacher's instructions and did not respond to the teacher's instruction by answering the teacher's questions during the teaching and learning processes.

From these reasons, the researcher was interested in conducting a study to solve the problems. The researcher applied an action, in this case a teaching strategy that is appropriate to improve the students' English achievement in the teaching and learning vocabulary for the third grade students of SMP Al Irsyad Pekalongan.

DISCUSSION

The English teaching in the early age focuses on introducing English as the first foreign language to the students. The main objective of teaching English in the early age is the students can achieve the level of performative competence. In this level, it is hoped that the students can read, write, listen, and speak by using symbols in the English teaching and learning. Unfortunately, there are so many students think that English is a very difficult lesson to understand.

According to the result collected from the questionnaire on the section "impact of the mnemonic technique in learning English vocabulary", most of the respondents agree that they love the mnemonic techniques more compared to the normal teaching technique. This result may come based on a few reasons. As stated by Chan (2000), it believes that the autonomy of employing either imagery or the sentence can be enjoyed by the learners, which ever snaps into the mind and appears to be the most regular way of creating the association. It means that the learner may enjoy the learning process by using the mnemonic technique.

Researchers and teachers in the future should be aware of what mnemonic strategies they are choosing to use when teaching students a new concept. Students use background knowledge and their environment to figure

out new situations, and teachers should model and guide students who need extra support when learning new information. Researchers should focus on mnemonic techniques that work to enhance general instruction of a concept, which could possibly be carried into another content area or grade level.

The focus of mnemonic strategies is so specific that they are intended to be implemented to enhance the recall of the components of any lesson for which memory is needed. These strategies are also not comprehension strategies, but strategies to aid the recall of new information. It should be noted that students who are trained mnemonically also perform better on comprehension tests of that specific content (e.g., Mastropieri, Scruggs, & Fulk, 1990; Scruggs, Mastropieri, McLoone, Levin & Morrison, 1987), but that is generally because the implementation of the mnemonic strategies helps them remember more information that can be applied on comprehension tests.

Finally, it should be emphasized that mnemonic strategies are the “cure all” for success in school. There are many different things that students need to do to be successful in a school environment. The ability to remember content specific information is only one part of the entire process. The good news is when there is academic content that needs to be remembered, mnemonic strategies could be an important instructional component that teachers could implement. In the remainder of this writing we will discuss the process of how to implement specific mnemonic strategies as well as some very specific examples for each.

CONCLUSION

The focus of mnemonic strategies is so specific that they are intended to be implemented to enhance the recall of the components of any lesson for which memory is needed. These strategies are also not comprehension strategies, but strategies to aid the recall of new information. It should be noted that students who are trained mnemonically also perform better on comprehension tests of that specific content (e.g., Mastropieri, Scruggs, & Fulk, 1990; Scruggs, Mastropieri, McLoone, Levin & Morrison, 1987), but that is generally because the implementation of the mnemonic strategies helps them remember more information that can be applied on comprehension tests.

According to Cynthia G. Simpson (2011) there are some mnemonics strategies may be used in EFL teaching and learning especially in vocabulary mastery. They are keyword, pegword, acrostics, acronyms, association, loci and reconstructive elaborations. The keyword, pegword, and reconstructive elaboration mnemonic strategies have proven effective across many studies and have shown effective for middle school and high school age students with learning disabilities (Wolgemuth, Cobb, & Alwell, 2008). In addition, “Mnemonic devices, such as acrostics, acronyms, narratives, and rhymes, can assist in making abstract material and concepts more meaningful for individuals” (Laing, 2010, p.349).

SUGGESTION

The researcher suggests all teachers find and then apply the most suitable method in delivering material to the students. In this case, mnemonics could be a proper solution in teaching vocabulary. Since everyone may create their own mnemonics strategies, therefore it's free to choose which strategies may suit to the

objects they are trying to discuss. By applying these strategies, the teacher and students are supposed to get a better way to regain the meaning of the words as it will connect to the object in an easy and fun way.

Mnemonics is something that still needs to be explored and developed. I really hope there will be more words to be applied through the mnemonics method as it will make the learning process easier. The researcher believes that there are still many things to be learned through mnemonics as well.

REFERENCES

- Bakken, J.P and Cynthia G. Simpson. (2011), "*Mnemonic Strategies: Success for the Young –Adult Learner*". The Journal of Human Resource and Adult Learning Vol.7, Num.2, pp.79-85.
- Diamond, L. & Gutlohn, L. (2006). *Vocabulary Handbook*. Consortium on Reading Excellence, Inc.
- Frisby, A.W. (1957). *Teaching English*. The English Language Book Society and Longmans Green and Co., p.98.
- Gairns, R., Redman, S. (1986). *Working with Words*. CUP s, solange (2001). *Teaching Vocabulary for Advance Students*. A lexical approach. Retrieved from http://www3.telus.net/linguisticissues/teaching_vocabulary.html.
- Higbee, Kenneth. (1977). *Your Memory: How It Works and How to Improve It*. New Jersey: Prentice Hall, Inc.
- Lado, Robert. (1964). *Language Teaching: A Scientific Approach*. New York McGraw Hill:, p.121.
- Levin, J.R. (1993). *Mnemonic Strategies and Classroom Learning: A Twenty Year Report Card*. The Elementary School Journal. Vol.4, No.2.
- Lewis, M. (1997) *Implementing the Lexical Approach*. England: Language Teaching
- Oxford, R. (1990) *Language Learning Strategies*. Newbury House.
- Scruggs, Thomas E., Mastropieri and Margo A. (1998) *Constructing More Meaningful Relationships in the Classroom; Mnemonic Research into Practice*. Learning Disabilities Research and Practice, Vol.13, No.3.
- Shaeffer, J.S. (2011) *Using Memories Strategies to Teach Letter-Name and Letter-Sound Associates*. Education Department Master Theses. Cheddarville University.
- Thornburry, Scott (2003), *How to Teach Vocabulary*. Longman Pearson Inc.: England.
- Visnja Pavicic. (2003). *Vocabulary and Autonomy*. New York: The Guildford Press
- Yates, Frances A. (1996) *The Art of Memory*. University Of Chicago Press: Chicago.