

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. It discusses about the definition of vocabulary, problem in teaching and learning vocabulary, flashcard, word list and previous studies.

A. Definition of Vocabulary

Vocabulary is the collections of words that an individual knows. Very young children learn vocabulary items related the different concept they are learning. The vocabulary also can be defined as “words” is to communicate effectively in speaking (expressive vocabulary) and listening (receptive vocabulary). Hornby states that vocabulary as “the total number of words in a language, vocabulary is a list of words with their meanings”.¹

According to Zimmerman cited in Coady and Huckin, vocabulary is central to language and of critical importance to the typical language learning.² From the definitions above, it can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speakers meaning. That is the reason why it is important to learn vocabulary.

There are several kinds of vocabulary, there are productive and unproductive. Productive vocabulary means that we often use for everyday.

¹ As. Hornby. *Oxford Advanced Learners Dictionary*, (Oxford: Oxford University Press, 1995), 862.

² J.Coady, & Huckin, T. *Second Language Vocabulary Acquisition*. (Cambridge: Cambridge University Press. 1997),112.

While not productive vocabulary is vocabulary that exists, but is rarely used in everyday life. Said to be productive because the vocabulary is always used in English. The characteristic of productive vocabulary is a vocabulary that we often hear or hearing familiar. Productive vocabulary is also usually easy to understand the meaning. To use the English language properly, we must study and understand the productive vocabulary. Unproductive vocabulary is vocabulary that is rarely used in manufacture of a sentence or a conversation in English.

Vocabulary is sometime difficult to understand because the vocabulary is rarely used in everyday life. But, vocabulary is very important role of in the development language because it is easier for students to develop their language skills to master vocabulary.

B. Problem in Teaching Vocabulary

Teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning.

According to Thornbury, Teaching words is a crucial aspect in learning a language as languages are based on words.³ It is almost impossible to learn a language without words, even communication between human beings is based on words. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language.

³ S. Thornbury, *How to Teach Vocabulary*, (Harlow: Longman , 2002),114.

Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques. Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom. The teachers should be concerned that teaching vocabulary is something new and different from student's native language. They also have to take into account that teaching English for young learners is different from adults. The teachers have to know the characteristics of his or her learners. They more over need to prepare good techniques and suitable material in order to gain the target of language teaching.

C. Flashcard

This section discusses about definition of flashcard, flashcards as teaching aids, the advantages of flashcard and the rules of flashcard.

1. Definition of Flashcard

There are some definitions about flashcard. According to Kasihani, flashcards are cards have big size, usually it uses paper rather thick, stiff, and the size is A4. It contains of picture and words. To avoid misunderstanding on the pictures of flashcards, the teacher should try or show the flashcards to others before it uses to teach the students.

Furthermore it used for all of class. Usually the teacher holds and moves some flashcards is in a pile of flashcards to front side. The movement of cards quickly, may be it is the reason, why does it called by flashcard.

Flash is quickly, or a flash. For certainly activities, for describing things, the flashcards can be stocked in board by using blutack in order to not damage the picture. Picture's colour is more interesting because the student like to colourful picture.⁴ But, Azhar Arsyad explained that Flashcards means small cards contain picture, text or symbol to remind and to stimulate the students on certain something. Based on the picture, flashcards usually have 8x12 cm or it can be adapt by big or small class such as alphabet can be used to practice spelling (in Arabic or English).⁵

According to Longman Dictionary, in language teaching flashcards is a card with words, sentence, or pictures. It used as an aid or cue in a language lesson.⁶ A flashcards is a type of study aid that is designed to present an individual with a single unique question or problem that relates to a specific topic. Usually each flashcard is simply in index card or sheet of paper that has the question, problem, or situation to consider on one side of the card and the answer to the question or problem or the evaluation of the situations on the other side of the card.

From some definition above, flash card is card bearing picture and word given by the teachers when they are explaining the material to their

⁴ Kasihani K.E Suyanto, *English for Young Learners Melejitkan Potensi Anak Melalui English Class yang Fun, Asyik, dan Menarik*, (Jakarta : Bumi Aksara, 2007), 109.

⁵ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada, 2002), 119.

⁶ John Richard, John Platt, and Heidy Weber, *Longman Dictionary of Applied Linguistic*,(England: Longman Group UK Limited, 1985), 107.

students. It helps the teacher to handle and teach the material to the students easily. Flashcards have various sizes based on student's specific need. They are colorful which is used to memorize and understand new vocabulary. Beside it, flashcard is one of visual aids which are used to make the students more interest and enjoy in teaching learning process and to improve student's understanding on the material given by the teacher especially for vocabulary mastery.

According to Jeremy Harmer, Flashcard can also be used for creative language use. Students are asked to write a description of a flashcards, and they are asked to invent the conversation taking place between to people in a picture or in a particular role play activity, then they are asked to answer question as if they were the character in a famous painting⁷. Flashcards can be made in a number of ways, it can be taken pictures from magazine and stick them on card. It can be drawn. It can be bought reproductions, photographs, and poster from shops or photocopy them from a variety sources.

In using flashcards, it requires considerable attention about way of handle and move when we will change the picture. Pictures have to clear enough if seen by students and it moved quickly from back side to front side. In making flashcards, there are three criteria as below:

- a. Flashcard should visible and is big and clear enough so that all of students can see detail.

⁷ Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia: Associated Companies Troughs the World, 2002), Page 136.

- b. The picture on flashcard has to convey the message clearly, not confuse or describe something that confused.
- c. The way of use flashcard must be correctly.

In addition, in using flashcard has to appropriated with material that will be taught to students and the teachers should check copyright before they give to their student.

2. Flashcards as Teaching Aids

As foreign language, English is not used daily in society, English is considered difficult subject studied for the students. So it needs approach consideration and strategy. In studying English in order to be easy and interested. English teacher should use a variety of teaching aids to explain the material. The teachers should use an effective strategy, creative and able to adapt when they are teaching student in teaching and learning process. If the teachers use one method, students are bored the subject.

Teaching aids provide a means of literating lesson and give opportunity to learn in a new light. More than classroom decoration, they are designed to teach, illustrate and reinforce lesson. They can be broken down into four board categories, there are bulletin boards, charts, flashcard, manipulative and experiment.⁸ In other words, Teaching aids are called media. Media come from latin language “ medius”. It means is middle, intermediary or companion.

⁸ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada, 2002), 89.

Association for Education and Communication Technology (AECT) defined that media is all tools used to information delivery process. Furthermore education Association (NEA) explained that media as tool can be manipulated, seen, heard, read or spoken and good instrument used in teaching learning activity. It can give influence instructional effective program.⁹ In general there are three kinds of media as below:

- a. Visual aid
- b. Audio aid
- c. Audio visual aid

Visual aid is media which can be seen and be touched by students. There are picture, photo, real object, map, and miniatur. Visual aid is often used by the teacher are picture and flashcards. Audio aid is text and material recorded which used for listening skill and understanding oral discourse. It can be heard. Such as radio and cassette recorder. The last is Audio visual Aid. It is media which can be heard and seen. Such as TV and film. Usually it shows story, event, or condition in another place. The picture is showed together with information in English and it should selected is based on language development students range.¹⁰

From some definitions above. The researcher can make conclusion that media is a tool to convey the message from the teacher to the students.

And it can used to stimulate student's idea or understanding students on the

⁹ Asnawir and M. Basyiruddin Usman, *Media Pembelajaran* (Jakarta: PT Intermedia, 2002), 33.

¹⁰ Kasihani K.E Suyanto, *English for Young Learners Melejitkan Potensi Anak Melalui English Class yang Fun, Asyik, dan Menarik*, (Jakarta : Bumi Aksara, 2007), 102.

material which studied by them. Visual aids are one of media which make the students can be interested. Visual aids has important role in teaching learning activity. It can make student's understanding easier and to reinforce memory. It also to develop student's interest and give connection between material and real matter. In order to more effective, visual aid should occupied on context has meaning and the students have to interact with the image convinced that created information processing.

In English class, teaching learning process should use aid, especially visual aid, there are picture, flashcard, doll, or puppet, realia, miniature or something is real which can brought in the class. According to Kasihani, kinds of picture are served in cards form. There are flash cards, circular cards, flip cards, etc. It is extremely help to fluent teaching learning process. These cards can be used for individual activity, group, and classical. Picture can be in the form of flashcards. Flashcards are smallish cards which we can hold up for our students to seen, large wall picture which big enough for everyone to see details, cue cards. They are small cards which students use in pair or group work, and photographs or illustration which is typically in a text book.

To make in teaching vocabulary mastery is successful. The teacher needs media that can help the students to understand vocabulary easily. Concerning this study, the researcher takes media to use flashcards and word list as visual aids in teaching vocabulary mastery. Because it help the

students improve and memorize the vocabulary. Teacher expected can be creative and imaginative in learning and teaching process.

3. The Advantages of flashcards

Flashcards is one of visual aid which can be used in teaching and learning process. It helps the students to understand the material is given by their teacher. There are some advantages of flashcards as follow:

- a. Flashcards are useful and effective media to help students to study vocabulary.
- b. Flashcards are easy to carry any where, so we do not need to carry heavy books so much because it is really convenient.
- c. Flashcards help in summarizing and memorizing, so by using flashcard the students will not need to study from the book with long pages and a lot of information which it makes the students confused because students will be able to study from the flashcards that contains very simple points.

4. The Rules of Flashcard

Flashcard is a collection of cards with pictures on them, pictures can describe daily objects, people doing different jobs, illustrating different verbs, etc. the pictures should be both large enough to be seen by class and small class, to be manipulated by playing card, post card size practical. Flashcard can use various teaching activities – direct activities such as vocabulary teaching, Questioning and answer practice, structure drilling, etc for vocabulary teaching. Learning is a complex process and visual aids are great help in stimulating the learning for foreign language. Good material

will motivate the students to learn. The implementing of flash card to vocabulary mastery are:

- a. The teacher shows a picture about the topic
- b. The teacher ask the students to answer what the teacher shows
- c. The teacher ask students to write some word that related the picture.
- d. Then, the teacher continues to show the next picture until the last picture finished with different picture.
- e. Then, the teacher evaluation the student's answer
- f. The teacher ask students to memorizing a word in each picture.

D. Word Lists

This section discusses about definition of word list, the advantages of word list and the rules of word list.

1. Definition of word list

A word list is a sheet of paper where students write the second language words along with their first language definitions or translations to one side of each word. Proponents of the word list media believe that working with word lists is one of the most effective ways of acquiring second language vocabulary.

Personalizing a new word depends on making semantically meaningful connections between learners' schema and what they have recently learned. The learning of second language vocabulary using lists of word pairs (rote repetition) is a common practice. Word list is one of

effective media that can be applied classroom because it is cheap and make the students easily to study vocabulary.

2. The Advantages of Word list.

Word list is one of media can be used in teaching and learning process. It helps the students to understand the material is given by their teacher. There are some advantages of word list as follow:

- a. Word list help learners to add to their vocabulary mastery
- b. Word list can be learned in short time
- c. Word list is more efficient and effective to study vocabulary

3. The Rules of Word List

Sinaei maintains that the value of list learning may have been underestimated in language classrooms. He suggests several strategies for using word lists in the classroom. The following are some of these strategies:

- a. The teacher randomly reads words from the list while learners match the sounds with the written forms by ticking the ones they hear.
- b. If learners have a bilingual word list, they cover the translation part, the teacher gives translations and learners tick the English equivalents.
- c. Students can make a story from a list of words: they choose, for example, twelve words from a list of twenty words and then construct a story in

narrative form. Or they take turns in order to make a sentence which includes the next word on the list so as to continue the story.¹¹

E. Previous Study

Some students of university had conducted the similar research about improving student's vocabulary by using flashcard. First, Sitompul had conducted the research focusing on teaching vocabulary using flashcard and word list. The purpose of the research is to investigate the effect of using flashcard or word list on fifty grader's vocabulary mastery. In collecting the data the writer administered the try-out, pre-test, treatment and post-test. The data analyzed by using t-test. The result showed that student's vocabulary mastery improved after they were taught by using flashcard and word list.¹²

Another study was conducted by Komachali focusing on investigating the effect of using flashcard on Iranian pre- university student's vocabulary knowledge. The aim of the study is to investigate the effect of using vocabulary flash card on Iranian pre-university student's vocabulary knowledge. The participants of the study comprised 50 female learners. They were randomly assigned into two homogeneous groups each consisting of 25 learners. The control group received the traditional treatment while the experimental group received the vocabulary flash card treatment. Before starting the treatment, two

¹¹Sinaei, Manizhe and Jafar Asadi, The Impact of Two Instructional Techniques on EFL University Learner's Academic Vocabulary Knowledge: Flashcard Versus Word List. *International Journal of Language Learning and Applied Linguistics World*, 6 (4), (2014), 156-167.

¹² Elsa Yusrika Sitompul, "Teaching Vocabulary Using Flashcard and Word List", *Journal of English and Education*, 1 (June, 2013), 52-58.

similar tests were prepared as the pretest or posttest which revealed significant differences between the two groups. The results showed the students in the experimental group outperformed the students in the control group in their vocabulary knowledge.¹³

The next previous study was conducted by Sinaei focusing on the impact of two instructional techniques on EFL university learners' academic vocabulary knowledge: flash cards versus word lists. This study aims to investigate the effectiveness of two approaches for teaching vocabulary, namely flash cards and word lists, with reference to elementary- and intermediate- level EFL learners. The participants of the study were 63 male students of engineering in Yazd University in Iran. an academic test of vocabulary was distributed among the students in three timelines of pretest, posttest, and delayed posttest. Independent Samples t-tests were conducted to compare the effectiveness of the flash card method and word-list method instruction scores across different proficiency levels. The results of the posttest show that there is a significant difference for flashcard method at both the elementary and intermediate levels.¹⁴

According to the three of studies above, the studies concern on teaching vocabulary. They are similar to this study which concerns on teaching

¹³ Komachali and Khodareza, "The Effect of Using Vocabulary Flashcard on Iranian Pre-University Student's Vocabulary Knowledge", *International Education Studies*, 3 (June, 2012), 134.

¹⁴ Sinaei, Manizhe and Jafar Asadi, The Impact of Two Instructional Techniques on EFL University Learner's Academic Vocabulary Knowledge: Flashcard Versus Word List. *International Journal of Language Learning and Applied Linguistics World*, 6 (4), (2014), 156-167.

vocabulary by using flashcard and word list. The studies above were using experimental research. The different between the three studies above and this study are the place to conduct it, the research design and the analyze data. In this research, the researcher employed flashcard versus word list in teaching vocabulary to the eleventh grade student at MAN 1 Kediri. The research design is using quasi experimental research. This study uses ANCOVA to analyze the data.