CHAPTER II

REVIEW THE LITERATURE

This Theory is about the Definition of the Teaching Vocabulary, Flashcard, Students respon and the Previous Study.

2.1 REVIEW THE RELATED STUDY

2.1.1 Vocabulary

2.1.1.1 Definition of vocabulary

(Nation, 2013) said Vocabulary is one of the most important aspects of learning and teaching a foreign language (FL) or a second language (L2). The general forms of teaching vocabulary are lists of words, using dictionaries, vocabulary cards, negotiating vocabulary meanings, and glosses. Glosses are short definitions in the learner's first language (L1) or L2 that accompany text to clarify the meaning of unknown words. Vocabulary is a basic skill that affects the four English skills namely Speaking, Listening, Reading and Writing. On this basis, by mastering vocabulary, students will more easily understand the assignments given by the teacher. Vocabulary can increase students' interest and learning ability.

According to Morra & Camba (2009), learning vocabulary is an important element in mastering the native language. The teacher focuses on teaching vocabulary from different perspectives and pay

attention to word function, pronunciation and basic meaning (Rao, CS, 2018).

2.1.1.2 Teaching Vocabulary

According to Elisa & Tuti (2020), Vocabulary teaching is one of the teaching activities that is taught to students such as body parts, animals, family members, etc. The teacher must be able to adapt the learning material to the vocabulary that will be taught to students. Vocabulary should be useful for students once they have it. So, the vocabulary they have learned in class will help them communicate with people in their environment such as in their family, with neighbors and also in other public places. In teaching vocabulary the teacher must choose vocabulary as a guide before teaching, the teacher must determine the type of vocabulary such as productive vocabulary or active vocabulary, which is a collection of words that someone can use when writing or speaking. These are well-known, familiar, and frequently used words by people in everyday communication. In contrast, receptive or passive, or confessional, vocabulary is a collection of words that a person can give meaning when listen or read them in their daily communication

Vocabulary is one of the most important aspects of teaching and learning because it is very important in conveying the meaning of a message. According to Annisa (2013) suggests that the teacher needs to help students before presenting the meaning or form of vocabulary items. The teacher needs to pay attention to several considerations such as the

type of vocabulary to be taught in class, the level of participants and the characteristics of students, as well as the technical value for students.

Vocabulary is divided into two types: active and passive vocabulary. Harmer in (Kurma, 2020) recognizes two types of vocabulary, namely, active vocabulary, namely the type of vocabulary that refers to the vocabulary that students have, vocabulary that has been instructed that students are required to have options to use. Meanwhile, the next or passive vocabulary alludes to words that students will understand when they meet, but may not have the choice to say. Haycraft, quoted by Hatch and Brown in (Kuma, 2020), shows two types of vocabulary, such as receptive vocabulary and productive vocabulary. Vocabulary teaching is an interesting learning process or unit to make students learn or acquire the vocabulary presented by the teacher. There are various ways to teach vocabulary such as the use of media or appropriate learning techniques.   .

2.1.1.3 Principles of the Vocabulary

The principles of teaching vocabulary are explaining what vocabulary needs to be taught and the principles of vocabulary is how students are taught is very important. First, apart from teaching vocabulary according to the goals and needs of students, it will definitely consider aspects of vocabulary for teaching. To achieve this, Nation in (Dakhi, 2019) proposes these aspects, namely the spoken form, written form, part of the word, the concept of the word and possible associated

items, word associations, word grammar, collocations of words, registers and word frequencies.

Nation in (Dakhi, 2019), there are six principles in teaching vocabulary

(1) The teacher must maintain that in the learning process, teaching vocabulary remains simple and clear without complicated explanations so that it is easily understood by students, (2) The teacher must connect teaching to past knowledge by showing patterns or analogies, (3) The teacher must use both of them oral and written presentation so that students quickly recognize the vocabulary being taught, (4) Full attention from the teacher to students about words that are already known by students, (5) The teacher must also tell students if it is a high frequency word that needs attention to future attention of the participants, and (6) The teacher does not have to bring in other words that are unknown or outside of those already taught or related such as close synonyms, opposites, or members of the same lexical set.

2.1.2 Flashcards

2.1.2.1 Definition of the media flashcard

Flashcard is one of the educational media. Flashcards are learning aids designed and used by teachers to present questions with topics that have been determined by the English teacher. The research uses flashcard

media as one of the learning media to make it easier for students to learn to speak.

According to Abbasian and Ghorbanpour (2016, p.3) Flashcard is an interesting medium in teaching vocabulary to students and also flashcard media is suitable for all ages. Flashcards are learning media to help children memorize but also analyze vocabulary. Flashcards are a set of instructional cards that show vocabulary, as words, numbers, used in class exercises or in private study. Currently, children are interested in and enjoy class when using flashcards because there are pictures, because students understand vocabulary more easily.

According to (Ashcroft, 2014:640) Flashcard is a very effective learning media or learning tool for learning about vocabulary. Classified by class and type, for example, flashcards of food, fruits, vegetables, animals, household, transportation and clothing. Flashcard means a small card containing pictures and words to stimulate students to be active in speaking. According to Haycraft, the definition of flashcard is as a piece of paper that contains pictures and words which are usually 8 x 12 cm in size or can be adapted to large and small classes for example, alphabet can be used to practice English spelling. According to (Harmer, 2002:134) Flashcard is a learning media that can be seen and held by students in the form of small cards. Flashcards are teaching aids in the learning process that are flashed by the teacher according to the class in the learning process. According to (Phillips,

2001:69) Flashcards are very valuable picture cards for teachers to use in introducing learning topics or revising vocabulary. From some of the opinions of the experts above about flashcards, it can be concluded that flashcards are cards that contain pictures and words that are adapted by the English teacher to the topic of learning and are also adapted to the class, in the learning process flashcards will be given to students to hold and see. Card distributed by the teacher then the teacher will start with the learning process or explain the material to students. Flashcards can help teachers and make it easier for teachers to explain the material to students. Flashcards have various sizes based on the needs of students who are prepared by the teacher. In addition, flashcards are learning media used by teachers to make students feel interested and easy to understand the material presented by the teacher.

According to (Harmer, 2002:136) flashcards are one of the learning media that can be used for creative language use. For example, students are asked by the teacher to write about descriptions of flashcards, then students are asked by the teacher to find the conversations that are happening to the people in the pictures or in certain role play activities. Students also have a little difficulty in learning English because English is a foreign language and is not used in people's daily lives. Therefore, learning media and learning strategies are very important in fostering curiosity, activeness, interest and easy learning. Flashcards are appropriate and effective learning media in adapting to the teaching and

learning process for students. According to (Edwards, 2006:98) Flashcards are a powerful memory tool for writing questions on the one hand as well as answers on the other. This teaching and learning process helps students understand the material clearly. Based on the many definitions above, it can be concluded that flashcards media are one of the effective and easy media for teachers to use in teaching English to students, especially teaching speaking. Media flashcards must be short, large, neat and clear so that they can be reached from the very back seat. To be seen clearly from a distance, the teacher must use capital letters to be seen by students from the back seat.

2.1.2.2 Flashcard Learning Media

In this research, one learning media that the researcher used in conducting an interesting learning for young learners was flashcards. Flashcard was a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study.

According to Eslahcar in (Damayanti,2019:20) Flashcards are widely used as a learning drill to aid memorization by way of spaced repetition. Flashcards are useful for drilling new letters syllables, words, and other information. They are normally used in a classroom, but can also be used more informally. A flashcard is set of cards bearing information, as words or numbers, on ether or both sides, used in classroom drills or in private study. Flashcards can bear vocabulary,

historical dates, formulas or any subject matter that can be learned via a question and answer format.

Therefore, it can be concluded that flashcard is a cardboard consisting of a word, a sentence, or a simple picture on it which can bear information that is useful media for teaching learning activities.

2.1.2.3 The Contribution of Flashcards

The researcher decided to use flashcards as an alternative to improve young learners interest in learning English because young learners can build their own imaginary from the pictures they saw in flashcards. Moreover, young learners also need visuals or reality to make them interested with something they learnt.

Pictures on flashcards were valuable aid. They bring image of reality into the unnatural world of the language classroom. According to Joklova in (Damayanti,2019:21) The picture is used in more meaningful and real-life communicative way than being just displayed for students to say what they can actually see. This will probably have a greater impact on the retention of a piece of vocabulary again and also subsequently on the ability to use it in communication.

Pictures bring not only images of reality, but also function as a fun element in the class, Hill in (Damayanti,2019:21). Sometimes, it is surprising, how pictures may change a lesson, even if only employed in additional exercises or just to create the atmosphere. In addition,

Moon in (Damayanti,2019:21) also stated: Having children involved in creating the visuals that are related to the lesson helps engage students in the learning process by introducing them to the context as well as to relevant vocabulary items. Students are more likely to feel interested and invested in the lesson and will probably take better care of the materials.

It can be concluded that flashcards that bear picture on it can be useful to create fun class activities. Flashcards can be bright and colorful and make a real impact on visual learners. Many of the activities outlined below will also appeal to kinesthetic learners Budden in (Damayanti,2019:22). Flashcards which have colorful pictures are interesting and can attract the young learners interest because generally, young learners like something unique, colorful and they are also interested about many pictures. Students" visual aids such as pictures, charts, flash cards, etc. are valuable to be used in the teaching learning process. Studying with those media is enjoyable and interesting.

While, Voxy ELT poll (2011) Stated: 98% of teachers say that flashcards help students learn language. Flashcards also appeal to the young learner; in pedagogy, the focus remains on the content and the effective delivery of that content. With flashcards, we are able to set numerical targets: "How may words have I mastered today? When we meet our goals, we are rewarded with a sense of achievement that

motivates us to keep learning. Brown in (Damayanti, 2019:22) stated that flash card can be taken almost anywhere and studied when one has a free moment.

Flashcards are fast and fun to use and they are effective since they have multi-sensory appeal and occupy only a short time within lesson. Moreover, the result of a study conducted by Tan and Nicholson in (Damayanti,2019: 22) showed that flashcard training groups were significantly better than the control group in speed of reading words and reading comprehension. Students said that they enjoyed their lessons and flashcards could be fun. Furthermore, Hill in (Damayanti,2019:23) listed several advantages of flashcards, such as availability (one can get them in many magazines, on the internet, etc); they are cheap, often free; they are personal (teacher selects them); flexibility – easily kept, useful for various types of activities (drilling, comparing, etc), they are always fresh and different", which means they come in a variety of formats and styles and moreover the learner often wonders what comes next. Based on the reasons above, flashcards are simple, versatile, yet often underexploited resource. I would like to use flashcards in teaching and learning activity in order to build interesting learning activity in young' learners English class.

In conclusion, the researcher decided that using flashcard may help the teacher to improve his/her teaching strategy and increase young learners interest in learning English. Finally, the subject was taught

with enjoyable, interesting and fun atmosphere but the students still understand the material had been taught well.

2.1.3 Opinion

2.1.3.1 The Definition of the opinion

According to Irish and Prothro (Syahputra, 2018: 2), the communication process is also called opinion, feelings and thoughts that are not yet real are called attitudes. Meanwhile, Lasswel in Munthe 2021 says that an opinion that is directly stated is called an external opinion, while that which has not been stated is called an internal opinion. In general, an opinion is an assessment, opinion or point of view or a statement of nature that has a basis of certainty. Because they do not have a foundation of certainty, opinions are subjective and sometimes based on emotional factors or other things, which seem illogical or unreasonable. Opinion is an expressed statement that can be pronounced in words, it can also be expressed in gestures or other ways that contain meaning and can be understood immediately.

2.2 PREVIOUS STUDY

The first researcher is research from Amiruddin & Razaq from the As'adiyah Sengkang Institute of Islamic Religion, Indonesia, 2022. This research is entitled *"The use of Flashcards to improve students' Vocabulary achievement"*. This study looks at how flashcards improve students' vocabulary mastery in terms of word classes (nouns, verbs, adjectives, adverbs), word meanings, and language use in the third semester of English education at IAI As'adiyah Sengkang. The pre-experimental strategy was used in this study. The research sample consisted of 13 students. The researcher chose 8.5 as the research sample using cluster random sampling technique. Data on students' vocabulary achievement were collected using multiple choice, word meanings, and sentence-building exercises, then analyzed using SPSS 24. The researcher found that the use of flashcards increased students' vocabulary achievement based on these findings.

The second researcher is Lela Sesmilea from the Muhammadiyah University of Surakarta, 2020. The title of this study is *"Use of flashcards in teaching vocabulary to first-grade students at SD Muhammadiyah 16 Surakarta, in the 2019/2020 academic year"*. The purpose of this research is to identify how teachers use flashcards in teaching English, the strengths and weaknesses of flashcards in learning English. This study uses descriptive qualitative research. Data collection methods are observation, interviews and document analysis. Data analysis was carried out in three stages, namely data reduction, data presentation, and conclusion. The researcher concluded that teachers use flashcards as a medium for learning English at SD Muhammadiyah. The advantages of flashcards

in learning English include an interesting class atmosphere, being able to focus students' attention and being able to motivate students in learning English.

The third research came from Aziza, English education program, University of Ibn Khaldun Bogor, 2020. This research is entitled "The use of flashcards in teaching vocabulary to young learners". *The purpose of this study was to analyze the use of flashcards in teaching word cities to youth.* The research design used is a qualitative design. Participants amounted to 30 students. The instrument used is observation and student test results. Have found that the use of Flashcards in teaching vocabulary does not really have an effect on the vocabulary of beginner students in mastering vocabulary. It is also possible that the teacher is not very good or unable to use Flashcards properly. In the future, teachers are expected to be able to use all kinds of media including Flashcards in order to achieve learning targets.