CHAPTER II

REVIEW OF RELATED LITERATURE

A.   Previous Studies

The Writer toke some of previous studies which used by writer as his references in conducting this study.

The first study is a thesis by Harjanti, entitled "Improving students' vocabulary mastery using flashcards, a class room action research at the fifth grade students of SDN Balongan II Surakarta in the academic year of 2010/2011".

The research finding of her study showed that the implementation of teaching English using flashcard is successful. It improves (1) Students' motivation in teaching learning process; (2) students' vocabulary mastery; and (3) students' achievement.

Flashcards technique made the students interested in the lesson. They became happy and enthusiastic. During the action, they didn't get bored easily. They also sustained their motivation; they could focus until the lesson ended. They also became more confident and more active to join the classroom activity. Beside, the students could learn vocabulary easily using flashcards technique. They learnt pronunciation and name of word as what they saw on the cards. They caught the meaning of the words directly from the flashcards and knew their spelling. They also memorized fast through drilling. The students' motivation and the students' vocabulary improved. They increased the students' achievement.The

mean scores improve from 39.66 in the pretest to 71.70 in the post test of the cycle one and 85.35 in the post test of cycle two.

The research finding of her study imply that using flashcard is the effective technique that can be used by the teacher to teach English at the fifth grade students of SDN Balongan II Surakarta.[13]

The second study is a journal by EmrahBakiBaşoğlu and ÖmürAkdemir entitle "A Comparison of Undergraduate Students' English Vocabulary Learning: Using Mobile Phones and Flash Cards".

The result of their study were : The first result indicated that the use of vocabulary learning program in the mobile phone improved the acquisition of students' vocabulary learning and students' attitudes towards the use of mobile phones for English vocabulary learning. The second finding indicated that students' vocabulary learning was also improved when flashcards on paper were used. The third finding of the study indicated that using vocabulary learning programs on mobile phones is more effective to improve students' vocabulary learning than using flashcards on paper. The last finding indicated that participants found learning English vocabulary on mobile phones effective and entertaining. These findings are discussed with the results of the studies found in Literature.

Result indicated that not only did mobile phones improve students' vocabulary learning, but students also showed positive attitudes towards the use of

---

[13]Harjanti, *Improving Students' Vocabulary Mastery Using Flashcards, a Class Room Action Research at the Fifth Grade Students of SDN Balongan II Surakarta in the Academic Year Of 2010/2011*. Thesis.Surakarta: SebelasMaret University. 2011.

mobile phones for English vocabulary learning. Similarly, using mobile devices to investigate the value of dictionary use on mobile devices for incidental vocabulary learning in higher education, Song and Fox found out that students produced positive attitudes towards the use of mobile devices in learning. Additionally, they accepted uses of the tools on both mobile devices and computers for vocabulary learning. The study also pointed out that using mobile devices and computers in an integrated way formed the vocabulary learning activities. Besides accessing vocabulary programs in mobile phones whenever and wherever they preferred, students could have developed a positive attitude in using mobile phones for language learning Saran, Cagiltay and Seferoglu,. Cavus and Ibrahim also found out that as a mobile learning tool to learn English vocabulary using Short Message Service text messaging, students expressed positive attitudes to their learning. The combination of these factors might have contributed to achieve such results with increased vocabulary learning in this study when mobile phones are used.

In addition to the findings showing that using mobile devices in language learning is an effective learning tool, results also manifest that students' English vocabulary learning has improved after the use of flash cards. Findings in the literature also support the benefits of flashcards use. In a study conducted by Tan and Nicholson, results 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. Results of Stutz's study also support that flashcards are fast and fun to use and they are effective since they have multi-sensory appeal and occupy only a

short time within the lesson. The article concludes that there are various ways to use flashcards; such as writing, speaking, testing and having fun. Fun and ease of use of flashcards could be the reason for effectiveness of flashcards in improving students' English vocabulary learning.

This study also demonstrated that utilizing vocabulary learning programs running on mobile phones improved students' acquisition of English vocabulary more than traditional vocabulary learning tool, flash cards. Thornton and Houser also found similar results when comparing students' scores studying vocabulary materials on mobile phones with paper. Mobile phone users received better scores than students using identical materials on paper. Therefore, it was concluded that mobile phone use for language learning is more effective than its papercounterparts. Increased use of mobile phones has made them a popular device for not only communication, butalso for entertainment and learning purposes. Accessibility and portability of mobile phones promoted studentsto use them as an English vocabulary learning tool in their leisure time. Therefore, vocabulary learning gain ofstudents using mobile phones might be found higher than flashcard users.[14]

From two previous studies above, there are some differences in the research findings. The first study was imply that flashcard media is an effective media in vocabulary teaching, and the second study imply that English vocabulary learning using flashcardless effective than using Mobile Phones.

---

[14]EmrahBakiBaşoğlu and ÖmürAkdemir, *A Comparison of Undergraduate Students' English Vocabulary Learning: Using Mobile Phones and Flash Cards.* Journal. Turkey: ZonguldakKaraelmas University. 2010

The difference between this study and previous studies was located on methodology and the media used. The writer used pre-experimental design, it is different from Harjanti's thesis, and she used a class room action research design in her research. And For the second study by EmrahBakiBaşoğlu and ÖmürAkdemir, the different between current study and their study seen in the media used, they used two medias in the study then compare flashcard and mobile phone, it is different with the current study where researcher only used one media that isflashcard media.

B.   Vocabulary

One of the languagecomponents beside grammar and pronunciation is vocabulary which have to be mastered well by the students in learning English to support them in communicate using English in form of oral or written.

1.   General Concept of Vocabulary

In society human, communicate among them through two language aspects such as verbal language and non-verbal language. Verbal language is indicated by speak and non-verbal language is indicated by body language. Thus, one thing that differentiates human from animals is verbal language or speaking beside mind to think. Humans can communicate with others through verbal language, either to apply or to receive the information which animal cannot do.

Vocabulary in a language is one of the most vital aspects to be mastered by the students of English. An explanation about vocabulary and its function in language teaching is necessary. Vocabulary is defined as all the words recognized and understood by people, although they are not necessary to be used by them.

Vocabulary is an inseparable part of any language learning process. It would be impossible to learn a language without vocabulary.

Rahimi and Sahragard in Maryam state that learning a foreign or second language at intermediate and advanced levels of proficiency involves the acquisition of thousands of words. Language learners look for effective ways to increase opportunities for retaining new words in long-term memory, but forgetting is a common problem. Language learners often complain that they forget new words soon after learning them. The importance of vocabulary learning also poses some challenges for teachers. They like to know in what ways instructional programs might foster the acquisition of so many words.[15]

In some literature, we find the meaning of vocabulary. There are some definitions of vocabulary. According to HarimurtiKridalaksana, "Vocabulary is a component of language that maintains all of information about meaning and using word in language".[16]

According to Oxford Learner's Pocket Dictionary, "Vocabulary is: (1) all the words that a person knows or uses; (2) all the words in a language; (3) list of words with their meanings, especially in a book for learning a foreign language".[17]

---

[15]Maryam EslahcarKomachali and MohammadrezaKhodareza, *The Effect of Using Vocabulary Flash Card on Iranian Pre-University Students' Vocabulary Knowledge*, Iran: Canadian Center of Science and Education, 2012, p.135.

[16]HarimurtiKridalaksana, *KamusLinguistikEdisi Ke-3*. Jakarta: PT. GramediaPustakaUtama. 1993. p.127.

[17]Hornby A.S, *Oxford Learner's Pocket Dictionary New Edition*, p. 482.

In the mastering vocabulary, there are some aspects, which used to indicate the successfulness of mastering vocabulary. They are pronunciation, spelling, meaning, and the use of words.

From the explanation above, it is clearly enough that everybody who learns a language as a foreign language is hoped to know and master the vocabulary to improve the language skills. Vocabulary become major problem in learning foreign language, teachers of foreign language must be emphasizes on this matter, with the result that students' problems of learning language skill can be minimized.

2.   **The Types of Vocabulary**

Hiebert and Kamil divided vocabulary types; Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well known, familiar, and used frequently. Conversely, receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading.[18]

Receptive vocabulary is the vocabulary that we can understand when it is presented to us in text or as we listen to others speak, while productive vocabulary is that vocabulary we use in writing or when speaking to others. It is generally believed that receptive vocabulary is much larger than productive vocabulary since we often recognize words that we would rarely use.

Nation also divided vocabulary in the specific reference, such a word.

---

[18]Elfrieda H. Hiebert and Michael L. Kamil. *Teaching and Learning Vocabulary.* New jersey: Lawrence Erlbaum Associates Publishers. 2005. p.3.

a. Receptive Vocabulary: Knowing a word involves being able to recognize it when it is heard (What is the sound like?) or when it seen (What does it look like?) and having an expectation of what grammatical pattern the word will occurrence. This includes being able to distinguish it from word with a similar form and being able to judge if the word form sounds right or look right.

b. Productive Vocabulary. Knowing a word involves being able to pronounce the word, how to write and to spell it, how to use it in grammatical pattern along with the word in usually collocates with it, it also involves not using the word too often if it is typically a low frequency word and using it in a suitable situation using the word to stand for the meaning it represents and being able to think of suitable substitutes for the word if there any.[19]

Jo Ann Aeborsold and Mary Lee Field Classified Vocabulary into two terms there are:

a. Active Vocabulary refers to items the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the language target, they are also hoped to familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill.

---

[19]ISP Nation, *Teaching and Learning Language.* New York: New Burry house,1990,p.29.

b. Passive Vocabulary refers to a language items that can be recognizes and understood in the context of reading or listening and also called as receptive Vocabulary.Passive Vocabulary or comprehension consists of the words comprehended by the people, when they read and listen.[20]

From the explanations above, vocabulary divided into two types, they are Receptive vocabulary and Productive vocabulary.Andclassified into two classifications, first is active vocabulary and the second is passive vocabulary.

3.   **The Importance of Teaching and Learning Vocabulary**

The acquisition of vocabulary is arguably the most critical component of successful language learning. [21] It means that mastering vocabulary is a necessity for the language learner, thus the learners will easier to study foreign language which different with their native language.

According to EndangFauziati, vocabulary is central to language and critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his idea in both oral and written form. Having a limited vocabulary is also a barrier that precludes learning from learning a foreign language. When do not know how to enrich their vocabulary, for example, they gradually lose interesting learning.[22] From the statement above, we know that vocabulary is the important thing to be master, when learners try to study a foreign language it means they have to master the

---

[20]Jo Ann Aeborsold and Mary lee Field, *From Reader to Reading Teacher,* New York: Cambridge University Pres,1977, p. 139
[21]Jeanne McCarten, *Teaching Vocabulary Lesson From the Corpus Lesson for the Classroom,* New York: Cambridge University Press, 2007,p. 26.
[22]EndangFauziati, Teaching *of* English *as a Foreign Language*, Surakarta, MuhammadiyahUniversity Press.p. 155.

vocabulary to help them in studying the foreign language.Without mastering enough vocabulary generally, they will find some difficulties in understanding the foreign language which commonly different from the native language, as Nunan said: vocabulary is essential for successful second language learning because without an extensive vocabulary the students will be unable to use the structure functions. The students' have learner for comprehensible communication".[23]

4.   The Techniques of Teaching Vocabulary

In language teaching especially in teaching vocabulary, Variety of technique is important to invite the students' interest in teaching learning activities.

There are many way to presenting vocabulary, as Haycraft said in his book entitled "An Introduction to English Language Teaching". He states that there are eleven techniques as follows:

a. In context

If the word occurs in text or passage, the meaning can often be deduced when the other words in the sentence are already known. This deductive process applies particularly to the use of reading passage or stories, whether taped, read, or told.

b. Create a context

The only way to teach the meaning of many abstract words is by creating a context or situation from which the students can then deduce the meaning.

---

[23]David Nunan, *Second Language Teaching and Learning,*Boston, Cengage Learning, 1998,p. 101.

c. Descriptions or definition

You can also describe and define objects, although drawing is often more effective.

d. Outside the classroom

Take your class out and introduce words for things seen in a shop window, or in the street. Close control and plenty of revision is needed here but it is a vivid way of teaching, and new vocabulary is taught in a living context.

e. Objects

There are hundreds of simple objects already in the classroom, others, which can probably be seen through the window, and others which can be brought in when needed.

f. Drawing

Even a teacher without too much skill can represent simple objects on the board. If he draws badly, a guessing game ensues to determine what he actually has drawn.

g. Mime

This particularly useful for actions: eating, drinking, jumping, tripping up, etc. It can also involve the objects connected with these verbs: drinking coffee, eating a sandwich, etc. Revise by getting your students to mime when you say a word.

h. Opposites

A word can often be defined if the students know its opposite: A brave man is not afraid, An ugly girl isn't pretty, A plain girl isn't pretty or ugly, etc.

i. Translation

If you do translate vocabulary, make sure you then exemplify the word in context. As equivalent words are not always used in exactly the same way in different languages, setting them in context also bring out their exact meaning.

j. Pictures/flashcards

The existence of a wide assortment of magazines and illustrated advertisements means that pictures can be easily found for special vocabulary areas such as kitchens, clothes, cars, interiors and so on. The pictures or cuttings can be pasted on to a piece of cardboard to make a flashcard.

k. Wall charts

These are valuable because they are present vocabulary in a visual context, as long as they are visible.[24]

5. **Vocabulary mastery**

Vocabulary plays important role because it appears in every language skills, vocabulary also known as a basic component. A Student who masters

---

[24]John Haycraft, *an Introduction to English Language Teaching,* Longman Group Ltd. 1986. p. 47-50

vocabulary well will not find difficulties in the learning process than student who does not master vocabulary well.

Mastering vocabulary is the ability to get or to receive a lot of words, and the ability in understanding and using the vocabulary. By mastering vocabulary we will know the meaning of vocabulary in the context.

A good mastery of vocabulary helps the learners to express their ideas precisely. By having many stocks of word learners will be able to comprehend the reading materials catch other talking, give response, speak fluently and write some kind of topics. On the contrary, if the learners do not recognize the meaning of the words use by those who address them, they will be unable to participate in conversation, unable to express some ideas, or unable to ask for information.

Whilst Becker in Sue Hackman, identified poor vocabulary knowledge as the primary cause of academic failure of disadvantaged students. This means that children with low vocabularies need to be targeted early, since catching up is very difficult.[25]

Consider the important of vocabulary role in learning foreign language. The mastery of this element should be ensured and developed. Otherwise, the vocabulary mastery of the children will be limited and consequence of it is that they will find difficulties in learning the skills of the language.

---

[25]Sue Hackman, *Teaching Effective Vocabulary*, Nottingham: Department For Children Schools and Families. 2008.p.5.

6.   Vocabulary Assessment

As with other areas of literacy assessment, the assessment of students' vocabulary development should be varied and meaningful. Janet Allen lists the following indicators of students' vocabulary development:

1. An increased sense of word play.

2. A heightened awareness of how words sound (rhyme, repetitive language patterns).

3. An inquisitiveness about word meanings and etymologies.

4. A more diverse and richer use of language in speech and writing. and

5. An ability to construct semantic maps to extend an understanding of words and concepts.

Assessment uses descriptions rather than judgments of readers and writers and is formative, or in process, rather than summative or final. Evaluation, on the other hand, is summative. When we evaluate students' vocabulary growth, we compare students' use of vocabulary to an established benchmark or standard of expected student performance at a particular point in time. So, when we say we are assessing students' vocabulary growth, we are involved in data collection. When we evaluate students' vocabulary growth, we are placing a value on that data based on the Sunshine State Standards and Benchmarks.

Here are some important reminders about vocabulary assessment:

a. Assessment of students' vocabulary development should focus on formative assessment data collected throughout the school year.

b. Vocabulary instruction should be based on data collected from formative assessments.

c. Students should participate in assessing their own progress.

d. Multiple measures should be used to determine vocabulary growth.

The expert suggests that teachers assess vocabulary in their classrooms using written work, cloze passages, hinky pinkies (riddles), memory games, teacher tests, and by asking students directly. Here are some offer suggestions for testing word knowledge.

We could ask the child to:

a. Read the word and circle a picture of it.

b. Look at a picture and circle the word for it.

c. Read the word and circle a definition.

d. Read the word and circle a synonym.

e. Read the word and circle an antonym.

f. Read the word in context and circle a definition, synonym, or antonym.

g. Read a sentence and write the missing word.

h. Read a sentence and supply the missing word orally.

i. Read the word and draw a picture or tell about it.

j. Read the word and put it in a category.

k. Find the word in a category in which it doesn't belong.

Formative assessment strategies that teachers can use to document students' vocabulary development include:

1. Anecdotal Records

Teachers take notes during class time as they listen for students to use target vocabulary during class discussions. While reading student writing, teachers take notes on students' use or misuse of target vocabulary or word elements such as roots and affixes.

2. Students' Work Samples

Students select samples of their writing at pre-determined times during a grading period. These samples are stored in writing folders, notebooks, or in students' literacy portfolios. Together, teachers and students can examine writing samples at the end of each report card period to note differences in students' use of words studied. Then, teachers assist students to set reasonable goals for learning vocabulary during the next grading period.

3. Checklists

Teachers create checklists of vocabulary skills such as a list of root words and affixes they will be teaching. Then, near the middle and again near the end of each grading period, teachers examine student writing using the checklist. They place a check by each of the new roots or affixes students use in their writing. By examining each student's use of the desired vocabulary, teachers are able to plan vocabulary instruction to meet students' needs.

4. Portfolios

Students select samples of their work (writing assignments, quizzes, tests, etc.) and organize them in a portfolio. Near the end of each grading period, teachers conference with students about their work. Using the evidence collected in the portfolio, teachers and students determine if students have met their established goals for that grading period. Together, they establish new goals.[26]

C. Flashcard

Education Association (NEA) states that media are the things that can manipulate, by watching, listening, reading, and speaking with their instrument used in teaching-learning process, it can influence the activities of instructional problem.

Association for education and communication Technology (AECT) media are types that used in information process.[27] Media meant as human, material, or things to made building a good condition that make students get knowledge, skills, or attitudes.

Furthermore as Sadiman states that Media are everything that used to transfer message from the senders to the receivers in order to stimulate the student's thought, feeling, attention and interest, in such away, so that the process of learning happen.[28]

AzharArsyadargued thatthe flashcardisa smallcardthat contains the images, text, or asymbolthat remindsand guidesstudentstosomething related tothat

---

[26]http://faculty.scf.edu/sharric/lesson7/lesson7topic8.htm, Accessed on November 24th 2015.

[27]*Ibid.,*

[28]Arief. S. Sadiman, R. Rahardjo, dkk, *Media Pendidikan (Pengertian, PengembangandanPemanfaatannya)*, Jakarta: Raja GrafindoPersada, 1996, p. 6.

picture. Flashcardusuallymeasuring 8x12cm, orcan be customizedto the size ofthe classis facing.Flash card-image containingimagesof objects, animals, etc., that canbe usedto train studentsto spell andenrichvocabulary.[29]

Based on definitions of media above, media is anything that teachers can use to help students to get what the teacher want to transfer and give to the students. In other word, media is a tool or everything that can help the sender (teacher) for sending a message to the receiver (students), so that the students understand what the teacher means.

Appropriate to the definitions of media given by experts above, the writerused flashcard as the media in this study. Flashcard is a media which is a one of visual media that can be used in the teaching learning process that can help the students and the teacher to make same perception. According to Geoffrey Broughton "Flash card is a card with writing or a picture held up briefly by the teacher to illustrate a teaching point or elicit a response from a class."[30]

David A Hill in KateřinaJoklová classified pictures according to their size into three 'key'categories:

   a. "Large (20x30 cm): useful for whole-class work"

   b. "Medium (10x15 cm): useful for group-work"
   c. "Small (5x5 cm): useful for games and other group-work activities.[31]

Based on experts' opinions above, we can conclude that flashcard is a card contain with word or picture. Flashcard media can be used for vocabulary

---

[29]Azhar Arsyad, *Media Pembelajaran*, Jakarta: Rajawali Press, 2011, p.119.

[30]Geoffrey Broughton,dkk. *Teaching English as a Foreign Language Secong Edition,* New York.Taylor & Francis e-Library. 2003. p. 219.

[31]KateřinaJoklová, *Using Pictures in Teaching Vocabulary*, Bachelor's Thesis. Brno. Masaryk University. 2009. p.17

treasury development in the aspect of language development. This card can be played by showing to children and read fast. The flashcard's size appropriates with class room, it means the flashcard's size for small classroom will different with the flashcard's size for wide classroom and the students are many.[32] The following picture are the examples of flashcards:
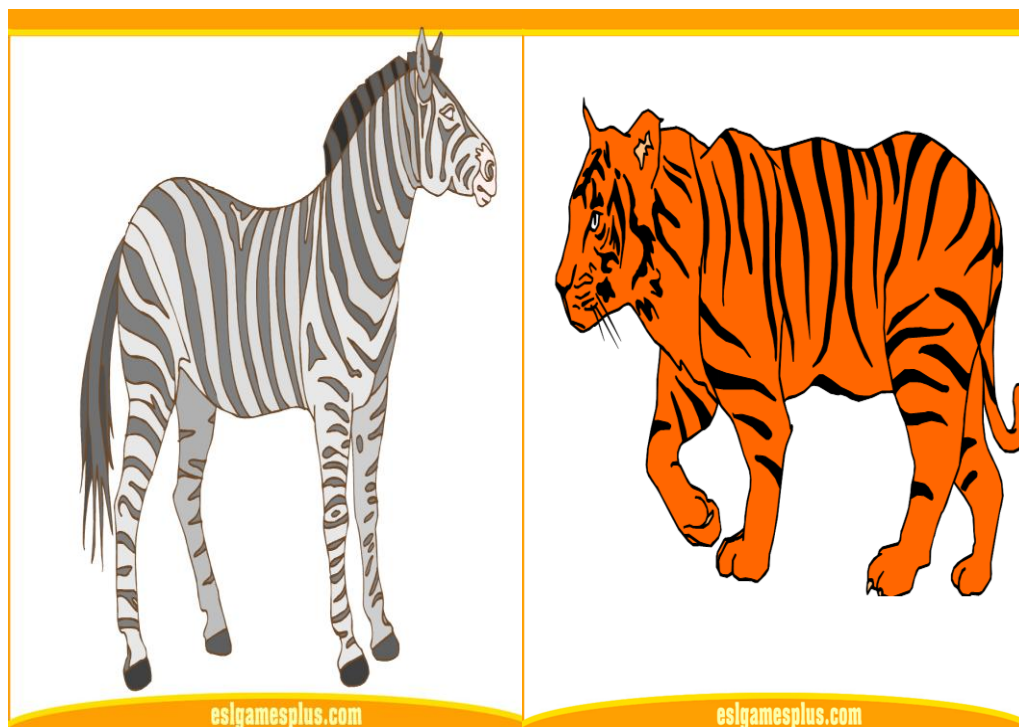
D. Teaching Vocabulary Using Flashcard

1. The Advantages of Flashcard in Teaching Vocabulary.

Basuki Wibawa and Farida Mukti state thatmediacards orflashcardstypicallycontaining words, pictures ora combination, and canbe usedto developvocabularyinlanguage subjectsgenerallyandinforeign languagesparticularly.[33]Suyanto also states that vocabularyenrichmentexercisesis

---

[32]http://Eprints.Uny.Ac.Id/9860/2/Bab%202%20-%20081112410.Pdf, Accessed on October 8th 2013. p. 15-16.

[33]Basuki Wibawa & Farida Mukti. *Media Pengajaran*. Bandung: Maulana. 2001. P.30

highly   recommendedtouse   aflashcardso   that   students   canadd

vocabularyandremembereasilybecausewhile looking atthe pictures.[34]

There are many advantages when an English teacher decided to use

flashcard media as teaching vocabulary media.

    a. Decrease of using mother tongue or language first (L1).

    b. Flashcard makes teaching learning activities easier.

    c. Increase motivation or students' learning interest.

    d. Explaining new concept in order to make students understand without any difficulty and wrong understanding.

    e. To make same perception when the new concept has more than one meaning.

    f. Increasing the quality of teaching English

    g. To make the learning activity more interesting and interactive.[35]

There are some other advantages of applying flashcard as teaching

media.With small size flashcard can put in the bag even in pocket so it does not

need a large place, can be used in the room or outside the room, and Flashcard

also can help the teaching English vocabulary to young learners run more

effective. In delivering the material to the students, Flashcard can make the

learning experience more fun, attractive, and memorable for them. As results, the

students' interest to the lesson increase and the boredom during the lesson can be

avoided.

---

[34] Suyanto.KE. Kasihani, *English for Young Learners,* Jakarta : PT.BumiAksara. 2010. p.109

[35]Ibid, p.101

2.   **The Weakness of Flashcard in Teaching English Vocabulary**

Beside the advantages,flashcard media also have some weaknesses when an English teacher decides utilizing the media in the teaching vocabulary.

a. The dimension of flashcard commonly is not big, so the students who sit on the behind will find some problems to see the picture appear on the flashcard. It is also the case for students who have eyesight problems such as minus, near-sighted, and also myopic.

b. The numbers of vocabulary arelimited, becausethe vocabularyshould be appropriateto theimage. In orderto avoid anymisunderstanding ininterpretingvocabulary given.

According to the weakness of flashcard, the English teacher should prepare their self wellwith a purpose to decrease the weakness of the flashcard so the teaching learning process will not disturbed by it is weakness.

3.   **Procedure of Teaching Vocabulary Using Flashcard**

Based on Repository UPI Team, the procedures of using flashcard in the classroom to improve vocabulary mastery are divided into two parts. First is procedures of using flashcard, hereare several procedures when English teacher decides to use flashcard as his/her media in teaching English vocabulary.[36]

a. Before presentation

1. Preparing our self

Teacher should master the materials, has skill to use the media.

---

[36]http://eprints.uny.ac.id/9860/2/bab%202%20-%20081112410.pdf, Accessed on october 8th 2013. p. 27-29.

2. Preparing flashcard

Before the teaching process starts, make sure the flashcard is enough.

3. Preparing place

Presentation positions, is it good or not, how is the lighting, are the students can see clearly and nothing disturbing voice.

4. Preparing the students

Students position must arrange in order to make all of them can see the flashcard media.

b. Presenting

1. Standup with distance 1-1.5 meter in front of the class where all of the students can see the teacher.

2. Prepare cards from same group heaped and hold by left hand as high as chest and the picture face to students.

3. Toattract the attention ofstudents, show the pictorial page cardby taking the very back ofthe cardandput itat the front then mention the name of the picture.

4. Thenfliptheimageso that thesignare in frontwhile saying, dothisactionquickly.

5. Ask students to follow or repeat what teacher says.

6. Then takethe secondcardfromtheback of thecard, then teacher ordered to doas step3and4.

7. Do it sequentiallyuntilthelastcard, thespeedis no morethanone secondfor eachimageandsign shown.

8. Afterallcompletedcardsmentioned, one by onequickly. Givethe cardsthathave been explainedto student sittingnearthe teacher.

9. Ask the studentsto see againone by one, and then continue to other students.

10. Oncethe cardsare returned, continue withclassdiscussion asstrengtheningmemory.

E.   Teaching English Vocabulary for Elementary School Level

English is a foreign language, which is very important subject to be taughtforpreparing young generation to face rivalry with young generation of the other countries.When the government decides to absorb and develop of technology, science, culture, and art, they need many people who master English to learn technology, science, culture, and art in other country. As we know, more of the technology is mastered by western countries and they use English as main language, so that we cannot get anything when we do not know the language of the country where we study. Therefore mastering English is a necessity in the international association because English is a global language or an international language which every country know. In other words, a country that master English well will find some profits such as absorption of technology, science, culture, and art easier. Therefore,English is very important to be taught to the young generation even children to prepare them better in facing the future.

As JalaludinRahmat said in his book, the opportunity to learn language is begin to open at two months. The area that connected to the language is being

very active at 18 until 20 months. Baby mastered about 900 words at three years old, and increasingly until 3000 words at five years old. [37]

In line with JalaludinRahmat's statement, the goal of national education is to develop mentality of nation that is imbued with, faith, moral, science, and skill. Also to increase responsibility as a nation. In addition, in chapter IX, article 37 states that curriculum development in every school level is based the development of learner and situational needs, national development, and development of science, technology, and art. Therefore, for the need of globalization and 21st century, the goal of ELT addresses to the development of communicative competence in English, including reading, listening, speaking and writing skill simultaneously by mastering 1,000 words for Lower secondary level and 2,500 words for higher secondary level.[38]

The students of elementary school are usually called young learners. Children or young learners are different from adult in several things, for example, children very like playing and moving whereas adults seem reluctant to move and regard playing as childish. The students of elementary school use their native language in the society since they speak for the first time, even though they do not know how to use it in the written form.

The students of elementary schools are in the age of seven to twelve years. As we know, they are very active children and they enjoy having fun. Children learn new language from what they hear and they use their ability to

---

[37]JalaludinRahmat,*BelajarCerdas, BelajarBerbasiskanOtak,* Bandung: Mizan Learning Center (MLC). 2005. p. 233.
[38]AisahEneng Elis, *Development of English Language Teaching Syllabus in Indonesia*, http://www.englisah.wordpress.com (Online on October 9, 2013).

imitate a sound of a word from the adult. When they are introduced to a foreign language, they may find some similarities and differences between learning their mother tongue and learning the foreign language. One of the differences is that the native language is used as a means of communication at home, school and in the society, while the foreign language is not used as a means of communication.

The age of our students is a major factor in our decisions about how and what to teach. People of different ages have different needs, competences and cognitive skills, we might except children of primary age to acquire much of a foreign language through play, for example whereas for adults we can reasonably expect a greater use of abstract thought.[39]

There some obstacles in teaching foreign language to children, such as bored. To avoid Boring situation the teacher has to select the most appropriate teaching technique and media. Generally media is a tool that teacher uses as lecture support or as an additional learning stimulus for their students. Media has a very important role in increasing and stimulating students' participation in the elementary school English lesson. It is also increasing the student's interest to follow and pay attention to the lesson, because by using media, the student are not only listen to what is said and taught by the teacher, but also see, notice, and fell it directly. Examples of the teaching aids or media in elementary English school are: blackboard, realia, puppets, pictures, flashcards, etc.[40]

---

[39]Jeremy Harmer, *the Practice of English Language Teaching, Fourth Edition,* London: Longman. 2004.p.81

[40]Amanah, *Teaching Vocabulary Using and Without Using Realia Media at the Third Grade Students of SD Islam Terpadu Al Furqon of Palangka Raya,* Thesis.PalangkaRaya : STAIN. 2011, p. 42-43.

To realize an interesting learning activity, the teacher needs to have a special ability or skill, as stated by Douglas Brown, "to successfully teach children a second language requires specific skills and an intuition that differ from those appropriate for teaching adult."[41]

From the explanation above we can conclude that teaching English to elementary school is very important, not only the subject but also the students. Elementary students are need some special techniques it is very different from teaching adult, it has some uniqueness and problems which should be overcame by an English teacher in order to achieve the goals of English teaching process and also to decrease the problems of English Teaching process.

---

[41]H. Dougles Brown, *Teaching by Principles: an Interactive Approach to Language Pedagogy,* New York: Pearson Education Company, 2001, p. 87.

F.   Frame of Thinking

Figure 2.1

Frame of Thinking

Teaching English at Elementary Level

Teaching English Vocabulary

Pre-Test

Treatment **The Effect of Flashcard Media on Vocabulary** **Mastery at the Fifth Grade students of MIS NU** **Palangka Raya**

Post-Tes

Analyzing data

Discussion

Conclusion