CHAPTER II
REVIEW OF THE RELATED LITERATURE

This part presents related study, the nature of vocabulary, kinds of vocabulary, the use of vocabulary, the nature of flash card, definition of flash card, using flash card in teaching vocabulary, the advantages and disadvantages of flash card, and teaching vocabulary at junior high school level.

A. Related Study

One thing that differentiate human from animals is verbal language beside mind to think. Humans can communicate with others through verbal language, either to apply or to receive the information the animal can not do. When we observed a child first acquiring speech, we talk of this progress as a matter of learning new words, we are also likely to feel that the adult speaker with the largest vocabulary has the best command of English. To think of a language as just a stock of words is, however quite wrong. Words alone do not make a language; a grammar is needed to combine them in some intelligible way. Vocabulary plays an important role because it appears in every language skills. Vocabulary building is really important in any language learning. Vocabulary becomes a major problem in learning English. In teaching vocabulary, generally the teacher teach new words.

There are some related studies that discussed on vocabulary. The first is a study by Siswati. The result of the research indicated that the teaching of

vocabulary by using picture chart was influence the students ability to mastery English vocabulary at Al-Furqon kindergarten Palangka Raya.[8]

The second is the study by Yuliana. The results of this study, teaching vocabulary by using VCD media was effective to increase students' vocabulary achievement especially to the fourth grade students of SDN 6 Langkai Palangka Raya in academic year 2006-2007.[9]

It was different from this study. In this study the researcher emphasize on the effect of vocabulary card toward the students' vocabulary mastery.

The third was conducted by Joklova, she investigated the use of pictures for primary pupils (8-10 years old) by using qualitative analysis. She explained that the pictures represented an indispensable tool for teaching vocabulary especially when teaching children. In addition, she also stated that pictures helped the students remember the word better and they helped the lesson more interesting and beneficial.[10]

Based on the previous studies above, the writer did the different study, in this case the writer had different subject and object of the study, in this study the writer's subject was the student of eight grade who have taken the vocabulary at the seventh grade students of MTs MUSLIMAT NU Palangka Raya and the writer

---

[8]EndangSiswati, *Significance of Teaching Vocabulary Using Picture Chart Media and without using Picture Media at Al-Furqon Kindergarten of Palangka Raya*, *Unpublished Thesis,* Palangka Raya: STAIN, 2008.
[9]Yuliana, *A Study on Teaching Vocabulary by Using VCD Media at SDN 6 LangkaiPalangka Raya*, *Unpublished Thesis,* Palangka Raya: UNPAR, 2006.
[10]Katerina Joklova, *using pictures in teaching vocabulary,* unpublished thesis of department of English language and literature of Masary K university, faculty of education, Brno, 2009

object was teaching vocabulary using vocabulary card and without vocabulary card.

In this study the writer focussed to measure the effectiveness of using Flash Card in teaching Vocabulary as media at the Islamic Junior high school of MTs Muslimat Nu Palangka Raya. Same with those previous study above, the writer interested in inquiring further vocabulary teaching strategies by picture as a visual media. The differences, this study focuses on the teaching techniques using vocabulary card media used by the English teacher in teaching vocabulary. In this case, it's about how the activities of the techniques and how the effectiveness of the technique using flash card by the teacher to teach vocabulary. This study also focused on experimental study, different with joklova that investigated the use of pictures by using qualitative analysis.

B. The Nature of vocabulary

In some literature, we found the meaning of vocabulary. Vocabulary is a list of words, with definitions or translations, used in a language, a particular book, a special branch of study, etc.[11]

1. Kinds of Vocabulary

In English, vocabulary should be comprehended by the teachers before giving it to the students. Vocabulary is the one of the most important aspect of the foreign language learning. Further, vocabulary is the meaning associated with spelling word, the focus in the meaning. So the learners have to know about

---

[11]AS Hornby, *Oxford Advanced Learners' Dictionary* (London : Oxford University Press. 1897), p.1440

vocabulary if they want to get success in their learning language. According to Thornbury, there are two kinds of vocabulary, such as[12] :

a. Function Words (Grammatical Words)

Function Words (Grammatical Words) are A <u>word</u> that expresses a <u>grammatical</u> relationship. Also known as a *grammatical word*. Function words include <u>determiners</u>, <u>conjunctions</u>, and <u>prepositions</u>. Contrast with <u>content word</u>.[13]

1) Prepositions

Prepositions are words or group of words that is used to show the way in which other words are connected. Example, for, of, in, etc.

2) Conjunctions

Conjunctions are words that connect sentences, phrases or clauses. Example, and, so, but, etc.

3) Determiners

Determiners are definite article, indefinite article, possessives, demonstrate, and quantifiers. Example, the, a, an, my, this, some, etc.

4) Pronoun

Pronoun is a word that used in place of a noun or noun phrases. Example, her, she, they, etc.

---

[12]Scoot Thornbury. *How to Teach Vocabulary*.England :Pearson Education Limited, 2002. P.4

13Content Words and Function Words. 2011. http://www.pronuncian.com/Lessons/Default.aspx?Lesson=58,html, (Online), (Accessed on July 20,2013).

Table 2.1

Example of function words

auxiliary verbs	verbs that support the main verbs	am, are, has, could, should
Pronouns	words that replace nouns	I, it, we, they, he, she

b. Content Words (lexical words)

Content word is a <u>word</u> that conveys information in a <u>text</u> or <u>speech act</u>. Also known as a *lexical word*. Content words which include <u>nouns</u>, <u>lexical verbs</u>, <u>adjectives</u>, and <u>adverbs</u> belong to *open classes* of words: that is, new members are readily added. Contrast with <u>function word</u>.[14]

1) Nouns

Nouns are words or group of words that is the name of a person, a place, a thing or activity or a quality or idea; nouns can be used as the subject or object of a verb. Example, Eleanor, book, etc.

2) Verbs

Verbs are words or group of words which is used in describing an action, experience or state. Example, write, ride, etc.

---

[14]Content Words and Function Words. 2011. http://www.pronuncian.com/Lessons/Default.aspx?Lesson=58,html, (Online), (Accessed on July 20,2013).

3) Adjectives

Adjectives are words that give more information about noun or pronoun. Example, kind, better, etc.

4) Adverbs

Adverbs are words or group of words that describes or adds to the meaning of a verb, adjective, another adverb, or a whole sentence. Example, carefully, at home, etc.[15]

Example :

Table 2.2

Example of content words

Nouns	people, places, things, and ideas	Patty, Seattle, cars, happiness
main verbs	verbs without auxiliaries	ran, swim, thinks
Adjectives	words that describe nouns	red, soft, careful
adverbs (except adverbs of frequency)	words that describe nouns	calmly, quickly, carefully

---

[15]Jeremy Harmer, *How to Teach English,* England : Pearson Education Limited, 2001,p.37

Based on explanation above the writer generally focuse on content word. But, especially focuse on noun, verb, and adjective. so the kind of vocabulary should be related on the material of school.

2. The Use of Vocabulary

Vocabulary is important in case it could helps the students to enjoy their classes. One who masters enough vocabulary will find fewer difficulties than those who have fewer vocabularies. When they read a certain text, they will easily get the information from it since they can understand every word in the text. On the others hand, those who lack of vocabulary will face a lot of problems. Mastery of vocabulary will be useful for the process of achieving language- teaching objectives. That is the mastery of language skills (Listening, Speaking, Reading, and Writing). If we want to communicate with others in certain language, we must master the language they belong to. Especially to know enough vocabulary of those language.

These are the reasons why vocabulary is important :

1. An extensive vocabulary aids expressions and communication.

2. A person may be judged by others based on his or her vocabulary.

3. Level of Vocabulary

According to Nation in his book "Teaching and Learning Vocabulary", in Esna state that teaching vocabulary is directly related to some other language activities. If learners need to cover the whole range of language skills, a productive vocabulary of around 3000 base words and large receptive vocabulary are needed. However, teaching vocabulary to young learner isn't just simply

presenting some words, but it has significant influence to the four language skills.[16] Scott Thornbury state that they are seventh level of vocabulary such as;[17]

Table 2.3

Level of vocabulary

Level	Words
Easy starts	200 words
Level One Beginner	300 words
Level Two Elementary	600 words
Level three Pre-Intermediate	1.200 words
Level Four Intermediate	1.700 words
Level Five Upper-Intermediated	2.300 words
Level Six Advanced	3.000 words

The test could take the form multiple choice questions. Because the students still in beginners level, the writer take 200 words in her research, based on handbook of the teacher. The level of vocabulary in MTs Muslimat NU palangkaraya is easy stars based on the book based on handbook of the teacher.

---

[16]Esna Haullatun Nisa, A Study On English Vocabulary Teaching Techniques to Fourth and Fifth Grade Students of SD Plus DarulUlumJombang Academic Year 2008/2009 , *Thesis of State Institute for Islamic studiesof English Department Faculty of Tarbiyah,* Surabaya : SunanAmpel State Institute for Islamic studies, 2009, p.3 available at http://cak-umam.blogspot.com/2011/11/skripsi-satu-pembahasan-pada-pengajaran.html (accesed on 26 May 2014, 18:21)

[17]ScouttThornbury, *How to Teach Vocabulary,* England: Pearson Education Limited, 2002,p.59

C. Flash Card as Media

1. Flash Card (FC)

Flash card is a set visual media, in this case is asset of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. Flash card are cards on which word or pictures are printed or drawn. On other sources, flash card is a card with the word or words and something a picture down it. Based on discussed above, it can be taken a general view that flashcards are card with a word or words, number, or a picture on it for use in the classroom by teacher and students that help to learn and memorize new words.[18]

A German researcher, Sebastian Leitner, proposed the Leitner system, which uses flashcards efficiently. The system sorts flashcards into groups depending on how well the learner knows each card. The learner tries to recall the solution written on the flash card. If the answer is correct, learner puts the card into the next group. However, if the answer is wrong, the card is returned to the current group, which means they cannot progress to the next group.[19]

One strategy for learning vocabulary is the use of flash cards. A flash card is a cardboard consisting of a word, a sentence, or a simple picture on it. It should be noted that the letters on it must be visible and large enough for everyone sitting in the front and the back of the classroom. To make sure that everyone can see the letters on the card, it is better to write words with capital

---

[18]Konsultasi Psikologi Blog Sesama Artikel Manajemen;*Apa itu Flashcard*.html. (accessed on November 09,2013)

[1919]Badriya Juma Al-Salmi.*Using Adaptive Learning theory and a Schedule-based Flashcard to Enhance the Quality* . Batinah South Region.2011.p 99

letters. Both sides of the flash card should be used in teaching vocabulary. On one side, the new word is written in L2 and perhaps with a picture beside it and on the other side is the translation. These flash cards can be made by both teachers and learners. Various kinds of flash cards are on the market.

Flashcards for EFL teaching or self-study have been used for years and are a useful tool for teachers and learners. Flash cards 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 or flash card is a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. Flash cards can bear vocabulary, historical dates, formulas or any subject matter that can be learned via a question and answer format. Flash cards are widely used as a learning drill to aid memorization by way of spaced repetition.

Flash card is perhaps worth mentioning at this point, even though they are not actually pictures. However, being used in a similar way as picture flash card, they can often enrich the lesson. On top of that, those two can be indeed combined and applied together. Pointed out, word flash cards are most typically used in teaching reading and writing. Nevertheless, they will find their use in teaching vocabulary too, offering valuable help mainly in teaching the spelling of newly learnt words, which definitely should not be neglected as it often is learning from word card might be the simplest strategy of learning vocabulary.

Flash card can be fun, colorful, and creative way to aid in memory and retention of vocabulary words. Flash cards are a tried and tested teaching and

learning device inside and outside the classroom, for kids and adults alike. Some of these flash cards are designed to perfect your English while others can help you learn a new language entirely. The key to using flash cards is to look at the word or definition on one side, and test yourself to see if you can remember the answer written on the other. So you can perfect your knowledge of the vocabulary on the list and improve your overall vocabulary.[20]

2. Using Flash card in teaching vocabulary

Flash card is a visual media consist picture and word. Through picture presentation, people are able to reach outside their minds. Pictures that they can see always lead to the reality of their minds. But the realities that have been presented by pictures depend on the types of the pictures. Pictures can be used effectively to teach language, it has often been used to elicit conversation on topics such as shopping, things in the house, or a party. Pictures can be used to provide more systematically cultural experience neccesary for a full understanding and use of the language.

Using pictures as teaching aids can give a great help to the teacher in the class. The students will not always be successful in learning english just by listening to the explanation from the teacher or by reading many books. Therefore, in this study the writer chooses pictures as teaching aids in teaching vocabulary to the eighth grade of MTs MUSLIMAT NU Palangka Raya.

---

[20] Maryam Esclahcar Komachali, *The effect of Using Vocabulary Flash Card on Iranian Pre- University Students' Vocabulary Knowledge*. A Journal of Islamic A2ad University Iran, 2012, vol 5. No.3. p 4. http://www.ccsenet.org (accessed on May 19 2013)

3. Teaching vocabulary by using flash card at junior high school level

1. Technique of teaching vocabulary

Technique is implementation that which actually takes place in classroom.[21] It is related to the strategy to do something. Related to teaching vocabulary, an English teacher should find the appropriate strategies to teach vocabulary for young learners rather than viewing vocabulary items as a long and boring list of words to be defined and memorized. Therefore, the writer have four games as a techniques in teaching learning process while the writer explains the vocabulary as material by using vocabulary card, as follows :

1. Guesing game

    The teacher holds a flashcard so the children cannot see what it is. Ask the children "what is it?" and the children guess the word.

2. What's missing?

    Put a vocabulary card on the floor, face up. Children close their eyes and the teacher removes one card. "open your eyes. What's missing?"[22]

3. Matching game

    Devide the class into two teams with each team receiving one set of vocabulary cards. Each team should pass out the cards until all gone. The students should place the vocabulary word up and the definition down. Pass out another set of vocabulary with the definition up, placing one card on each desk so that each

---

[21]Irma suryani, *A study on the techniques of teaching English vocabulary to children at elementary school Al – Munawarah plus pamekasan,* perpustakaan UMM : unpublished thesis, 2008, p. 10, http://dosen.narotama.ac.id/wp-content/uploads/2012/03/A-Study-onThe Techniques-of-Teaching-English-Vocabulary-to-Children-at-Elementary-School AL%E2%80%93Munawarah-Plus-Pamekasan.pdf (accesed on 27 May 2014, 14:29)
[22]Fiona L. Cooper, *fun English for kids,* Paraguay : FEISA, 2007, p. 28

student has one vocabulary definition and one or two vocabulary words. Instruct your student to cover the cards with their hands so that their neighbors cannot peek. Start with a student calling out his definition. The team player who calls out the right vocabulary word gets the point for their team. Alternate the teams calling out the vocabulary definition. The team with the most points wins the game.[23]

2.   Procedure of teaching vocabulary using flash card.

Before the teacher gives material about the vocabulary by using flash card, the teacher has to look at the unknown word and decide its part of speech. In teaching vocabulary by using flash card, the student more focus in sense of eyesight and the skill that will they use. In this study will be applied some procedures of teaching method vocabulary by using picture :

Skill   : vocabulary

Level   : begginers

Material   : flash card

Kind of vocabulary   : Noun and verb

Therefore, the writer has four activities in teaching learning process while the writer explains the vocabulary as material by using flash card, as follows :[24]

Memory Activities

- Memory Tester

- Place a selection of flash cards on the floor in a circle.

---

[23]Rebecca Bagwell. *Vocabulary card games.* eHow contributor. July 22, 2010

[24]Joanna   Budden,   *British   Council*,   Spain   available   at http://www.teachingenglish.org.uk/articles/using-flash-cards-young-learners (accesed on 30 agustus 2013, 19 : 28)

- Students have one minute to memorize the cards.

- In groups, they have two minutes to write as many of the names as they can remember.

Drilling Activities

- Invisible Flash cards

- Stick 9 flash cards on the board and draw a grid around them.

- Use a pen or a pointer to drill the 9 words. Always point to the flash card you are drilling.

- Gradually remove the flash cards but continue to drill and point to the grid where the flash card was.

- When the first card is removed and you point to the blank space, nod your head to encourage children to say the word of the removed flash card.

- Students should remember and continue as if the flash cards were still there. They seem to be amazed that they can remember the pictures.

Identification Activities

- Reveal the word

- Cover the flash card or word card with a piece of card and slowly reveal it.

- Students guess which one it is.

- Once the card is shown, chorally drill the word with the group using different intonation and silly voices to keep it fun. Vary the volume too, whisper and shout the words. Children will automatically copy your voice.

- Alternatively, flip the card over very quickly so the children just get a quick glimpse.

- Repeat until they have guessed the word.

TPR activities

- Point or race to the flash cards

- Stick flash cards around the class.

- Say one of them and students point or race to it.

- Students can then give the instructions to classmates.

- You can extend this by saying "hop to the cat" or even "if you have blonde hair, swim to the fish" etc.

- You can also incorporate flash cards into a game of Simon Says. "Simon says, jump to the T-shirt" etc.

  Besides, Petty stateds as follows :

  "The increase in interest and motivation produced by a short session of game-playing can prodece possitives feeling towards the subject (and the teacher) which last for week"[25]

Based on the theory above can be stated that games is one of effective way to warm up students' interest and increase their motivation. It is evident that young learners learn throught play much easier and they enjoy it more.

4. **Teaching Vocabulary at MTS/SMP Level**

---

[25]Geoffrey Petty, *A Practical Guide "Teaching of English Today", Third Edition,* United Kingdom : Nelson Thornes Ltd, 2004, p.24 available at http://gendocs.ru/docs/9/8418/conv_1/file1.pdf, accessed on may 12, 2014.

The age of our students a major factor in our decisions about how and what to teach. People of different ages have different needs, competence, and cognitive skills, we might expect children of primary age to acquire much of a foreign language throught play, for example whereas for adults we can reasonably expect a greater use of abstract thought.[26]

Here are the age categories according to MOH (2009):

1. Period toddler: 0-5 years

2. Children - children: 5-11 years

3. Adolescent initial: 12-16 years

4. Adolescent final: 17-25

5. Adults initial: 26-35

6. Adults final: 36-45

7. Elderly early: 46-55

8. Elderly final: 56-65

9. Elderly: 65 and above

Acoording to Deborah, the students who are in the junior high school is still in phase of entering a tradisional period from the rapid growth of early childhood to the phase of more gradual development.[27]

According to Scott and Ytreberg in fatimah's thesis, some characteristic of young learners are :

1. They learn by doing

---

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

[27]Deborah, 2006, http://www.englishraven.com/articleheory_piaget.html, accsessed on may 13, 2014

2. They can talk about what they have done or heard

3. They can argue for something

4. They unerstand situation more quickly

5. They have a very short attention and concetration span

6. They are often happy playing and working alone, but in the company of others, they can be very reluctant to share

7. They are able to make decisions about their own learning

8. They learn have definite views about what they like and don't like doing they ask question all the time

9. They intend to enjoy themselves, but they also take themselves seriously and like to think what they are doing is real work.[28]

Here researcher has to help the students in comprehending context or new vocabulary by using interesting teaching techniques because it can determine the success of teaching aim. Petty states some techniques which are considered appropriate for teching English those are :

a. Teaching English by using pictures

b. Teaching English by using word games

c. Teaching English through demonstration[29]

---

[28]Scott and Ytreberg, *Teaching English to children,* Newyork. Longman, 1990 in Fatimah, *the effect of picture on learners' vocabulary mastery at sixth grade of MIS Miftahul Huda 1 palangkaraya.* P. 30

[29]Geoffrey Petty, *A Practical Guide "Teaching of English Today", Third Edition,* United Kingdom : Nelson Thornes Ltd, 2004, p.24 available at http://gendocs.ru/docs/9/8418/conv_1/file1.pdf, accessed on may 12, 2014.