CHAPTER II
REVIEW OF RELATED LITERATURE

A. Related Study

In the first previous study discussed the similar object with the writer's study is "The Implementation of Picture Series as Media in Teaching Writing of a Narrative Text of The Tenth Graders of Senior High School", by Tahan Dwi Permana. The result of this study describes that teacher has a different technique in using picture series as media in writing narrative text to the tenth graders of senior high school which helps the students in composing a narrative text from its generic structure and language features that can be seen from students' composition. A picture series is regarded as one of alternative media which help both of the teacher and the students in teaching and learning of writing of narrative text. It is hoped that further research would be done with different techniques to enrich our understanding of using Picture Series as an alternative media in writing narrative.[1]

In the second previous study, Pranita Nurmalina, in her thesis, studied about "Teaching Writing Procedure Text Using Real Things (An Action Research Conducted at SMP Negeri 1 Randudongkal in the Academic Year of 2008/2009)". The result of this study that there was a significant difference of the result of the students' pre-test and post-test. The result of the research shows that the students' progress in mastering English writing especially writing procedure text is good.

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[1] Permana, Tahan Dwi. The Implementation of Picture Series as Media in Teaching Writing of a Narrative Text of The Tenth Graders of Senior High School.

The average achievement of the students' pre-test was 59.65%, post-test I was 70.52%, post-test II was 77.53%, post-test III was 82.23%. The main factor affecting this improvement is the students' interest in the material given that is real things. Based on this study, finds that teaching procedure writing by using real things is very beneficial for the students in order to facilitate them in writing. It is suggested that using real things in teaching writing in English especially writing procedure text should be recommended for the English teachers.[2]

In the third previous study, Ade Salahudin Permadi, in his thesis, studied about "The Application of English Teaching Process at Terampil Dua Students of Packet B at Luthfillah of Palangka Raya". The results of this study are as follows:[3]

1. In English teaching, the tutor used several methods. In teaching listening, the tutor used drill, demonstration method and communicative approach. In teaching speaking, the tutor used communicative approach. In teaching reading, the tutor used communicative approach, drill, demonstration, and assignment method. And in teaching writing, the tutor used communicative approach and assignment method.

2. In teaching English the tutor used some media. In teaching listening, the tutor used whiteboard and reading text as media. In teaching speaking, the tutor used whiteboard as media. In teaching reading, the tutor used whiteboard and

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[2] Nurmalita, Pranita. *Teaching Writing Procedure Text Using Real Things* (An Action Research Conducted at SMP Negeri 1 Randudongkal in the Academic Year of 2008/2009.

[3] Permadi, Ade Salahudin. *The Application of English Teaching Process at Terampil Dua Students of Packet B at Luthfillah of Palangka Raya*.

reading text as media. In teaching writing, the tutor used whiteboard and module as media.

3. To evaluate the students' comprehension, the tutor usually used sccoring system. And to evaluate the students' ability in speaking, the tutor used oral test.

Different from those previous studies, for the first study above, Tahan Dwi Permana's topic is to Narrative text, the writer's is about English vocabulary and the similarity is in using picture media. Secondly, the writer used qualitative approach to investigate about vocabulary by using picture media and in Pranita Nurmalita's thesis was study quantitative approach about procedure text by using real things. And the third, the differences study with Ade Salahudin Permadi's thesis is the subject and object of the study. Ade Salahudin Permadi's subject was the whole of tutor who teaches English of *Paket* B at Luthfillah of Palangka Raya and the writer's subject of the study was only an English tutor who teaches English vocabulary by using picture media. Ade Salahudin Permadi's object of the study was the application of English teaching process of *Paket* B at Luthfillah of Palangka Raya and the writers's object of the study is the use of picture media in teaching English vocabulary at *Paket* B Tilung Raya of Palangka Raya.

B. Definition of Vocabulary

Vocabulary is all the words that a person knows or uses.[4] According to Djiwandono, vocabulary is a part of language components. Vocabulary consists of the words that are used in language communication either spoken or written. In

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[4] A.S Hornby, *Oxford Advance Learner's Dictionary of Current English*, New York: Oxford University Press. 1994, p. 1506.

addition, in communication, vocabulary is very important element. The meaning of an expression mostly is determined by the vocabulary which is used. From the vocabulary, the meaning of expression is gained, besides from other elements such as intonation and stressing.[5]

Furthermore, related to definition of vocabulary, Strumpf and Douglas define if vocabulary is the complete collection of the words in a language. They argue that the true mark of an educated person is a well-organized vocabulary. That statement gives a view of how important is the vocabulary.[6]

Based on the explanation above, the writer concludes that vocabulary is a part of language component. Vocabulary has a complex function in human being's life. Vocabulary is the form of all words that human being use to communicate each other. Through vocabulary, people convey what they want to say and receive what they want to hear.

C. The Kind of Vocabulary

According to Thornbury, the words that play the role in the sentence are classed into eight parts; they are nouns, pronouns, adjectives, verbs, adverb, prepositions, conjunction and determiner.[7] Furthermore, related to the kinds of vocabulary, Mas'ud argues that in English, all of the words are classified into the eight parts. They are known as the eight parts of speech. The parts of speech consist of:[8]

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[5] Djiwandono, M. Soenardi, *Tes Bahasa Dalam Pengajaran*, Bandung: ITB, 1996.
[6] Strumpf, Michael and Auriel Douglas, *The Complete Grammar*, New Delhi: Will Publishing House.
[7] Thornbury, Scott. *How to Teach Vocabulary* ,Harlow: Longman, 2002, p. 3
[8] Mas'ud, Fuad. *Essentials of English Grammar: A Practical Guide,* p. 44-116.

1. Noun

Nouns are words that indicate people, thing, place, plant, animal, idea, etc.

a) Kinds of Nouns

In English there are five kinds of noun. They are:

1) Abstract and Concrete Nouns.

a. Abstract Nouns

Abstract nouns are the nouns that cannot be touched by the five senses.

Examples:

- Happiness, freedom, health, honesty, courage, etc.

b. Concrete Nouns

Concrete nouns are the nouns that can be touched by the five senses.

Examples:

- Chair, bread, people, car, perfume, etc.

2) Common Nouns

Common nouns are the noun that indicate the kinds, class of things, places, etc.

Examples:

- Book, invention, city, soldier, tool, etc.

3) Proper Nouns

Proper nouns are the name of person, place that only for it.

Examples:

- Totti, Yogyakarta, Indonesia, Australia, Canada, etc.

4) Collective Nouns

Collective nouns are the names of units or groups as the groups or units of its members.

Examples:

- A team, a committee, a jury, a club, a convoy, etc.

5) Materials Nouns

Materials nouns are the names that indicate the name of materials.

Examples:

- Gold, water, fish, iron, blood, etc.

2. Pronouns

Pronouns are the words that replace the place of nouns.

a) Personal Pronouns

Personal pronouns are pronouns which indicate the first, second and third speaker.

1) Nominative Subjective

The pronouns function as the subject in sentence.

Examples:

- I, you, he, she, it (singular)
- We, you, they (pural)

2) Objective/Accusative Pronouns.

The pronouns function as the object in sentence.

Examples:

Me, you, him, her, it (singular)

Us, you, them (plural)

b) Demonstrative Pronouns

Demonstrative pronouns are pronouns that used to indicate.

Examples:

- This, that (singular)

- These, those (plural)

- The former – the latter

c) Indefinite Pronouns

Indefinite pronouns are the pronouns that characteristically are not definite.

Examples:

- Another, anybody, someone, much, everybody, etc.

d) Interrogative Pronouns

Interrogative pronouns are the questions words.

Examples:

- Who, what, whom, which.

e) Reflexive Pronouns

Reflexive pronouns are the reflexive of pronouns itself.

Examples:

- Myself, yourself, himself, herself.

- Ourselves, yourselves, themselves.

f) Reciprocal Pronouns

Reciprocal pronouns are pronouns that show interrelationship between the two or more people.

Examples:

- Each other

- One another

g) Relative Pronouns

Relative pronouns are the words that replace the previous subject that is mentioned before and functions as linking between noun and adverb.

Examples:

- Who, whom, whose, that, which.

h) Possessive Pronouns

Possessive pronouns are pronoun that indicates or show the possession of something.

Examples:

Following by noun:

- Mine, your, his, her, its (singular)

- Our, your, their (plural)

Without following by noun:

- Mine, yours, his, her, its (singular)

- Ours, theirs, yours (plural)

3. Adjectives

Adjectives are words that are used to clarify the nouns or pronouns.

Examples:

- Good, long, sad, tall, happy, beautiful, etc.

    a) Adjective of Quality

    Adjective of quality shows form, piece, or condition of noun or pronoun.

    Examples:

    - Small, fat, large, poor, short, etc.

    b) Adjective of Quantity

    Adjective of quantity is adjective that shows the uncountable thing.

    Examples:

    - Much, little, some, all, bit, etc.

    c) Adjective of Numeral

    Adjective of numeral is adjective that shows definite or indefinite amount or sequence.

    Examples:

    - One, two, three, etc. (cardinal)

    - First, second, third, etc. (ordinal)

- Double, single, triple, etc. (multiplication)

d) Demonstrative Adjective

Demonstrative adjective is the adjective to indicate something.

- Definite: this, that, those, these, such other, etc.

- Indefinite: another, any certain, some, a, an, any, etc.

e) Proper Adjective

Proper adjective comes from the proper noun that usually indicates the nationality of language.

Examples:

- English, Dutch, Javanese, Canadian, etc.

f) Interrogative Adjective

Interrogative adjective is the adjective that is used a question.

Examples:

- *What time* will you come?

- *Which man* do you mean?

g) Possessive Adjective

Possessive adjective is the adjective that is used to show the possession.

Examples:

- My, our, your, his, her, its, their.

h) Distributive Adjective

Distributive adjective is that adjective that indicates the one of the all amount.

Examples:

- Each, every, either, neither.

4. Verbs

Verbs are the words that indicate the name of action that is done of the subject or may be indicate the situation.

a) Finite Verb

Finite verb is the usual verb. The characteristics are:

- In negative sentence, it is using *do, does,* or *did.*
- Can be changed by the tenses.
- Usually it has forms: past tense, present tense, past participle.

b) Auxiliary Verb

Auxiliary verbs are verbs that used with other verbs to express an action or situation.

Examples:

- To be: being, been, am, is, are, was & were
- To do: does and did
- Have: has and had
- Modal auxiliary: can, could, shall. Should, will, would, may, might, must, had to, ought to, used to, need, dare.

c) Linking Verbs

Linking verbs are verbs that have function to connect the subject and its complement.

Examples:

- Appear, become, feel, be (am, is, are), look, etc.

d) Transitive Verbs

Transitive verbs are verb that need an object to complete the sentence.

Examples:

- He *struck* the board.

- A dog *bites* the man.

e) Intransitive Verbs

Intransitive verbs are verbs that do not need an object, because it has a complete meaning.

Examples:

- The sun *shines.*

- The cat *slept*.

f) Regular and Irregular Verbs

1) Regular verbs are verbs change according to the form of tenses and its changes are regular.

Examples:

Table 2.1 Examples of Regular Verb

Infinitive	Past Tense	Past Participle	Meaning
Band	Banded	Banded	*Menyambung*
Enjoy	Enjoyed	Enjoyed	*Menikmati*
Talk	Talked	Talked	*Berbicara*

2) Irregular verbs are verbs that have a same function with the regular verb but the changes are not regular.

Examples:

Table 2.2 Examples of Irregular Verb

Infinitive	Past Tense	Past Participle	Meaning
Bite	Bit	Bitten	Menggigit
Buy	Bought	Bought	Membeli
Forgive	Forgive	Forgiven	memaafkan

5. Adverbs

Adverbs are words that clarify verbs, adjective, noun phrase, another adverb or whole sentence.

a) Adverb of Manner

Adverb of manner is adverb that expresses how an action is done or happened.

Examples:

- He runs *quickly*.

- Julia sings s*weetly*.

b) Adverb of Place and Direction

Adverb of place and direction is adverb that expresses the place of action or event.

Examples:

- They will go *abroad*.

- They walk *down.*

c) Adverb of Time

Adverb of time is adverb that expresses the time of an action or event.

Examples:

- I am studying English *now*.

- She arrived here *yesterday.*

d) Adverb of Degree.

Adverb of degree is adverb that expresses the level, degree of something.

Examples:

- The coffee is *very* hot.

- She became *quite angry* with me.

e) Adverb of Frequency

Adverb of frequency is the adverb that expresses the frequency of the event.

Examples:

- Almost, nearly, partially, wholly, etc.

f) Adverb of Quantity

Adverb of quantity is adverb that expresses the amount of event or action.

Examples:

- He studies English *a little.*

- He has won the price *twice*.

g) Interrogative Adverb

  Interrogative adverb is adverb that is used to make a question.

Examples:

- Why, where, how, when, how long, etc.

h) Relative Adverb

  Relative adverb is adverb that has function as inking in a sentence.

Examples:

- Therefore, accordingly, moreover, besides, however, etc.

6. Prepositions

  Prepositions are words that show the correlation among noun, pronoun, and others words in a sentence.

a) Prepositions consist of one syllable.

Examples:

- At, ahead, about, across, below, before, round, since, till, etc.

b) Prepositions consist of two syllables.

Examples:

- According to, instead of, next to, etc.

7. Conjunction

  Conjunctions are words that are used to connect a word and word, a sentence and other sentence.

a) Coordinating Conjunction

Coordinating conjunctions are words that connect two sentences in a same level.

Examples:

- Both.......and......

- Either.....or........

- Neither....nor......

b) Subordinating Conjunction

Subordinating conjunctions are words that connect subordinate clause.

Examples:

- After, before, when, while, as soon as, etc.

8. Interjection

A short sound, word or phrase that is spoken suddenly to express an emotion.

Examples:

- What a pity!

- Oh God!, etc.

D. Problems In Teaching Vocabulary

The common problems when teaching about vocabulary or new word, David Riddell mentions such as:[9]

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[9] Riddell, David, *Teaching English as a Foreign Language*, London: Hodder Headline. Ltd, 2003. P. 58-59.

1. Meaning

- A word may have more than one meaning.

- First Language (L1) interference such as 'a false friend'- words with a similar appearance or sound to words in their L1 but with different meanings.

- The meaning can be interpreted in different ways.

- A student may understand the meaning of a word, but not the appropriate context in which to use it.

2. Form

- The spelling may be very different from the sound.

- Students may be competent speakers of the language but poor writers.

- A word may be more than one part of speech.

- Some words are irregular.

- Different varieties of English have different spellings.

- Spelling pattern are not obvious.

3. Pronunciation

- The sound may not correspond to the spelling.

- Students may have difficulty knowing how many syllables the word is broken up into.

- It is hard to know which syllable is stressed.

There are another factors that could also be problem in teaching vocabulary such as; The different of students' cognitive aspect in their ability learning English. Piaget said students under eleven years of age (puberty) and continues into adulthood has ability to think abstractly, reason logically, and

draw conclusions from the information available. All students grow and progress through the same sequence, but the growth of it takes place at different speeds it make the students have different cognitive development.[10] It causes some of students is easier to understand the lesson in learning English, meanwhile other students still get difficult to understand. Moreover problem is the proportion time in teaching English. The time available in the learning process will affect the use of instructional media. If the time available for using instructional media is not enough will affect the used of that media be not maximal.[11]

E. Teaching English Using Media

Media is a tool using by someone to help him/her easy to describing something for other people. According to literal meaning, media is mediator. Teaching media means a tool that is used in teaching. The use of teaching media in learning activity will help the effectiveness in leaning process and transferring the lesson. Beside raised the students' motivation and interest, teaching media also helps the students to raise their comprehension.[12]

According to Sudiman:

"kata media berasal dari bahasa latin dan merupakan jamak dari kata medium yang secara harfiah berarti perantara atau peangantar. Media adalah perantara atau pengantar pesan dari pengirim kepada penerima pesan".[13]

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[10] Piaget, Jean. *Handbook of Child Psychology. 4th edition. Vol. 1.* New York: Wiley. 1983, p. 62.

[11] van Merriënboer, J. *A Four-Component Instructional Design Model for Technical Training.* New Jersey: Educational Technology Publications. 1997. P. 33.

[12] Rodhatul Jennah, *Media Pembelajaran,* Banjarmasin: Antasari Press, 2009, p. 18.

[13] Arief S. Sudiman, R. Rahardjo,dkk. *Media Pendidikan*, Jakarta: PT. raja grafindo persada, 1996. p.6.

According to NEA (*Education Association*) in Asnawir and Usman:

"Media yaitu sebagai benda yang dapat manipulasi, dilihat, didengar, dibaca, atau dibicarakan beserta nstrument yang dipergunakan dengan baik dalam kegiatan belajar mengajar, dapat mempengaruhi efektivitas program instruksional".[14]

According to Gerlach and Ely:

"a medium as any person, material or event that creates circumstances that put the pupils in a position to acquire knowledge, skills and dispositions".[15]

From the definition above the meaning of media form something that has a characteristic to giving the message and can excite the mind, filling and wish of student until can push happens study process to themselves. Using the media in a creative manner will enable the student to study well and can increase performance appropriate with the purpose that want to reach.

1. The Function of Media

In teaching learning process, media is a tool to help the teacher and the students to increase their learning activities. By using media, the teacher can create a conducive situation in learning process and very helpful to motivate the students in their learning activity and it also effective in teaching. The main function of the instructional media usage is to support the instructional interaction between the teacher and the student.[16]

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[14] Asnawir and Basyiruddin Usman, *Media Pembelajaran*, Jakarta: Delima Citra Utama, 2002. p.11.

[15] Gerlach, V. S. and Ely, D. P. *Teaching and media: a systematic approach*. Englewood Cliffs: Prentice-Hall. 1971. P.282

[16] Latuheru, John. D. *Media Pembelajaran Dalam Prosess Belajar Mengajar Masa Kini*. Jakarta. Depdikbud Dirjen Dikti Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan. 1988. P. 14.

Davies divides the function of media into two kinds. They are aids to instruction and aids to learning. The first function is that media serve to help teachers and instructors manage instruction more efficiently. Media assist teachers to communicate more effectively and take over the operating role of instruction form teacher and instructors. The second function is that media serve to help students learn more efficiently. Media promote understanding, assist in the transfer of training, and assist in assessment.[17]

There are some reasons why teaching media could increase students' learning process. The first reason is about the advantage of media in learning process, such as:[18]

a. Teaching process will be more interesting. So, the students' motivation could be increase.

b. The materials clearly in meaning. So, students can understand and master the purpose of teaching better.

c. The teaching method will be more variated, not only verbal communication by the teacher. So, the students do not feel bore and the teacher do not spend his energy more.

d. Students will do more learning activity, because not only listen the teacher's explanation but also other activity like observe, make something, demonstration, etc.

The second reasons is about how the level of student thinking. Level of human thinking is follow the developments of human begin from the concrete to

[17] Davies, Ivor K. *Instructional Technique*. New York : Mc Graw-Hill, Inc. 1980. p. 193.
[18] Nana Sudjana, Ahmad Rivai. *Media Pengajaran.* Bandung: Sinar Baru Algensindo, 2002. p. 2.

the abstract, from the simple thinking to the complex. By teaching media make the abstract thing to be concrete and make the complex thing to be simple.[19]

2. The Use of Media

According to Kemp and Dayton stated the positive impact of media:[20]

a. The delivery of lesson more full pledge,

b. Learning can be more interesting,

c. Learning becomes more interactive,

d. Learning time can be shortened,

e. The quality of learning outcomes can be improve,

f. Learning can be given when and where desired or necessary, and

g. The students' positive attitude can be improved,

h. The learner's role may change to be more positive.

F. Picture Media

Picture is a visual media which is important and easy to find. It is important because it can give concrete visual illustration for the problem described. Picture can make people to receive ideas and information clearly, more than whatever described by words, even in written or spoken. Picture is used as media for teaching and learning since a long time. It can be also used effectively and easily. Besides, picture is easy to find and the simple picture is not difficult to make.

a. Definition of Picture Media

Wright states that pictures are very important to help students to retell experience or understand something since they can represent place, objects,

[19] *Ibid,* p.3
[20] Kemp, Jerrold. Dayton, Deanne K. *Planning and Producing Instructional Media*. New York : Harper and Row Publisher. 1985. p. 3-4.

people, etc.[21] According to Fauziati, picture certain kinds of ready-made picture can be used to develop and sustain motivation, to produce positive attitude toward English and to teach and reinforce some language-learning skill. There are various cut outs that can be used for teaching a foreign language, such as[22]:

1) pictures of single person and single object,

2) pictures of people engaged in activities,

3) pictures showing some environment (a street, a room, a factory, a form, nature scenes, etc)

4) series of several pictures belonging to one conversational theme: foods, pieces of furniture, work activities, sports, means of transportation, articles of clothing, etc) glued on to a large sheet of heavy paper, and

5) small pictures glued onto small cards for pair group work.

By means of a cut out picture the teacher can do the following things[23]:

1) to introduce new lexical items,

2) to illustrate a new grammar structure,

3) to have simple description,

4) to tell stories, and

5) to conduct a conversation practice.

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[21]Wright, Andrew. *Pictures for Language Learning (5th ed.)*. Australia: Cambridge University Press. 1989. P. 29.
[22] Endang Fauziati, *Teaching English as a Foreign Language,* Surakarta: Muhammadiyah press, 2002. p. 176
[23] *Ibid,*p.177

b. The Purposes of Picture Usage

According to Rodhatul Jennah, the purposes of picture usage are[24]:

1) To complete and make the content of message / information clear both in written or message.

2) To summarize the content of message/ information delivered even orally or by reading texts.

3) To overcome the limitation of time, room, things and our monitoring.

4) To inspire the motivation, creativity and to prevent the boredom as the impact of only reading text or only listening.

5) To decrease the eyestrain while reading or listening weariness while delivery orally.

According to Wright pictures contribute to interest and motivation, a sense of context of the language, and a specific reference point or stimulus. He also stated that picture can be useful on emphasizing the teaching of writing and speaking, listening and reading integratedly.[25] The most benefit of a picture can make is to contribute to the student's understanding of a more general context which may be made up of pictures, the teacher's actions, the student's actions, sound effects and words. This overall context of new language will have meaning to the students.[26]

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[24] Rodhatul Jennah, *Media Pembelajaran,* Banjarmasin: Antasari Press, 2009, p. 64-65.
[25] Wright, Andrew. *Pictures for Language Learning (5th ed.).* Australia: Cambridge University Press. 1989. P. 2
[26] Wright, Andrew. 1000 Pictures for Teachers to Copy. London: Thomas Nelson & Sons Ltd. 1994. P. 128.

c. Selecting a Picture

Certain kinds of ready-made picture can be used to develop and sustain motivation, to produce positive attitude toward English, and to teach or reinforce some language learning skills. When selecting a picture, we always have to keep in mind of the followings[27]:

1) grammatical structures that we can practice with it,

2) the items of vocabulary that we can teach with it,

3) the size, big enough to see by the whole class,

4) appeal to the eye,

5) entertainment value,

6) authentic, and simple.

d. Advantages and Disadvantages of Using Picture.

There are several reasons to use picture as learning media. The advantages are[28]:

1) concrete,

2) can overcome the limits of time and space,

3) to overcome the shortage of human resources capable of sense of sight,

4) can be used to describe a problem,

5) easy to use, and

6) cheaper and easy to find.

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[27] Endang Fauziati, *Teaching English as a Foreign Language,* Surakarta: Muhammadiyah Press. 2002,. p. 176-177.

[28] Arief S. Sadiman, dkk. *Media Pendidikan (Peengertian, Pengembangan dan pemanfaatannya),* Jakarta: Raja Grafindo Persada, 1996. p. 31

Dale stated that still pictures have unique advantages of their own. They can bring us close to the very point of visual context with reality for teaching purposes or change the size of an object too small or too large to be visually understood in its actual dimensions.[29]

Besides that, picture has several disadvantages, like[30]:

1) picture only stress to perception of eyes,

2) the complex picture not effective enough for learning activity,

3) the size of picture very restricted for big group.

e.   Procedures in using Picture

Below, the explanation of procedure in using picture media when teaching learning process[31]:

1) Look at the picture

2) Then, students guess what picture that is.

3) Students identify noun in the picture and write down in their book

4) Give an assignment by using picture. Students make a paragraph to describe the picture based on their own word. For example: picture of class room. They have to describe the condition of class and mention all things they found in the picture.

G. Kinds of Picture

Every picture kind has different excess and flaws each other. There are some kinds of picture which is able to use as teaching and learning media, such as:

[29] Dale, Edgar. *Audio Visual Methods in Teaching*. New York: Holt, Renehart, and Winston, Inc. 1969. P. 243.
[30] *Ibid,*p.244
[31] *Ibid,*p.260

Poster, Cartoon, Comics, Figure Photography, Slide, Chart, Diagram, Graph and Picture series.

1. Flash Card

According to Cross, flashcard is a simple picture on a piece of card or paper, which is probably the most widely used visual aids in language teaching.[32] John Haycraft said that flash cards are cards on which words and/or pictures are printed or drawn. Flashcards can be used for consolidating vocabulary, practicing structure and words order or a variety of games.[33]

The advantages of using flash cards in language teaching, they are namely:

a. Flash cards can be used for consolidating vocabulary;

b. Flash cards are motivating and eye-catching;

c. Flash cards are effective that can be used for any level students;

d. Flash cards can be taken almost everywhere and studied when are has free moment;

e. Flash cards can be arranged to create logical grouping of the target words;

f. Flash cards are cost effective/inexpensive;

g. Flash cards provide visual link between L1 and the target language; and

h. Flash cards also can be used for practicing structure and word order or for a variety of games.

Some steps to use flash cards in teaching English vocabulary as follows: 1) preparing interesting flash cards in teaching learning process that have

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[32] Cross, David, *A Practical Handbook of Language Teaching* ,London: Cassel, 1991. P.119.

[33] Haycraft, Jhon, *An Intoduction to English Language Teaching.* England: Longman, 1978. P. 102.

relationship with the theme. Those were fruits, animals, things in the class, profession and transportation, 2) showing the flash cards to the students and asking them to memorize the letters of the words written, 3) asking the students to tell about pictures of flash cards orally and 4) giving the students task.[34]

2. Poster

A poster is any piece of printed paper designed to be attached to a wall or vertical surface. Typically posters include both textual and graphic elements, although a poster may be either wholly graphical or wholly text. Posters are designed to be both eye-catching and informative. Posters may be used for many purposes. They are a frequent tool of advertisers (particularly of events, musicians and films), propagandists, protestors and other groups trying to communicate a message. Posters are also used for reproductions of artwork, particularly famous works, and are generally low-cost compared to original artwork.

3. Cartoon

Cartoon is a unique media to express ideas. Cartoons can be used as a media of learning as it can be used to motivate students and provide illustrations are communicative. Cartoons illustrations are created in the form of painting or caricature.

4. Comics

Comics are a media of learning than cartoons shaped image is also unique. The difference is, there is a comic character who plays a story in sequence (series

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[34] Dale, Edgar. *Audio Visual Methods in Teaching*. New York: Holt, Renehart, and Winston, Inc. 1969. P. 198

circuit). Comic has its own advantages as a media of learning in the form of pictures, because comics are very familiar with the everyday student.

5. Figure Photography

Photographic picture is a very easy learning media made in today's digital age. Variety of gadgets that surround us are usually equipped with a camera feature that allows us to make photographic pictures. Photographic pictures as direct object contains real photos or situation or event, then it is a learning media images very realistic (concrete).

6. Slide

Chart is a combination of graphics and photo media that is designed to visualize the basic facts or ideas in a logical and orderly manner. The main function of the chart as the media image is to show relationships, comparisons, relative amounts, development, processing, classification, and organization.

7. Diagram

The diagram is a picture that is used to study media in the form of a simple picture made with the aim of showing the parts, or reciprocal relationship, usually with stripes and information section or the relationship you want to show.

8. Graph

Graph drawing is a media for the purpose of presenting data in the form of numbers. Graphs provide the core information of the data, in the form of the relationship between the parts data. There are various forms of media graphic pictures that can be presented as a medium of learning to students, such as line

graphs, bar graphs, circle graphs, and picture graphs. Each chart type has a specificity in terms of the type of data displayed.

9. Picture series

Picture series is a group picture of related or similar things, events, etc., arranged or occurring in temporal, spatial, or other order or succession, sequence.

H. *Pusat Kegiatan Belajar Masyarakat* (PKBM)

Pusat Kegiatan Belajar Masyarakat (PKBM) is the place for non-formal education. Non-formal education is done for the society who needs an education that has a function be replacement, edition, and complement formal education to support long life education, non-formal education has a function to improve student's potential with mastery the knowledge, functional skill, improving of attitude and functional of individual.

The target of non-formal education is very various, from the students, society who has not study, drop out from the school, has graduated from the school but needs or wants to add their life quality.

But the target of non-formal education activities are education life skill, education for children, education for young man, education of attitude, and education equivalent (*Paket* A, B, and C).

Education equivalent program *Paket* A, B, and C is a program to improve human resource for giving opportunity to society to follow formal education because they have not enough in economic, or has not opportunity to follow formal education because they have to work.

The characteristic students of non-formal education is very various but generally, almost all of the student's characteristic are lazy to study because in their mine not only to study but also to work in other that they do not focus in their study.

Pusat Kegiatan Belajar Masyarakat (PKBM) is one component of education that serves to develop non-formal and informal education. With the understanding that the non-formal and informal just as important as school education, the recognition of the existence of *Pusat Kegiatan Belajar Masyarakat* (PKBM) becomes a consequence. In its implementation in the field, the Center for *Pusat Kegiatan Belajar Masyarakat* (PKBM) at least has the main tasks:

a. Serving the residents to learn in order to grow and develop as early as possible and long life education to enhance the dignity and quality of life.

b. Fostering a learning community to have the knowledge, skills and mental attitude necessary to develop themselves, work, and earn a living or to continue their education to pursue higher degrees.

c. Meet the learning needs of society that cannot be his education from education track.[35]

Pusat Kegiatan Belajar Masyarakat (PKBM) "Tilung Raya" participate and help the government realize the ideals of the nation to educate the youth of the nation through non-formal and informal education, for non-formal and informal education is very important to help the underdevelopment of the public are as follows:

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[35] Document of PKBM Tilung Raya, p.2.

a. Communities that have not been aware of the importance of education so that not a few members of the society who do not get an education at all.

b. There are still many people of school age who are unable to continue education for primary, junior and senior secondary consequence of the inability of parents to finance their children, because of limited economic factors.

c. There are still many members of society is still relatively low education levels also does not have special skills in an employment and lack of knowledge and skills to enhance their skills.

d. The need to improve the quality and empowerment of Indonesian human resources in preparing themselves.[36]

I. *Paket* B of *Pusat Kegiatan Belajar Masyarakat* (PKBM) Tilung Raya

Paket B is a non-formal education that equivalent with junior high school. *Paket* B is done for the society who needs an education that has a function be a replacement, edition, and complement formal education to support long life education. *Paket* B has a function to improve student's potential with mastery the knowledge, functional skill, improving of attitude and functional of individual.

Tilung Raya is one of society learning activity in Palangka Raya, it located jalan Tilung XVIII, Tilung Raya has built since July 2006, there are four tutors who teach in this society learning activity centre and the students who study there about fifty persons.

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[36] *Ibid.*,p.2

J. Teaching English to *Paket* B

According to English curriculum of *Paket* B, there are some items must be paid attention on teaching English *Paket* B:[37]

1. To be meaningful and effective English teaching-learning activities, teaching learning should be related to the experience, talent and interest, value, and the future of the learners.

2. Language aspects; grammar, phonology, and vocabulary are taught in a scope of situation so that meaning is clear. Scope of situation should include the culture of target language and the culture of the learners. Language aspects are also taught integrated in form communicative way. For example; "I am going to watch football match in Television". Teacher can explain that "grammar" used in this sentence is future tense, and teacher can also introduce the "vocabularies" and "the way to pronounce it", like football, watch, and match.

3. Language skill; writing, reading, speaking, and listening are taught in an integrated teaching learning, but it is focused on the reading skill.

4. In the end of teaching learning English, students must mastered 750 vocabularies, 400 vocabularies for first class, 650 vocabularies for the second class, and 750 vocabularies for the third class.

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[37] Sudibyo, Bambang. permen_14_2007-standar-isi-program-paket-ABC.pdf browsed on 18 June 2013.

K. Framework of Thinking

The framework of thinking of the study is:

Teaching English vocabulary by using flash cards

The use of flash cards in teaching English vocabulary

The problems and solutions in using flash cards in teaching English vocabulary

Discussion

Conclusion