

## **II. LITERATURE REVIEW**

This chapter explains about some theories related to the research. The theories will be the references for the writer in conducting the research. The theories that will be explained are about vocabulary, teaching vocabulary, content words, flashcard, advantages and disadvantages of using flashcard, theoretical assumption, and hypothesis.

### **2.1. Review of Previous Research**

There have been several studies dealing with teaching vocabulary. Firstly, Yosephus (2012) conducted a research about teaching vocabulary by using flashcard in elementary school. He used flashcard to see the increasing of students' achievement in vocabulary. The finding showed that the use of flashcard was effective in increasing students' vocabulary achievement.

Secondly, Ari (2007) conducted her research about teaching vocabulary. The results showed that the students' difficulties in learning vocabulary were in understanding the difficult words and in memorizing the new vocabularies.

Thirdly, Rossy (2012) conducted a research about teaching vocabulary to young learners. The results showed that there were significant sequences conducted in teaching vocabulary to young learners. When the teacher needed flexibility to give knowledge by using some interesting medias, the teacher could use flashcard or song.

Based on the previous studies above, it can be inferred that flashcard was able to improve students' achievement of vocabulary. However, the researcher concerning the use of flashcard for teaching vocabulary to young learners has never been explored.

## **2.2. Vocabulary**

Every language in this world has a list of words. This word is used to express human feelings or ideas in oral and written form. Every word in a language has specific meaning, both literal and semantic meaning. And people will use suitable vocabularies to express their feelings or ideas in order to be understood by other people. By using vocabulary people can communicate each other in order to ask or deliver information. This is why vocabulary has an important role in language use.

The word “vocabulary” generally represents a summary of words or their combination in a particular language. However, we should remember as, Ur (2000:60) states that one item of vocabulary can consist of more than one word. E.g.

‘post-office’ consists of two words and still expresses one idea. Vocabulary teaching is one of the most important components of any languages class.

The main reason is the fact that it is a medium, which carries meaning; learning to understand and express the meaning is what counts in learning languages. There has been increased focus on teaching vocabulary recently, partly as a result of “the development of new approaches to language teaching, which are much more word-centered.” (Thornbury 2004: vi).

Wallace (1986:1) states that vocabulary is the vital element of the language. Vocabulary has been considered important who learn a language, since it in a term that should be acquired by the students in order to communicative effectively. Vocabulary is important for learning a language, if the students cannot master vocabulary; the students will fail to use the language both in oral or written form. Therefore, students must learn vocabulary well so that they are able to master the language.

As stated by Nation (2001), there are 3 aspects of vocabulary, they are form, meaning and use. It is explained as follows:

**Table 1. The Aspects of Vocabulary**

<b>Aspect Component</b>	<b>Receptive</b>	<b>knowledge</b>	<b>Productive</b>
Form	Spoken   Written   Word parts	What does the word sound like?  What does the word look like?  What parts are recognizable in this word?	How is the word pronounced?  How is the word written and spelled?  What word parts are needed to express the meaning?
Meaning	form and meaning  concepts and referents  associations	What meaning does this word form signal?  What is included in this concept?  What other words does this make people think of?	What word form can be used to express this meaning?  What items can the concept refer to?  What other words could people use instead of this one?
Use	grammatical functions  collocations	In what patterns does the word occur?  What words or types of words occur	In what patterns must people use this word?  What words or types of words must

		with this one?	people use with this one?
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Based on the statement above, the writer assumes that vocabulary is the basic element of language in form of words which will make a language meaningful. Knowing vocabulary seems to be the basic things in learning language, even children learning their native tongue usually learn isolated words or phrases before piecing them together into more complex utterance.

### **2.3. Classification of Words**

There are some types of vocabulary in English. Fries (1970:45) classifies English words into four groups, they are:

a. Content words

Content words represent the name of subject or things, that is called noun (table, cupboard, radio), action done by with these thing, that is called verb (pray, eat, love), and the qualities of these things, that is adjectives (big, small, pretty).

b. Function words

Function words are those words which are used as a means of expressing relation of grammar structure, such as conjunction (but, or, and), article (a, an, the), and auxiliaries (do, does, did).

c. Substitute word

Substitute words are those which represent the individual things or specific action as substitutes for whole form classes of words (anybody, anyone).

d. Distributed words

Distributed words are those words which are distributed in use according grammatical matter as presence of a negative, such as, an, either, too, or, yet.

From explanation above, the researcher conducted the research dealing with content words especially focused in nouns, adjectives, adverbs, and verbs. As we know, the four of them are basic in English that are used in our daily life. For young learners, learning something that are found and used in their daily life, are easier to remember and to understand.

## **2.4. Content words**

Content words are words such as nouns, verbs, adjectives, and adverbs that refers to some object, action, or characteristic.

### **a. Noun**

Nouns are defined in terms of the grammatical categories to which they are subject. Such definitions tend to be language-specific, since nouns do not have the same categories in all languages. Nouns are described as words that refer to a person, place, thing, event, substance, quality, and quantity. However this type of definition has been criticized by contemporary linguists as being uninformative. Nouns also can be

identified by using our five senses. Example: There are **table, chair** and **book** in that **room**.

### **b. Adjective**

Adjective is a “describing word”, the min syntactic role of which is to qualify a noun or noun phrase, giving more information about the object signified.

Example: The table in there is **big**.

### **c. Adverb**

An adverb is a word that changes or simplifies the meaning of a verb, adjective, other adverb, clause, or sentence expressing the manner, place, time, or degree. Adverbs are words like slowly, now, soon, yesterday. An adverb usually modifies a verb or a verb phrase. It provides information about the manner, place, time, frequency, certainty, or other circumstances of the activity denoted by the verb or verb phrase.

Example: I went to school **yesterday**.

### **d. Verb**

In many languages, verbs are inflected (modified in form) to encode tense, aspect, mood, and voice. A verb may also agree with the person, gender, and/or number of some its arguments, such as its subject, or object. Verbs have tenses: present, to indicate that an action is being carried out; past, to indicate that an action has been done; future, to indicate that an action will be done. Example: I **go** to school.

Since vocabulary for the very beginner level usually belong to content words, the researcher will focus with students attention on the vocabulary dealing with concrete noun. Those vocabularies which will be taught in the kindergarten are the content words that they usually find and use in their daily life.

#### **2.4.1. Types of Noun**

Nouns are the name of subject or things which have a part of speech infected for case signifying a concrete or abstract entity. According to Frank (1972:6) noun can be classified into five types:

1. Concrete noun is a noun that names anything (or anyone) that can be perceived through physical sense. Concrete noun (*flower, girl*) such as in: 1) *He gives me a fragrant flowers,* 2) *She is my brothers' girl friend.*
2. Abstract noun is usually the name of *quality, state, or action.*
  - a) Quality, for examples: *goodness, kindness, darkness, brightness, honesty, wisdom, bravery, etc.*
  - b) State, for examples: *childhood, boyhood, youth, freedom, poverty, health, sickness, death, life, etc.*
  - c) Action, such as: *laughter, theft, movement, judgment, struggle, fight, flight, treatment, etc.*



3. Proper noun is the name of some particular person, place, or thing. A proper noun always begins with a capital letter, for example: *Mr. John Smith, Paris, Dutchman, Thanksgiving Day*. As in: 1) *Mr. Smith is an English lecture in my college*, 2) *Paris is the capital city of French*, 3) *My parents celebrate Thanksgiving Day of my younger sister*.
4. Countable noun (count noun) is noun with both a singular or plural form, and it names anything (or anyone) that can count. For example: *chair, table, and book*. As in: 1) *This class has 5 red chairs*, 2) *The only table in my room is green*, 3) *She brings 3 books from the library*.
5. Non countable noun is a noun which does not have a plural form and which refers to something that could not count as usual. A non-countable noun always takes a singular verb in sentence. The examples of non countable noun (*sugar, sand*) such as in: 1) *I need some sugar for a cup of my tea*, 2) *My brother makes a sand palace in a beach*.
6. Collective noun is the name of group of person, things, or animals taken together and spoken of as one whole. The examples of collective noun (*committee, class, crew*) such as in: 1) *The school committee held a meeting today*, 2) *This class is so dirty of plastic rubbish*, 3) *The Trans TV crew celebrate their TV's birthday*.

Based on the types of noun above, the researcher chose concrete noun to be the nouns that are tested by using flashcard. The researcher assumed that it was appropriate for kindergarten students since they are easily understand to learn the new words that the words are related to their daily life.

## **2.5. Teaching Vocabulary**

In language learning, vocabulary becomes the most important things to be improved when the learners want to be success in using the language skills. When the students have a lot of vocabulary they will have many ways to express their ideas. Vocabulary should be learned and skills should be practiced.

Kriedler (1963) states that in modern method of language teaching, vocabulary learning no longer consist of memorizing of list of words in isolation, but words are usually introduced in a meaningful context and practiced in appropriate sentence pattern. It is important that when the teacher teaches vocabulary he/she should make the students understand not only the meaning of vocabulary itself, but also how to use it in appropriate sentences.

Rivers (1970:462) says that it would be impossible to learn a language without learning its vocabulary. It suggests that vocabulary has very important role in learning a language. Therefore, in order to help students master a new language, they have to master an adequate number of vocabularies in other words, we can say that the quality of the language performance of the student may depend on the quality and the quantity of the

vocabulary that the student have. Learning and remembering a set of words are prerequisite in order to learn a particular language (Nation, 1978:2). The more and better vocabulary they gain, the more skillful the language they can perform.

Therefore, vocabulary should be taught in context. The students will understand the meaning and know when to use it in appropriate sentence because the same vocabulary will have different meaning when it is used in different context. It should be a focus for the teacher to be successful in teaching vocabulary.

Kustardjo (1988) says that there are five ways of teaching vocabulary as explained below.

1. Teaching vocabulary through creativity. Hence, the teacher should allow the students to decide what they want to learn. Teacher can make such technique which enables the students to be creative in producing the vocabulary such as picture, puzzle, game, etc.
2. Teaching vocabulary through derivation, which involves noun, adjective, and adverb. For example to work (verb), worker (noun), etc.
3. Teaching vocabulary through translation. This method is considered as ancient one. Here the teacher teaches the meaning of the words through translation. For example, the word “lovely” in Bahasa means “indah”.

4. Teaching vocabulary through guessing. Here the teacher can encourage the students to guess first and then consult their dictionary. To guess right, a student should have a good rationale. The teacher can draw five pictures on the board. Teacher then pronounces the word and asks one of the students to point out one of the picture, students think relevant to the word pronounced by the teacher.

5. Teaching vocabulary through context clues. Here the teacher can use a context clue in word recognition by figuring out the meaning of a word based on the clues in the surrounding context, for example, by giving synonym, antonym, etc.

Teaching vocabulary will be less effective if the teacher cannot match the technique. A good technique will make the students interested in learning vocabulary and easier to remind the meaning. Regarding to the five ways of teaching vocabulary above, the writer interested in teaching vocabulary through creativity. Furthermore, teaching vocabulary is a process to make the students understand the meaning of word in different language and use it in appropriate context with the correct pronunciation by using some kind of techniques and medias.

## **2.6. Concept of Flashcard**

Flashcard is set of words or phrases on one side and its meaning usually in translation on the other (Lado, 1964:197). Flashcard is taken from word 'flash' which has means quickly, briefly, instantly, at once, and 'card' is piece of stiff paper or thin cardboard, as used for various purposes. He also states that flashcard may have a picture or

native language word on one side and the second language word on the other.

Flashcard is a card with a picture on one side and a word or phrase on the second.

Flashcard is a card bearing number, word, or picture that someone briefly displays to another as learning aid (Webster 1988:514). Wright (1968:73) also says that flashcard is printed with words and picture which can be handled easily by the teacher. It means that the teacher could create the flashcards and the size of the flashcards could be determined.

It is visible that it is designed for increasing student's learning ability. Thus, the function of flashcard in teaching speaking English is one visual aid. Weaver (1959:1) says that visual aid is any specially prepared drawing, illustration model, motion picture, or other devices that will be easily learnt through the sense of vision.

The ideas above clearly show that flashcard as one of visual aids is very important in teaching speaking English. As stated before, flashcard is one visual aid, the message of the card is brief and to the point. Flashcard is a card bearing numbers or words or pictures that someone briefly displays to another as learning aid.

## **2.7. Advantages and Disadvantages of Using Flashcard**

According to Wright (1968), the advantages of using flashcard were as follows: It can help the students to ease themselves in memorizing words they have learned. It can be

brought everywhere because the size of the cards is not too big. It gives variation in teaching. The teacher is not only to teach and explain the lesson verbally but also students are asked to express words on their own sentences. The message of flashcard is brief and to the point. Flashcards are very helpful to refresh the students' mind before starting new lesson.

The disadvantages of using flashcard were as follows; Flashcard cannot be used at all level. For those who already have a large amount of vocabulary, flashcards are not effective. Teacher who wants to make flashcards has much time in presenting flashcards as well as making the cards.

## **2.8. Teaching Vocabulary to Young Learners**

Basically, the children like pictures and sounds and they tend to imitate them because they will enjoy the teaching material where they seem to be involved in it. According to Hammer (2007), the children learn something not only from the explanation but also from the interaction and from what they see, hear, and touch and they have the enthusiasm and the curiosity about everything around them. Moreover, Cameron (2001) states that when the teachers teach vocabulary to young learners, the young learners need concrete vocabulary that is related to objects they can see and handle. It implies that the children will only retain the words that are close to their environment such as things that they can see, play, interact with and touch.

Madylusa (2004) gives several steps on how to present new vocabulary to the children: (1) “present concrete words”. It shows that the teachers should give the clear meaning of the new words. The teachers should avoid the use of mother tongue in English classroom; (2) “implement pronunciation/drilling”. The teachers should give the correct model pronunciation to the students. The students also have to get a lot chances to say the words in order to get used to pronouncing the words correctly; (3) “practice”. The students should practice to use of the words in their activities so they will get accustomed using the words correctly in their life.

Cameron (2001) describes four “essential steps” in teaching vocabulary to the children: (1) “having sources for encountering new words”; (2) “getting a clear image”. The image consists of audio, visual or both of them in the form of the new words; (3) making a strong connection memory between the form of the words with the meaning of the words; (4) using the words in the children’s life.

## **2.9. The Age of Young Learners**

Philips (1996:5) defines young learners as children from the first year of formal schooling (five or six years old) to eleven or twelve years of age. From Phillips’s theory, young learners are mainly recognized based on their age. Moreover, Scott and Ytreberg (1990:1) divided the children into two main groups throughout the book, the five to seven years old and the eight to ten year olds. We are assuming that the five to seven years old are all at level one, the beginner stage. The eight to ten years old may

also be beginners, or they may have been learning the foreign language for some time, so there are both level one and level two pupils in the eight to ten age groups.

Teaching to young learners is difficult. In order to teach English successfully to young learners, the teacher has to consider the characteristics of young learners and try to make appropriate technique, so they are motivated and enjoy in teaching-learning process. Scott and Ytreberg (1990:5-6) state what should be done by an English teacher in his teaching to children namely; 1) Words are not enough, 2) Play with the language, 3) Variety in the classroom, 4) Routines, 5) Cooperation.

From the explanation above, it can be concluded that the basic principle of teaching vocabulary are applying activities that are enjoyable but still full of educational contents, presenting clear images that contain audio, visual or both of them, interacting with the children using the object in the learning process, giving the correct model of pronunciation, and practicing the words in their activities in order to make them get accustomed to use them correctly.

## **2.10. Theoretical Assumption**

Referring to the theories above, the writer assumes that vocabulary learning should be integrated with other language skills. In order to make it easier, the teacher should have a good media for teaching vocabulary. Since a good media will make the students understand more about vocabulary more than its literal meaning but also its



meaning in context. Understanding the meaning of vocabularies in context will make the students easier to use it to practice language skills. Based on the assumption above, the writer thinks that one of the media between flashcard media and hand puppet media will give a good impact for students understanding in learning vocabulary. It will make the students understand vocabulary more.

### **2.11. Hypothesis**

Based on the frame of theory and theoretical assumption above, the researcher formulates the hypothesis as follow:

1. There is significant increase of students' achievement in learning vocabulary by

using flashcard at Little Elephant Kindergarten School Bandar Lampung.