II. FRAME OF THEORIES

2.1 Concept of vocabulary

Vocabulary is the number of words, which is used to communicate. Learning vocabulary do not mean learning to understand the meaning of the words only, spelling and pronunciation and word family should become an integral part of learning activity. Correct pronunciation is required in oral communication because it can make our partner understand what we say.

Vocabulary is a set of lexeme include a simple word compound word, and idiom. Lamb (1963: 19) defines a simple word as a single word that may or may not have a prefix and/ or suffix, for instance: table, chair, door, etc. while a compound word is a word join from two or more other words. Trask (1999: 120) also says that compound word can be written as one word, two words or as hyphenated word, for instance: classroom, textbook, policeman, etc. Idiom is a group of words with a meaning which is different from the individual words, for instance: look up, look at, give up, etc.

Vocabulary is important for learning a language, if the students cannot master a sufficient amount of vocabulary: the students will fail in using the language satisfactorily both in oral and in written form.

Furthermore, Wilkin (1993) says that without grammar little thing can be conveyed, without vocabulary nothing can be conveyed. It means that the students will not be able to communicate if they do not master vocabulary, but if they do not understand grammar, they are still able to communicate although they have little vocabulary. Furthermore, Wallace (1988) states that vocabulary is the vital aspect of language. An adequate vocabulary may

enable the message to be expressed clearly. The more vocabulary the students have, the more achievement of the language they perform.

As stated by Fries (1974:4), vocabulary can be classified into some types namely:

1. **Content words** represent:

   a. Name of subject or things, that is: nouns. According to Frank (1972:6), based on the meaning, noun can be classified into five types, proper noun(*Mr. John Smith, Paris, Dutchman, Thanksgiving Day*), concrete noun(*flower, girl*), abstract noun (*beauty, justice*), countable(*chairs, tables*) or non countable noun (*sugar, sand*), and collective noun(*committee, class, crew*). Here are the examples of above types.

   ➢ *Paris is the center of world's fashion.*

   ➢ *The girl likes the flower.*

   ➢ *He likes her beauty.*

   ➢ *They put some chairs in the room.*

   ➢ *The committee looks tired after the event.*

   b. Action done by with those things, that is: verbs. Frank (1972:47) mentions that verbs can be classified into five types. The predicating or linking verbs (*be, seem, look*), transitive verbs (*give, write*) or intransitive verbs (*go, come*), reflexive verbs (*express oneself, wash oneself*), auxiliary verbs (*be, have, do*), and finite or non-finite verbs, e.g.:

   ➢ *He looks confused.*

   ➢ *My sister writes a letter for me.*

   ➢ *They go this morning.*

   ➢ *He washes his car himself.*

   ➢ *We are very happy.*

c. Qualities of the things, that is: adjectives. Frank (1972:109) categorizes the types of adjectives into three determiners [article (*the, a, an*). Demonstrative adjectives (*this, that*), possessive adjective (*my, your, the girl's*), numeral adjective (*four, twenty, fourth, twentieth*), adjective of indefinite quantity (*some, few*), relative and interrogative adjective (*whose, which*)], descriptive adjective [proper adjective (*a French dish, a Catholic church*), participial adjective (*an interesting book, a bored student*), and adjective compounds (*a good-looking girl, absent-minded, a wall-to-wall carpet, a never-to-be-forgotten plot*)]. Here are the examples of above types.

➢ *We will visit the museum today.*

➢ *I bought this book yesterday.*

➢ *She left her purse.*

➢ *Four students cannot join the examination.*

➢ *My mother gives me some money.*

➢ *My mother cooked a French dish for dinner.*

➢ *Sarah is a good-looking girl.*

d. How the action done, that is: adverbs. Frank (1972:148) summaries the category of adverbs into five, adverbs of manner (*slowly, silently*), adverbs of place (*inside, there*), adverbs of time (*yesterday, tomorrow*), adverbs of frequency (*sometimes, often*) and adverbs of degree (*completely, very*), e.g.:

➢ *She walks slowly.*

➢ *He put the present inside the box.*

➢ *We will visit an orphanage tomorrow.*

➢ *We sometimes go swimming.*

➢ *He was very angry when he saw her bedroom in a mess.*

2. **Function words** are those words, which one is used as a means of expressing relation of grammar structure, such as conjunction (*and, but, however*), e.g.:

   ➢ Ogi is as clever as Putri *but* Setiawan is not like them. (*Conjunction*)

   ➢ Ririk *and* Naura have a cat. (*conjunction*)

3. **Substitute words**, those which represent the individual things or specific action as substitutes for whole form classes or words, that is: identities (*anybody, anyone, somebody, and someone*), e.g.:

   ➢ *Everyone* has left the room.

   ➢ *Nobody* is perfect.

4. **Distributed words**, those are distributed in use according to grammatical matter as the presence or absence of a negative, such as: *some, any, neither, either, too or yet*, e.g.:

   ➢ You do not allow passing this line and *neither* do I.

   ➢ She cannot finish the task and I don't *either.*

In this research, the researcher focused on Content words. Fries (1974:4) mention that noun, verb, adjective, and adverb belong to content words. The researcher taught vocabulary of concrete noun, command and request verb, and then possessive adjective; those are used things in the classroom and student's school equipment. Content words consist of words that can be well associated. Moreover, other types of words such as function word, substitute word, and distribute word cannot be well associated since they were limited in meaning.

2.2 Concept of Visual Aids

Weaver (1959:1) as cited in Nuryanto (2000:7) says that a visual aid is any specially prepared drawing, illustration, model, motion picture, or other devices that will be easily learnt through the sense of vision.

Visual aids can be useful to the language teacher by helping him create situation which are outside the classroom walls, introduce students to unfamiliar cultural aspects, give the reality to what might be misunderstood verbally by the students, change situation quickly and easily in drill, and decoration for the classroom (Kreidler, 1968).

The visual aids were applied to all material used in the classroom or in other teaching situations to facilitate the understanding of the written or spoken word. Those visual aids were more affective when visual aids were correlated with the materials of curriculum. We could see visual aid would not substitute the textbook or teacher, but the would supplement and increase the effectiveness of a teacher.

Concerning the need of teaching learning process, there are various kinds of visual aids that can be used to aid in teaching learning process. The classifications of visual aids stated by Walton (1966:186) in Nuryanto (2000:7) are as follow:

1. Symbolic aids, those aids that supplement the written and spoken words. Symbolic aids are picture, maps, globes, charts, flashcards, graphs, etc.

2. Equipment, those aids that can be used for example, blackboard, projector, television, etc.

In reference to the statement above, the researcher considers that flashcards were good way to introduce new vocabulary and by using flashcard the students would be able to understand the new vocabulary without any kind of translation or definition. Flashcard could be very helpful in increasing vocabulary of students and used effectively in a drill or review of words that have been known or learned.

2.3 Concept of Flash Cards in Teaching English Vocabulary

Flashcard that show quickly, briefly, instantly, at once, and card: piece of stiff paper or thin cardboard which is used for various purposes. Flashcard which sizes vary according to picture or word shown displayed may have a picture or native language on the bottom of the picture.

Flashcard is printed with words and picture which can be handled easily by the Teacher (Wright, 1968:73) in Nuryanto (2000:8). It means that the teacher could create the flashcards and the sizes of the flashcards could be determined.

Basically, they were of a size easy for the teacher to handle and to flash at the students.

Lado (1964:197) states that flashcards are set of cards with a word or phrase on one side and its meaning rarely in translation on the other. From the statement that flashcard includes word or phrase. We know that vocabulary was very essential in learning English language so words in flashcards could be used to learn and teach vocabulary.

Lado (1964:198) states that flashcards have a picture or the native language word on one side and the second language word on the other. There were set of flashcards where picture, words in the native language and the second language or translation on one side. We could find them easily in the bookstore.

While Wallace (1982:61) says that technique that has been advocated in the use of vocabulary cards as a preferable alternative to the vocabulary notebook. It means that students could actively collect or make themselves flashcard if they want to make them to know their difficult words. So in this case, flashcards could be used as a dictionary.

According to Lismayanti (2000:15) applying flashcards in the teaching learning process has some value advantages and disadvantages.

A. **The advantages of using flashcards are as follows**:

1. Flashcards help students in remembering what they have learned.

2. Flashcards give variation on teaching. Teacher is not only to teach and to explain the lesson verbally, but also students are asked to express words on their own sentence.

3. Flashcards can be brought everywhere because the size of the cards is not too big so that students can use her time to learn vocabulary easily.

4. This activity, on presenting materials of flashcards, has one thing in common that is they focused in process of vocabulary development, rather the product or answer it than include the process of a sentence built.

5. Flashcards are very helpful to refresh the mind of students' previous lesson before starting the new lesson.

Based on the advantages of flashcard above it could be concluded that flashcard was a good technique for student be more easy in learning vocabulary as specially for concrete noun, command and request verb, and then possessive adjective. And that using of flashcard could help the student to memorize easily.

B. The disadvantages of using flashcards are as follows:

1. Flashcards are not suitable uses at all level. For those who already have a large number of vocabulary flashcards are not effective.

2. Teacher who wants to make flashcards have much time in presenting flashcards as well as making the cards.

Based on the disadvantages flashcard above it could be concluded that flashcard only could be used for the beginners who are still studying English because the beginners' flashcard can help them to enjoy in English learning, but it is for high level it could affect them to be bored and that teacher spent much time to make flashcard before teacher present the flashcard.

2.4 Concept of Teaching Learning Vocabulary

The purpose of learning vocabulary was to make the students understand the meaning of the words. Finnochiaro (1967) suggests that teaching and learning vocabulary is an activity where the teacher and the students reintroduce some vocabulary items with all the structure and in the entire situation in which they can logically be used.

Wallace (1988:13) says that learning vocabulary is something more than memorizing list of words. It is supported by Kriedler (1963). Wallace states that in modern methods of language teaching, vocabulary learning no longer consists of memorizing words, instead words are usually introduced in meaningful context and practiced in an appropriate sentence patterns.

In teaching learning process, the teacher may also use gesture or commands because it would make the students able to infer the meaning of the word easily.

Teaching vocabulary should fit into a language learning course in any of four ways:
1. Material is prepared with vocabulary learning.
2. Words are dealt with as they happen to occur.
3. Vocabulary is taught in connection with other language activities.
4. Time is spent either in class or out of school. (Nation, 1990:3-4)

Based on statement above, in teaching vocabulary teacher should be aware that learning vocabulary was not only to memorize the words. It should be taught and practiced in meaningful contents. Learning vocabulary was something more than memorizing list of words and it was the teacher's responsibility to determine technique, so that the students find it easier and more useful for them.

Allen and Vallete (1983:116-117) in Gnainoska (1998:12) state that teaching vocabulary can be meaningful if the teacher can conduct the teaching process by combining the available technique of teaching. It was hoped that a good technique would be more enjoyable, interesting, and motivating, so that the students would not be bored in the teaching learning process. It would help them to get the materials stayed longer. It means that the teacher had to be aware the kinds of teaching technique that she would use to come to her goal.

Therefore in this case appropriate techniques would determine the learning process of students. Rivers (1970:362) explains teaching learning process of foreign language especially new vocabulary must be emphasized on the class of

Words: it is nouns, verbs, adjectives, adverb, or all of these aspects; therefore, the writer would like to say that learning vocabulary concerns in learning the real language which is learnt in useful utterance where the students employ immediately in communication and play in classroom. That was why in teaching new vocabulary English teachers needed interesting way or technique.

Kustardjo (1988:24) states that there are five ways of teaching vocabulary:

1. Teaching vocabulary through creativity.

   The teacher lets the students decide many choices by themselves what they want. The teacher can choose any techniques which are able to their students to be creative in producing vocabulary, for instance: game, flashcards, picture, drama, etc.

2. Teaching vocabulary through context clues

   In this technique, the teacher can use a context clue in the word recognition by figuring out the meaning of a word based on the clues in the surrounding context, for instance: by giving the antonym or synonym.

3. Teaching vocabulary through guessing

The teacher can encourage the students to guess and to consult the words learned. To guess correctly, a student should have a good rationale. The teacher can give example by pronouncing a sentence, and then the students guess the word the teacher means.

4. 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 'doctor' in Indonesian means 'dokter'.

5. Teaching vocabulary through derivation

The teacher involves the four classes of word in the position of occurrence in English sentence patterns. The teacher can give noun, verb, adjective and adverb. Then the teacher asks the students to derive the words, for instance: to employ (verb), employer (noun), employable (adjective), etc.

All of the possible ways above can be used in teaching vocabulary but in this research the researcher would use the teaching vocabulary through creativity by using flashcards the researcher assumed that the flashcards technique was interesting and suitable for students at elementary school level.

2. 5 Teaching English in Elementary School

Children between the ages of four to eleven were believed to be better at learning second language more easily. This belief seems to come from the critical period hypothesis: the claim that human beings are only capable of learning language between the age two and the early of teens (Cook in Setiyadi, 2003:162).

Teaching can be defined as giving instruction to learners by using method, technique, and media to achieve the goal. Anthony (1963:30) in Saptorini (2006:9):

A technique is the implementation, which actually takes place in a classroom is particular trick strategy or contrivance use to accomplish an immediate objective. In the process of teaching and learning English in the class, the teacher has the important role in developing the students' achievement in order that the student can absorb the information in English.

According to Corder (1973) in Saptorini (2006) we should answer two important questions, what to teach and how to teach. Teaching involves the materials and the methods or techniques.

In language learning context, it is believed that students would learn a foreign language more effectively under certain conditions. Therefore, there were some assumptions about language learning that should be considered when teaching English as a foreign Language to Children (Larsen-freeman, 2000: Mackey, 1975 and Richards and Rodgers, 2001 in Setiyadi, 2003:164)

1. Learning should be fun and natural for children.

2. The language should show with the first is presented through sound, not written symbol. Listening and speaking are worked on as the learners produce meaningful utterances concerning physical objects and their own experience. After the children understand what people speak and are able to produce the language, it will begin to read the symbols in the target language.

3. Children are more sensitive to anything that touches the senses: they react easily to physical object. Language is taught by having the students use their sense: touch see, listen, smell, and even taste if necessary.

4. Meaning should be made perceptible through concrete object or by the presentation of experience.

5. The idea that teaching should start from what the students already know in order to encourage association processes seems to favor children.

The methods for teaching children should maintain the characteristics of children in order that the students could learn the target language optimally. One of the common principles that might be considered to develop or choose methods for children is that learning a foreign language should be fun and natural.

Teacher in Elementary school said that the learners felt strange with the language and difficult to utter the words. It maked the learners did not want to learn this language. As teacher, they should improve student's motivation to learn the language. We have to consider the material that would be given to the students. We can use many things as the materials to teach the students, such as game, flashcard, picture, etc. In this case, the writer would like to apply flashcard as the technique to teach vocabulary to them, because it could make the teacher became easy in describing or deliver the material, and make the students become easier in understanding the material given by the teacher.

Flashcard is printed with words and picture which can be handled easily by the teacher (Wright, 1968:73) in Nuryanto (2000:8). It means that the teacher could create the flashcards and the sizes of the flashcards could be determined.

Basically, they were of a size easy for the teacher to handle and to flash at the students.

Based on statement above, the researcher thought that teacher can create the flashcard to make a good atmosphere in the classroom. It would be able to bring the students into interesting situation and they would not realize that they were actually learning. It was supported by the basic educational local curriculum objective that was to raise the students' interest and delight in studying English. The material could be adjusted to the need and

situation of the school. In this research, the researcher would emphasize on teaching vocabulary things around the school.

2.6 Teaching Vocabulary for Elementary School

Before teaching vocabulary for elementary school, especially in the fifth grade that the research was going to be carried out, elements in the way children learn their first language should be known because the way of learning a foreign language was not as different from learning the first language. It would be easier to teach a new language if the teacher has known the way children gain their first language. As Asher (1984:35) identifies that there are three critical elements in the way children learn their first language:

1. Listening skill produces speaking, with children often able to comprehend many complex utterances before they produce any intelligible speech.
2. Many of the utterances that are directed at an infant relate to actions, and more than 50% are in the form of command.
3. Listening seems to produce a" readiness" for speaking, but it appears that the process cannot be rushed. When the child has internalized an adequate. Cognitive map of the language through listening, s/he will spontaneously begin to procedure utterances.

After knowing the way children gain their first language, knowing characteristics of the children is the second thing to know before teaching vocabulary of a foreign language. As Aminudin (2009:1) said that generally children like doing any kinds of activities as long as they fell happy. Children will choose the activities they like to do according to their own characteristics. The character of the children may be one of the sign of their development. According to Wendy A Schott et al in Aminudin (1990:4) Stated that the characteristics of children are as follow:

1. The children ask question all the time.

2. They rely on the spoken word as well as the physical world to convey and understand the meaning.

3. They have definite views about what they like and do not like doing.

4. They have developed sense of fairness about what happen in the classroom and begin to questions the teachers' decisions.

5. They are able to work with others and learn from others.

From the characteristics of the children above, the researcher thinks that when teaching English as foreign language the teacher should create situation which provides the students facilitation to ask question, a lot of fun for physical activities in teaching learning process.

2.7 Procedures of Implementing Flash Cards in Teaching Vocabulary

Flashcard is printed with words and picture which can be handled easily by the Teacher (Wright, 1968:73) in Nuryanto (2000:8). It means that the teacher could create the flashcard and the sizes of the flashcard can be determined.
Basically, they were of a size easy for the teacher to handle and to flash at the students.

Flyn and Lafoso (1974: 4) group work is a group of people who recognize themselves one another and who meet in face to face situation to accomplish some purposes. The members of the group will help each other in order to accomplish their purposes. This statement supported by Jarolimek (1980: 215) states that group work is a case point, working together cooperatively involving students in a process through which they learn and apply many important human relation skills.
Based on the definition above the researcher concluded that group work is two or more individual who meets in a situation that will help each other for achieving the goals.

In the process of teaching learning vocabulary through flashcard the researcher focused on group activity. In the group activity the students divided into small group that consist of three until four students who worked cooperatively and discussed the answer of flashcard game together that should be finished in 15 minutes. After the students finished the flashcard game sheet in the group work activity the students changed their flashcard game sheet with the others then discussed it in the class.

She also says that the procedures of teaching vocabulary through flashcard technique were as follows:

First, she asked them to remember the pictures and words. Then she picks one up, conceals the pictures and asked them to say what it is. Each student made a guess. Then the teacher looked at the picture on the card she has taken and asked the students again,"what did you say?"The students repeat to say what the picture is.

In this research, the research used the following procedures of teaching vocabulary through flashcard technique:

Pre-Activities (10")
- Teacher greets the students.
- The teacher asks the students to pray before starting the activity.
- The teacher checks the students' attendance list.
- Teacher conducts routine (asking about student's health, their last experience, the weather, the day, and so on).
- The teacher asks the students to prepare the book, pen, etc.
- The teacher introduces the rules of the activity.

While-Activities (50")
- The teacher gives the leading question by asking what they have known about the things around the school.
- The teacher informs the students what they are going to learn and the objective of the learning.

- The teacher shows the flashcard of the things around the school. In the case, the teacher shows the flashcard one by one. For example: the teacher shows a flashcard of a *blackboard.*

- The teacher asks the students to name the flashcard. The teacher says" what is it in English? And then, the students try to guess the name of the flashcard.

- If there are no students who are able to name the flashcard, the teacher tells the name of the flashcard, for example: *this is a blackboard*. In the case, the teacher shows the flashcard.

- If all of students have known the name of the flashcard, the teacher changes to other flashcards one by one.

- Next, the teacher shows the flashcards with the words below the flashcard. The teacher shows a flashcard then pronounces the flashcard clearly. And then, the students try to pronounce the words after the teacher pronounces it.

- After the students are able to pronounce the word on the flashcard correctly, the teacher guides the students to spell the word.

- After that, the teacher changes to other flashcards and shows the flashcard one by one.

- If all the students are able to pronounce and spell all of the words on the flashcards, the teacher shows the flashcards without words once more. In this case, the students are asked to mention the name of the flashcard one by one and try to spell the name of the shown flashcard.

- After that, the teacher shows two different flashcards and asks the students to guess the right name of the flashcard that is asked by the teacher. For example: the teacher shows the flashcards of *a blackboard and a map*, and then the teacher says "which one is *a blackboard*? The flashcard on my right hand or my left hand".

- After the students are able to name all of the flashcards, the teacher asks the students whether they have question or not.

- Next, the teacher points students randomly to demonstrate what they have got after the teacher's explanation.

- After the teacher considers that the students already understand the material, she then asks the students to write down the words on their note books.

- The students divided into small groups consisting of three until four students.

- Each group was given worksheet and some instructions.

- Each group was asked to answer the worksheet in 15 minutes.
- In implementing flashcard game the students were not allowed to say the word or show their worksheet to the others. If the time was over the students and the teacher discussed the answer together. The group that answered it correctly and got the highest score was the winner of game.

Post-activities (10")

- Reflecting (giving explanation again related to the material in short)
- Asking the students' difficulty about the material.
- Saying salam and thank you for the students attentions.

2.8 Theoretical Assumption

Vocabulary is one of important part in learning a language, because without vocabulary it is difficult to communicate with each other. Students who did not master sufficient number of vocabularies would fail in using language satisfactorily either in oral or written form. Teaching vocabulary could be defined as teaching in which students deal with words through various ways used by teacher. However, not all of ways was appropriate for the students' level and needs, therefore teacher should have the ability to choose the appropriate way and implement in teaching learning process to obtain the goal. The use of interesting aids was necessary to motivate the students to learn.

English teachers are expected to be able to motivate their students in learning English. They should use the suitable teaching technique. Flashcard gave a variety in teaching vocabulary to increase students' vocabulary achievement. The students were hoped to motivate themselves in learning vocabulary that is by using the word in real situation actively.

In this research, the researcher would focus on vocabulary by using flashcard technique. The researcher assumed that by using flashcard the students would have more motivation and attention of the lesson. And also, the student would be able to remember and understand the

new vocabulary without any kind of definition or translation. Furthermore, the researcher believed that teaching vocabulary through flashcard technique would create a good atmosphere in the classroom. It would be able to bring the students into interesting situation and they would not realize that they are actually learning. So, the researcher assumed that teaching vocabulary through flashcard in helping the students to increase their vocabulary and to use them when they were needed to create sentences.

Finally, the researcher assumed that flashcards could increase students' vocabulary mastery.

2.9 Hypothesis

The line with the theoretical assumption above, the researcher formulated the hypothesis as follows:

1. There was any significant difference of students' vocabulary mastery before and after they were taught by using flashcard.

2. There was aspect of vocabulary which gain better after being taught flashcard at the fifth grade of SDN 2 Metro Selatan, Kota Metro.