II. FRAME OF THEORIES

A. Concept of Vocabulary

In communication, language plays an important role. To be able to use language, we should have certain amount of vocabulary. According to Hornby (1984:4), vocabulary is a building block to build the language. It means that if we have certain vocabulary we can also practice the language in our daily life. He also said that vocabulary is a total number of words which (with rules of combining them) make up language". This idea is supported by Rivers (1970:462) that it would be impossible to learn a language without vocabulary, learning language means learning its vocabulary.

Fries (1978:38) states that vocabulary is the essential area of language learning. Because of that, the students should learn the English words appropriately. So they can master the language. Without vocabulary language is nothing.

It is also supported by Burton (1982-1998) that a large number of vocabularies help us to express our idea precisely, vividly and without recitation of words. And he also said that with larger vocabulary, we can better perform in all aspects of English language work. So by mastering a great amount of vocabulary, it will be easy for the students to learn foreign language.

There are some types of vocabulary in English. Fries (1978:45) classifies English words into four groups, namely:

1. Content words represent the names of object or things, that is concrete nouns (cats, dogs), action done by or with these things, that is verbs (eat, bark), and the qualities of these things, that is, adjectives (tame, fat).

2. Function word are these words which are used as a means of expressing relation of grammatical structure, such as, conjunction (and, but), articles (a, an, the), auxiliaries (do, does, did).

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

4. Distributed words are those that are distributed in use according to grammatical matter as the presence or absence of a negative, such as, any, either, too, or yet.

In this research, the writer focused on the vocabulary which was classified into content words. The writer took adjectives as the material to do the research. Because it is also mentioned in the 2006 curriculum that students are able to comprehend the adjective.

B. Concept of Learning Vocabulary

In learning language, vocabulary should be taken into account and the technique that is used must be considered (Allen and Vallete 1977:149), it

means that learning vocabulary can be meaningful if the teacher can conduct the teaching process by combining the available techniques of teaching. And the students as the participants in learning process understand the words easily.

In order to keep the students interested and motivated in English, the presence of proper teaching absolutely is required. The use of media as technique of teaching can help teacher and students in teaching-learning process. There are many kinds of techniques which can be applied in learning vocabulary; teacher can choose one of them to be used in teaching-learning process.

Teacher should be careful in selecting the words to be taught to the students. It is supported by Bismoko (1976:64) that the teacher must select the words which can be learned in a limited time, which words should be chosen for teaching and which ones should be left out.

Kustarjo (1988:24) gives five possible ways of learning vocabulary, namely:

1. Learning vocabulary through creativity

   The teacher lets students decide many choices by themselves what they want. The teacher can choose any techniques which enable students to be creative in producing vocabulary, e.g.: game, picture, drama, flashcards, etc.

2. Learning vocabulary through context clues

   The teacher can use a context clue in a word recognition by figuring out of meaning of a word based on the clues in the surrounding context. The teacher can give students synonyms, antonyms, or definition of words.

3. Learning vocabulary through guessing

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

4. Learning vocabulary through derivation

   The teacher involves the four classes of word in the position of accuracy in English sentence patterns; the teacher can give nouns, verbs, adjectives and adverb. Then the teacher asks the student to derive the words, for example: employ (verb), employer (noun), employable (adjective), etc.

5. Learning vocabulary through definition

   The teacher guides students to define the meaning of words into the correct sentence for example: a voter is someone who votes.

Based on the theory above, the writer chose flashcards as a way to help the students to improve their motivation in learning vocabulary.

C. Concept of Flashcards

Flashcards are a set of cards with a word or phrase on one side and its meaning usually in translation on the other (Lado, 1983). It means that flashcards include words or phrase. We know that vocabulary is very essential in learning English so that words in flashcards can be used to learn and teach vocabulary. Then, he states that flashcards may have a picture or the native language word on one side and the second language word on the other.

From the statement above, the writer concluded that vocabulary cards were quite useful for recording new words and their meaning. It means that flashcards could be very helpful in learning vocabulary and was used effectively in a review of words that have been known or learned.

D. Advantages and Disadvantages of Using Flashcards

According to Wright (1968:73) as quoted by Debora, the advantages of using flashcards were as follows:

1. It can help the students to ease themselves in memorizing words they have learned.

2. It can be brought everywhere because the size of the cards is not too big.

3. 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.

4. The message of flashcard is brief and to the point.

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

The disadvantages of using flashcards were as follow:

1. Flashcards cannot be used at all level. For those who already have a large amount of vocabulary, flashcards are not effective.

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

E. Concept of Flashcard in Learning Vocabulary

Lado (1983) states flashcard may have a picture or native language word on one side and the second language word on the other. Flashcards is a card with a picture on one side and a word or phrase in the second and native language on the other.

It is visible that is designed for increasing students' learning ability. Thus, the function of flashcard in learning vocabulary is as one of visual aids. Kreidler (1986) says that visual aid can be useful to the language teacher by helping him create situations 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 a drill, and decoration for the classroom.

Weaver (1950) classifies the kinds of visual aids as follows:

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

2. Equipments, those aids that can be used, such as blackboard and televisions, etc.

The ideas above clearly show that flashcard as one of visual aids is very important in learning vocabulary.

F. Concept of Motivation

Ellis as cited in Hasan (1991: 1) states that motivation is one of the factors that influence the students' ability in learning language. Motivation is an inner power reinforcing someone to do something, all inner power that determines successful learning activity (Oxford and Shearin, 1994:12). We can figure that success in task is due to simply to fact that someone is motivated. If the students are strongly motivated, the process of learning will be more active and effect their achievement.

Motivation is considered by many to be the one of determining factors in developing a second or foreign language. Motivation determines the extent of active and personal involvement. On the contrary, Gardner (1985) in Aprida (2002) explains that motivation differs from orientation because the students may demonstrate a particular orientation but not be highly motivated to achieve the goal. Motivation, in this case is a positive power, which stems from desire to attain the goal reflected in the orientation, for instance, learning

English seriously in order to get a better job in the future. In relation with the previous statement, the students need motivation in order to attain the goal of language learning and motivation can come from themselves or from their environment.

From all statements above, the writer assumed that motivation means positive impulse toward the language learning in order to attain goal of foreign language learning. Thus, it seems that motivation plays an important part in order to make the students master their English and get the best achievement.

G. Concept of Motivation in Learning English

Since the learning process needs motivation, the students also need the motivation in learning language especially in learning English. Oxford and Shearin (1994) state that motivation is extremely important for second language learning and it is crucial to understand what our students' motivation are. Understanding their motivation is important in order to know why they learn a foreign language. Motivation is also used to facilitate students to reach their objectives in learning English; it is to reach good achievement in learning vocabulary.

According to Gardner and Lambert in Littlewood (1991), motivation in learning English is divided into two parts. The first is integrative motivation that identify with positive attitudes towards the target language group and the potential for integrating into that group or at least an interest in meeting and interacting with members of the target language group. The second is

instrumental motivation, which refers to more functional reasons for learning a language, for example, to get a better job or promotion, or to pass a required examination.

Motivation in learning English is also divided into intrinsic and extrinsic motivation. Intrinsic motivation is a motivation as incentive, which originates within the behavior itself rather than externally as in playing musical instrument for enjoyment (Setiyadi, 1999). If reasons of studying English are for his enjoyment himself and his knowledge himself, it is called intrinsic motivation. Extrinsic motivation stems from positive or negative reinforcements which are external to the behavior itself rather than inherent in it, for instance, studying to get good scores not because of studying is enjoyable. The intrinsic and extrinsic motivation is relevant in Indonesia. Therefore the writer used the intrinsic and extrinsic motivation as the indicators of the questionnaire.

Hence, the writer assumed that all kinds of learning process need the motivation especially in learning English as a foreign language. The students can reach their goal if they have intrinsic and extrinsic motivation.

H. Motivating Students

In ideal classrooms, students pay attention, ask question and want to learn. They do their assignments without complaining and study without being coaxed or cajoled. In fact, teachers do not teach in an ideal world. They often have students who are not motivated; more accurately, students do not seem

motivated to work on the task their teachers have set out for them, including in learning vocabulary. A teacher contributes a great deal to the students' desire to learn and to make responsibility and control for their own learning. With a positive, proactive to motivation, a teacher can influence the way students view themselves and learning.

Baron (1992) and Schunk (1990) as cited in Eggen (1997) states that motivation is a force that energizes, sustains, and directs behavior toward a goal. Just a force moves an object, motivation moves a person. When the students pay attention, turn in their works, and study for the tests, it says that they are motivated. It is same when they are active and interactive in learning vocabulary. If they do not do these things, it says that they are not. This notion is not technically true however. More accurately, they are not motivated to perform the task teacher sets out for them; simply, their goals are not the same as teacher's goals. Teachers' job is trying to increase their inclination to perform meaningful learning tasks.

Students' motivation is critical for learning. Ugurogulu and Walberg (1979), Wang, Heartel, and Walberg (1993) as cited in Eggen (1997) states that there are researchers who have found a strong, positive correlation between motivation and achievement. Learning and motivation are so strongly interrelated that a person cannot fully understand learning without considering the impact of motivation on it. According to Nocholls (1984) in Eggen (1997) learning goals lead to task orientation, in which students focus on understanding and do not worry about failure or comparisons with others.

Within a learning-focused classroom, teachers can do much to motivate students to learn including in learning vocabulary. Motivation can be influenced by many factors. One of factors is technique. Good teaching technique that are teachers' way used in presenting the material which can give students interest, so that it can help the teacher to motivate them and make them to be more active and interactive in teaching-learning process. In this research, the writer focused on the improvement of students' motivation in learning vocabulary through flashcard.

I. Measurement of Motivation in Learning English

Motivation is a psychological construction. It cannot be observed and measured directly. It must be measured through a certain indicators of the instrinsic or extrinsic motivation. In other words, it must be classified, organized, and put into measurable symbols in order to make sense. In this research, therefore, the writer measured the motivation toward English by administering Likert measurement technique (Likert scale) range 10 to 30. This technique places psychological aspect that uses into all of instruments in this paper such as motivation questionnaires. There was a negative-wording of the questionnaire. It supposed to the students to read the questionnaire carefully. So, the students didnot focus on the pattern of choices but they focused on the answer of the questionnaire. To make the questionnaire valid, the questionnaire was tested by 3-raters. They were Dra.Hj.Rosmari Adibroto, Suanto. S.Pd., Syahril Taufik S.Pd.

In the questionnaire, the writer used affective continuum ranging in form of like-dislike, agree-disagree, or good-bad matter that refers to the indicator of the instrinsic and extrinsic motivation determines a part of motivation such as: frequency, students' reason, strategy and students' involvement (Sepliana, 2006). Thus, the writer classified the subjects' attitude into some categories such as "very positive, positive, and negative". Those categories were arranged to have some degrees of score aiming at simplicity of the measurement. Negative has 10 score, positive has 20 scores, and very positive has 30 scores.

J. Theoretical Assumption

In learning vocabulary the teacher should find the way that can motivate the students to learn new vocabulary. By looking the clarification above, the writer assumed that flashcards can help the teacher to improve the students' motivation in learning vocabulary. In addition, by using flashcards the students are not only able to memorize words and apply them in the context but they are also able to bring them into interesting and enjoyable situation. Students are helped to raise their intrinsic and extrinsic motivation where hopefully they teach English for their enjoyment themselves and their knowledge themselves.

Flashcards can give variety in learning vocabulary and the students are hoped to be motivated in learning vocabulary, which is by using the words in the real situation especially in communication. Therefore, Flashcards can be an effective technique to improve students' motivation in learning vocabulary.

K. Hypothesis

Based on the assumption above, the writer formulated the hypothesis was as follow:

"Flashcards can improve students' motivation in learning vocabulary."