

CHAPTER II

LITERATURE REVIEW

A. Vocabulary

1. Definition of Vocabulary

According to Hornby (2006) as cited Aprilia (2015: 7) state vocabulary is as all the words that a person knows or uses when they are talking about particular subject in particular language. Komachali and Khodareza as cited Fitriyani, (2017: 170) state that vocabulary is a number of words known by students in a language. Vocabulary is the basic component of the language which makes the language becomes so useful for the communications. Based on the explanation above, we should know the vocabulary at least from simple words that we spoke every day. Vocabulary is a very important thing in learning English and also while we are speaking, reading and writing in English.

Therefore, the teachers should find a way to improve students' skills in storing and using a number of types of vocabulary for making sure the students learn English effectively. Vocabulary also can help the students in mastering speaking, listening, reading and writing English. Thus, if the students master in vocabulary, they will feel so confident to speak English in front of the people or maybe the students easy to understand the material learned in English subject. If the students lack

of vocabulary, the students will face the difficulties and cannot follow the learning process as well.

2. Aspects of Vocabulary

According to Lado as cited Mardianawati (2012: 11), the aspects of vocabulary that can be learned by the learners are as follows:

a. Meaning

The most important aspect of vocabulary teaching for student is to foster the student's independence so they will be able to deal with new lexis and expand their vocabulary beyond the end of the lesson.

b. Spelling

Spelling is very important in learning vocabulary because it aids in reading. It helps the connection that was shared between sounds and letters. Spelling and reading also have a common factor, proficiency with language. Students should be relaxed about spelling, if not, it will inhibit their writing.

c. Pronunciation

Pronunciation of a word is what we hear when someone says the word. Most words have only one pronunciation, but sometimes a word has two or more pronunciation. English pronunciation is difficult to learn because it is not related to the spelling of words.

d. Word Classes

Word classes are categories of word. Word class is very important feature in semantic feature analysis. In each of the following sets of words, one word does not belong. For example, nouns, verbs, adverbs, adjectives and prepositions. The clarification of the words of a language in this way is dependent on their function in communication.

e. Word Use

Word use is how a word, phrase or concept is used in a language. Word use may also involve grammar and thus be the subject of profound analysis.

B. Media

1. Definition of Media

Arsyad (2007: 5) wrote that media is all forms and channels used (good example) to convey messages or information. Media also can be interpreted as media communication in the learning process. Based on National Education Association/NEA, media is form of communication both printed and audio-visual and the equipment. Media can be manipulated, seen, heard or read. Therefore, media is a form that can be used to deliver messages from the sender to the recipient so that it can stimulate the thoughts, feelings, attention and interests and attention of students in such a way that the learning process happen.

Media used for supporting learning process such as pictures, flashcards, movies, line graphic and etc. Nowadays, all of the teachers used media to support the students understand the material given by the teacher but because some teachers are too focused on the media, the teacher does not pay attention the instructions and evaluations in the development of learning. Therefore, the teacher should be focused on the development that occurs in students when learning takes place and also focuses on aspects of teaching such as the instructions and the students' interest in learning.

a. Characteristics of Media

Gerlach and Ely (1971) said that there are 3 characteristics of Media such as that are guidance why the media used and what the media can do that the teacher might not be able to do it efficiently and effectively. The first one is Fixative Property. Fixative Property have capability for recording, saving, and recontracting an occurrence or object.

An occurrence or object can be sorted and rearranged with media such as video tape, photography, audio tape and movie. With this characteristic, media allows recording an occurrence or object that occurred in that time and can be applied without knowing the time. This characteristic is very important for the teacher because every occurrence that has been recorded and

stored by the media can be used any time. Thus, when a student activity was recorded can be used to be analyzed, evaluated and given a feedback by students individually or in groups and teachers.

The second one is Manipulative Property. The transformation of an occurrence or object because of the media has characteristic of manipulation. This characteristic requires careful attention because if there is an error in rearranging the sequence of occurrence or cutting the wrong part, there will be a misinterpretation.

The third one is Distributive Property. Distributive Property is an occurrence that transported through space and simultaneously the occurrence presented to a large number of students in a place.

b. Functions and benefits of Media

There are 4 functions of Media, (1) Atensi function; (2) Affective function; (3) Cognitive function; (4) Compensatory function.

1) Atensi Function

The atensi function of visual media is to attract and direct the attention of students to concentrate on the content of the lessons related to the visual meaning that includes learning material. Images projected through an overhead

projector can soothe and direct their attention to the subject matter they will receive. Thus, to get and remember the contents of the learning material will be even greater.

2) Affective Function

The affective function of visual media can be seen from the level of enjoyment of students when learning illustrated text. Visual images or symbols can arouse emotions and attitudes of students, such as information relating to social problems.

3) Cognitive Function

This function has the purpose of understanding and remembering information or messages contained in the image.

4) Compensatory Function

This function provides a context to help students who are weak in reading understand the text and remember it again.

Based on Kemp and Dayton (1985: 28) as cited Arsyad (2007: 19), learning media can fulfill three functions that can be used by individuals or groups of listeners whose numbers are large, namely: (1) motivating interests or actions, (2) presenting information, (3) giving instructions. To be able to fulfill the motivation function, learning media can be applied with drama or entertainment techniques. For

information purposes, learning media can be used in the context of presenting information. The form of media presentation is general in nature and serves as an introduction, summary report and background knowledge.

The last is the media function for the purpose of instruction where the information contained in the media can be conveyed well so that the learning process occurs. Material must be designed and made more systematic in order to be able to deliver instructions effectively. Besides being fun, learning media must be able to provide a pleasant experience and meet student learning needs.

2. Flashcards

Arsyad (2011) states that Flashcard is a small card which contains pictures, texts, and symbols which reminds students of something related to images that can be used to train and enrich vocabulary. Hotimah (2010: 12) states that Flashcard is one form of educational media in the form of card that contains images and words whose size can be adjusted that faced by students. We can make this media by ourselves or maybe used that already existed. This media is a learning media that can help the students to improve various aspects such as developing memory, exercising independence and increasing the number of vocabulary.

The advantages of Flashcards based on Susilana and Riyana (2009: 94) as cited Hotimah (2010) are:

a. Easy to carry everywhere

Easy to carry everywhere means with a small size, Flashcards can be stored in a bag even in a pocket so that it does not require extensive space, can be used anywhere such as in class or outside the classroom.

b. Practical

Based on the way to make and application, flashcards are very practical, this media does not need to use electricity. If we want to use it, we just arrange the sequence of images according to our wishes, make sure the position of the image is not upside down and if it has been used it is stored again in its original place.

c. Easy to remember

The combination of text and images makes it easy for students to recognize the concept of something, namely to find out the name of a place can be seen from the picture, otherwise it can be seen from the text.

d. Fun

Flashcards in their use can be through games. For example students compete in search of an object or certain names of flash cards that are stored randomly.

The disadvantages of flashcards based on Arief S. Sadirman (2006: 31) are:

- a. Flashcards only emphasize the perception of the sense of light
- b. Not effective when it describes complex images
- c. The size is limited to large groups

C. Basic Assumption

In learning vocabulary, the students commonly faced the problems such as remembering, meaning and spelling vocabulary. Thus, it is very important to minimize the students' problem using flashcards. By implementing flashcards, they will memorize the words which have been learned in longer time because long term memory about vocabulary will help them easily to memorize and retrieve it when they need it. Henceforward, the students will think harder to answer and guess the English name which is listed in flashcards. With those flashcards, the students can learn vocabulary in fun way and not monotonous so they feel enthusiastic. In this case, the researcher assumes that teaching vocabulary through flashcards will improve students' vocabulary.

D. Hypothesis

Based on the explanation above, it is hypothesized that students' vocabulary through Flashcard improves.