

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Vocabulary**

##### **1. The Definition of English Vocabulary**

There are various definition propose by the experts about the vocabulary. On this part tries to give some glimpse at the definition towards vocabulary itself. The group of word that we use to communicate to one another in a language considered as a vocabulary. In line with Lessard-Clouston (2013) vocabulary is anything that deals with the word. As the fundamental procedure humans use to access and develop a language like English, vocabulary is a collection of words. A language's vocabulary expresses meaning, functions as a standalone entity, and can be utilized to communicate with one another when speaking. Without mastery of vocabulary, students automatically cannot acquire the four language skills, such as listening, speaking, reading and writing.

According to Bakti (2018) Vocabulary is considered to be one of the most important elements in comprehending lesson materials, especially when learning a foreign language. In line with Cameron (2001) the statement highlights the significance of vocabulary in the knowledge of a language by stating that it is one of the domains of knowledge in language and that it plays a significant role for learners in acquiring a language.

Vocabulary cannot be separated from the language itself, because vocabulary is an important part of language and part of the language component that has all the information about the meaning and use of words in language. Linse (2006) stated that vocabulary is a set of words that known by someone when they communicate. The statement explains that vocabulary is a collection of words that a person knows.

Knowledge of the vocabulary must be extensive. Vocabulary knowledge is frequently regarded as being crucial for foreign language learners because it will be difficult to communicate if you have limited

vocabulary in English. It is impossible for the students to perform their English appropriately, if their vocabulary is very poor (Nikijuluw, 2020: 2). A wide vocabulary allows for effective language use. Utilizing foreign languages results in a greater vocabulary, including English vocabulary.

We can employ words for communication in daily life when we have a strong vocabulary in English. Good word storage is crucial for understanding communication. According to Hariyanto & Wulandari (2019: 252) In order to achieve effective communication in speaking, listening, writing, and reading learners have to learn the target language which is the vocabulary itself.

In conclusion vocabulary mastery in English is an essential skill for effective communication in both spoken and written forms. It involves knowing the meaning of words, their context, and how to use them appropriately to convey ideas accurately. Having a broad and varied vocabulary enables individuals to express themselves better, communicate more effectively, and understand others more easily. To achieve vocabulary mastery in English, one needs to engage in consistent and deliberate practice, such as reading extensively, learning new words, and using them in context. It is also crucial to understand the different nuances and shades of meaning of words, as well as their various grammatical forms. Overall, vocabulary mastery is an ongoing process that requires time, effort, and dedication. However, it is a skill that can significantly improve one's ability to communicate effectively and succeed in various academic, professional, and social contexts.

## **2. The Importance of English Vocabulary**

The success of using a second language depends on the learning of suitable and wide enough vocabulary, as we are unable to apply the structures and functions we have acquired for communication without a vast vocabulary. A second language's vocabulary is crucial for effective communication and is crucial for the creation of both spoken and written documents. In English as a second language (ESL) and English as a foreign

language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing (Nation, 2001).

Grammar is less significant in English than vocabulary. For good communication without any barriers, it is crucial to learn and understand English vocabulary. It can be said that English vocabulary is important so that students can easily express themselves and understand other people speaking as well as to think, express ideas and feelings, and to explore and analyze the world around them. If students have limited English vocabulary, they will lose interest in reading and lose confidence. English vocabulary plays a dominant role in learning English and understanding English, especially in communication situations. According to Ortalisje (2020: 22) when learning a new word, some language learners find it difficult to choose a word and when they intend to express a meaning, they may also find it difficult to choose the right word.

### **3. Learning English Vocabulary**

Vocabulary is the primary building block for many of our English skills, and faults in vocabulary can sometimes be more deceptive than problems in grammar. (Amin, 2013: 2). English vocabulary has a real effect on skills in English, without vocabulary it is difficult to do verbal communication between one another. We can communicate our ideas more effectively when we expand our English vocabulary. Learning English vocabulary is the basis of learning English, in learning English we need to know English vocabulary. From English vocabulary we will understand the meaning of a sentence; therefore English vocabulary is very necessary and becomes the main part for learning English.

According to Permatasari (2021: 1) for language skills, four skills must be mastered by students, namely speaking, reading, writing, and listening. In speaking, vocabulary helps students to explain their ideas orally fluently. In reading, vocabulary helps students understand reading materials and reading texts in learning English. In writing, vocabulary helps students to develop their ideas based on the topic sentences they want and the

vocabulary they have. In listening, vocabulary affects their understanding of people speaking, class discussions, and so on.

Based on the explanation above and as a conclusion, we can conclude that learning vocabulary can help the rest to master the four competency skills in learning English. Vocabulary is the initial foundation of the creation of a language, therefore by learning vocabulary can help students to be able to master the four competencies in English.

#### **4. Aspect of Vocabulary Mastery**

##### **a. Vocabulary Mastery**

The researcher strongly believes that vocabulary is one essential element of language that should be mastered with well by the students. Learning vocabulary is important and crucial because vocabulary is the basic and the main block of the communication in English. Whether the students try to convey their idea in either spoken or written language, vocabulary is important element to be involved in the communication. Vocabulary mastery requires the students to be able to recognize the word and its usage, after they already recognize the word and its usage they can communicate effectively with others (Cameron, 2001:75).

The complete amount of vocabulary in a language that incorporates information about its meaning, form, and usage in context of communication is referred to as vocabulary mastery. In line with that, vocabulary can be seen as the foundational knowledge that each student should possess before progressing to the next phase of language learning.

Vocabulary building is not an effortless process where children may quickly pick up a large number of new terms. The process of mastering or acquiring a vocabulary starts in infancy. In essence, a baby's first language, also known as mother tongue, is where they learn their first language. Words are learned at this level through listening and interaction between both mother and the baby. Another intriguing issue is that vocabulary knowledge is useless without strong language abilities in the form of listening, reading, writing, and speaking.

Mastering the vocabulary should be immersed with the aspect of the vocabulary itself. Someone called succeed in mastering vocabulary if they could emphasize the vocabulary aspect. According to Harmer (2001:16) stated that there are five aspects that should be emphasized by students in mastering vocabulary, they are meaning, word use, spelling, and pronunciation. Those aspects of vocabulary are the supporting pillars for effective vocabulary mastery.

#### 1) Meaning

Word meaning can be categorized in accordance with the form to which it is affixed. Word meaning can be broken down into three categories: lexical meaning, morphological meaning, and syntactic meaning. Lexical meaning is the literal meaning of certain word (Richards & Schmidt, 2002:116). Morphological meaning refers to the word morpheme. Morpheme is the smallest unit that carries information about word meaning or function (Richards & Schmidt, 2002:341). Furthermore, syntactic meaning of a word refers to the grammatical arrangement of word in a sentence.

A word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.

##### a) Synonym

Synonym relates to similarity of meaning, more than one word having the same meaning, or vice versa, the same meaning being expressed by more than one word. In other words, synonyms are words that share the same denotation but have different connotations.

##### b) Antonym

Antonyms are the opposite of a word's meaning, meaning the opposite of each other. Antonyms come from the Greek, "ant- and

-nymy", both parts meaning "opposite + name" (Jackson, 1988:64). Antonymy deals with the opposite of meaning.

c) Denotation

Denotation is a word that has the actual meaning of the word. Denotation is conceptual meaning and dictionary meaning (Tarigan, 1985:58). It can be underlined that denotation is the meaning of the word itself as same as in the dictionary meaning.

d) Connotation

Connotation is the meaning of a word that has another meaning within the word. To clarify it another way, connotation is the meaning of a word that is not the actual meaning of the word. Connotation is more complicated than denotation. According to Tarigan, connotation is feeling and emotion that occurs within a word.

2) Word Use

There are some ways to teach the students to learn the vocabulary on the word use aspect. The first way is by quickly showing the grammatical pattern the word fits into. The second one, giving a few similar collocates, mentioning any restrictions on the use of the word. For the last way, by giving a well known opposite or a well known word describing the group or lexical set it fits into (Nation, 2001:1).

3) Spelling

Spelling is the ability to spell words correctly. Including attempts to spell a word correctly. According to the Oxford Learner's Dictionaries, spelling is the process of accurately assembling words from their component letters. In conclusion, spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word; the process of forming words by putting letters together.

#### 4) Pronunciation

According to Hewings (2004:3), pronunciation of a language is the main components of speech which combine together. These components range from the individual sounds that make up speech, to the way in pitch (the rise and fall of the voice is used to convey meaning). Pronunciation is also related to phonetic transcription. Since the phonetic transcription represents speech sound consistently, it can be used as a reliable guide to have a control of the spoken language.

Based on the explanation above the aspect of vocabulary mastery that the researcher used and to be the main focus of this research was on the aspect of meaning, spelling, and pronunciation. Researcher decided to focus on these three aspect by applying several considerations, one of which was the use of flashcard media, researcher realize that the use of flashcard media is not qualified to be used in the aspect of word use, because flashcard only contain pictures and then words that describe the picture on the card.

### **B. Flashcard**

#### 1. The Definition of Flashcard

Flashcards are little cards featuring images, writing, or other symbols that serve as a reminder or pointer for students about a topic related to images. Flashcards are typically 8 X 12 cm in size, though they can be changed depending on the size class faced (Arsyad, 2011)

According to Rudi Susilana and Cepiriyana, a flashcard is a type of educational material that consists of graphic cards that are 25 x 30 cm in size. The images on the flashcard are a collection of messages, each with a description of the corresponding picture.

In line with Dini Indriana Flashcards are learning materials that are picture cards the same size as a postcard, or around 25 X 30 cm (Indriana, 2011).

From the many viewpoints presented above, it can be inferred that flashcards are successful learning tools with two sides. The card has an image, text, or symbol on one side, while definitions, image captions, answers, or descriptions on the other side serve to remember or guide pupils to something related to the image. Flashcards are typically 8 x 12 cm, 25 x 30 cm, or they can be made to fit the size of the class.

Based on the explanation above, the researcher rearranged the size of the flashcard used according to the size of the classroom. Therefore, the researcher rearranged the size by using flashcard with the actual size of 20,5 x 16,5 cm.

## 2. The Characteristic of Flashcard

A useful and relevant graphic medium is flashcard. According to the definition of flashcards given above, effective learning cards have two sides, one of which contains an image, text, or symbol and the other of which is composed of definitions, image captions, questions, or descriptions that serve as a reminder to or a point of reference for students regarding the image on the card. So, it can be concluded that the flashcard has characteristics as follows:

- a. Flashcards are effective picture cards.
- b. Has two front and back sides
- c. The front side contains an image or symbol mark.
- d. The back side contains definitions, image captions, answers, or description.
- e. It's simple and easy to make.

## 3. The Advantages, Disadvantages, and ways to overcome the problems of Flashcard

Flashcards are media that have advantages and disadvantages in their use. As for the advantages of flashcard media according to Noviana (2020) as follows:

- a. Flash Cards are easy to carry and easy to make this Flashcard media and its use, Flash Cards also make it easier for students to remember. In using this media the teacher does not need to have special skills.
- b. Easy to remember, presents a message or meaning on each card/Flashcard.
- c. Fun in its use can be through games, for example by competing to find an object or certain names from Flash Cards that are stored randomly.

Despite on its advantages, flashcard also has the disadvantages on its use, according to Noviana (2020) the disadvantages of flashcard as follow:

- a. Emphasize that students can see the Flash Card media in front of the class.
- b. Lack of effectiveness if using Flash Card media in a class with a number of learners exceeds 30 students, because it will be very ineffective.
- c. The size of Flash card media is only the size of HVS; it is very difficult for large groups.
- d. Flashcards emphasize the use of visual sensory, so it requires sharp eyesight from each student.
- e. Students find it boring when flashcard teaching is done monotonously.
- f. It is not effective to use flashcards if the images are too complex.

Based on the explanation of the disadvantages from Flashcard media, in here the researcher would like to deliver the ways to overcome the problems as follow:

- a. The first is in the use of flashcard media, as previously explained, the class to be studied is quite large in the category of the number of students, therefore researchers created flashcards with the actual size of 20,5 x 16,5 CM.
- b. The second researcher will arrange the class position with the letter U, so that all students can see the flashcard media clearly.
- c. Third, researchers will implement simple games so that the learning process is not boring.

- d. Researchers will use emoji animation for images that will be displayed on flashcards, emoji images are simple images that are not complex.
- e. To anticipate emoji images that may have some objects that are not available on the emoji platform, researchers will use other images provided that the images used are animated images and in accordance with the identity of the emoji itself, namely animated emoji.

#### 4. The Implementation of Flashcard in the classroom

The implementation of using flashcards as teaching media in the classroom is all kinds of detailed processes carried out by researchers in implementing flashcards. According to Dina Indriana, there are some steps to implement the flashcard, as follow:

- a. The cards are held and pointed at the researcher's chest level.
- b. Pull out the cards one by one after the researcher explains the meaning of each flashcard.
- c. Give the cards that have previously been revoked and explained to several students who may be easily accessible to the researcher.
- d. If learning is done by playing games: (1) Place the flashcards randomly on a box or table, (2) The researcher asks students who want to play the game, (3) The researcher instructs students to look for cards that contain images, text, or symbols according to the instructions given by the researcher.
- e. Ask the student holding the flashcard to learn to say and spell the word on the flashcard.
- f. In order to avoid imbalance, as much as possible, the researcher randomly selects students who will read the flashcards aloud.

### **C. Emoji**

#### 1. The Definition of Emoji

Emojis are symbols expression found on social media platforms. In practice, this symbol used to show the expression of in a chat room. Novak, Smailovic, Sluban, and Mozetic (2015) define emoji as a symbol,

ideogram, that represent something, not only expressions, but also concepts and ideas such as celebrations, weather, vehicles and buildings, food, living things, feelings, emotions, and activities. These emojis can be found on various social media platforms such as Instagram, Whatsapp, Twitter and others. Not only social media, emojis are also available on the keyboard of every smartphone vendor. Samsung, Apple, and Google are 3 examples of vendors who provide emojis that they designed themselves.

Emojis are character images that are popular on the WhatsApp app, their function is to express a meaning of emotional expression graphically that is relevant to the original physiological expression (Annamalai & Salam, 2017). Originally developed in 1999 by a Japanese company called NTT DoCoMo, Emojis are small digital images or icons used to express ideas, emotions, and feelings in electronic communication (Goldsborough in Andral & Laroque, 2016:6).

Based on the explanation from several experts above, it can be concluded that emojis are icons, ideograms, or graphic symbols that represent a character and function to express emotions and ideas in digital communication with the form of animated picture.

## 2. Types of Emojis

We can easily find this emoji icon on our smartphone keyboard. The types of emojis are as follows.

### a. Smileys and People

In the smileys and people icon, the emoji icons displayed are image icons related to facial expressions or facial expressions. Besides that, in the people icon there are image icons of people such as men and women and their occupation icons that can be identified through the emoji icons displayed.

### b. Animals and Nature

In the animals and nature emoji, the icons displayed are images related to some animals that are often found in human life. In addition,

this section also displays icons related to the surrounding natural environment such as plants, space objects, and weather conditions.

c. Food and Drinks

In food and drinks emojis, the icons displayed are various kinds of food and drink icons that we often encounter in our daily lives.

d. Travel and Places

In travel and places emoji, the icons displayed are various icons of public transportation vehicles that we often encounter in life and public facilities such as hospitals, places of worship, and even residential houses.

e. Activities

In the activities emoji, the image icons displayed are various image icons related to various sports activities that are often carried out by humans.

Since the main topic or theme that the researcher conducted when implemented the flashcard in this research which are In the House and In the Nature, the researcher choose the types of emoji food and drink, animals and nature and for the last is travel and places.

## **D. Young Learners**

### **1. Definition of Young Learners**

Young learner students are young students whose learning English. They are primary school-aged children who have English as a local content subject at their school. Similarly, the students who participate in the English village activities in Parit Baru Village are young learners who attend English language courses. Young learners are defined as children between ages of 5-12 (Linse & Nunan, 2005). They can be divided into 2 groups, namely Younger Group (6-8 years old) and Older Group (9-12 years old). According to their grade level, they can be called Lower Classes children, i.e. 1st, 2nd, and 3rd graders and Upper Classes children, i.e. 4th, 5th and 6th graders. Upper Classes students in grades 4, 5 and 6. Meanwhile, Scott

and Ytreberg (1990) divided them into Level one or beginner level (5-7 years) and Level two (8-10 years) groups. Level two (8-10 years old). The Level Two group can also be called beginners if they just started learning English at that age.

## 2. Characteristic of Young Learners

According to Suyanto (2010:11) here are the characteristics of young learners in general:

- a. In general, children aged 5-7 have an egocentric attitude where they tend to relate what they learn or do to themselves. They like subject matter that relates to their daily lives and surroundings, for example topics that use words or phrases, such as "My ...: my family, my house .... They also pay more attention to sentences or phrases that involve things they objects that belong to them or that they wear and even their body parts.
- b. Young learners in the Level One group, aged 5-7 years old, still find it difficult to distinguish between concrete and abstract things. The dividing line between the real world and the world of imagination is not or not yet clear to them. They cannot yet distinguish whether something is real. Concrete objects can easily be introduced to students in English. These objects can be taught and packaged in a song, for example, while pointing to objects in the classroom, the teacher teaches the students to sing.
- c. Children also tend to be imaginative and active. They also like learning through games, stories and songs so they will be more motivated to learn English even though indirectly. Learning language while playing is a fun activity for children or often referred to as recreational time out activities. Ur (1996) says there are three sources of attention for children in the classroom, namely pictures, stories, and games.
- d. Feeling easily bored, they have a short concentration and attention span. To overcome this, learning activities must be varied and need to be change every 10 - 15 minutes.

- e. Last but not least, young learners are active thinkers who like to learn things, including language learning by doing, for example playing or singing by moving their limbs to signal or give meaning to spoken expressions.

## **E. Previous Studies**

This research contains some previous studies which have similar characteristics to the research. The similarity can be in the subject of research, variable, and the type of research. The previous research that became a reference in writing this research was as follows;

The first research is by Widya Astuti (2022) entitled "Using Flashcards To Increase Students' Vocabulary". Based on the writer observation, it found that the use of flashcards can increase vocabulary mastery of the students. Based on the result of the research it is show that the use of flashcards positively affects the vocabulary mastery of grade eight students at SMPN 4 Tatantovea Donggala.

The second research by Cucu Rahmawati (2019) entitled "Improving Students' Vocabulary Mastery Using Flashcards". The researcher concludes that although some weaknesses arise during the implementation of using flash cards, the strengths of using flash cards in teaching vocabulary give benefits more rather than the disadvantages. It is indicated from the improvement of the students' motivation and achievement. The improvement of the students' motivation could be seen from the change of the students' behavior in the lesson. The students looked so happy when the teacher entered the class. They were very curious with the flash cards that the teacher brought. They waited with full curiosity about what the teacher would do with the flash cards and what they would learn with the flashcards. They also enjoyed the lesson. Besides, the students became so active, enthusiastic and full of participation every time the teacher asked them to guess and answer the question. They

Another research was conducted by Habibi (2017) entitled "The Use Of Flashcards In Improving Vocabulary Mastery Of Students With Disability".

The research shows that the use of flashcards in teaching and learning students with disability of second grade in SMP Diponegoro, Junrejo, Batu has successfully improved students with disability' scores in vocabulary test. Therefore, the researcher makes some conclusions. First, using flashcards (in bilingual language) in vocabulary teaching and learning successfully improves students' score in vocabulary test. It can be seen that all students improved their score after the implementation of flashcards and it reached the standard minimum adequacy (KKM). Second, flashcards build students with disability positive response during vocabulary teaching, and also the volunteer has important role to help the English teacher in controlling the class condition. It is proven from field note that is written by the observer. Third, students with disability' improvement are not only from their vocabulary mastery, but also from class atmosphere becomes good and under control.

Based on the explanation of previous studies above, the researcher intended to implement the flashcards as a media in teaching young learner students at English Village of Parit Baru. The researcher intended to implement the media with the aim to improve their vocabulary mastery in English. For addition, based on the explanation of the previous studies above, the researcher found the gap of the research, which is the implementation of the flashcard on the previous studies dominated on the high school students, meanwhile on this research, the researcher try to implement the flashcards media to young learners student of English Village of Parit Baru.