

CHAPTER II

LITERATURE REVIEW

A. The Nature of Vocabulary

1. Definition of Vocabulary

Vocabulary is one of the basic elements in acquiring English language. Students are endeavored to be able to memorize and remember vocabulary to be able to master English. According to Chen C M, *et al* (2018:238), due to globalization, English has become the most extensively spoken international language. Consequently, possessing proficient English skills is highly valuable to numerous individuals. The surge in wireless networks and mobile devices in recent years has significantly contributed to the increasing popularity of learning English within a mobile learning context.

Initially, it is important to establish a clear understanding of the term "vocabulary." Various definitions may arise based on different perspectives. However, a general definition of vocabulary involves knowledge of words and their meanings. Alternatively, someone might characterize vocabulary as a compiled list of words arranged alphabetically with corresponding definitions. In linguistic analyses, a word is typically defined by a set of properties or features, encompassing its meaning, register, association, collocation, grammatical behavior, written form (spelling), spoken form (pronunciation), and frequency. Mastering a word involves not only grasping its meaning but also comprehending these seven additional aspects. Collectively, these properties are referred to as word knowledge, as suggested by Schmitt in Alizadeh I (2016:22).

2. The Kind of Vocabulary

Words in English can be categorized into ten groups: noun, verb, adjective, adverb, pronoun, preposition, conjunction, interjection, numeral, and article. However, in this section, the researcher will focus exclusively on two of these categories: verbs and nouns. Lestari L M (2022:145).

a. Noun

Many languages use numerical affixes, such as singular, plural, and dual to denote different forms of nouns. In terms of semantics, function, and grammatical structure, nouns can represent individuals, other entities, inanimate objects or abstract concepts, and anything with or without specific boundaries.

b. Verb

The most challenging element of language expression is the verb, a word indicating an action. This complexity arises from the numerous ways a verb can be used in conjunction with nouns.

3. The Aspect of Vocabulary

Learning vocabulary is the basic thing or the first step to be able to learn English further. Lado, referred to Sabarlele and Oraile (2022), there were five aspects of vocabulary that are essential to be known, they are (a) Meaning, (b) Spelling, (c) Pronunciation, (d) Word Classes, and (e) Word Use. These below are the descriptions:

a. Meaning

Understanding meaning is a crucial aspect for students to grasp, as it pertains to how words convey significance to language users. Often, a word can possess multiple meanings depending on the context in which it is used. Take the word "present," for instance, which as a noun can mean the current time or something given to someone, typically for a specific occasion. Therefore, students must be familiar with the meanings of words to comprehend the intended message when encountering them in various contexts.

b. Spelling

While incorrect spelling may not frequently impede the understanding of a written message, it can negatively impact the reader's perception. Poor spelling is often viewed as a sign of insufficient knowledge. This is because spelling poses challenges for students, as the connection between the sounds of a word and its written form is not

always straightforward. A single sound, or phoneme, may be represented by various spellings (like in "paw," "poor," "pore," "pour"), and conversely, the same spelling may correspond to different sounds (as seen in "or," "word," "information," "worry," "correspond"). To enhance clarity, students should concentrate on a specific variant of English (such as British or American English) as a spelling model to emulate.

c. Pronunciation

in the process of learning vocabulary, students should not only focus on the meanings of words but also on their pronunciation, understanding how a word sounds. This awareness is crucial for comprehending others' intended messages. If a word is pronounced inaccurately, it can pose difficulties in understanding. Hence, students should learn to pronounce words correctly to prevent misunderstandings in verbal communication.

d. Word Classes

Word classes are essentially categories of words, serving as a fundamental aspect in semantic feature analysis. These categories encompass various types, including nouns, verbs, adverbs, adjectives, and prepositions. The classification of words within a language into these categories is contingent upon their specific functions in communication.

e. Word Use

Word use refers to the function of a word is used in a language. Word use may also involve grammar and thus be the subject of profound analysis (Mardianawaty, 2012:11).

In this research, the writer uses 4 aspects. These four aspects are used as assessments when students take tests. That are the meaning, word use, spelling, and pronunciation.

4. The Importance of Vocabulary Mastery

Vocabulary is one of the essential factors in mastering English as foreign language. It means that students. This implies that the students possess the capacity to comprehend and utilize the meaning of words.

Mastery is the attainment of high skill or total command over a subject. The concept is derived from the term "master," denoting someone with profound knowledge in a specific field, such as a master painter (Mastery - Definition, Meaning & Synonyms, 2023). When applied to vocabulary, mastery means having a proper understanding related to the meanings of words and being knowledgeable about words. Good vocabulary skills allow us to communicate effectively with others. According to Cameron (2001:78), vocabulary is an essential part in learning a foreign language. This means that having a strong vocabulary makes it easier to learn a new language.

A crucial component of foreign language learning, especially English is vocabulary. Having a restricted vocabulary limits one's proficiency in speaking, reading, listening, and writing. Effectively learning a language often related with mastering vocabulary. English language learners frequently grapple with vocabulary challenges, hindering clear communication and the ability to convey ideas. Expanding one's vocabulary is essential for improved reading, speaking, listening, and writing skills. A robust vocabulary enables students to tackle schoolwork more effortlessly and find greater success in various assessments that include vocabulary-related questions. The more vocabulary a person could achieve, the higher chances of them in having a good use of English in communicate Gustian D (2021:2).

In Junior High School, English is a compulsory subject for all students. The objective of teaching English at this level is to empower students to cultivate effective communication skills and recognize the significance of English in enhancing the nation's competitiveness globally. The attainment of this objective necessitates the acquisition of fundamental communication skills, including proficiency in vocabulary. Achieving these skills requires an interactive, inspiring, and enjoyable learning environment, supported by the use of media that encourages active participation from students Hadi M S (2021:362).

B. Flashcard Media

1. Definition of Flashcard

The term "media" originates from the Latin word "medius," meaning "middle." Generally, all types of media serve as intermediaries for disseminating, conveying, or transmitting messages and ideas to recipients. Generally, media education serves as a tool for teaching and learning. Anything utilized to stimulate learners' thoughts, emotions, concerns, and abilities, or to facilitate the learning process, is considered a form of media. Teaching media can be broadly characterized as encompassing any person, materials, equipment, or events that create conditions for students to acquire knowledge, skills, and attitudes, Achsin in Hamer and Rohimajaya, (2018:172). Flashcards prove valuable for practicing and reinforcing new letters, syllables, words, and various information. They consist of cards with information, such as words or numbers, on one or both sides, serving as effective tools in classroom drills or individual study sessions.

Flashcard is a media in learning that makes it easier for teachers to teach, flashcards are very interesting because they are equipped with attractive pictures and colors, so that students are interested in learning them. According to Cross in Atmaja and Sonia (2020:283), flashcard is a simple picture/image on a card or paper, commonly employed as an educational tool. Using flashcards to teach English aims to improve students' mastery of vocabulary. Each flashcard comprises a word along with various user-generated features like a definition, example sentence, and pronunciation clips. Students examine the content on the card as part of their word study. As stated in Hadi M S (2021), the use of educational tools during the learning process significantly impacts students' enthusiasm and interest in learning. These tools can serve as a source of motivation for students even before the commencement of learning activities. Therefore, instructors should offer captivating media to inspire students to actively engage in vocabulary learning. Flashcards represent one such medium used for teaching vocabulary. Functioning as a visual aid, flashcards prove to be

an intriguing tool that aids children in memorizing words. The vibrant images on the cards contribute to capturing students' interest in the learning process.

2. Types of Flashcard

Flashcards have different types, according to Elisa and Tuti (2020: 389) flashcards is inexpensive, there is no need for the teacher to spend a lot of money to build it, yet they can make it by their own with less amount off money needed. Moreover, it also handy and easy to bring it everywhere else. These are the examples of flashcards:

1) Big Picture Flashcard

Utilizing large-picture flashcards is a highly effective tool for introducing and practicing new word forms. These cards capture the learners' attention, transforming what can often be tedious activities into more enjoyable experiences. This is precisely what teachers seek when introducing new language, aiming to capture the full attention of their learners.

2) Small Picture Flashcard

There were lots of variation related to this kind of card that commonly used in communicative exercises involving pairs or small groups of students, playing a significant role in reviewing and practicing vocabulary in a meaningful way.

3) Words Flashcard

Typically, flashcards are organized into groups based on their categories, such as pictures of families, animals, vegetables, and more. These flashcards cover various content throughout the class. The teacher commonly employs flashcards by holding and swiftly displaying them to the students.

3. Procedure Implementation of Flashcard Media

There are several ways to implement flashcard media in teaching in class, according to Rahmasari in Apriliyanti B, *et al* (2022:84), There are specific procedures in using flashcards, which involves the following steps:

- a. Arrange the flashcards in the desired order for presentation to students.
- b. Begin with the first flashcard, holding it up for students to clearly see the front.
- c. Present the front of the flashcard, which contains words, while speaking in English. Ask the students to repeat after you several times to ensure correct pronunciation.
- d. Pose questions to the students by displaying flashcards randomly.
- e. If students provide an incorrect or no response, provide the correct answer, and set these flashcards aside in a pile on your right side. After showing all the flashcards, you can continue the session using the stack of incorrectly answered cards.

4. Advantages and Disadvantages of Flashcard

As written in the research by Wright (1968) in Mastruty and Que (2021), quoted by Debora, the advantages of using flashcards are:

Advantages:

1. Assisting students in memorizing learned words becomes easier with the use of flashcards.
2. The portable size of the cards allows them to be carried everywhere.
3. Flashcards introduce variety in teaching methods, moving beyond traditional lesson delivery and explanation.
4. Flashcards serve as a valuable tool to refresh students' minds before embarking on a new lesson plan.

Another opinion regarding the advantages of using flashcard media was expressed by Hadi, M S, *et al* (2021), who said that the benefit of employing flashcard media lies in students feeling supported by the diverse cards and instructions provided by the teacher through this medium.

Disadvantages:

1. Flashcards may not be applicable for all individuals with an extensive vocabulary; they might not prove effective in such cases.
2. Creating flashcards requires a considerable amount of time for both preparation and presentation by the teacher.

5. Capabilities Achieved by Using Media Flashcard

Learning vocabulary is the primer needs of learning English. Flashcard is one of the learning media. Flashcards are small cards that have attractive pictures and colors. In addition, its small size makes it very easy to carry anywhere.

The purpose of using flashcard media is to help students to remember vocabulary easily because there are pictures and colors on the cards that can attract students' attention in learning. Using flashcard media can be an alternative in increasing student vocabulary.

Proficiency in literacy plays a significant role in achieving success. The educational tool of flashcards effectively integrates writing and reading skills. Through the various stages involved in flashcard activities, it aids students in enhancing their motoric and sensory capabilities, allowing them to engage all their senses during tasks. Additionally, flashcard media contribute to enriching students' vocabulary, thereby fostering strong communication skills. The emphasis of flashcards lies in memorizing term definitions and generating examples that illustrate the application of these terms in daily life as stated by Lin, McDaniel, Miyatsu, & States, (2018), in Harisanty (2020:9) . Thus, the focus of using a flashcard is to instill and improve students' ability to enrich vocabulary, enhance the ability to identify, understand a problem to get a solution, improve writing and reading skills, practice communication skills and work together with others so that they have good confidence.

The effectiveness of flashcard media acquiring English is also an important thing that must be considered by the writer, Rachmadi N.A, *et al* (2023:79) stated that Students have the opportunity to enhance their vocabulary through various aspects such as understanding the meaning of English words or the words corresponding to pictures, incorporating these words into sentences, and ensuring accurate spelling. They are encouraged to provide definitions for English words or match them with corresponding images while also focusing on correct spelling. Another activity involves

determining the accuracy of sentences based on the defined vocabulary, with the option of True or False responses. The use of flashcard media in English learning has proven to be engaging, making students more active and enthusiastic in the classroom. This indicates the effectiveness of both digital and paper flashcards in advancing young learners' vocabulary. Furthermore, the post-test results for both types of flashcards exhibit negligible differences, affirming their equal effectiveness in improving young learners' vocabulary.

C. Previous Study

Several researchers have conducted research using flashcard learning media to improve students' vocabulary mastery. That are:

Kholisoh Nursaadah and Yon A.E (2022) has researched “Improving Students Vocabulary Mastery Using Flashcard at The KAI” The participants in this study comprised students enrolled in Brainy English at The KAI, totaling 30 students across classes D1 to D4 during the academic year 2022/2023. The research followed the Classroom Action Research (CAR) model, as outlined by Kemmis and McTaggart cited in Burns (1993:32), encompassing four key stages: planning, acting, observing, and reflecting. The findings indicate a noticeable improvement in students' vocabulary following the implementation of flashcards in the learning process. The cycle 1 recorded an average student achievement score of 65.5, which increased to 79.7 in the cycle 1. Consequently, it can be inferred that the use of flashcards proves to be the most effective method in capturing students' interest, fostering an enjoyable classroom atmosphere, and enhancing vocabulary learning outcomes. The author anticipates that this thesis will serve as an additional reference for future researchers, encouraging diverse discussions and further development in the utilization of flashcards.

Cucu Rahmawati and Kartika Ria Utami (2019) has researched “Improving Students' Vocabulary Mastery Using Flash Cards”. The researcher conducted a Classroom Action Research (CAR) at the eighth grade of a junior

high school in Cilamaya Kulon. This study unfolded across two cycles, following a structured sequence of planning the action, implementation, observation, and reflection. Quantitative data collection techniques were employed to gather research data. The findings revealed that the use of flashcards significantly enhanced students' mastery of vocabulary. This was evident in the mean test scores, which increased from 56.5 in the pretest to 77.1 in posttest one and 83.7 in posttest two. Flashcards proved effective in capturing students' attention during lessons and contributed to increased participation, with students becoming more engaged, motivated, and less hesitant to participate in the instructional process.

Arisandi Setiyawan (2015) has researched "Improving Students' Vocabulary Mastery by Using Flash Card at Forth Grade Student in SDN Lawangan Daya 2 Pamekasan". This study aims to identify an effective and suitable strategy for enhancing students' vocabulary proficiency through the use of flashcards. Consequently, the chosen research design is Classroom Action Research (CAR), implemented within a single cycle involving planning, implementation, observation, and reflection. The quantitative analysis of the vocabulary test results and the qualitative analysis of observational data were employed to assess the outcomes. The findings indicate a substantial increase in students' vocabulary mastery compared to the initial research phase. This leads to the conclusion that (1) an effective and suitable strategy is crucial for the teaching and learning process, and (2) flashcards are deemed an appropriate technique for enhancing students' vocabulary proficiency.

Based on the previous studies above, writer has drawn a conclusion that this research is similar with the previous studies, because it uses flashcard media to improve students' vocabulary mastery. The researcher is interested in using flashcard as educational tool in improving students' vocabulary mastery. The thing which distinguish the previous study with this study is the location of where the study implemented and the subject of this research, namely SMP Negeri 02 Sungai Kakap.