

CHAPTER II

REVIEW OF RELATED LITERATURE

This Chapter provides a review of theoretical writings and researchers related to the study matter. This Chapter includes the following sections.

A. Theoretical Description

1. General Concept of Flashcard

a. Definition of Flashcard

A teacher should use flashcards when instructing students in English, especially when teaching vocabulary. An educational tool known as a flashcard is a picture card representing a phrase or sentence that uses small figures, symbols, or figures accompanied with information on the front or back of the card.¹ Flashcards are small images with a variety of pictures and colors that are useful for teaching vocabulary, particularly to children or young learners. It can make the children more interested in learning vocabulary.

For both children and adults, flashcards are a tested teaching and learning tool in and out of the classroom. Flashcards can be a creative, colorful, and enjoyable approach to help students remember and retain vocabulary items.² A flashcard shows a picture or words it is a piece of cardboard on which appears a word, a sentence, or a simple outline drawing. The lettering should be large and clear so that it can be seen from anywhere in the room. When capital letters are used, they are preferred. The print should be used since it is easy to read at a distance.

According to Oxford Advanced Learner's Dictionary,³ Flashcards are cards with a word or words on them and sometimes an image as well. Flashcards are typically cards with a word or words, a number, or an image on them that teachers and students use in the classroom to help them learn and memorize new terms.

¹ Luluk Humairo, et all, "Learning of *Imla*' Using Flashcards on Writing Skill at Islamic Elementary School Level in Samarinda," *Journal of Arabic Language Teaching, Linguistics, and Literature* 3, No.1 (2020): 6.

² Henry Elisa and Tuti, "An Evaluation of the Use of Flashcard for Teaching Vocabulary at Kindergarten in Sintang," *Journal of Education, Teaching, and Learning* 5, No.2 (2020): 389.

³ Yosephus Setyo Nugroho, "Improving Students' Vocabulary Mastery Using Flashcards," *English Education*, (2012): 5.

The usage of flashcards is a simple and very practical way to increase vocabulary. Depending on how creative the teacher is in teaching, flashcards can be utilized in a variety of activities, such as games, singing, and guessing.

b. The Function of Flashcard

Flashcards as a teaching media for English to help the teacher, especially in vocabulary, a function of flashcards is in line with the learning objectives. The material can be explained using flashcards, delivered by the teacher and give examples of the material. According to Kasihani and Suyanto, there are several functions of flashcards:⁴

- 1) To be comfortable and confident using the singular and plural concepts.

Students will be familiar and stable in learning with the singular and plural concepts, and also students can differentiate them.

- 2) To be familiar and stable with the number

Students will understand about numbers through flashcards taught by the teacher. Not only with number, but also with words, phrases, sentences and so on.

- 3) To be comfortable and secure with a variety of concepts.

Students will familiar with a few and a lot of concepts of words, phrases, and even sentences. So that students can make sentences properly.

- 4) Use extract pictures with appropriate vocabulary and color to get students' attention.

Learning vocabulary by using interesting media like using extract pictures with appropriate vocabulary and color. The students will not be bored and always enjoyable in learning.

- 5) To provide the teaching-learning process variation.

Flashcards as the media in teaching vocabulary are a variation in teaching-learning as a form of a teacher in developed learning media.

Students can apply their learning of the phrases through the use of flashcards, which also assist in helping them remember basic vocabulary to improve students English-language development.

⁴ Aschurotun Nadziroh, "The Use of Flashcards to Improve Vocabulary Mastery," (A Thesis of STAIN Salatiga, 2010), 17.

c. The advantages and disadvantages of flashcard

The use of flashcards in learning English affected student learning outcomes. But still, the use of flashcards in learning English has its own advantages and disadvantages. According to Utami, et al said that the advantages of flashcard learning media are:⁵

- 1) Concrete
- 2) Image overcomes the limitations of space and time
- 3) Can overcome our limitations
- 4) Can clarify problems
- 5) Cheap and easy to obtain to use without the need for special equipment.

As stated by Susilana and Riyana the advantages of flashcards among others are easy to carry anywhere, practical, easy to remember, and fun.⁶ Besides, according to Wright as quoted by Debora, the disadvantages of using flashcards are:⁷

- 1) Flashcards cannot effective to use at all levels for those with a large vocabulary.
- 2) Should have much time to make the flashcard and represent them as well as making the cards.

Besides, the use of flashcards requires a lot of money because if we make our own flashcards, we must buy paper, print it, and cut it. Furthermore, creating flashcards takes a long time, and if the cards are not clearly printed, students will misunderstand the material explained by the teacher. So, that the learning process will be disturbed. Even though there are advantages and disadvantages, using flashcards can still help students to recognize vocabulary.

2. Review on Media

a. Definition of Media

Media is a part of learning English. According to Jacobs et al, media can be seen as media, widely understood,

⁵ Diah Kesumawati, et all, "Development of Digital Based Flashcard Media on Thematic Learning in Ibtidaiyah Madrasah," *Pedagogik Journal of Islamic Elementary School* 5, No.1 (2022): 85.

⁶ Rahesa Wahyu Nalendra, et all, "The Effect of Learning Model With Youtube Versus Media Flashcard Media and Learning Motivation on Learning Outcomes in English," *Journal of English Educational Study* 3, (2020): 137.

⁷ Elsy Matruty and Stella Rose Que, "Using Flashcard as A Media in Teaching Vocabulary for the Eighth Grade Students of Junior High School," *International Journal of Language Education* 2, No.1 (2021): 23-32.

anyone, material, or events that form conditions to acquire knowledge, skills, and attitudes.⁸ Media is used as something that had a function to get knowledge and understood everything.

Media is a means of communication and a source of information. Obtained from the Latin word *media*, which means "between," the phrase referred to anything that transmitted information between a source and a receiver.⁹ In teaching, media as graphic tools, photographs, or electronic to catch process and reconstruct information visually or verbally which deliver instructional message or information to the students.¹⁰ From that, media is a mediator from the source to the receiver about anything. In language, learning media is a mediator from teacher to students in explaining the material of study.

According to Musfiqon,¹¹ Media may be characterized as a tool used to teach students information in both physical and non-physical ways so that their learning is more effective and efficient. It is expected that this will help children know more efficiently and attract them to the subject. Teachers and students both received from media in the teaching-learning process.

According to the concept given above, a teacher used media in the classroom as a tool to present and clarify subjects to students. The usage of media can make the learning and teaching process interesting and pleasurable for the students.

⁸ Kamelia Kamelia, "Using Video as Media of Teaching in English Language Classroom Expressing Congratulation and Hopes," *Journal of Ultimate Research and Trends in Education* 1, No.1 (2019): 34.

⁹ Fajar Wirawan, "A Study on The Teaching Media Used by the English Teacher at SMP Muhammadiyah 2 Malang," *Jurnal Ilmiah Profesi Penelitian* 5, No.2 (2020): 91.

¹⁰ La Aba, "Flashcards as A Media in Teaching English Vocabulary," *Al-Lisan Jurnal Bahasa* 4, No.2 (2019): 171.

¹¹ Yanuari Dwi Puspitarini and Muhammad Hanif, "Using Learning Media to Increase Learning Motivation in Elementary school," *Anatolian Journal of Education* 4, No.2 (2019): 55.

b. Kinds of Media

Media can be classified into three categories,¹² its functions according to their respective categories, there are:

1) Audio Media

Audio media is a category of educational media that only includes lessons delivered using hearing aids that can be listened to. Examples of audio media are; Radio, Tape Recorders, Smartphones, etc.

2) Visual Media

Visual Media is a learning resource that uses the sense of sight to communicate information. Some examples of visual media are; Flashcards, posters, magazines, books, puzzles, newspapers, and so on.

3) Audio-Visual Media

A type of learning media called audio-visual media contains information that involves both the senses of hearing and sight. Examples of audio-visual media are; video, television, and computer.

Based on the kinds of media above, the teacher can use media according to teaching needs.

c. The Importance of Media in Teaching

Media are instructional tools that are essential for learning English; they can be used to help the teacher in facilitating the language-learning process, reduce the use of the student's native tongue or first language, increase their motivation for learning, and clarify new concepts. To ensure that students can comprehend new concepts without difficulty or misunderstanding, to improve perception, to increase the quality of English learning, and to make the learning process more enjoyable and interactive.¹³ Media assisted the teacher in delivering the lesson or information to the students. That is why media is so important for language teaching.

Media has a role in assisting in the success of teaching and learning since it may guide students and increase achievement in the learning process in the

¹² Regina Rhani, "The Implementation of Media in English Language Teaching," *STKIP Bina Bangsa Getsempena Banda Aceh* 5, No.1 (2014): 7.

¹³ Achmad baidawi, "Using Visual Media in Teaching Speaking," *Journal of Language and Literature* 1, (2016): 57.

classroom. We motivated students to learn more by utilizing media. This is in line with the statement by Sanaky, who explain the benefits of instructional media, included: ¹⁴

- 1) Using media makes teaching more interesting, which help motivate students to learn.
- 2) Can make educational materials clearer so that students may understand them more quickly.
- 3) The learning process becomes more varied. Students do not get bored quickly and more effectively and efficiently.
- 4) After listening to the information the teacher has delivered, the students complete various tasks including observing, performing, demonstrating, and so on.

Besides, as stated by Hotimah and Muhtadi, Using media to support learning increases the quality of teaching and learning and makes it less boring by providing that the material is delivered and applied efficiently. ¹⁵

From the explanation above, media is important in teaching, by using media teachers can present more varied material to deliver to the students, so that students did not get bored in the learning process.

3. Teaching Vocabulary

a. Definition of Teaching

Teaching is a professional activity that guides directs and encouraged students in their learning process. Teaching also included activities that helped students in classroom activities, such as organization, recitation, management, and evaluation results of students. In order for the process of learning to occur, teaching is defined as a planned activity that involves controlling the environment as effectively as possible and interacting with children. Conditions for students' ongoing learning activities have been developed as a result of teaching. ¹⁶

Teaching is a process in which the ideas or principles are taught to students by a teacher. ¹⁷ According to Kimble-

¹⁴ Yanuari, *Using Learning Media*, 54.

¹⁵ Yohana, *Student' Perception*, 550.

¹⁶ Muhammad Ihsan, "Psikologi Pendidikan dan Ilmu Mengajar", *Jurnal Edukasi* 2, No.1, (2016): 65.

¹⁷ Yunus Yilzid, "Components of Commitment to the Teaching Profession", *International of Social Sciences & Educational Studies* 4, No.2, (2017): 115.

Garnezy defined, teaching is defined as sharing knowledge, guiding someone in the study about something, teaching or instructing someone in learning how to do something, and helping someone to know or understand.¹⁸ Olatunji defined teaching as a social activity that aims to promote in others the necessary progress. Only certified and trained teachers are capable of performing the act of teaching and giving knowledge in and out of the classroom in a professional manner.¹⁹

According to Webster's International Dictionary, Teaching is a general term for causing one to acquire knowledge or skill, giving of incidental help and encouragement, and usually the imparting of necessary incidental information.²⁰ The goal of teaching is simple, it is to make students learning possible. For this purpose, teaching is taken to mean a set of activities that makes learning possible for students.²¹

b. Definition of Vocabulary

Vocabulary is one of the components of language; there is no language without vocabulary. The vocabulary allows people to easily communicate with one another. It is the reason that vocabulary is an important aspect of learning English. As Nunan states, vocabulary is the collection of words that an individual knows.²² Furthermore according to Richards and Renandya, Vocabulary is an essential part of language proficiency as it provides a major part of how students speak, read, listens, and write.²³ As a result, vocabulary is important in both writing and speaking.

¹⁸ Karolina Lesiak, "Teaching English to Adolescents", *World Scientific News*, (2015): 225.

¹⁹ Tosin E Akinduyo, "Teaching Profession in Nigeria; Issues, Problems and Prospects", *International Journal of Scientific and Research Publications* 4, No.11, (2014): 1.

²⁰ T.M Caro and M.D Hauser, "Is There Teaching in Nonhuman Animals?", *The Quarterly Review of Biology* 67, No.2, 152.

²¹ Saranne, *Teaching and Learning*, 45.

²² Lela Sesmilea, "The Use of Flashcard in Teaching Vocabulary to The First Grade Students of SD Muhammadiyah 16 Surakarta," (A Thesis UMS, 2020)

²³ Windi Melia Putri, "Exploring Students' Experiences of Task-Based Language Teaching (TBLT) in Vocabulary Learning: A Narrative Inquiry," *Journal of Language and Language Teaching*, Vol.10, No.2, 2022, p.302.

Vocabulary is a supported component in language learning because it affects the meaning and message that a person conveyed.

The vocabulary of a language is the collection of information about the definitions and applications of its words. Moreover, Vocabulary defined by Meriam Webster,²⁴ vocabulary is a:

- 1) Words and phrases are typically listed in alphabetical order, explained, or defined.
- 2) The total number of words used in a subject of knowledge by a language group, individual, or work.
- 3) Use can be made of a list, group, or collection of phrases or codes.

Banhart described vocabulary as the collection or list of words, typically in alphabetical order, and defined by the person, class of people, profession, and other factors.²⁵

c. **The Importance of Teaching Vocabulary in English**

Teaching vocabulary is not easy. The purpose of teaching vocabulary to students is to help them understand the meaning of words that the teacher explained and presented to them. Teaching vocabulary can be considered problematic because some teachers are unsure of the best practices in the classroom and are sometimes unsure of how to begin forming an instructional emphasis on vocabulary learning. However, teachers have to know the students' character and style the learner. Besides, teachers have to know the right way to teach English vocabulary.²⁶

According to Rivers and Nunan, learning a limited vocabulary is important for effectively using a second language because, without a good vocabulary, we won't be able to apply the structures and functions we may have

²⁴ Elysa Matrutry, "Using Flashcard as A Media in Teaching Vocabulary for the Eighth Grade Students of Junior High School," *International Journal of Language Education*, Vol.2, No.1, 2021.

²⁵ Herlina and Raden Rahmi Dewi, "Flashcard Media: The Media for Developing Students Understanding for English Vocabulary at Elementary School," *Indonesian Journal of Educational Review*, Vol.4, No.1, 2017, p.117.

²⁶ Nining Candra Wahyuni, "The Use of Puppet and Flashcard as Media in Teaching Vocabulary for Children with Special Need," *Journal of English Language Teaching 2*, (2019): 138.

learned for clear communication.²⁷ For second language learners, vocabulary is important because it is basic to communication in daily life. If the learners do not master vocabulary, communication will be constructed.

Related to Jamalipour and Farahani, The basic means of communication are generally acknowledged to be that vocabulary. Vocabulary is a manifestation of the human mind used by language users to express their ideas, feelings, and opinions. The linguistic perspective suggests that vocabulary is more important and useful than grammatical functions.²⁸ Humans expressed themselves through communication with each other. So we understood each other.

Besides, the students need vocabulary instruction that allowed them to build rich representations of words. So vocabulary is more important in helping students learn English.

4. Children as Young learners

a. Characteristics of Children as Young Learners

We know that a child is someone under the age of eighteen who is still young, both male and female. Children had learning characteristics as young learners. In learning language, children begin learning simple expressions. Children learned language rules from the people they listen to, and they may even learn expressions they had never heard before. Teaching English to children has been a particular concern.

In the teaching process, teachers choose a suitable teaching method that caters to children's nature because children love to have fun and play. One method that could be used to avoid boredom in the classroom is to use games. There are some characteristics of whom presented by Scott and Lisbeth, that children aged 8-10 are considered mature enough to have a point of view, they can describe the difference between facts and fiction, they are curious about asking questions. children believe in what is said and the real

²⁷ Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to be taught," *International Journal of Teaching and Education* 3, No.3 (2015): 22.

²⁸ Saniago Dakhi and Tira Nur Fitria, "The Principles and The Teaching of English Vocabulary: A Review," *Journal of English Teaching* 5, No.1 (2019): 16.

world to express and comprehend meaning, they have distinct opinions about what they like and what they dislike, and they are open to what happens in the classroom and begin asking a teacher's decision, and can cooperate and learn from other.²⁹

Furthermore, Slattery highlighted some characteristics of children as a young learner. They are imaginative, playful, and enthusiastic learners. They quickly become their people, and they enjoy repeated routines.³⁰ Children acquire knowledge by watching, imitating, listening, and practicing. They require a variety of activities due to their limited listening skills. Also, they spoke to one another in their native tongue and discussed what they knew, which helped in their learning. Children learned everything through what they heard and see, as well as expressions they have never heard before. So it is extremely important for the teacher to not only get children to learn language but also encourage them to learn it positively.

5. Narrative Inquiry

The narrative comes from two Latin words *Narrate* which means related "told", or Narrative which means "tells a story" which both refer to Latin, and Sanskrit *Gnarus* which means "to know".³¹ Narrative inquiry involved gathered tales from participants and documented them, then the stories was analyzed in light of the literature.

Narrative inquiry, as it is the name suggested, can generally be defined as a qualitative approach that captures the personal and human dimension of lived experiences and presents them narratively.³² A narrative approach seeks to comprehend how people think and feel by examining what they value. Narrative inquiry is described individuals' lives by collecting and telling their stories through written narratives that reflect their life

²⁹ Masoud Hashemi and Masoud Azizinezhad, "Teaching English to Children: A Unique, Challenging Experience for Teachers, Effective Teaching Ideas," *Social and Behavioral Sciences* 30, (2011): 2084.

³⁰ Sahar Ameer Bakhsh, "Using Games as a Tool in Teaching Vocabulary to Young Learners," *English Language Teaching* 9, No.7 (2016): 121.

³¹ Rini, *Teaching English*, 149.

³² Mukhlash Abrar, "Re-telling: A Narrative Inquiry of Indonesian Graduate Students' Speaking Experiences in a United Kingdom University," *Indonesian Journal of Applied Linguistic* 8, No.3 (2019): 590.

experiences. Narrative inquiry is understood based on six characteristics,³³ it is:

- a. Was based on various humanities artifacts
- b. Concentrated on the life stories of specific people
- c. Focused on individuals' life stories
- d. Can be delivered orally or in written narrative
- e. Participated in the process of restoring.
- f. Involved collaboration in the re-storing process
- g. Aims at understanding individuals' lived experiences.

In Narrative inquiry, Field notes of the experiences that were shared, journal entries, interview transcripts, other people's observations, letter writing, storytelling, writing about one's life's experiences, writing in the form of rules, principles, illustrations, metaphors, and personal philosophies are all examples of data that can be used.³⁴

Some of the steps carried out in narrative inquiry are as follows; (1) identify the problem related to the narrative inquiry to be held, this process is the formulation of the research, (2) Choose the participants by the purpose of research that wants to be replaced, the participants can record their own story through the journal, diary, or other instruments, and the researcher can also observe and record the activities and articles of participation with various media, (3) Collect the information about the context of the story of the experience of the participants, (4) The researcher rearranges the story obtained in the form of a compact chronology, (5) analyzes the data and creates reports, and (6) Makes the reflections from researchers about the process and results of the research.³⁵ Some steps are used to make narrative inquiry research, so the writers of the research to be constructed.

Using narrative inquiry as a method in research of course challenges this approach. There are some pros and cons of the narrative inquiry as below:³⁶

Pros of narrative inquiry:

³³ Desy Rizki Lukitasari, "A Narrative Inquiry Into English Teachers' HOT Learning Teaching in Senior High Schools," (A Thesis Sanata Dharma University, 2020).

³⁴ F Michael Connelly and D Jean Clandinin, "Stories of Experience and Narrative Inquiry," *American Educational Research Association*, (1990).

³⁵ Afan Faizin and Haerussaleh, "Narrative Research; A Research Design," *Jurnal Disastri* 2, No.3 (2020): 143-144.

³⁶ Maggi, *Narrative Inquiry*, 467.

- a. It is relatively easy to get people to tell stories since most people are pleased to share a story about themselves in narratives.
- b. Gaining in-depth data (thick description) is possible because this often occurs with ease in narrated events.
- c. People tend not to hide truths when telling their stories, or if they attempt to it usually becomes apparent in thorough data interpretation.

Cons of narrative inquiry:

- a. Stories can be difficult to interpret in terms of the relationship between the storytelling in the interview and the story-making in the presentation of data.
- b. Decisions need to be made about whose story it is and how it is interpreted and reinterpreted.
- c. The negotiation of data interpretation and presentation of data can be continually troublesome, and become a risk in process of getting the data.

According to the definition above, a narrative inquiry is a narrative report that details the order of events based on other people's experiences or self-experience. The researcher described the lives of individuals, collects stories about the lives of people, and wrote down the story of individual experience.

B. Previous Studies

In this study, as a researcher, I obtained several previous studies that accordance with this research, previous studies that can be used as a consideration, including:

Table 1.1
Previous Study

No	Author and Year	Title	Similarity	Differences
1.	Yohana Nurmala and Maman Suryaman (2022)	Students' Perception Towards as Flashcards as Media to Assist Their Vocabulary Mastery in Junior High School	This study focused on the student's perceptions of the use of flashcards in vocabulary learning. This study also used narrative inquiry as the	This research is based on the experiences of students as a participant.

2.	Rini Putri Mardiyati and Rahmad Hidayat (2022)	Teaching English in SDS Nurul Islam MBKM Program: A Narrative Inquiry.	methodology. In this research, the researcher described her experience in teaching English to students who attended schools that are not part of the Teaching Campus Program. This research has described the challenges faced by the researcher in implementing the strategies used in teaching English. This study also used narrative inquiry based on the researcher's experiences.	The researcher not only used flashcards as media in teaching, but she also created and introduced students to the Kahoot application for teaching vocabulary to children.
3.	Avianita, et all (2018)	The Strategy in Teaching English Vocabulary for Students with Special Needs: A Narrative Inquiry Study	The goal of this research is to describe a strategy for teaching English vocabulary to special needs students. This research also used a	The researcher used participants to collect data for the research.

			narrative inquiry as the methodology of research.	
4.	Nila Kartika Putri (2014)	The Learning skills Strategies in My Personal Experience: A Narrative Inquiry	This research used descriptive qualitative method. Autobiography as the data source in this research, and implied a narrative inquiry as the approach in this research	This research is focused on analyzing her experience in learning English speaking skill since she was a student of junior high school up to the undergraduate degree.
5.	Windi Melia Putri (2022)	Exploring Students' Experiences of Task-Based Language Teaching (TBLT) in Vocabulary Learning: A Narrative Inquiry	This research is a narrative inquiry that used qualitative research method.	In collected of data through semi-structured interviews based on interview guidelines and data analysis by involving students in the online learning process. The finding of this research is provide information about the learning process as well as the advantages of

				TBLT in vocabulary learning
6.	Ketlin Melisa Natalia Situmorang and Debora Chaterin Simanjuntak (2023)	EFL Teachers' Perceptions of Kahoot as an Online Learning Platform in Increasing Learning Engagement Toward Enhancing Vocabulary Knowledge	The study employed a qualitative research design and a narrative inquiry approach to collect data.	This study is using <i>Kahoot</i> application in enhancing students' vocabulary knowledge and increasing learning engagement.

C. Theoretical Framework

This research study is based on my personal experience as a teacher in teaching reading and writing to children. But, as a teacher, I also provided teaching about reading and writing for those who are learning English. I used flashcards as the learning media in teaching English, especially in vocabulary. I considered that these media are suitable to be taught to children.

The research through experiences, which is usually commonly used, is called "narrative inquiry." Narrative inquiry is the method used in qualitative research. According to Webster and Martova, Connely and Clandinin created the term "narrative inquiry" to describe an approach to teacher education that focused on the use of personal storytelling.³⁷

Based on the explanation above, I am interested in conducting research on the topic of using flashcards to teach vocabulary to children by using narrative inquiry methodology based on my experience. The data source for this research is my autobiography. From the previous study that was explained, all of them used the same methodology but did not draw from their own experiences.

³⁷ Nila Kartika Putri, "The Learning Speaking Skills Strategies in My Personal Experiences: A Narrative Inquiry," (A Thesis, 2014), 3.

Table 1.2
Theoretical Framework

