

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Description

1. Elementary School Education

a. Concept of Education

Education is one of the primary indicators of development and the quality of human resources, thus the quality of human resources depends heavily on the quality of education. Education is a highly important and strategic field in national development, as it is a determinant of a nation's progress. Education is even the most effective means of improving the quality of life and the level of prosperity of society, and it can lead a nation to prosperity.

Education, as defined in the Indonesian Dictionary, is interpreted as the process of changing the attitudes and behaviors of an individual or group of people in an effort to mature humans through teaching and training. Another definition of education put forward by M. J. Langeveld is that:¹

- 1) Education is the effort of adults to guide immature humans to maturity.
- 2) Education is an effort to help children fulfill their life tasks so they can be independent, mature, and responsible.
- 3) Education is an effort to achieve self-determination ethically in accordance with conscience.

These definitions imply that education is an activity to guide human children towards maturity and independence. This is done to equip children to navigate their future lives. It can be said that the provision of education is inseparable from the perspective of humanity and humanitarianism.

Tilaar states that "the essence of education is to humanize humans, namely a process that sees humans as a whole in their existence." Considering Tilaar's

¹ Revrisond Baswir dkk, *Pembangunan Tanpa Perasaan: Evaluasi Pemenuhan Hak Ekonomi, Sosial dan Budaya* (Jakarta; ELSAM, 2003), 108.

statement, it can be understood that in the process of education, there is a process of learning and teaching, so in education, there is clearly a process of forming humans who are more human. The process of educating and being educated is a fundamental act because it involves processes and actions that change and determine the path of human life.²

The definition of education contained in the National Education System Law explains that education is a process in which someone learns to know, develop abilities, attitudes, and other forms of behavior to adapt to the environment in which they live. This is also as stated by Muhammad Saroni that "education is a process that takes place in life as an effort to balance the conditions within oneself with the conditions outside oneself. This balancing process is a form of survival carried out so that one can participate in every activity that takes place in life."³

Some educational concepts that have been presented, although they appear different, actually have similarities in that they contain elements of unity: education is a process, there is a relationship between educators and students, and they have goals.

Based on the opinions above, it can be affirmed that education is a process of reorganizing and reconstructing (rearranging) experiences aimed at increasing individual efficiency in interacting with the environment.

b. Objectives of Education

In development objectives, education is fundamental, especially in shaping the quality of human resources. According to Herbison and Myers, "the development of human resources means the need for improvement in the knowledge and skills of

² Tilar HAR, *Perubahan Sosial dan Pendidikan: Pengantar Pedagogik Transformatif untuk Indonesia*, (Jakarta: Gramedia, 2002), 435.

³ Muhammad Saroni, *Orang Miskin Bukan Orang Bodoh*, (Yogyakarta: Bahtera Buku, 2011), 10.

everyone in a society." The purpose of education outlines the values that are good, noble, appropriate, correct, and beautiful for life. Through education, in addition to providing various knowledge, skills, and attitudes, various abilities needed by every member of society can also be developed so that they can participate in development.

The main purpose of education is to shape members of society to be individuals, humane beings, and members of society who can educate themselves according to the character of the society itself, reduce some difficulties or obstacles to their life development, and strive to meet their life needs and overcome their problems.

The importance of education is reflected in the 1945 Constitution, which mandates that education is the right of every citizen aimed at enlightening the life of the nation. This was then formulated in the Republic of Indonesia Law No. 20 of 2003 concerning the National Education System Chapter II article 3 which states that:

National education functions to develop the abilities and shape the character and civilization of a dignified nation in order to enlighten the life of the nation, aims for the development of the potential of students to become human beings who believe and fear God Almighty, have noble character, knowledgeable, competent, creative, independent, and become democratic citizens and responsible.

Reflecting on the educational goals mentioned in the National Education System Law, it can be argued that education is a means of forming a civil society that can build and enhance the nation's dignity. Education is also one form of human investment that can improve the welfare of society.

Kyridis, et al. express that "for many years the belief that education can increase social equality and

promote social justice, has been predominant." Similarly, Herera states that "through education, social and economic life transformation will improve, assuming that through education, decent jobs are more easily obtained." From what Kyridis et al. and Herera stated, it can be illustrated that education is one of the most basic needs in achieving a prosperous life.⁴

Todaro & Smith state that "education plays a key role in shaping human capabilities to absorb modern technology, and to develop capacities to create sustainable growth and development."⁵ Thus, education can be used to achieve a satisfying and valuable life. With education, human capabilities will be formed more broadly, which is at the core of development. Similarly, Bruns et al. express that: "Education is fundamental for the construction of globally competitive economies and democratic societies. Education is key to creating, applying, and spreading new ideas and technologies which in turn are critical for sustained growth; it augments cognitive and other skills, which in turn increase labor productivity".

Based on what Barbara et al. stated, it appears that education is the foundation for economic and societal development. Education is the key to creating new ideas and technologies that are essential for sustainable development, and through education, labor productivity will increase. From the various educational goals that have been put forward, it can be concluded that the goal of education is to shape competent human resources capable of developing themselves to achieve a better life. This means that with education, children will have the basic skills to

⁴ Kyridis et. al, "Educational Inequalities and School Dropout in Greece". *International Journal of Education*, Vol. 3, No. 2. 404.

⁵ Bruns. Et. Al, *Achieving Universal Primary Education by 2015: A Chance for Every Child*, (Washington, DC: The World Bank, 2003), 1.)

develop their lives as individuals, members of society, citizens, or as part of global society. With education, individuals also have the opportunity to improve their quality of life and become more prosperous.

c. The Concept of Elementary School

Education can take place in schools as formal educational institutions, organized through the process of teaching and learning. Suparlan Suhartono stated that from a narrow perspective, education is all planned and implemented activities in an educational institution such as schools.⁶ Suharjo stated that elementary school is basically an educational institution that provides a six-year education program for children aged 6-12 years.⁷ Similarly, Fuad Ihsan mentioned that elementary school as a unit is implemented within a six-year learning program.⁸ Considering both statements from Suharjo and Fuad Ihsan, it can be explained that elementary school is an educational level that lasts for six years.

Another statement about elementary schools presented by Harmon & Jones is as follows:⁹

“Elementary schools usually serve children between the ages of five and eleven years, or kindergarten through sixth grade. Some elementary schools comprise kindergarten through fourth grade and are called elementary schools. These schools are usually followed by a middle school, which includes fifth through eighth grades. Elementary schools can also range from kindergarten to eighth grade.”

⁶ Suparlan Suhartono, *Wawasan Pendidikan: Sebuah Pengantar Pendidikan*, (Yogyakarta: Ar-Ruzzmedia, 2008), 46.

⁷ Suharjo, *Mengenal Pendidikan Sekolah Dasar: Teori dan Praktek*, (Jakarta: Depdiknas, 2006).1

⁸ Fuad Ihsan, *Dasar-dasar kependidikan*. (Jakarta: Rineka Cipta, 2008), 26

⁹ Harmon, A. D & Jones, T. S, *Elementary Education: A Reference Handbook*, (California: ABC-CLIO, 2005), 1.

The statement by Harmon & Jones differs slightly from that of Suharjo, particularly regarding the age range. While Suharjo indicates that elementary school is primarily intended for children aged 6-12 years, Harmon and Jones state that elementary school typically consists of children aged 5-11 years, or from kindergarten to sixth grade. This difference could stem from variations in the physical development of children in Indonesia compared to those in European countries and elsewhere.

According to Law Number 20 of 2003 concerning the National Education System, “the elementary and secondary education levels are types of formal education for learners aged 7 to 18 years and are basic requirements for higher education.” If the age of children upon entering elementary school, as per the definition of basic education in this Law, is from 7 to 12 years old, then the understanding of elementary school can be described as an educational institution that conducts basic education processes for six years, aimed at children aged 7-12 years old. This age range of 7-12 years old is used by researchers in conducting their studies.

d. Elementary School Objectives

The education process is an integral part of human resource development (HRD) as both subject and object of development. Thus, education must be able to produce high-quality human resources that do not become a burden on development and society, but rather act as driving forces for all development processes and societal life. Schools play a crucial role as the foundation for the formation of quality human resources. Through schools, children learn to acquire and develop skills, as well as build their characteristics as preparation for adulthood. "The school function as a socializing agent by providing the intellectual and social experiences from which children develop the skill, knowledge, interest, and attitudes that

characterize them as individuals and that shape their abilities to perform adult roles".¹⁰

For children, entering elementary school marks a significant change where new roles and responsibilities are experienced. "For most children, entering the first grade signals a change from being a 'homechild' to being a 'schoolchild', a situation in which new roles and obligations are experienced".¹¹ Through elementary school, children learn to interact and establish broader relationships with others they have just met.

Suharjo stated the objectives of elementary school education as follows:¹²

- 1) Guiding the physical and spiritual growth and development, talents, and interests of students.
- 2) Providing knowledge, basic skills, and attitudes beneficial to students.
- 3) Forming good citizens.
- 4) Continuing education to the junior high school level.
- 5) Having basic knowledge, skills, and attitudes for working in society.
- 6) Skilled in living in society and able to develop themselves according to lifelong education principles.

Another objective of elementary school education is:

- 1) providing literacy skills in reading, writing, and arithmetic,
- 2) providing basic knowledge and skills beneficial to students according to their developmental level,
- 3) preparing students to continue their education in junior high school.

¹⁰ Berns, *Child, Family, School, Community, Socialization and Support*, (Australia: Thomson, 2004), 212-213.

¹¹ Santrock, *Life Span Development*, (Boston: McGraw-Hill Hogher Education, 2004), 355.

¹² Suharjo, *Mengenal Pendidikan Sekolah Dasar: Teori dan Praktek*, 8.

Upon examination, the objectives of elementary education proposed by Suharjo and Eka Ihsanudin share the similarity that elementary schools are organized to develop attitudes and abilities and provide the basic knowledge and skills needed for living in society. Additionally, elementary education aims to prepare students for secondary education.

e. Characteristics of Elementary School Children

1) Physical and Cognitive Development

The elementary school period typically ranges from ages 6 to 12. This period is often referred to as the school-age years, a time when children are more easily directed, given tasks to complete, and tend to learn various habits such as eating, sleeping, waking up, and studying at specific times and places compared to the preschool years.

In terms of children's characteristics, both their physical and psychological growth are evident. Physical growth and development occur steadily and continuously towards progress. Elementary school children experience drastic changes, both mentally and physically. During this phase, physical growth continues as children become taller, heavier, stronger, and also learn more skills.

During this period, children's cognitive abilities move sequentially from concrete to abstract thinking. This is in line with Jean Piaget's theory that children in elementary school are in the stage of concrete operations.¹³ In this stage, children already understand mathematical symbols but may not yet grasp abstract concepts. During this stage, children's egocentrism diminishes, and they become more sociocentric (beginning to form peer groups). Eventually, in

¹³ Crain, *Theories of Development: Concepts and Application Fifth Edition*, (New Jersey: Pearson, 2004). 121-131.

the stage of formal operations, children develop abstract thinking in more complex forms.

2) Parent-Child Relationship in Elementary School

As children move into middle and late childhood years, parents spend considerably less time with them.¹⁴ In later stages, children's time with their families tends to decrease. This is because children spend more time at school or playing with peers, which consumes a lot of time. Children are no longer satisfied playing alone at home because they have a strong desire to be accepted as members of a group. However, in terms of social norm cultivation, control, and discipline, parents still play a crucial role.

The control exerted by parents over children is more related to monitoring their development, directing, and providing support when they interact directly with their children. Additionally, parents must also strive to instill in their children the ability to control their own behavior, to avoid the risk of injury, to understand expected behaviors, and to feel attention and support from their parents. All of these aspects represent parents' responsibilities towards their children.

Fuad Ihsan states that parental responsibilities in educating children include:¹⁵

- a) nurturing and raising them,
- b) protecting and ensuring their health,
- c) educating by sharing useful knowledge and skills for their lives, and
- d) bringing happiness to children in this world and the hereafter by providing them with education.

¹⁴ Santrock, *Life Span Development*, (Boston: McGraw-Hill Hogher Education, 2004), 349.

¹⁵ Fuad Ihsan, *Dasar-dasar kependidikan*. (Jakarta: Rineka Cipta, 2008), 63-64.

From this statement, it can be explained that parents have a significant responsibility in educating their children. The education provided by parents is a form of their care for their children's future.

2. Effectiveness of Learning

a. Definition of Effective Learning

Effectiveness, generally defined as the ability to efficiently perform a task to produce maximum results, can also be interpreted as maximizing resources to achieve operational goals. Meanwhile, according to Nana Sudjana, effectiveness can be defined as “the success of learners in achieving specific goals that can lead to maximum learning outcomes.”¹⁶

Based on these definitions, it can be concluded that effectiveness is a measure of success and a state to determine the extent to which benefits and objectives have been achieved after conducting learning activities.

Learning, on the other hand, is a conscious and deliberate activity. It is a two-way communication process between teachers and students. Learning, as a process built by teachers, can develop creativity and enhance the thinking abilities of students, as well as improve their knowledge to master the learning material.¹⁷

Learning is an activity that enables interaction between teachers and students, influencing each other in the teaching and learning process to achieve desired learning goals. It is a systematic activity involving various components such as teachers, curriculum, students, facilities, and educational administration. Each of these

¹⁶ Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar* (Bandung: PT. Remaja Rosdakarya, 1990), 50.

¹⁷ Syaiful Sagala, *Konsep dan Makna Pembelajaran* (Bandung: Alfabeta, 2010), 62.

components is interrelated and essential for effective learning.

Therefore, effective learning refers to a state indicating the degree of success and outcomes achieved after conducting the learning process. Learning is considered effective in improving students' learning outcomes when there is a significant difference between their pre- and post-learning achievements.

Effective learning occurs when the teaching and learning process proceeds smoothly in line with the intended objectives and outcomes. Hence, the role of the teacher is crucial in implementing the learning process, including selecting methods, media, and student evaluation techniques.

b. Criteria for Learning Effectiveness

In the implementation of the learning process, appropriate teaching methods are necessary. The selection of teaching methods is tailored to several factors, including learning objectives, learning materials, teacher capabilities, student conditions, resources, and situational factors.

The effectiveness of teaching methods is a measure related to the success rate of a learning process. The criteria for effectiveness refer to:¹⁸

- 1) Learning is considered complete if at least 75% of the students achieve a score increase of 60 points or more.
- 2) A teaching model is considered effective in improving students' learning outcomes if there is a difference in understanding before and after the learning process.
- 3) A teaching model is considered effective if it can enhance learning interest and motivation, leading students to study more diligently and achieve better learning outcomes.

¹⁸ A.M Sardiman, *Interaksi & Motivasi Belajar Mengajar* (Jakarta: PT RajaGrafindo Persada, 2004), 49.

Effective learning can create an optimal environment, both physically and mentally, with a pleasant atmosphere without pressure. This facilitates students' understanding of the teaching material presented by the teacher.

c. Indicators of Learning Effectiveness

Effective learning consists of several factors as mentioned by Carroll, an expert in educational psychology, including:¹⁹

- 1) Attitude, which refers to students' willingness and skills in learning.
- 2) Ability to understand instruction, which refers to students' ability to learn a subject, including their ability to learn with prior knowledge to study upcoming learning materials.
- 3) Perseverance, which is the amount of time students can devote to studying diligently. Therefore, perseverance is a result of motivation to learn.
- 4) Opportunity, which refers to the time provided by the teacher for teaching a skill.
- 5) Quality of instruction, which is the effectiveness of the instruction delivered.

The effectiveness of learning essentially aims for success or achieving a learning goal. The effectiveness of learning can be influenced by teachers' educational backgrounds and work experiences at school. Teachers' backgrounds and experiences will affect their thinking and actions in managing classrooms. Therefore, teacher skills are required in lesson planning to ensure the learning process runs smoothly and achieves the learning objectives.

¹⁹ Supardi, *Sekolah Efektif Konsep Dasar dan Praktiknya* (Jakarta: Rajawali Pers, 2013), 169.

d. Factors Affecting Learning Effectiveness

Teachers are responsible for implementing the learning system to ensure its success. This success depends on teachers' efforts to motivate their students to learn. The effectiveness of learning can be observed from the behaviors of both teachers and students. Teacher behavior includes preparing for the learning process, mastering the subject matter, classroom management, learning evaluation, and feedback between teachers and students. Meanwhile, student behaviors include learning preparation, willingness to learn, participation in learning activities, and responsibility.

Effective learning is a learning activity that must be carried out by teachers and students to achieve learning goals effectively and efficiently. Factors affecting learning effectiveness include:²⁰

- 1) Teaching methods: The teaching methods applied by teachers in learning activities will affect students' learning achievements. Hence, if the methods applied by teachers are inadequate, students may feel bored and lack concentration during learning. Conversely, if the teaching methods are engaging, students will be motivated to learn diligently, leading to improved learning achievements.
- 2) Learning materials: The learning materials presented by teachers must be relevant and suitable for students' needs. If the delivery of learning materials is effective and relevant to the subject, it is expected that students will achieve good learning outcomes.
- 3) Time utilization: Time management during learning can be observed from both teachers and students in organizing time during the

²⁰ Wina Sanjaya, *Kurikulum dan Pembelajaran, Teori dan Praktik Pengembangan Kurikulum Tingkat Satuan Pendidikan* (Jakarta: Kencana Prenada Media Group, 2009), 294.

learning process. Teachers should allocate time effectively to deliver learning materials so that students can understand them well. Similarly, students should utilize their time effectively to achieve optimal learning outcomes, in this case, academic achievement. The learning time conditions during the learning process will affect the achievement of students' academic performance.

- 4) Student behavior: Behavior in the learning process conducted in class or practice can affect the achievements obtained. With good behavior, it can be interpreted that students respect their teachers. Students who behave well towards their teachers will undoubtedly participate well in the lessons, making it easier for them to understand the material presented by the teacher and achieve good performance.
- 5) Learning facilities: Learning facilities used in the learning process must support and meet the learning needs, to support students in their learning, which will later affect their learning performance.

3. Vocabulary

a. Definition of Vocabulary

Vocabulary can basically be defined “as the words we teach in the foreign language”. Which the teacher has to introduce and explain to the students. One need to be aware of the fact that new vocabulary does not mean that only one new word is being introduced to the students because often multiword idioms or single ideas which consist of more than one word are introduced. Therefore, “a useful convention is to cover all such cases by talking about vocabulary item rather than words. The teacher needs to present the vocabulary in a way that students can easily understand how to use the new words. In addition to that, the learner’s

individual strategies for learning and using vocabulary need to be taken into consideration.²¹

A vocabulary is defined as all the words known and used by a particular person do not include all the words a person is exposed to or comes in contact with. By definition, a vocabulary includes the ability to use a word even if one cannot clearly explain it and the second step is, being well acquainted with the word, both, in its usage and meaning. Generally vocabulary means all the words known and used by a particular person. Knowing a word, however, is not just being able to recognize a word or use it, there is much more to it than just that. There are several aspects of word-knowledge which are used to assess the knowledge of a word of words.²²

b. Kinds of Vocabulary

There are many classifications made by the experts in language about the types of vocabulary. Injeeli divided vocabulary into five parts, namely; reading vocabulary, listening vocabulary, writing vocabulary, speaking vocabulary, speaking vocabulary and focal vocabulary.²³

- 1) Reading vocabulary, a person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary, simply because it includes the other three.
- 2) Listening vocabulary, a person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is supported in size by context and tone of voice.

²¹ Susanne Flohr, *Presenting and Teaching Vocabulary in the EFL Classroom*, (TK; Grin Verlag, 2010), 3.

²² Prudent Injeeli, *Mind Your Words Master the Art Learning and Teaching Vocabulary*, (Singapore; Trafford, 2013), 4-5.

²³ Prudent Injeeli, *Mind Your Words Master the Art Learning and Teaching Vocabulary*, 6

- 3) Writing vocabulary, a person's writing vocabulary is all the words he or she can make use of in writing contrary to the previous two vocabulary types, the writing vocabulary is inspired and prompted by its user.
- 4) Speaking vocabulary, a person's speaking vocabulary is all the words he or she can use in speech. Due to the natural mode of the speaking vocabulary, words are often misused. This misuse -though slight and unintentional- may be balanced by facial expressions, tone of voice, or hand gestures and other paralingual features.
- 5) Focal vocabulary, focal vocabulary is a specialized set of terms and distinctions that is particularly important to a certain group; those with particular focus of experience or activity. A lexicon, or vocabulary, is a language's dictionary, its set of names things, events and ideas.

Aeborsold and Field also classified vocabulary into; active and passive vocabulary.²⁴

- 1) Active vocabulary, refers to put items which the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the target language, they are also hoped to be familiar with the collocation and understand the connotation meaning of the words, this type is often used in speaking and writing.
- 2) Passive vocabulary, refers to language items that can be recognized and understood in the context of reading or listening, and also called as receptive vocabulary.

²⁴ Finnochiaro Mary and Bonomo Michael, *The Foreign Language Learner; A Guide for Teacher*, (New York: Regent Publishing Company inc, 1973). 86.

c. Technique of Teaching Vocabulary

According to a classification of vocabulary teaching techniques by Oxford and Cookall, common vocabulary teaching techniques can be classified into three categories: 1) de-contextualizing, 2) semi-contextualizing, and 3) fully contextualizing. Contextual, semi-contextual and de-contextual strategies are necessary for learners to learn or acquire words. It is true that using context clues to guess word meanings is important in learning vocabulary. But the issue in question here is not how learners learn in context but how teachers should present new words in language classroom for learners to acquire new words. In addition, it is equally emphasized that more “native-like input” is needed for more “native-like proficiency”.

Shen indicates that teachers tend to use a limited range of methods to each vocabulary in L2 classrooms. For example, they often make use of decontextualized words when they want to introduce new words through providing their synonyms or dictionary definition. Some teacher even think that memorization is the most efficient way of learning words. In order to create a better and systematic vocabulary teaching and learning in classroom settings, Shen proposes a model called a 2C (contextual and consolidating). Shen also proposes another model called a 5 R (*receiving, recognizing, retaining, retrieving, and recycling* in four language skills).

In addition to models above, the following techniques are proposed for successful vocabulary acquisition to occur: 1) repeating and recycling, 2) noticing, 3) reflection, 4) teaching different aspect of vocabulary knowledge; and 5) task-induced

involvement. For classroom contexts, these techniques can be clarified as follows.²⁵

- 1) Repeating and recycling: is tis important for learners to encounter a new word several times to acquire the word successfully. is is not meaningful to see it only once or twice separately. A meaningful course of action is required in retrieving the new word.
- 2) Noticing: another significant issue that teachers need to make learners aware (conscious) of what they are learning (not acquiring). Students need to convert input to intake. One strategy to make words more noticeable is by means of “input enhancement”. For example, displaying the target word in bold or in a concordance format may help learners improve their receptive skills. Similarly, asking them to use the target word in their production might be of great value.
- 3) Reflection: this technique refers to the monitoring of a learner’s own learning. Reflection results in a process of good quality learning because there is “self-assessment” in ti and this is a sort of meaningful learning. There are three interrelated strategies to keep track of one’s own vocabulary learning. One: a record of how many words a learner has learned. Two: a record of how fast learning occurs. Theree: a record of example of students’ language use regularly.
- 4) Teaching different aspect of vocabulary knowledge: Obviously knowing a word does not simply mean knowing the definition of a word. It involves knowing various aspect such as collocations, word parts, and grammatical functions and so on. Learnerss need to possess

²⁵ Nuray Alagozlu and Vedat Kiymazarslan, *Current Perspectives on Vocabulary Learning and Teaching*, (Newcastlw; Cambridge, 2020), 15-16.

such aspects of knowing a word. Using the target word in the right context and time is of great value. Of course, creating chances for exposure for the successful acquisition of words is of crucial value.

- 5) Task-induced involvement: such an involvement requires designing language tasks for incidental vocabulary learning. In fact, this is a model proposed by Laufer and Hulstijn. They believe that three components are important for retention of words: the need to know a word, searching to find the meaning of unknown words, and evaluation to find out whether a word fits the context or does not fit it. Tasks increase learners's involvement in a meaningful vocabulary learning setting and the result in high levels of vocabulary retention. It is important to note that tasks can also provide compelling, interesting, and comprehensible input for learners.

4. Media

a. Definition of Instructional Media

The term "instructional media" has been defined in various ways. Some view media as hardware-the devices used to deliver instruction, such as motion picture projectors. Others equate media with the varieties of material, such as a filmstrip or printed text, that contain an instructional message. We define instructional media as the physical means by which an instructional message is communicated. Thus, by our definition, a instructor, a printed text, a slide/tape presentation, and the many other physical means by which an instructional message is communicated, are all considered media.²⁶

²⁶ Robert A. Reiser, *Selecting Media for Instruction*, (New Jersey; Education Technology, 1983), 5.

Selecting the appropriate medium is an integral step in the instructional design and development process. Almost all models for the design of the instruction include a step requiring the selection of media. Most models indicate that media should not be selected until the specific event that will take place during an instructional sequence have been identified. In most models, media are then chosen, based in part on their ability to present the instructional events.

Instructional media are very useful for the process of teaching and learning. They could be used as tools in delivering the materials to the learners. Using instructional media is a medium to carry a message with instructional purposes. Moreover, instructional media, by definition, are any forms of information carriers that may be used to store, record, transmit, retrieve, or preserve information for the process of teaching and learning. Those materials are used by trainees teachers to present, provide, and clarify teaching position.²⁷

The use of media is for facilitating communication. Thus, instructional media deliver more information or messages from teacher to their learners. In teaching activities, media bring some benefits. First, instructional media are effectively used to encourage and facilitate the learners. Second, the content of the subject materials can be more carefully organized and selected by having the instructional media. The teaching quality can be delivered optimally. Third, by using instructional media in delivering some instructions, the learners will receive the same message.

Based on the definition above, it shows that instructional media are the tools used by teachers to

²⁷ Ida Puji Lestari, *Teaching English as a Foreign Language*, (Malang; UB Press, 2021), 183-184

their students to convey the instructional purpose in learning the subjects.

b. The functions and benefits of instructional media

Learning media is an integral part of the learning process. Utilizing instructional media is a creative and systematic effort to create experiences that assist in the learning process for students. This is because instructional media serves as a tool to cultivate and ignite students' learning enthusiasm, making the learning process more engaging and less monotonous.

Initially, instructional media served merely as aids in teaching and learning activities and as a means to provide visual experiences to students to enhance learning motivation, clarify lesson materials, and simplify complex and abstract concepts into simpler, more concrete, and understandable ones. Consequently, instructional media functions to enhance students' absorption and comprehension of lesson materials.²⁸

The specific functions of visual media, as stated by Levie & Lentz, consist of four functions:²⁹

- 1) Attention function: Visual media, at its core, attracts and directs students' attention to concentrate on lesson materials.
- 2) Affective function: Visual media can be seen from the level of enjoyment students experience during the learning process, thus altering students' emotions and attitudes.
- 3) Cognitive function: It expresses that visual symbols or images can facilitate the achievement of objectives to understand and remember information or messages contained in images.

²⁸ Asnawir dan M. Basyiruddin Usman, *Media Pembelajaran*, 21.

²⁹ Azhar Arsyad, *Media Pembelajaran*, 17.

- 4) Compensatory function: Visual media provide context to understand text and assist students who struggle in reading and organizing information.

Based on these four functions, it is evident that the use of instructional media can enhance the quality of the learning process and students' learning outcomes in cognitive, affective, and psychomotor aspects.

Instructional media is used to improve the quality of education and the learning process. According to Kemp & Dayton, the benefits of using instructional media include:³⁰

- 1) Delivery of messages in learning becomes more standardized.
- 2) Learning can attract students' attention more effectively.
- 3) Learning becomes more interactive.
- 4) Learning time can be shortened.
- 5) The quality of learning outcomes can be improved.
- 6) The learning process can take place whenever and wherever needed.
- 7) Students' positive attitudes toward lesson materials and the learning process can be enhanced.
- 8) The role of teachers can shift towards a more positive direction, meaning teachers do not position themselves as the sole source of learning.

Furthermore, the benefits of instructional media as proposed by Sudjana & Rivai are:³¹

- 1) Learning becomes more attention-grabbing, fostering learning motivation.

³⁰ Wina Sanjaya, *Perencanaan dan Desain Sistem Pembelajaran* (Jakarta: Kencana, 2010), 204.

³¹ Ahmad Rivai dan Nana Sudjana, *Media Pengajaran* (Bandung: Sinar Baru Algensindo, 2007), 2.

- 2) Lesson materials become clearer in meaning, making it easier for students to understand and enabling them to achieve learning objectives.
- 3) The teaching methods used become more varied, not solely verbal communication through teachers' explanations, thus preventing boredom among students and reducing teachers' exhaustion during teaching.
- 4) Students engage in more learning activities, as they not only listen to explanations from teachers but also perform other activities such as observation, practice, demonstration, and more.

In essence, the functions of instructional media provide ease in the teaching and learning process, attract students' attention and interest in learning, and provide more realistic experiences, allowing the learning process to proceed smoothly, effectively, efficiently, and achieve learning objectives. Meanwhile, the benefits of instructional media can clarify the delivery of messages or information, thus facilitating the learning process and outcomes, directing attention, and enhancing motivation, and overcoming spatial, temporal, and sensory limitations.

c. The Urgency of Using Instructional Media

Media serves as a tool for delivering lesson materials to students. In this context, media is not only understood as a learning aid but also as a conveyer of information or lesson materials to students. With the presence of media, the learning process becomes more engaging, enjoyable, and interactive, thus indirectly making learning activities more effective.

Essentially, the learning process is a communication process. Communication often experiences deviations, leading to ineffective and inefficient learning, such as due to students' lack of interest and motivation. Efforts to overcome these challenges can be made by utilizing media in the

learning process, as the function of media in learning is not only to present information but also to enhance compatibility in receiving information provided by the teacher. The use of media in learning has practical values, including:³²

- 1) Media can overcome various limitations in students' experiences.
- 2) Media can overcome classroom space constraints.
- 3) Media allows for direct interaction between students and their environment.
- 4) Media produces uniform observations made by students together, allowing them to focus on important aspects to achieve desired objectives.
- 5) Media can instill correct, concrete, and realistic basic concepts. Examples include slides, films, and others.
- 6) Media can generate new desires and interests.
- 7) Media can stimulate motivation and encourage students to learn.
- 8) Media can provide integral experiences from concrete to abstract concepts.

The use of instructional media must have good quality and standards to support the successful achievement of learning objectives. By using media in learning, teaching activities become more effective and efficient, allowing students to actively participate in the learning process.

The rapid development of science and technology necessitates efforts to innovate in utilizing technology in the learning process. Therefore, teachers are required to be able to use media in teaching. Furthermore, teachers need skills in selecting and using media as well as the ability to develop simple instructional media by utilizing objects in the surrounding environment.

³² Asnawir dan M. Basyiruddin Usman, *Media Pembelajaran*, h. 13-15

d. Factors in Selecting Instructional Media

Instructional media has become an integral part of the learning process, inseparable from the school's educational activities. It has been studied and researched that learning outcomes are more optimal when instructional media are used.³³ In selecting the appropriate instructional media, several factors need to be considered, including:³⁴

- 1) Objectivity: Media selection should avoid subjectivity. This means teachers should not choose instructional media based on personal preferences.
- 2) Curriculum alignment: The lesson materials presented to students should align with the curriculum in place.
- 3) Target audience: Each student will receive learning information through the instructional media used.
- 4) Situation and conditions: This includes school environment (location or room) and the conditions of students who will participate in the learning process.
- 5) Technical requirements: The suitability of the instructional media to be used needs to be considered to avoid disrupting the ongoing learning process.
- 6) Effectiveness and efficiency of use: Effectiveness relates to the achieved learning outcomes, while efficiency pertains to the process of achieving learning outcomes.

In selecting instructional media, it is not necessary to demand the use of expensive media as it does not guarantee the best instructional media. Therefore, the media used should be flexible and usable anywhere, utilizing objects in the

³³ Musfiqon, *Pengembangan Media dan Sumber Pembelajaran* (Jakarta: PT Prestasi Pustakarya, 2012), h. 28

³⁴ Syaiful Bahri Djamarah dan Aswan Zain, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2002), h. 128

surrounding environment to be used as traditional instructional media.

Teachers who aim for effective, efficient, and quality learning processes and outcomes should pay attention to the factors of instructional media, as their presence plays a crucial role. Instructional media holds practical value and serves a significant function in the implementation of the learning process.

e. Principles of Selecting Instructional Media

The selection of instructional media should not be done haphazardly because if there is inappropriateness in choosing media in the learning process, it will result in ineffective learning outcomes, thus failing to achieve the desired goals. In selecting instructional media, the following principles need to be considered:³⁵

- 1) The chosen media should be suitable and directed towards achieving the learning objectives.
- 2) The selected media should align with the learning material.
- 3) Instructional media should match the interests, needs, and conditions of the students.
- 4) The chosen media should prioritize effectiveness and efficiency.
- 5) The selected media should align with the teacher's ability to operate it.

The use of media in teaching should adhere to specific principles so that the outcomes from using such media yield positive results. Nana Sudjana states the principles of media selection as follows:³⁶

- 1) Determining the appropriate type of media. This means that teachers should first select the media to be used.

³⁵ Wina Sanjaya, *Strategi Pembelajaran*, (Jakarta: Kencana, 2006), 172.

³⁶ Syaiful Bahri Djamarah dan Aswan Zain, *Strategi Belajar Mengajar*, 127.

- 2) Establishing or considering the appropriate subject matter. This implies that media usage should be suitable for the maturity level or abilities of the students.
- 3) Presenting the right media. The techniques and methods of using media in teaching are adjusted according to the objectives, content, methods, timing, and targets.
- 4) Placing or displaying the media at the right time, place, and situation.

Teachers, in using instructional media, choose the type of media to be used, considering everything related to the teaching activities such as the suitability of the media with the lesson material, adaptation to the students' conditions, timing, place, and situation.

f. Criteria for Selecting Instructional Media

The criteria for selecting instructional media stem from the concept that media is part of the overall instructional system. Therefore, there are several criteria to consider in media selection:³⁷

- 1) Alignment with the intended objectives: Media is chosen based on the instructional goals established generally, which refer to one or a combination of cognitive, affective, and psychomotor domains.
- 2) Relevance to support the subject matter, whether factual, conceptual, principle-based, or generalization. To effectively support the learning process, the chosen media must align with the learning needs and mental capabilities of the students.
- 3) Practicality, flexibility, and durability: Expensive and time-consuming media production does not guarantee it as the best media. Therefore, this criterion guides teachers

³⁷ Azhar Arsyad, *Media Pembelajaran*, 75-76.

- to select readily available, easily accessible, or self-made media.
- 4) Teacher proficiency in media usage during the learning process. The value and benefits of media are greatly determined by the teacher who employs it.
 - 5) Target group categorization: Media effective for large groups may not be as effective when used for small groups or individuals.
 - 6) Technical quality: The instructional material conveyed using instructional media must be clear.

Instructional media plays a significant role in the success of the learning process. The role of media in learning is to facilitate the delivery of subject matter to students. Therefore, in using electronic instructional media, it is necessary for teachers to have the skill to choose appropriate and effective media.

g. Kinds of Instructional Media

Media is used to make teaching and learning process is going to be well, for students and teacher can achieve the educational objective. In the real situation, many factors, that can influence their activities in the class, one of them is felt bored that students have because the boring methods that teacher used. Therefore, teacher has to use the interactive way in teaching vocabulary.

Based on the channel information, media can classify into three, namely audio, visual, audio-visual media. Audio media are the media that can be listened (audible media), visual media refers to media that can be seen (visible media), and the audio-visual media are the media that can be listened and seen.³⁸

³⁸ Amir Hamzah Sulaiman, *Media Audio Visual untuk Pengajaran, Penerangan dan Penyuluhan*, (Jakarta: PT. Gramedia, 1981), 11.

h. Definition of Visual Media

The word “visual” it means focus on activities using the eyes students can learn something by using their eyes more than their ears. In Oxford Learner’s Dictionary, visual media described as “picture, film-strips, cinema film, map, etc”. Which are used teaching aids. It can be defined as a thing which can be seen and used as visual teaching learning.

From the definition above, the visual media can be seen by students when they learn something and it can help them in getting the understanding easily by using their eyes such as using picture, table, real object, etc.

i. Kind of Visual Media

1) Pictures

Pictures have been used for centuries to help students understand several foreign languages. It can motivate the students in learning, make the materials to be understood clearly, and has attraction more than the others because it is an interesting thing with powerful color. There are many definitions about pictures that have been given by author. According to Andrew Wright, pictures are not just aspect of method but through their representative of places, objects, and people they are an essential part of the overall experiences.³⁹ Vernon S. Gerlach points out that pictures are a two dimensional visual representative of a person, places or things. Pictures may not only be worth a thousand words, it may also be worth years or thousand miles.⁴⁰

³⁹ Andrew Wright, *pictures for language learning*, (Cambridge: Cambridge University Press, 1989), 2.

⁴⁰ Vernon S. Gerlach, *“Teaching and Media” a Systematic Approach*, (New Jersey; 1980), 273.

From the definition above, it shows that a picture is common media that have been used by the teacher in teaching vocabulary. It is used because it representative place, people, scene, or something that far outside. It can improve and motivate students in learning vocabulary.

2) Real Object

The real object, (it) means that the teachers use the objects that have directly connection with their own lives. Allen states that real objects are better than pictures whenever we have them in the classroom.⁴¹ For example: windows, doors, walls, floors, desks, and clocks.

3) Flash Card

1) Definition of Flash Card

Other example of visual media is flash card. It is card on which the words and/or pictures are printed or drawn. They should be a big enough to seen by students in the class.⁴² According Robert Lado, Flash Cards are sets of cards with a word of phrase on one side and its meaning – usually in translation- on the other.⁴³ Adrian Doff states Flashcards are cards with single pictures which can be held up by the teacher.⁴⁴

In this research, the writer will take flashcard as a visual media in teaching vocabulary.

⁴¹ Virginia French Allen, *Techniques in Teaching Vocabulary*, (New York: Oxford University Press, 1983), 24.

⁴² Jhon Hycraft, *An Introduction to English Language Teaching*, (London, Longman, 1978) 100.

⁴³ Robert Lado, *Language Teaching (A Scientific Approach)*, (New York: McGraw-Hill, Inc, 1964), 197.

⁴⁴ Adrian Doff, *Teach English (A Training Course for Teachers)*, (Cambridge: Cambridge University Press, 1988), 82.

2) How to make a good Flash Card

Based on Ilyin and Tragardh, there are some steps to make a flash card. They are:

- a) Cut manila folder in half
- b) Trim of tab, unless you wish to leave it for labeling purposes if flashcard is to be stored vertically
- c) Draw a single large picture on each card, leaving a wide margin for fingers on the sides and bottom
- d) Label the card in the upper lefthand corner of the back
- e) Flash cards back to front so that labels come up before card is shown.

In this research, the writer made flash card by using diferent ways. They are:

- a) First, the writer picked up the colorful pictures from the internet. Pictures based on the topics which will be learnt by students.
 - b) Second, all those pictures were printed
 - c) Then, printed pictures were covered by using plastic glue for the back and front side
 - d) Flash card had already used
- 3) Advantages and Disadvantages of Flash Card
- a) Advantages of Flash Card, namely; it is simpel and effetive, easy to make and to find the picture, easy to handle and to store.
 - b) Disadvantages of Flash Card, namely; not all materials can be conveyed by flash card, need require thought and preparation.

B. Previous Studies

There have been some finding related to this study, some of them are:

The first research which relates with relates with this study is Eka' research under the title "Efektivitas Media Flash Cards dalam Meningkatkan Kosakata Bahasa Inggris", This study aims to determine whether flash cards media can improve the vocabulary of students in elementary school. This research used quasiexperimental method with nonequivalent pretest-posttest control group design. The research subjects were 35 second grade students of elementary school, which were divided into two groups namely experimental group and control group. The hypothesis of this research is that there is a difference of vocabulary between experimental group and control group before and after giving flash cards media. The independent sample t-test of the gain score of the experimental group (11.7895) was higher than the control group (3.2500) with the 8,998 and sig t-counts 0.000 ($p < 0,01$), meaning that there is significant difference between pretest-posttest experimental and control group. It shows that flash cards can improve students' english vocabulary.⁴⁵

Second research written by Nisakhairani and Elise under the title "Pengaruh Media Flashcard dalam Pengenalan Kosakata Bahasa Inggris pada Anak di Taman Kanak-Kanak Pertiwi Simpang Empat Pasaman Barat". This study aims to see the effect of E-flashcard media in introducing English vocabulary to children at Pertiwi Simpang Empat West Pasaman Kindergarten. The research sample consisted of 26 children of which 13 were the experimental class sample and 13 were the control class sample. The method used is quantitative with a quasi-experimental approach. Data processing using the help of SPSS 25.0 for a window. In this study, the techniques used in data collection are action tests and documentation. The results showed that the Eflashcard media can increase the

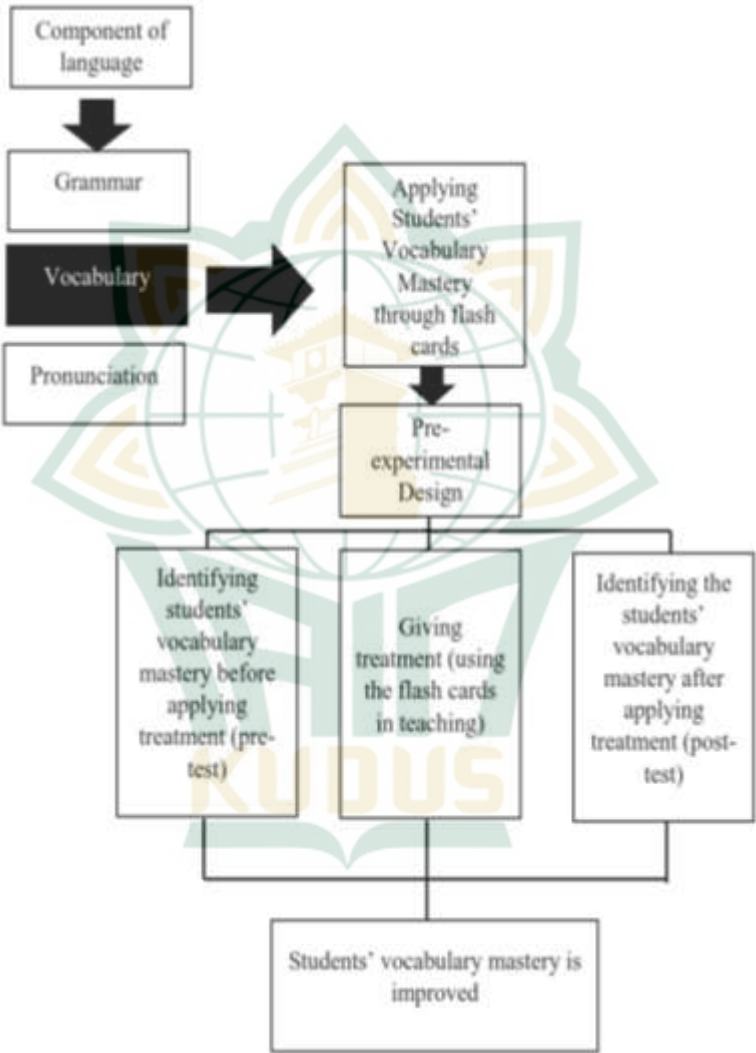
⁴⁵ Eka Fitriyani and Putri Zulmi Nulanda, "Efektivitas Media Flash Cards dalam Meningkatkan Kosakata Bahasa Inggris", *Psymphatic: Jurnal Ilmiah Psikologi* Vol. 4, No. 2. (2017).

English vocabulary in children. Judging from the experimental class that uses E-flashcard media, it gets a higher score than the control class that uses pictures pasted on the blackboard.

The last of previous study that the research from Nafisiah et al. Under the title “Pengaruh Media Flashcard dalam Meningkatkan Daya Ingat Siswa pada Materi Mufrodat Bahasa Arab”. This study aims to determine the influence of Flashcard Media Use in Improving Memory of Grade II students of SD Ar Rahman Darul Ilmi on learning Arabic material “Mufrodat”. The research method carried out is descriptive quantitative by conducting class action research. Data collection techniques are carried out by observation, interview and documentation, from the results of the study, it shows that there is warning in each cycle, from the pre-cycle, which is only 40%, then increases in cycle I by 65% and cycle II by 85% which means that the media for the use of flashcards has an effect in improving students' memory skills in Arabic mufrodat, material.

C. Conceptual Framework

The conceptual framework underlying this research given in the following diagram:



D. Research Hypotesis

Based on the conceptual framework, the researcher formulated the hypothesis, namely:

H_0 : the use flash cards in teaching vocabulary cannot improve students' vocabulary

H_1 : the use flash cards in teaching vocabulary can improve students' vocabulary

