

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter will describe the theoretical description, theoretical framework, and review of previous study.

#### A. Theoretical Description

##### 1. Vocabulary Teaching

###### a. Definition of Vocabulary

A vocabulary list is only one aspect of the subject. Vocabulary, then, is a spoken or written language unit used by language learners to represent an idea in a foreign language. Because of its direct involvement and influence, it is crucial to the use of language. One of the initial steps in learning a second language is thought to be expanding one's vocabulary. We utilize vocabulary to clearly communicate thoughts, emotions, motivations, and information to other individuals. To put it another way, vocabulary is what allows us to communicate in a language.

English language is incredibly diverse, adaptable, and wide-ranging. English appears to have a much larger core vocabulary than other languages due to periods of contact with other tongues and its willingness to create new words out of existing ones. For instance, we see royal (from French) and regal alongside kingly (from Anglo-Saxon) (from Latin). We have a lot more chances to express nuances of meaning at different levels of style thanks to many such groups of words. Hiebert and Kamil, in the meantime, that vocabulary is the understanding of word meanings. Words have at least two different forms, oral and written, which makes this definition more difficult to apply.<sup>1</sup> So, vocabulary is collecting some words which have meaning and are not used only to speak but also to write.

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<sup>1</sup> Elfreid H. Hiebert, and Michael I. Kamil, *Teaching and Learning Vocabulary* (London: LEA, 2005), 3.

According to WTY, vocabulary is the total number of words in a language that an individual owns, is familiar with, and uses in speaking, writing, listening, and reading.<sup>2</sup> According to Jack C. Richard, vocabulary is the collection of words that a person is familiar with. The importance of vocabulary in linguistic capability may be shown in how effectively students can read, write, communicate, and listen.<sup>3</sup> Therefore, expanding one's vocabulary rather than adding new words has greater meaning. The capacity to write well is significantly influenced by one's vocabulary. The learning process requires a working vocabulary. It can assist the student in coming up with, developing, and expressing ideas in textual form. It has helped a pupil better understand the significance of the terms they use in their writing.

The total quantity of words in a language, all the words that a person is familiar with or that are used in a specific book, subject, or additional word list with definitions, especially one that comes with a textbook Horn by (1995). Vocabulary, on the other hand, is a means of thought, self-expression, interpretation, and communication, according to Kufaish. Kareem, on the other hand, asserts that a list of terms that teachers prepare for students to memorize and learn by memory is not a vocabulary syllabus. One must have a sizable number of vocabularies when speaking English in order to communicate their ideas clearly. All the terms a person knows or employs are considered their vocabulary in the Oxford Learner's Pocket Dictionary. Second, all the words are in a language—last, a list of words with their meanings.<sup>4</sup>

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<sup>2</sup> Widya, *Pengajaran Kosakata Bahasa Inggris dengan Media Relia dan Flashcards* (Jurnal PKM: Pengabdian Kepada Masyarakat, Vol. 01, No. 01, 2018), 1.

<sup>3</sup> Jack C. Richard, *Methodology in Language Teaching* (New York: Cambridge University Press, 2002), 255.

<sup>4</sup> Victoria Bull, *Oxford Learner's Pocket Dictionary (Fourth Edition)* (Oxford University Press, 2011), 495.

According to the aforementioned definitions and explanations, vocabulary can be thought of as a word and its meaning that is taught and known by a person. It can also be utilized to help learning a foreign language easier because it can be translated from one language to another with ease. English has a great variety and flexibility of vocabulary.

Vocabulary, then, plays a big part in helping students grasp English, especially when it comes to briefly explaining what they write in their writing. Multiple vocabularies (words) in a language that contain information about their meaning, form, and usage in the context of communication are referred to as having a strong vocabulary. Before understanding English, students should first acquire this fundamental knowledge. One of the most important parts of learning English is building a vocabulary because it provides the basis for speaking, reading, and writing.

#### **b. Types of Vocabulary**

Montgomery asserts that there are four primary categories of vocabulary: hearing, speaking, reading, and writing.<sup>5</sup> A list of terms and the variety of words one individual is familiar with are both considered vocabularies. Vocabulary growth is influenced by learning and aging.

##### 1) Listening Vocabulary

All the words a person can recognize when listening to speech are considered to be part of their listening vocabulary. The context and tone of voice help to increase the size of this vocabulary.

##### 2) Speaking Vocabulary

All the words a person can use to communicate are in their vocabulary. Words are frequently used incorrectly when speaking because of the vocabulary's impulsive character.

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<sup>5</sup> Judy K. Montgomery, *The Bridge of Vocabulary: Evidence Based Activities for Academic Success* (NCS Person, 2007), 23.

This little and unintended abuse can be made up for by using your voice, your face, or your hands.

3) Reading Vocabulary

The words a literate person can recognize when reading make up their reading vocabulary. Due to the fact that it contains the other three, this sort of vocabulary is typically the most important. Some words might be part of the oral vocabulary but not the written in certain situations, most notably when using Chinese characters, as in Chinese and Japanese, when the pronunciation is opaque.

4) Writing Vocabulary

The entire set of terms a person can use when writing is their writing vocabulary. Writing vocabulary, in contrast to the first two vocabulary types, is stimulated by the user.

**c. Vocabulary Mastery**

Learning and teaching vocabulary is crucial to learning a language. Without the proper language, we are unable to communicate our thoughts and engage in effective speaking, reading, listening, and writing. The mastery of vocabulary is more approachable than the mastery of other elements (grammar and phonology).

As previously mentioned, Lehr and Osborn said in Fajar Furqon that words can be found in two different forms: oral vocabulary and print vocabulary.<sup>6</sup> They are receptive and productive vocabularies.

1) Receptive Vocabulary

They describe the receptive vocabulary—also referred to as the passive vocabulary—as the language connected to reading and listening resources. Reading and listening can both use receptive. More important than productive is receptive. Receptive vocabulary has a sizable number of words with shallow frequency. Due to the seldom use of receptive vocabularies and the

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<sup>6</sup> Fajar Furqon, *Correlation Between Students' Vocabulary Mastery and Their Reading Comprehension* (Journal of English and Education, 2013), 68-80.

impossibility of memorizing all of a language's vocabularies, one doesn't need to be familiar with many of them.

Receptive vocabulary includes anticipating the grammatical pattern in which the word will be used. Knowing a word entails being able to both retain its meaning from a previous encounter and recognize the shade of the meaning that is most appropriate for the situation in which it appears. Additionally, being able to associate other words with a word's meaning may be a sign of word knowledge.

Reading makes it appear as though we have a large vocabulary. By comprehending the following, certain vocabularies are activated. We retain a large number of words that are rarely used in conversation. Nevertheless, when we read or listen, when we possess knowledge of their vocabularies.

## 2) Productive Vocabulary

The term "productive vocabulary" refers to the vocabulary utilized by students as they develop their speaking and writing abilities. All of the vocabulary we use when speaking and writing is considered productive vocabulary. Actually, we only employ a small portion of our vocabulary when we speak. When we have a productive vocabulary, we can read the columns of a newspaper or popular magazine, understand new cast on the radio or television, or even use it to read the columns of a newspaper or popular magazine.

According to Hiebert, a person's productive vocabulary consists of words that are well-known or simple to understand and are frequently used by them, particularly in writing and speaking. In contrast, a student's receptive vocabulary consists of words that are less well-known to them and are thought to be less frequently used; students may not use these words spontaneously because they

may understand the meaning as they are reading and listening. In addition, Kamil Hiebert mentions oral and print vocabulary in addition to productive and receptive vocabulary.<sup>7</sup> In this instance, oral vocabulary is defined as words whose meanings are understood while speaking or reading aloud, whereas print vocabulary is defined as words whose meanings may be understood when writing or reading aloud.

#### **d. Students' Vocabulary Mastery**

According to UU No. 20 year 2003 explains that "Students are members of society who try to develop their potential through learning processes that are available on certain paths, levels, and types of education."<sup>8</sup> It means that students are a part of societies that work to realize their potential through the educational processes offered at various levels, stages, and types. It is consistent with the statement in Kamus Besar Bahasa Indonesia (KBBI) that "students are people or children who are studying." It indicates that a student is a young person who is studying. Thus, it follows that a student is someone who makes an effort to develop their skills and abilities through education, whether it be formal or informal.

Similar to the aforementioned theory, there are two categories of vocabulary. Active and passive were both present. It was subject to their memory. Thus, the capacity of the students to memorize the terms they could use when speaking or writing was used to gauge their level of vocabulary knowledge.

#### **e. The Importance of Vocabulary**

Yusran Pora asserts that vocabulary knowledge is a prerequisite for everyone who wants to comprehend English through reading, speaking, or writing.<sup>9</sup> These

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<sup>7</sup> Elfried H. Hiebert, and Michael I. Kamil, *Teaching and Learning Vocabulary* (London: LEA, 2005), 3.

<sup>8</sup> Undang-Undang Sistem Pendidikan Nasional No. 20 Tahun 2003, Bab 1 tentang Ketentuan Umum, Pasal 1 Ayat 4.

<sup>9</sup> Yusran Pora, *Enrich Our Vocabulary Through Readings and Idioms* (Yogyakarta: Pustaka Pelajar, 2003), 7-8.

goals are impossible to attain without terminology. According to Yusran, there are three things to remember in order to master vocabulary:

1) There must be a will.

Where there is a will, there is a way, goes an old proverb. It was impossible for him to master English like it is for others who do not have a strong will to study it. If we have the will, the challenges presented by the English language will seem simple.

2) The amount of vocabulary sufficient.

You can acquire vocabulary from a variety of sources, such as reading material or conversations with friends.

3) Use of vocabulary has been obtained.

The majority of the time, English language learners forget to do this. They frequently already have a wide enough vocabulary, but since they are sluggish or neglect to utilize it frequently, they have lost a lot of terms unnecessarily. Consequently, "employ a vocabulary that you already have on many occasions" is advised.

Therefore, vocabulary—far more than grammar—is the secret to helping your child comprehend what she reads and hears in school and communicate effectively with others. She must therefore swiftly accumulate a vast vocabulary. There are clear connections between succeeding in school and having a large vocabulary, according to research.

## 2. Learning Media

### a. Definition Learning Media

The use of media in education and learning is a method or instrument. The Latin word media, which signifies midway, intermediary, or introduction, is called medius. Media are "people, things, or events that create circumstances that enable students to

acquire knowledge, skills, or attitudes," according to Gerlach and Ely.<sup>10</sup>

"Media" is defined by Miarso as "everything that can be used to stimulate thoughts, feelings, attention, and students' wishes in order to enhance the learning process in students."<sup>11</sup> The media "is a tool in the process of teaching and learning, a reality that cannot be contested," claims Djamarah.<sup>12</sup> As a result, fulfilling learning objectives depends greatly on the function of the media in the learning process.

The media itself is a communication tool to streamline the learning process.<sup>13</sup> Therefore, students can more easily learn the subject when it is presented through media that describes, illustrates, or characterizes a concept or the features of the instructional material being taught. Each lesson and activity intended to teach students a certain skill has a purpose, and this purpose is what learning entails.<sup>14</sup> Learning media has a significant impact since it can help students understand and retain the information being provided. Learning media use is anticipated to improve the effectiveness of the teaching and learning process, which may impact the effectiveness of student learning outcomes. Learning media includes anything that may be utilized to transfer messages from the sender to the recipient using tools or tangible items, streamlining teacher-student engagement and communication during the learning process in the

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<sup>10</sup> Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT Raja Grafindo Persada, 2013), 3.

<sup>11</sup> Andi Prastowo, *Menyusun Rencana Pelaksanaan Pembelajaran (RPP) Tematik Terpadu* (Jakarta: Prena Media Group, 2015), 293.

<sup>12</sup> Wina Sanjaya, *Perencanaan & Desain Sistem Pembelajaran* (Jakarta: Prena Media Group, 2015), 205.

<sup>13</sup> Sohibun and Filza Yuliana Ade, *Pengembangan Media Pembelajaran Berbasis Virtual Class Berbantuan Google Drive* (Jurnal Tadris: Keguruan dan Ilmu Tarbiyah, Vol. 02 No. 02, 2017), 121.

<sup>14</sup> Nurul Hidayah and Rifky Khumairo Ulva, *Pengembangan Media Pembelajaran Berbasis Komik Pada Mata Pelajaran Ilmu Pengetahuan Sosial Kelas IV MI Nurul Hidayah Roworejo Negerikaton Pesawaran* (Jurnal Terampil: Pendidikan dan Pembelajaran Dasar, Vol. 04, No. 01, 2017), 36.



classroom.<sup>15</sup> Accordingly, the term "learning media" refers to anything that can be used to communicate ideas or information throughout the teaching and learning process in order to grab students' attention and pique their interest.

One choice that teachers have when planning the learning process is to incorporate learning media. Students are better able to retain the lessons they are taught thanks to learning media. Media serves a variety of purposes, such as:

- 1) Learning media can get over the restrictions of student experience. Depending on the deciding elements, each student's experience varies. Objects are presented to students if they don't bring them themselves in their natural state. The item in question may be real, in tiny or model form, or it may be a photograph.
- 2) Educational media provide direct communication between students and their surroundings.
- 3) The media generates observations that are all the same.
- 4) Correct, tangible, and actual fundamental ideas can be transmitted through the media.
- 5) New desires and interests are sparked by the media.

#### **b. Characteristics of Learning Media**

The primary attributes of the media as described by Gerlach and Ely show why it is used and what it is capable of doing that a teacher might not be able to (or could do less effectively).

- 1) Fixation characteristics refer to a media's capacity to capture, store, maintain, and create an event or object.

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<sup>15</sup> Hasan Sastra Negara, *Penggunaan Komik Sebagai Media Pembelajaran Terhadap Upaya Meningkatkan Minat Matematika Siswa Sekolah Dasar (SD/MI)* (Jurnal Terampil: Pendidikan dan Pembelajaran Dasar Vol. 01, No. 02, 2014), 253.

- 2) Because an event or an object has characteristics, it is feasible to manipulate those features to change them.
- 3) A distributive quality permits an object or event to change in space while at the same time making the occurrence that is presented to most students through experience stimuli largely unchanged.<sup>16</sup> There are many different kinds and formats of learning media. This media's nature, degree of coverage, and construction material are all discernible.

**c. Functions and Benefits Learning Media**

The usage of learning media in the teaching and learning process can inspire and stimulate new interests and desires in students, as well as motivate and energize learning activities.<sup>17</sup> There are four media functions learning, especially visual media, namely:

- 1) The primary function of visual media is to draw and focus students' attention on the lesson material in relation to the visual meaning presented or included with the text of the subject matter. Students frequently lose focus at the beginning of a class because they are not interested in the subject matter or because it is one of the lessons they do not enjoy. Images from the media, particularly those displayed on an overhead projector, can soothe students and focus their attention on the subject they will learn. Consequently, there is a greater chance of learning and remembering the lesson's material.
- 2) The effectiveness of visual media as an affective tool can be gauged by how much students enjoy studying (or reading) illustrated books.

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<sup>16</sup> Giri Wiarto, *Media Pembelajaran dalam Pendidikan Jasmani* (Yogyakarta: Laksitas, 2016), 19.

<sup>17</sup> Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT Raja Grafindo Persada, 2013), 19.

- 3) Researchers' discoveries that visual symbols or images help people absorb and retain information or messages included in visuals can be considered as evidence of the cognitive function of visual media.
- 4) The findings of study that shows that visual media that aids in text comprehension show the compensating role of learning media. Students that struggle with reading organize and remember textual information. In other words, learning media helps weak and slow learners accept and comprehend the material of lessons provided orally or through text.<sup>18</sup>

According to the opinions expressed above, the researcher can draw the conclusion that learning media serve as a teaching tool for piqueing students' interest, providing visual enjoyment, facilitating goal attainment, making it simpler to understand and remember the information contained, and will generate motivation and learning stimulation because the media has a function to make learning interesting and pique students' emotions and attitudes. In addition, the media can also help students who are slow to accept subject matter that is presented because the media can provide concrete experiences and enhance the attention of students.

#### **d. Classification of Learning Media**

It is possible to divide and categorize media into five main types depending on the type of information used: visual media silent, motion visual media, audio media, silent audiovisual media, and media motion audiovisuals. Direct vision, optical projection, electronic projection, or telecommunications are all used in the procedure to deliver the message. We may classify the media into seven groups according to the way they are presented by evaluating the media's presentational style. These groupings are:

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<sup>18</sup> Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT Raja Grafindo Persada, 2013), 20-21.

1) Graphic Media, Printed Materials and Silent Images

Words, sentences, figures, and picture symbols are used to present facts, concepts, or thoughts in graphic medium. Graphics have the power to grab attention, make ideas more clear, and make facts more appealing by illustrating them. Graphs, diagrams, charts, sketches, posters, flannel boards, and bulletin boards are examples of graphic media. Visual media created through the printing process is referred to as printed media. Textbooks, modules, and pre-programmed educational materials are examples of this sort of media. Visual media in the form of photographs that have been developed as silent image media. Pictures make up this kind of media.

2) Silent Projection Media

Visual projection media or message projection media are both examples of silent projection media. The resulting projection either moves very little or not at all. OHT Overhead Transparency, OHP Overhead Projector, Opaque Projector, Slide, and Filmstrip are some examples of these media forms.

3) Audio Media

Only the sense of hearing is capable of receiving messages from audio media. Words, music, and sound effects serve as auditory symbols to represent the message being transmitted. Radio and magnetic tape recorders are examples of these media types.

4) Silent Audiovisual Media

The faculties of hearing and seeing can both receive messages from silent audio-visual media. However, the final image is either static or has a very small hint of motion. Sound slides, sound filmstrips, and sound pages are examples of these media forms.

### 5) Film Live Image Media

Motion pictures are a collection of static images that are displayed and moved around swiftly to appear to be alive and moving. These media forms, which do not require the room to be darkened for projection, include sound films, connected bracelet films, and silent films.

### 6) Television Media

A communication tool known as television makes a variety of current information available to the general audience. Television is a high-tech (hi-tech) device that uses audiovisual motion to deliver the message's content.

### 7) Multimedia<sup>19</sup>

Text, images, sound, video, and animation are all included in the definition of multimedia, which is an interactive and integrated information delivery system. Computer-based systems that use a variety of content kinds, including text, audio, video, graphics, animation, and interactivity, are referred to as multimedia systems.

The teacher's ability to employ different visual media with the user can be adjusted. The concerned teacher can make arrangements so that the various visual media can be chosen as a good alternative. One of them comes from educators who wish to carry out the educational process by utilizing visual media in the form of images.

## 3. Learning Media Flashcards

### a. Definition Learning Media Flashcards

A flashcard is a type of card that serves as a quick reminder for students. Flashcards are lesson cards,

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<sup>19</sup> Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana, 2014), 172.

claim Alamsyah Said and Andi.<sup>20</sup> Word-and-picture cards. It is modified in accordance with the teacher's wishes for standard card sizes. The writing on the card must be visible to students who are on the back, which is the most crucial requirement.

Flashcards are media learning in picture cards approximately 25 by 30 cm, according to Rudi Susilana and Cepi. Drawings on flashcard sheets may be created by hand, photographed, or by using already-existing images or photographs. The images on the flashcard are a collection of messages, and the reverse of each card includes a description of each image.<sup>21</sup> The typical content of flashcards, according to Basuki Wibawa and Farida Mukti (Nurjannah), includes words, images, or mixtures of these. They can be applied to vocabulary instruction in general language classes and foreign language classes in particular.<sup>22</sup> Using flashcard media makes it easier for students to remember pictures and words so that that vocabulary can grow and increase.

In his book, Azhar Arsyad defines "flashcard media" as a card with images, text, or symbols that serve to remind or direct students to something associated with the image. The size of flashcards can be changed to fit the size of the class that teachers are dealing with, which is typically 8 by 12 cm.<sup>23</sup> The images on the flashcard are a collection of messages, and the reverse of each card includes a description of

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<sup>20</sup> Alamsyah Said and Andi Budimanjaya, *95 Strategi Mengajar Multiple Intelligence* (Jakarta: Kencana, 2015), 211.

<sup>21</sup> Rudi Susilana and Cepi Riyana, *Media Pembelajaran Hakikat, Pengembangan, Pemanfaatan dan Penilaian* (Bandung: Wacana Prima, 2008), 93.

<sup>22</sup> Nurjannah, *Peningkatan Kemampuan Penguasaan Kosakata Melalui Kartu Huruf Bergambar Siswa Kelas II SDN 5 SONI* (Universitas Tadulako, Jurnal Kreatif Tadulako Vol. 04, No. 08, 2015), 292.

<sup>23</sup> Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT Raja Grafindo Persada, 2013), 115.

each image.<sup>24</sup> The writing and images should be a little bit bigger and more transparent so that kids can read the messages in it without difficulty. Sentences and idioms related to objects, animals, fruits, family members, school supplies, and other topics are frequently utilized in flashcards.<sup>25</sup> Flashcards media is an exciting learning media that can be developed.

Using flashcards as a learning tool has many advantages, such as teaching students to broaden their field of vision, where they become accustomed to reading some words written on the card at a glance, being able to help students comprehend the material being studied, and being able to grow motivation and healthy competition between students by reading what they see in order to make the classroom environment more lively and enjoyable and reduce boredom.<sup>26</sup>

From the foregoing understanding, it can be inferred that flashcards are a useful learning tool with two sides, one of which is devoted to a picture, text, or symbol sign and the other to a definition, picture description, response, or description that serves to remind or point students to something associated with the picture on the card. Depending on the size of the class, flashcards can be 8 X 12 cm, 25 X 30 cm, or customized.

Graphical material like flashcards are useful and appropriate. Thus, it may be said that the following qualities describe flashcards:

- 1) A picture flashcard that works as a flashcard.
- 2) It has a second front and back.
- 3) There are pictures or symbols on the front side.
- 4) Definitions, picture captions, solutions, or descriptions are included on the reverse.

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<sup>24</sup> Dewi Kuniawati, *Efektifitas Pengajaran Kosakata Bahasa Inggris pada Anak Sekolah Dasar dengan Menggunakan Flashcard* (Jurnal Terampil: Pendidikan dan Pembelajaran Dasar, Vol. 01 No. 01, 2014), 59.

<sup>25</sup> Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT Raja Grafindo Persada, 2013), 115.

<sup>26</sup> Alamsyah Said and Andi Budimanjaya, *95 Strategi Mengajar Multiple Intelligence* (Jakarta: Kencana, 2015), 211.

### **b. Step of Implementing Flashcards Media in Teaching and Learning Vocabulary**

Steps for applying the flashcards media Rudi Susilana and Cepi Riyana suggested include:

- 1) The sorted cards are held at chest height with the student's face forward.
- 2) After the instructor has finished discussing in front of the class, remove each card one at a time.
- 3) Give the student seated next to the teacher the cards that have been explained. Before moving on to the next student, ask the first to examine the cards, and so on until every student has.
- 4) If the assignment is a game, by the way, distribute the cards in the box at random; otherwise, prepare the students who will compete, for instance, by having three students stand parallel while the teacher offers instructions.<sup>27</sup>

The teacher first goes through the rules and technical aspects of flashcard games before starting the game. The following are the methods that Mengajar.org.in (Alamsyah Said and Andi Budimanjaya) are using to apply flashcards to students from Indonesia:

- 1) Each student receives a closed, in good condition, flashcard from the teacher. (The writing-containing portion is on the bottom.) Students refrain from opening doors before the signal has been given.
- 2) After the teacher delivers the signal, all of the students simultaneously open their cards.
- 3) Based on the cards they currently have, students search for rows. (Finding a line using a card as a guide is a silent process).
- 4) The instructor sets a time limit.
- 5) Remember to start counting down once the time is almost up. The teacher asks the class to go

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<sup>27</sup> Rudi Susilana and Cepi Riyana, *Media Pembelajaran Hakikat, Pengembangan, Pemanfaatan dan Penilaian* (Bandung: Wacana Prima, 2008), 95-96.



through each line and make sure everyone put their information in the correct order.

- 6) The sentence that was correct and complete receives praise from the teacher.<sup>28</sup>

The UPI Repository Team in Nurjannah holds the position that incorporating flashcards into classroom instruction is an alternative viewpoint.

- 1) Place yourself in front of the class so that all of the students can see you.
- 2) Set up a stack of cards from the same group that are held at chest height with the left hand. The student's front is facing the card page with the picture.
- 3) To get students' attention, display the card page that snaps a photo by placing the back card in the first position and announcing the name of the image, such as "star," as you do so.
- 4) While saying "star," flip the image around so that the writing is on the front. Be sure to respond soon.
- 5) Request that the students repeat or follow what the teacher said.
- 6) Next, perform steps 3 and 4 after selecting the second card from the deck in the previous order.
- 7) Proceed progressively to the last, allowing no more than one second for each displayed image and piece of text.
- 8) Once every card has been completed, it is immediately listed one by one. Give the students seated close to the teacher the cards with explanations.
- 9) After asking each kid to look once again, go on to the next.
- 10) After the cards are given back, carry on with the class discussion to help everyone remember.<sup>29</sup>

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<sup>28</sup> Alamsyah Said and Andi Budimanjaya, *95 Strategi Mengajar Multiple Intelligence* (Jakarta: Kencana, 2015), 212.

<sup>29</sup> Nurjannah, *Peningkatan Kemampuan Penguasaan Kosakata Melalui Kartu Huruf Bergambar Siswa Kelas II SDN 5 SONI* (Universitas Tadulako, *Jurnal Kreatif Tadulako* Vol. 04, No. 08, 2015), 295.

According to the comments of the experts listed above, it can be inferred that the goal of employing this flashcard media is to teach students how to retain information more easily and to be cautious and simple in their understanding of the material. In order for the teaching and learning process to be successful and for students to acquire higher levels of learning, it is important to choose and determine what media are appropriate for learning.

**c. Characteristics of Learning Media Flashcards**

The presentation of messages or information that is tied to the graphics on each card is one of the flashcard media's main qualities. The way this material is presented will make it simpler for students to recall the lesson. The combination of images and explanations of the images is sufficient to help students recognize concepts and identify the name of an object that will be illustrated by an image.<sup>30</sup> Thus, it can be concluded that flashcards are one of the graphic media that is very easy to remember because they contain short messages. So that students can easily digest the material that has been explained.

**d. Advantages and Disadvantages of Learning with Flashcards**

1) Advantages of Flashcards Media

According to Rudi Susilana and Cepi, flashcards have several advantages, including:

- a) Easy to carry: with a size not too large, flashcards media can be stored anywhere.
- b) Practice: teachers do not have to have special skills to use it.
- c) Easy to remember: the message presented is short and easy to understand.
- d) Fun: can cause a sense of pleasure for the user because it can be used for games, for

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<sup>30</sup> Tri Sarah Febriani, *Penggunaan Media Flash Cards Untuk Meningkatkan Hasil Belajar Siswa Pada Materi Perkembangan Teknologi IPS di Sekolah Dasar* (Jurnal PGSD Universitas Negeri Malang, Vol. 03, No. 02, 2015), 116.

example, to find flashcards media pairs according to the picture and writing.

- e) Can focus students' attention on the message delivered.
- f) It can be used repeatedly.
- g) Deliver messages that can be received more evenly by students.
- h) Overcoming the limitations of space and time.
- i) Make students more active in learning and have them participate in the presentation.<sup>31</sup>

Based on the quote above, it can be concluded that in the implementation of teaching and learning activities, media is needed to ensure that students do not get bored in learning and the desired goals can be achieved.

## 2) Disadvantages of Flashcards Media

While the disadvantages of flashcards media, namely:

- a) The image only emphasizes eye sense perception.
- b) Images of objects that are too complex are less effective for activities involving learning.
- c) Size is very limited for large groups.

Based on the quote above, it can be concluded that in overcoming the weaknesses of flashcards media, the teacher can guide students who are less active to be more active in class and more responsible in the classroom.

## B. Theoretical Framework

Selecting appropriate medium for the teaching and learning processes of the students is one of the advances in education. The seventh-grade kids who are the focus of this study still have poor vocabulary mastery skills. The usual

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<sup>31</sup> Rudi Susilana and Cepi Riyana, *Media Pembelajaran Hakikat, Pengembangan, Pemanfaatan dan Penilaian* (Bandung: Wacana Prima, 2008), 94.

errors that students make when writing vocabulary can be used as evidence of their lack of vocabulary competence. Students who write each language according to its pronunciation struggle to explain their ideas, which results in this vocabulary writing blunder. When the teacher lectured in English, the students also struggled to learn language and did not understand its meaning.

Flashcards are learning tools that come in the shape of picture cards that are used by fast displaying images to get the brain to accept the information on the card. They are particularly successful in helping students learn English vocabulary. Because using this media would create a pleasurable learning environment, it is thought that employing flashcards media will boost students' understanding of English vocabulary. It piques students' interest in learning and encourages them to be active and pay closer attention to the material they are being taught. To use flashcards, teachers do not need to possess any unique abilities. Therefore, if the instructor uses flashcards as a teaching tool, vocabulary proficiency among students in grade 7 at MTs Darul Ulum Kudus will rise. For more details, the theoretical framework can be described as follows:

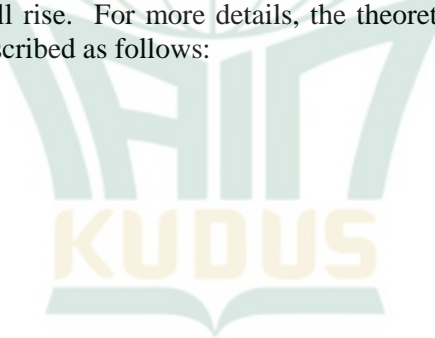
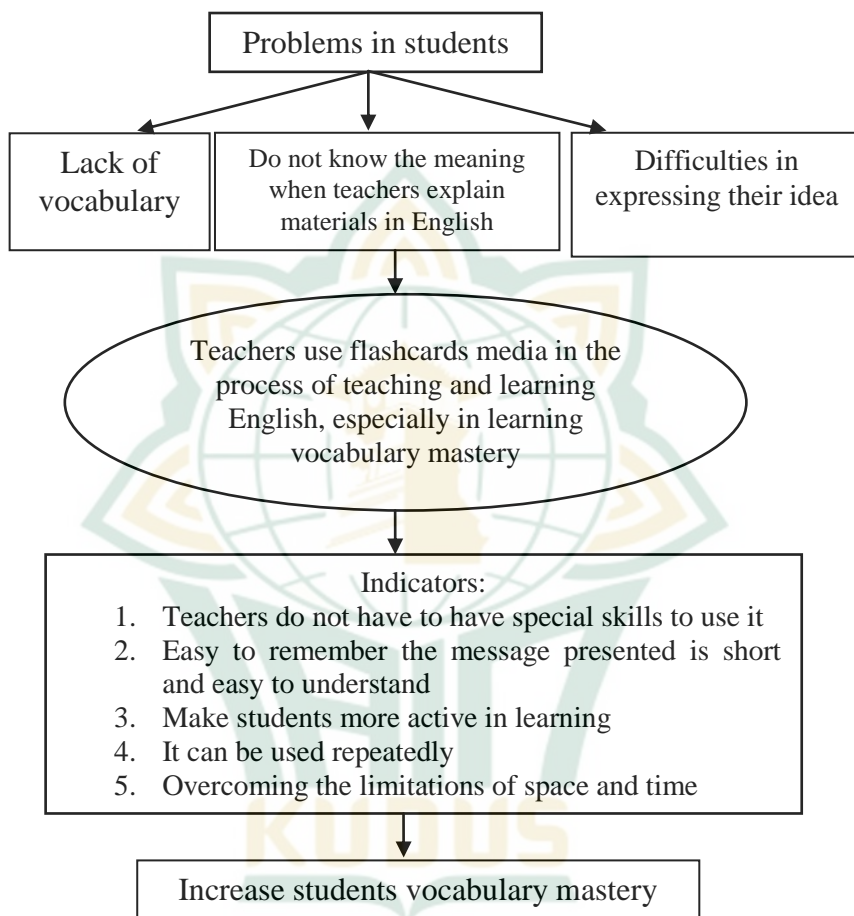


Chart 2.1  
Frame of Theoretical Framework



### C. Review of Previous Study

The purpose of this research is to provide new information from the researcher and to summarize a number of studies whose findings are pertinent to the research the researcher is conducting. To avoid this research being a repetition or replication of earlier studies in the reviewed literature, the implementation is more heavily stressed as a comparison.

Utilizing Flashcard To Improve Students' Vocabulary Mastery At The Seventh Grade MTs N 1 Lampung Timur is

the title of a study done by Yesi Angreini.<sup>32</sup> Two cycles of classroom action research were conducted by the researchers in this study. 32 students from MTs N 1 Lampung Timur's VII class are the focus of this study. In order to gather data, the researchers used tests (pre-test, post-test 1, and post-test 2), observation, and documentation. This study demonstrates that flashcards can be utilized as a vocabulary teaching tool. The researchers came to the conclusion that employing flashcards helped MTs N 1 Lampung seventh graders learn vocabulary much better. There are several similarities and variations between this research and earlier research. Students in the seventh grade are the subject, and we use the same media, which is a flashcard. On the other side, there are some distinctions. While the researchers who are currently conducting field research and gathering data used the interview approach, observation, and recording, the earlier researchers used classroom action research (CAR).

The study by Husni Andalas, *The Use of Flashcard Teaching Strategy To Increase Students' English Vocabulary Mastery (A Classroom Action Research for Fifth Grade Students of SDN 024 Bengkulu Utara in Academic Year 2017/2018)*, was conducted in a classroom setting. This study was conducted in a classroom setting. 26 fifth-grade students served as the study's subject. Three cycles of planning, acting, observing, and reflecting were used to perform the research. This study demonstrates how using flashcards and other aching tactics helped students become more proficient with English vocabulary.<sup>33</sup> It may be said that the use of flashcards as a teaching tool helped students in SDN 024 Bengkulu's fifth grade learn English language more effectively. There are parallels and variations between the current study and earlier research. On the matter, there is a difference. In the previous study, the focus was on fifth-graders; in the present study, it is

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<sup>32</sup> Yesi Angreini, *Utilizing Flashcard As Media To Enhance Students' Vocabulary Mastery At The Seventh Grade Of MTs N 1 Lampung Timur*, (Lampung: IAIN Metro, 2017), 66.

<sup>33</sup> Husni Andalas, *The Use Of Flashcard Teaching Strategy To Increase Student's English Vocabulary Mastery (A Classroom Action Research at the Fifth Grade Students of SDN 024 Bengkulu Utara in Academic Year 2017/2018)* (IAIN Bengkulu, 2019), 66.

seventh-graders. The resemblance is utilized in flashcard media to help students become more proficient in language.

The Journal publication *Flashcard Media: The Media for Developing Students Understanding for English Vocabulary at Elementary School* by Herlina and Raden Rahmi Dewi. Planning, action, observation, and reflection were the four stages of the classroom action research methodology. Students from the third grade made up the subject. According to this study, using flashcards to learn English can inspire third-grade children at a boarding school's elementary school to gain a better comprehension of vocabulary.<sup>34</sup> There are several similarities and variations between this research and earlier research. On the matter, there is a difference. Students in third grade were the subjects of the earlier study, whereas seventh graders are the subjects of the present study. While the current researchers used field research, the research technique utilised CAR. These two studies have similarities that can be compared to employing flashcard media.

Journal by La Aba with the title: *Flashcards as A Media in Teaching English Vocabulary*. This article aims to observe the using of flashcard as media in teaching English vocabulary. Teaching language needs media to deliver material to motivate the students and to put material easy to be understood. Classroom Action Research was used as a research method in this research. The result showed that the flashcard was prepared by teacher according to his/her creativity, such as the size and the content of words on the flashcards. The teacher used models of teaching vocabulary using flashcards, namely rhyme and lines flashcards, vocabulary introduction, find the pictures, story cards, categorizing vocabulary, and flashcard memory game. All the models have their steps. The result of research also showed that flashcard as a media is sufficient to improve the students' vocabulary. It is indicated through the achievement of a pretest, where only two (2) students have

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<sup>34</sup> Herlina and Raden Rahmi Dewi, *The Media for Developing Students Understanding for English Vocabulary at Elementary School* (Indonesian Journal of Educational Review, 2017), 116.

500 words. However, 6 (six) students got 1200 words in the posttest.<sup>35</sup>



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<sup>35</sup> La Aba, *Flashcards as A Media in Teaching English Vocabulary*. (Al-Lisan: Jurnal Bahasa, IAIN Sultan Amai Gorontalo), 170.