

**CHAPTER II**  
**THE USE OF FLASHCARD TO IMPROVE STUDENTS' VOCABULARY**  
**MASTERY AND MOTIVATION**

**A. Flashcard**

**1. Definition**

A flashcard is a little piece of paper. The size of a business card, which has on one side a new word in a language you're learning, and on the other side a word in your mother tongue. According to Haycraft, flashcards are the cards on which words and or picture and painted or drawn (Nadziroh, 2010). According to Suyanto, flashcards is the cards that usually use thin paper and stiff (Nadziroh, 2010). Flashcards show picture or words. Usually flashcards include of group with kind or classes.

Flashcard is a piece of cardboard about 18 X 6 inches on which appears a word, a sentence or a simple outline drawing. The lettering should be large, net and clear so that it can be seen from the rear of the room. Capital letters are preferred. Print should be used since it is easy to read at a distance. According to Edwards Flashcards are a powerful memory tool write questions on one side of the cards and the answer on the other side (Nadziroh, 2010).

Based on many definitions above about flashcard; the researcher can conclude that:

1. Flashcard is one of the media education
2. Flashcard is a little piece of paper
3. Flashcard is the cards on which words and or picture and printed or drawn.
4. Flashcard is one of the best tools for memorizing information. The flashcard must always be brief, large, neat and clear so that it can be seen from the rear of the room.

Capital letters are preferred print should be used since it is easy to read at a distance. The cards can be displayed by the teacher or by a pupil. The letter is preferred since it makes for activity. The set of cards should be field away under given subject. They will be found very useful for review for dill and as a warming up exercise at the beginning of the period.

## **2. Type of Flashcard**

Flashcard can be divided into several types by Scott (Nadziroh, 2010), In this research, the researcher choose Picture Card as the tools of the Research.

### **1. Picture Card**

Picture cards are useful for the teaching of vocabulary and reading according to Nasr (Nadziroh, 2010). These picture cards can be drawings or cut outs from magazines or perhaps photos. It is easiest to sort these 11 picture cards according to size really big ones for class work, and smaller ones for individual or group work.

#### **a. The kind of picture card**

These can be used in many ways; just a few would include:

1. Picture card match up
2. Picture card treasure hunt
3. Picture and word match up
4. Picture card snap games
5. Picture cards can be used as part of a communication aid
6. Picture flashcards designed to:
  - a. encourage a child to say that word
  - b. identify pictures with certain starting sounds
  - c. encourage a child to discuss what is shown in the picture

If we want free black and white line drawing picture cards of objects and actions you should visit the do to learn web site. They have lots of picture card sections including:

- 1) self-help e.g. bathroom and personal care, dressing and undressing etc.

- 2) activities e.g. Sit, work, eat, sleep....
- 3) home and school e.g. home, school, food
- 4) social e.g. behavior, emotions
- 5) miscellaneous e.g. weather, safety signs, summer, holiday

**b. The way to make picture card.**

There are many ways that you can make your own picture cards. My daughter always finds colorful images far more interesting than black and white. Here are ways that use to make picture card

1. Cut out pictures from
  - a. old catalogues
  - b. magazines
  - c. old children's books
  - d. poster boards
2. Draw simple pictures, maybe your child could help you draw some or color in the ones you have drawn.
3. Use your computer to create picture cards
  - a. In your word processing or publishing package
  - b. Create a text box
  - c. Add a border
  - d. Put a picture box inside
  - e. Copy and paste these several times
  - f. Add different pictures to each picture box
  - g. Print out and cut out your picture cards
  - h. Create new picture cards by changing the pictures

The example of Picture Card :



## 2. Card Games

A card game is any game using playing cards as the primary things with which the game is played, be they traditional or gamespecific. Almost all card games can be made into language card game and while we want to concentrate on games where some sort of language interaction is taking place, we can also play card game simply for relaxation.

A simple snap game using picture cards is one of kind of card game. To play this game are follow:

- a. Mix the sets of cards
- b. Divide between the players
- c. Each player places a card down in turn and says what is shown on the picture e.g. cat
- d. If the pictures match, the first player to shout snap gets the pile of cards put down so far.
- e. The winner is the last player to still have cards

## 3. Word/ Sentence cards

Word cards are useful for displays and for work on the flannel graph. Sentence cards should only be used for the beginners and only with sentences which are use a lot of. Students can simply write the question on one side and the answer on the opposite side and test themselves repeatedly. Word/ sentence card usually consist of two

sides, on the front of card appears the word entry plus whatever supplementary information is needed, on the back appear a concise definition and an illustration of the word use.

In the using word card and sentence card the students can match a word with the definition in the other sentence cards. By this manner the student can more interest to learning English. Sometimes the word/ sentence on the cards are commands. And the learners are used to giving and obeying these commands orally and they are learning to recognize them as whole. The command on the cards such as: Open the door, Sing a song, Stand up, clean the blackboard etc. By using this word/ sentence card, we can make a simple game. The teacher or student holds up a card, waits until several students have put their hands up, and say name of someone. Someone who called of name performs the action required and scores a point for his team. If he performs the wrong action, he has not read card successfully, and there will be others eager to show that they have. Somebody in another team is given a chance.

### **3. The procedure of using flashcard**

The procedures of the use flashcard by Nasr (Nadziroh, 2010) are bellow:

1. Sit comfortably facing your students.
2. Arrange the flash cards in the order you would like to present them.
3. starting with the first flash card, hold it up so your students can clearly see the front. Keep the back of the flash card toward you so your child cannot see it.
4. Shows the flash card front to your students that consist of picture and said in English and asked the students to repeat after several time to make sure that they could say it in a correct pronunciation.
5. Give question to them by showing flashcards one by one randomly, if your students give a correct answer, place the correctly answered flash card in a pile on your left.

6. If your students give an incorrect response or no response, tell him the correct answer, and place these flash cards in a pile on your right side.
7. After you have finished showing your students all of the flash cards, you may continue your flash card teaching session by using the stack of incorrectly answered cards. Continue in the same manner, placing correctly answered flash cards on the left and incorrectly answered flash cards on the right.
8. Once your students have mastered the full set of flash cards, practice them periodically to ensure your child remembers them.

Based on the explanations about the procedure of using flashcards above, the researcher conclude that the step in using flashcards in English learning process are show of flashcards, sounds, repetition and practice. The procedure of using flashcards is simple, sothe students or parents can practice it in their home to improve their vocabulary.

#### **4. The Advantages and Disadvantages of Flashcards**

##### **1. The Advantages of Flashcard**

Indriana, says that the advantages of flashcard media are obvious, such as flashcard is easy to carry anywhere, Practice to make and to use it, flashcard help in summarizing and memorizing, the media is also very fun to use as a media learning, can be used in the form of the game (Priskinia, Wicaksono, AJI & PUJI 2020). Therefore, Based on Komachali and Khodareza, advantages of flashcards are useful for drilling new letters, syllables, words, and other information (Priskinia, Wicaksono, AJI & PUJI 2020). They are normally used in a classroom, but can also be used more informally.

##### **2. The Disadvantages of Flashcard**

Beside of the advantages of flashcard, flashcard also have some disadvantages, like Asnawir and Usman in Inayah, are flashcard is expensive and if the teachers want to make it by themselves, they need much time, flashcard is not big enough usually, the students sit in front

can see the flashcard perfectly, but the students sit in behind is not clear, some students will misunderstand of the teacher explanation based on their knowledge of the material which is explained by the teacher, so the goal planned can not be achieved (Priskinia, Wicaksono, AJI & PUJI 2020). In addition, Suhaimi, states that disadvantages of flashcard are not all material can be conveyed by flashcard, need require thought and preparation in advance (Priskinia, Wicaksono, AJI & PUJI 2020).

## **B. Vocabulary**

### **1. Definition**

According of Richard, vocabulary is one of the most obvious components of language and one of first things applied linguistic turned their attention to (Nadziroh, 2010:22). According to Hornby, vocabulary is total number of words which (with rules for combining them) make up a language (Nadziroh, 2010). Webster said that vocabulary is “A list of group of words and phrases, usually in alphabetical order (Nadziroh, 2010:23).”

All the words in a language make up what is generally known as its vocabulary. The term “vocabulary” is used in different senses. Not only can it refer to the total number of the words in a language, but it can stand for all the words used in a particular historical period, e.g. Old English vocabulary, Middle English vocabulary and Modern English vocabulary. We also use it to refer to all the words of a given dialect, a given book, a given discipline and the words possessed by an individual person. English is one of the world’s highly developed languages. Naturally the English vocabulary is one of the largest number vocabularies in all the languages.

Vocabulary learning as the foot-stone of the whole language learning, lays the foundation for students learning English vocabulary and using various English learning strategies rationally. Language

learning strategies became the main research theme in the 1970s; and vocabulary learning strategy has been the main component. Vocabulary is one of the three key factors for language learning. It is the basic to make sentences and express thoughts and meanings, and a key requirement of language communication, so a big amount of stable vocabulary is significant and essential.

From the definitions above, the researcher concludes that vocabulary is a stock list of words that is used individually or in a group arranged in alphabetical order and has meanings.

## **2. Type of Vocabulary**

Vocabulary is a part of the computerized analysis of language data. Vocabulary includes a various type that must be known Harmer (Nadzirroh, 2010:23-25). They are as follows:

1. **Language Corpora** One of the reasons we are able to make statements about vocabulary with considerably more confidence than before it because of the work of lexicographers and other researchers who are able to analyze large banks of language data stored in computers. From a corpus of millions of words the computer can now give quick accurate information about how often words are used and in what linguistics context.
2. **Word Meaning** The least of problematic issue of vocabulary is that it deals with its meaning. The meaning of a word is often related to other words. For example, we explain the meaning of “full” by saying that it is the opposite of “empty”; we understand that “cheap” is the opposite of expensive.
3. **Extending Word Use** Words do not just have different meanings. They can also be stretched and twisted to fit different contexts and different uses. We say that someone is in a black mood or someone is yellow, yet we are not actually describing a color. In such contexts black and yellow mean something else.

4. **Word Combinations** Although words can appear as single items which are combined in a sentence, they can also occur in two-or-more item groups. They often combine with each other in ways which competent speakers of the language recognize instantly, but which others often find strange. The kinds of words that go together in one language are often completely different from the kinds of word which live together in another. Word combinations have become the subject of intense interest in the recent past, in part spurred on by discoveries from language corpora.
5. **The Grammar of Words** A key middle ground where words and phrases on the one hand and grammar on the other meet up is through the operation of word classes or parts of speech such as noun or adjective. When we say a word is a noun, we then know how it can operate in a sentence. The same is true for such word classes as verbs or determiners or prepositions. When we know a word's part of speech, we know what other words it can occur within a phrase or sentence and where it can be put synthetically. Within word classes there are a number of restrictions. Knowledge of these allows competence speakers to produce well formed sentences.

### **3. Aspect of vocabulary**

#### **1. Part of Speech**

It is important to know the part of speech of any word you study. This means whether the word is a noun, verb, adjective or adverb. Without this information, it will be difficult to use the word accurately in speaking or writing. It is useful, when studying new vocabulary, to study the word family (see below), which will entail studying all parts of speech associated with a new word at the same time. This will enable you to use the word more flexibly in your writing or speaking.

## 2. meaning

Many words in English have several meanings. While some meanings of a given word might be similar, others could be very different. The word head, for example, has 32 meanings listed for the noun form and another nine for the verb form. The following are three of the meanings for the noun form. The first meaning is a very basic meaning that students would learn at the beginning level. The meaning 'a person who is in charge' is different from the first meaning, but still fairly close (this is an example of a metaphorical extension, as a person who is in charge is at the top, in the same way the head is at the top of the body). The meaning 'a toilet on board a boat or ship', however, is completely different from the other meanings of the word. It is also far less common, and not suitable for academic English use.

### **C. The Use of Flashcard in Teaching Vocabulary**

#### a. The role of flashcard in teaching vocabulary

Flashcards are particularly useful for drilling grammar item for cueing different sentence or practicing vocabulary by Harmer (Nadziroh, 2010:26). Flashcards are always an easy way to get some of those vocabulary words stuck inside your head, where they need to be when the big test rolls around. Based on the statements above shown that the using flashcards in English learning process are more effective and practical way of memorizing to accomplices new vocabulary. By using flashcards is suitable for the beginner in English. By the implementation this method gives emphasis on pronunciation of the utterance of words. Beside that in the English learning process the students can be more active and not only passive.

#### **D. Students Motivation**

The influence of motivation is seen because the key to be talking a second language and one in all the foremost necessary factors affecting the success of language learners. In contrast, people used totally different languages and should use one of the international languages to other people with diverse backgrounds. it would help them to be easier to communicate with each other. Nowadays, billions of individuals use English within the world (Uddiniyah & Silfia, 2019). This language includes a important role in many components and is used worldwide as a world language. It means that every person in the world should speak English fluently whenever and where they are. The universal language has been learned in formal and un-formal education. On the other hand, English as a foreign language is significant to develop science, technology, culture, and communication with other nations. It is widely known that the additional impelled students, the more with success they will learn a second or foreign language. According to Schunk (2013) motivation is an energy change within the person characterized by affective arousal and anticipatory goal reactions. It means that someone will get a goal if they do activities. And their activities need strong motivation to reach it. Moreover, motivation provides the most impulse to begin learning, and then-the drive to take care of an extended and repeatedly annoying learning process; in fact, all alternative components related to the acquisition to some extent imply motivation, while not decent motivation, even adults with the foremost uncommon skills cannot accomplish, long goals, and none of them may be appropriate information and good teaching sufficient to make sure student achievement.

Putra (2021) mentions that learning a new language can be felt bored and painful for students. Consequently, teachers who teach language should be creative and innovative to create the teaching and learning method more enjoyable. Otherwise, it is difficult for students to mastering a new language. during this case, it is learning English as a foreign language. If the learning activity asks the students to submit the assignment, it can be

concluded that they will lack the vocabulary. this situation will lead them to have low motivation to learn English is supported by Damayanti (Putra, 2021). Motivation plays an important role in learning English as a foreign language. Still, in line, motivation is one of the most critical factors that will influence students' English achievement or performance. It means motivation could be defined as one of the vital factors that determine learning English. Motivation can drive students to reach learning goals. without motivation, the purposes of learning are difficult to be achieved. By having motivation, students will be enthusiastic in the teaching-learning process, therefore students will be pushed to study English well.

Many studies have analyzed students' motivation in learning English as Uddiniyah & Silfia (2019) analyzed Eleventh graders at SMAN 8 Kota Jambi. They found that students at SMAN 8 Kota Jambi have intrinsic motivation higher than extrinsic motivation in learning English. Still discussing the same topic is supported by Nuraeni & Aisyah researched EFL students in Universitas Muslim Maros (Uddiniyah & Silfia, 2019). This research showed that most students have extrinsic motivation, and only a few have intrinsic motivation. Students become interested in learning English is because English provides students access to communicate with others from different countries easily. For instance, nowadays, students use English through social media networks, such as Facebook, Twitter, and many others, to contact. In addition, English provides students more information about the world' news, and it also gave the students information about native speaker' culture and others. Furthermore, this international language created it students easier to get employment when they graduated from their school.

According to Alizadeh. M (2016) claims motivation provides the explanations for peoples' action, desire, and need. Expressed the importance of activating learners' motivation: "The truth of the matter is that 99 % of teaching is creating the scholars feel fascinated by the material" is supported by Kaswan & Suprijadi (Alizadeh. M, 2016).

## **E. Previous Relevant Study**

The previous relevant study is the study that the topic of research that includes like the same topic of this research. The previous relevant study that related to this study are:

1. A research by Nugroho Habibi (2017) in his journal "*The use of Flashcard in Improving Vocabulary Mastery of Students with Disability at the second grade of SMP Diponegoro, Junrejo, Batu in the academic year 2017/2018*". The result of the study showed that before the implementation of flashcards, all students with disability' score were under 75, with the lowest score was 50 and the highest score was 70. From six students with disability, no one passed Standard Minimum Criteria (KKM). Therefore, in the cycle 1, all students with disability passed Standard Minimum Criteria (KKM). The lowest score was 80 and the highest score was 100.
2. A research by Cucu Rahmawati and Kartika Ria Utami (2019) in his journal "*Improving Students' Vocabulary Mastery Using Flash Cards at the eight grade of a junior high in Cilamaya Kulon*". The result of the investigation noticed that Flash cards could improve the students' mastery of vocabulary. It can be identified from the mean score of the test which increase from 56.5 in the pretest to 77.1 in the posttest one and 83.7 in the posttest two. The use of flash cards may attract the students' attention to the lesson well. It also might improve participation of students in learning. They were not shy anymore and really motivated to attend the instructional process.
3. A research by Sri wahyuni (2019) in his journal "*Improving Students Motivation in Learning Vocabulary Through Self Made Song at the eight grade of SMP N 1 Muara Bungo*". the results of research that has been described in the previous part of this article, it can be conducted found that: 1) Numerous students in the most highly motivated, individual indicators occurred in third cycle, and 2) The number of low motivated students would be decreased occurred in the cycle.

4. Doing a comparison of third research above, there are differences and similarities between the previous research and this research. The differences were shown from the subject, the first research use the subject at the second grade of SMP Diponegoro, Junrejo, Batu, the second research uses the subject at the eight grade of a junior high in Cilamaya Kulon and the third at the eight grade of SMP N 1 Muara Bungo . While the similarity is the use flashcard to improving students vocabulary mastery.