CHAPTER II
LITERATURE REVIEW

A. Flash Card

Figure 2.1 Flash card

1. Definition of Flash Card Media

   Media as a whole form of intermediary used by humans to convey or disseminate ideas, ideas, or opinions so that the ideas, ideas or opinions put forward arrive to the intended recipient (Azhar Arsyad 2015:4). While learning is an activity that involves someone in it efforts to acquire knowledge from various learning sources. From the opinion above it can be concluded that learning media is a set of tools or containers to convey information messages in the form of subject matter effectively so as to foster student learning interest and the achievement of learning objectives.

   Flash cards are card that contain printed and drawn words or pictures (Haycraft as quoted by Widiastuti, (2014). Furthermore, flash cards are media that can help teachers to teach English easily. Flash cards are pictures -a simple drawing on paper, a sheet of card paper or paper, which is probably the most widely used visual aid in language teaching (Cross, 2015:3). Cards are one of the learning media in the form of graphics in the form of small picture cards. Usually made using photos, symbols, or pictures pasted on the front and sides on the back side there is a description of the word or sentence from the flash card image (Angreany, 2017).

From the explanation above, it can be concluded that flash card are cards containing printed words or images and are used by teachers in class to help students learn to memorize new vocabulary.

2. Types of Flash Card

Flash cards are divided into several types (Scott in Aschurotun, 2010:10),namely:

a. Picture cards

Picture cards are simple pictures on paper, a sheet of card paper or paper, which is perhaps the most widely used visual aid in language teaching (Cross, 2015:3). These picture cards can be in any shape picture or a cut from a magazine or maybe a photo. Easiest to sort cards this image according to the very large size for classwork, and the smaller one for individual or group work.

b. Word flash cards

Media that can stimulate students to recognize letters more quickly, make students' interest stronger in recognizing letters of the alphabet to students and can stimulate students' intelligence and memory. This flash card is useful for practicing word order in sentences for students. The cards can be placed randomly on the class board, then the teacher can ask questions students place cards to form regular sentences (Halimatonsakdiah, 2016:116).

c. Card game

The game in question is a card game, a game that uses playing cards as the main thing used to play the game, be it traditional or especially the game (Aschurotun, 2010:13).

Based on the explanation of the three types of flash cards above, all types of flash cards are often used by researcher and teachers. In this study, the researcher used flash cards containing pictures and words.

3. Advantages and Disadvantages of Flash Card

Based on the research that has been conducted, the researcher found the advantages and disadvantages of flash card.

a. Advantages of flash cards media

There are six advantages of flash cards media (Aribowo, 2014), namely:

1) Portable

Flash card media is offered to students and teachers as a portable learning tool, making it easier for teachers and students to carry these flash cards anywhere and they are easy to carry compared to having to carry around notebooks or notes to memorize. The flash cards are also not as big as a book and also not heavy.

2) Efficient

This flash cards media is very practical, in using this media the teacher no need to have special skills, this media also doesn't need to require electricity, and other props. If we used flash card, we or the teacher only arranged the order of images according to the wishes of the material being taught to students, making sure the image position was not right so that the flash card did not fit. upside down causing students to not be able to see it in the journal.

3) Versatile

Teachers can used flash card in almost every lesson, for example, in English lessons carried out by wardens. Flash cards can be a perfect learning tool for memorizing letters learning syllables and so on.

4) Flash cards costs are relatively affordable

Flash cards is one of the cheapest and most affordable alternative media used for learning other learning. reusable no need to buy a set of fancy and colorful illustration cards. Precisely teachers or educators make this media with card sizes according to needs.

5) Unlimited, can always be added

The amount of flash cards media can always be added, not only that stuck with only a few cards. Teachers can add other types of images with examples of animal-themed flash cards media, teachers can add pictures of other animals.

6) Easy to remember.

The combination of images and text is quite easy for students to introduce something new. For example, to introduce the names of objects around, these flash cards can be useful if they have a picture of an object, and vice versa because if they know the names of objects then students can find out by looking at the letters or text.text.

b. Disadvantages of flash cards media

There are two disadvantages of flash cards media (Noviana Ulfa, 2020), namely:

1) Emphasize that students can see the flash card media in front class.

2) The size of the flash media card is only as big as HVS, so it's very difficult large group.

From the explanation above, the researcher can concluded that the used of flash card media has more dominant advantages. namely, media that is practical to manufacture, and easy to remember by students because it looks attractive to students too make students happy in learning, relatively cheap and easy to do In addition, students also get learning that is meaning.

B. Vocabulary

1. Definition of Vocabulary

Vocabulary is one of the most important elements, along with grammar and pronunciation. Without vocabulary, students may have difficulty understanding teacher explanations or communicating with others. Vocabulary is a basic element in learning English. It is an essential element for reading, listening, writing, and speaking. This is the first step towards learning a foreign language. A student just learning grammar without a vocabulary may find it difficult to say what he wants to say. Therefore, students who lack vocabulary usually have difficulty in finding ideas, not fluent in English, and difficulty understanding texts.

Vocabulary is the essence of teaching English Lessard-Clouston, M. (2013). Vocabulary is a series of words as the basic process we go through to access and produce a language like English. Therefore, the author tries to discuss several definitions from several experts. First, Fajriyah (Inayatul, 2013) explains that vocabulary is a component of English which has an important role in understanding reading and expressing all ideas in written or spoken form. Furthermore, Vocabulary is a word that has its own meaning, each of which has a useful function and has a role to describe goals, actions, and topics appropriately (Bustari et al., 2017). Then, Wahyuni & Rahmanida (2020:652) vocabulary becomes the center of teaching and learning English.

Based on this definition, the researcher draws the conclusion that vocabulary is the center of teaching in learning English which has its own meaning where each function has an important role in understanding reading and expressing all ideas in written and spoken form.

2. Types of Vocabulary

There are two types of vocabulary; they are active vocabulary and passive vocabulary. Harmer (1991:159) distinguishes two types of vocabulary:

a. Active Vocabulary

Active vocabulary refers to vocabulary that students have been thought or learn and which they are expected to be able to use.

b. Passive vocabulary

Passive vocabulary refers to words that they may not be able to produce.

The researcher can concluded that receptive or passive vocabulary is the word that someone knows when it is heard or seen, they can mention the meaning of the words and they can recognize it when appears in the context of reading and listening material. For the study, the researcher used active and passive vocabulary.

3. Aspect of Vocabulary

In learning vocabulary, there are some vocabulary aspects that teacher should convey to the students. Based on Lado, cited in Mardianawati (2012: 11), the vocabulary aspects consists meaning, spelling, pronunciation, word classes, and word use.:

a. Meaning

Depending on the context in which it is used, a word may have more than one meaning. The instructor can utilize techniques like guided exploration, contextual speculation, and employing dictionaries to determine the meaning.

b. Spelling

Spelling is the act of forming words correctly from each letter, and the ability to spell. In conclusion, spelling is the ability to correctly spell words consisting of several letters.

c. Pronunciation

Pronunciation is how words are pronounced. It is challenging to acquire a word's pronunciation since it is unrelated to its spelling. Effective communication is made simpler by good pronunciation.

d. Word use

Word use is how a word, phrase, or concept is used in a language. Word use might entail grammar as well, making it a complex topic for examination. The students are taught the spelling and meaning of words in these situations. The selection was made because those elements fit the song-based lesson plan that would be used in the class.

e. Word classes

Word classes are groups of words in a language. The division of this word class is distinguished based on several categories such as word forms, functions and meanings in the grammatical system that applies in that language. This categorization of words in a language is based on how the words are used for communication. Nouns can appear in certain contexts and perform certain tasks in sentences. Word class

membership is an important lexical property because verbs are also found in certain contexts and have specific purposes.

Based on the explanation of the five aspects of vocabulary above, there are 3 aspects of vocabulary used by researcher in this research: meaning, spelling, and pronunciation.

C. Previous Studies

This research contains some previous studies which have similar characteristics to the research. The similarity can be in the subject of research, variable, and the type of research. The previous research that became a reference in writing this research was as follows;

In Lindawati, N. P. (2018), entitled " Effectiveness of Teaching English Vocabulary to Elementary School Children Using Flash Cards ". based on the writer's observation, it found that giving the right stimulus in the early stage of age gives a very great impact on the next human development process. there are many methods that we can apply for balancing the right brain and the left brain capability. one of them is using a flash cards as a medium which uses a card game. flash cards is an effective medium to teach children in reading a text and knowing they're surrounding at an early age. through flash cards, we can introduce colors, animals, letters, numbers, and other things. in principle, introducing the learning materials through flash cards can be delivered simply and the most important is a pleasant atmosphere both for the children (the learner) and the teacher. therefore, we can conclude that even though the learning process only takes a few minutes but it gives a big benefit to our children. this is the reason the writer needed to investigate "the effectiveness of teaching english vocabulary at elementary school children using flash cards". through this research, by knowing that there are media for vocabulary learning in the form of flash cards, students can find out which media is suitable for them so that it can help them improve their vocabulary learning.

In a study conducted by Fitriyani, E., & Nulanda, P. Z. (2017), entitled "The Effectiveness of Flash Card Media to Improve English Vocabulary".

significant effect of flash cards for psychics, improve vocabulary skills English elementary school students. Flash cards can help students learn more focus and can recognize words easily. Based on the results of observations in the field, students become very excited and enthusiastic in learning vocabulary. Flash cards can be used in pairs while advancing to the front of the class, so students can learn while playing an increasing interest them to learn vocabulary. Use flash cards as media learning also makes students brave and not ashamed to appear in front of the class.

In a study conducted by Ramadhanti, N. W., Kusumaningrum, S., & Anakotta, R. (2022), with the title "The Influence of Flash Card Media on English Vocabulary Mastery of Class III Students at Public Housing Elementary School Inpres 109 Sorong City". Flash cards media is proven to have affect vocabulary mastery english for grade III students of SD Inpres 109 Sorong City. From the calculations obtained count > table, namely 17.542 > 2.262 is obtained This means that H1 is accepted or the media flashcard influences on mastery of English students, and H0 is rejected.

Research conducted by Khan, R. M. I. (2022), entitled "The Use of Flashcards In Teaching Efl Vocabulary In Online Learning". The result of the study indicates that the learners who used flash cards performed better than those who just studied vocabulary through an online environment. The results confirm that images or visuals can attain learners' attention and perform better if provided with media. Overall, the significant point is that using flash cards vocabulary enhanced the experimental group's post-test scores, unlike the control group, which did not use flashcards.

In a study conducted by Natsir, R. Y., & Burhanuddin, W. (2023). with their title " The Effectiveness of Flash Card Media in Improving Students' English Vocabulary at SMP Negeri 2 Galesong Utara ". The results of this study found that the use of flash card media in the learning process to improve students' English vocabulary that considered effective based on the data obtained where the mean score in the pre-test 44,28 andthe post-test 71,60. It can be seen that the mean score of the post-test is higher thanthe mean score

of the pre-test. And it is proven again from the results of the analysis of the "paired sample test" using SPSS with a significance value of 0.000 <0.05. Based on the decision making is if the significance value is < 0.05, then H0 is rejected and H1 is accepted. Based on these results, it can be concluded that flashcard media is effective in improving students' English vocabulary.

Based on the above explanation, it can be concluded that there are similarities in the studies to be carried out by researcher, especially using flash card media as a means that is said to be able to improve vocabulary. English vocabulary of students and some researchers. above has the same sample student and multiple data collection methods using before and after tests. However, the difference that exists between the research to be done by the researchers and the existing research lies in the research methodology, where the above explanation mainly uses action research in the classroom in the classroom. when the method that the researcher used is the Pre-Experimental Method by using the class to perform activities in the form of pre-testing, processing, and post-testing. The difference can be seen in the limitations of the study, as the researchers focused on improving students' vocabulary of nouns, verbs, and adjectives.

D. Conceptual Framework

The Conceptual Frameworks can be shown in the following:

Figure 2.2 Conceptual Frameworks
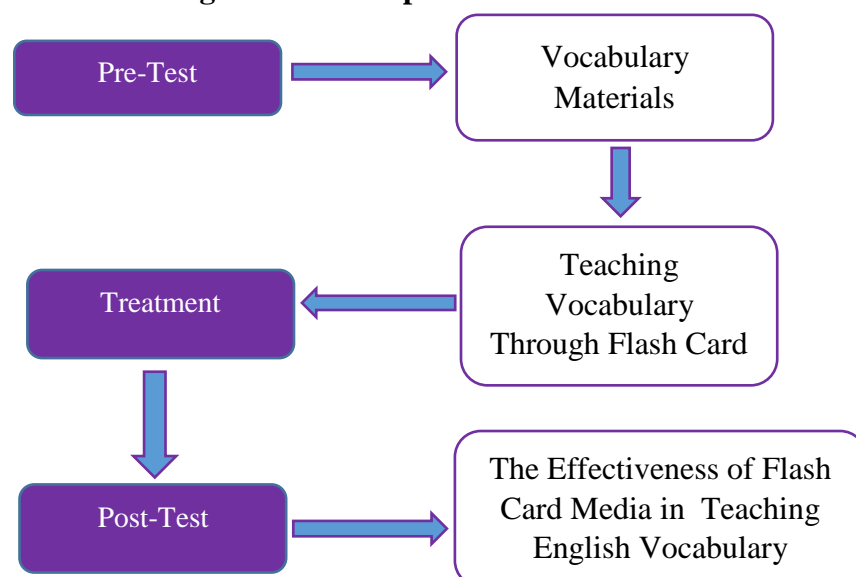
In the conceptual framework above, there is a research flow where this research flow focuses on the vocabulary of 8th-grade students of SMP Negeri 1 Subah. Before entering the stage of giving the material, the researcher first gave a pre-test to students to test the extent to which students understood vocabulary. The pre-test contains questions/exercises related to vocabulary related to nouns and verbs. Furthermore, the pre-test results are accumulated/calculated as the number of right and wrong. The next stage is the process where the researcher provides treatment in the form of applying flash cards in the classroom field which aims to increase students' vocabulary. Furthermore, after the researcher gave treatment to the students, the researcher then gave the final step in the form of a post-test which was the final assessment to see the results of applying flash card media. In other words, to see whether the treatment given by the researcher was successful or not. It aims to see the output of this study, whether the use of flashcards is effective in increasing students' English vocabulary.

E. Research Hypotheses

Based on the assumptions above, the researcher formulates two hypothesisas follows:

H0   : The use of flash cards media is not effective in teaching English vocabulary of 8th grade SMP Negeri 1 Subah.

H1   : The use of flash cards media is effective in teaching English vocabulary of 8th grade SMP Negeri 1 Subah