CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents some related literatures with the study, they are:

2.1 Students' Perception

This study focused on students' perception on the use of flashcard in teaching vocabulary. First important thing is definition about students' perception. According to Campbell (1967), perception is a result of individual observation towards certain things or events occurs around them. The input has been gotten through observation that will produce certain judgments which influence the perception of an individual. The observation here means the students observe teaching vocabulary by using flashcard. From the observation, they can produce certain judgments on the use of flashcard in teaching vocabulary.

Lindsay and Norman (1977, cited in Ahen, p.11) states that perception is more process of thinking as a result of the information received from the sensory systems regards certain things or events. Information here means the teacher uses flashcard as the media to explain some material about vocabulary. Teaching also learning vocabulary in the classroom is the thing or event.

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Based on Daryanto (2010), perception is process of accepting stimulation from the environment then response it through opinion and feeling. It means that the students accept some materials from the teacher through some media such as flashcard. Then, the students give their perception from that stimulation through their opinion and feeling. They can express their opinion about students' perception on the use of flashcard in teaching vocabulary, such as: It is easier to understand new vocabularies or can be more focus when flashcard used as the media in teaching vocabulary. The can express their feeling as well, such as: teaching vocabulary by using flashcard was more interesting.

Kotler (2000) states that perception is process of how people selects, manages, and interprets the information which have gotten. Information here means teaching vocabulary by using flashcard. So, the students select, manage, and interpret it become positive or negative perception. Positive perception means they are interested in teaching vocabulary by using flashcard. Negative perception means they feel bored in teaching vocabulary by using flashcard.

Based on those definitions, perception is a result of individual observation toward something that happens around them which will produce certain opinion and feeling. In this case, something means teaching vocabulary by using flashcard. It can be concluded that students' perception is how students give their opinion and feeling after their individual observation toward certain things or events occur around them.

Pareek (1986) stated that there are five processes of perception, those are:

1. Process of receiving the stimulation. The stimulation here means the students receive the some vocabularies prepared by the teacher which uses flashcard as the media in teaching vocabulary.

2. Process of selecting the stimulation. It means that the students will select some vocabularies from picture cards, word cards or card games because it is not possible that the students can catch all of those vocabularies from those three types of flashcard.

3. Process of organizing. After the students select some vocabularies from those three types of flashcard, the students will organize those vocabulary become a group then memorize it.

4. Process of interpreting. The students will interpret that the use of flashcard in teaching vocabulary is more interesting or not. For example: in the process of selecting, the students choose some vocabularies from picture cards. It means that they are interested in teaching vocabulary by using flashcard especially picture cards or it can be they interpret that the use of flashcard in teaching vocabulary by using flashcard is boring. In the other word, the students will give their perception about the use of flashcard in teaching vocabulary through this process.

5. Process of checking. After interpret or give perception of it, the students will check their perception with the perception from the other students. There are some ways to check it, such as: the students will ask the other

students directly about their perception or the students will show from their expression whether they are interested in the lesson or not.

According to Suharman (2005), there are four factors which influence perception:

1. Familiarity. The students will be easier to give perception on the object that they are already familiar with rather than the new object. For example: the students ever had an experience before in junior high school about learning vocabulary by using flashcard. So, they already familiar with the flashcard and it can make them easier to give their perception.

2. Size. The students will easier to give their perception if the object is big rather than the small one.

3. Intensity. The objects which have sharp color or bright color will be easier to be recognized.

4. Context of the objects. The object that can make a movement is easier to be recognized rather than the passive one.

2.2 Vocabulary

The important part of learning a language is learning vocabulary. Every person should master vocabularies if they want to communicate with other people. So, vocabulary is one of important components that can support people in communication. Vocabulary is the main need in communication (Krashen, 1998,

cited in Aisyah, p.2). Not only for communication, Richard and Renandya (2002) states that vocabulary is also component of language proficiency and provides much of the basis for how well students listen, speak, read and write. Komachali and Khodareza (2012) say that vocabulary is an inseparable part of any language learning process and it would be impossible to learn a language without vocabulary. Definition of vocabulary itself is a list of target language words (Nunan, 1999). From the explanation above, the researcher concludes that vocabulary is one of important components in communication also in teaching and learning language process consists of a list of target language words.

2.3 Teaching Vocabulary

According to Marsita, et al (2015), teaching vocabulary helps students understand and communicate with others in English. Therefore, teacher must have a media to teach vocabulary for the students. In this case, teacher used flashcard to teach vocabulary. Basically, teaching refers to guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning (Brown, 1994). According to Fernaux (1999), teaching vocabulary is about selection and presentation of words for learners. It can be concluded that teaching vocabulary is about guiding or facilitating students to learn a list of target language words that has meanings and present it with interesting media. Cahyono and Widiati (2008) states that teaching vocabulary aims at enabling learners to understand the concepts of unfamiliar words, gain a greater number of words, and use words successfully for communicative purposes.

Based on Cross (1991), there are three stages in the procedure of teaching vocabulary. First is presentation. In this stage, teacher can use various media but must be careful to select it. For this study, teacher used flashcard as the media for presentation. Second is practice. After the teacher gives presentation about some vocabularies using flashcard, then the students practice it with some exercises given by the teacher like word completion, matching, filling the gap, and etc. Third is production. The students have to arrange the jumbled words or sentences or paragraph if they have understood about the vocabularies. The other activity in production is the students try to make simple sentences or simple paragraph based on vocabulary that they have learnt before.

2.4 Flashcard

Flashcard was used in this study as the media to teach vocabulary. Nugroho, et al (2012) says that flashcards are easy media to help students and teacher in learning process. Komachali and Khodareza (2012), says that flashcards are useful for drilling new letters, syllables, words, and other information. Actually, there are some definitions about flashcard. First is based on Nasr (1972), flashcard is a card that the size is about 18 X 6 inches on which appears a word, a sentence or a simple outline drawing. The font of the letter should be large, prefer to use capital letters, should be clean and clear so it can be seen from the whole side of the class. Printed one should be used because it is easy to read at a distance.

Second is based on Edwards (2006), flashcard is a card that has two sides, one side is picture or word and other side is the answer and a card that has one

side, picture or word and the answer are in same side. Two sides here means the teacher gives a picture in the first side and the name or the answer of the picture is in another side or the teacher give a word in the first side and the meaning of it is in another side. One side here means the picture and the answer are in the same side or the word and the meaning are in the same side. Based on the explanation above, the researcher concludes that flashcard is a card which shows words or pictures that have two sides or one side and it is better to use capital letter that should be large and clear in order to make the students can see it from the all side of the class.

The researcher chose the theory of Edwards (2006) as the main theory to analyze the flashcard used by the teacher in teaching vocabulary. Theory from Edwards (2006) was chosen because during teaching practice program (PPL) last year, the researcher saw that the teacher used one and two side cards as well. It can be easier for the researcher to analyze the flashcard used by flashcard by using Edwards' theory.

There are some types of flashcard. Scott (1990) states there are three types of flashcard. First is a picture card. Picture card can be drawing manually or using computer, cut out from magazine, and take some pictures from the internet. Nasr (1972) states that picture cards are useful for teaching vocabulary and reading. Teacher can use picture cards in two ways, big ones are for whole class and small ones are for individual or group work. Second is card game. Card game mean games that flashcard as the main tools in the game. The example of card games is puzzle card. Teachers provide some pictures and word puzzle then students try to

match the word in the puzzle with the pictures that have given. Last is word card.

Word card is a card that contain of some words or sentences. Usually this cards have two sides, the first side (front) is the word itself and the second side (behind) is the description of the word before.

The functions of using flashcard are to get the students attention using extract pictures appropriately and to give variation in the teaching learning process (Suyanto, 2008). In addition, using flashcard also has some advantages. Haycraft (1978) and Cross (1991) say that there are some advantages of using flashcard in language teaching, those are:

a) Flashcards can be used to strengthen vocabulary

b) Flashcards are motivating and eye-catching

c) Any level of students can use flashcard

d) Flashcard can be used everywhere

e) Flashcard can be used to create logical grouping of the target words

f) Flashcard are inexpensive

g) Flashcards provide visual link between L1 and the target language

h) Flashcards can be used to practice structure, word order, and variety of games.

Based on the explanation above, flashcard can be one of interesting media for teaching vocabulary because it is containing word or sentence or various picture related to the material.

2.5 Previous Studies

First previous study is from Nadziroh (2010). The title is "The Use of Flashcard to Improve Vocabulary Mastery (A Classroom Action Research for the Fourth Year Students of MI Duren Bandungan in the Academic Year of 2009 / 2010)". This study is about how flashcard can improve the vocabulary mastery of the fourth year students of MI Duren Bandungan in the academic year 2009 / 2010. The researcher used four theories of flashcard; those are from Haycraft (2003), Nasr (1972), and Edwards (2006). From four theories before, the researcher used theory from Nasr (1972) as main theory of flashcard. The result of this study showed that the use of flashcard in teaching vocabulary could increase the interest of students to study actively in the class and the students showed the improvement in vocabulary mastery. The researcher had proven as well that flashcard is useful in teaching learning process especially in teaching vocabulary.

The second previous study was conducted by Ahen (2009). This study entitled "Student's Perception towards English for Self-Expression". The objectives of the study were to find out the student's perception toward English language and to find out the changes in their perception toward English for Self-Expression at the beginning and the end of the course as well. In this study, there were 216 participants in this research. Those participants were students who join English for Self-Expression course in Malaysia Sarawak University. This study showed that the students had positive perception toward English language and English for Self-Expression. The students enjoyed and were more confident to study or to communicate in English.

The similarities between this study and the first previous study were the media. Both of this study used flashcard as the media. Also, the similarities between this study and the second previous study were that both investigated students' perception and used same research design. Both this study and the second previous study used descriptive qualitative as the research design.

However, the differences between this study and the first previous study were the subject, the theory, and the research design. The subject for this study was tenth grade students of SMKN 3 Malang and the first previous study was fourth year students of MI Duren Bandungan. This study used theory of flashcard only from Edwards (2006) while the previous study used theory from Haycraft (1978), Nasr (1972), and Edwards (2006). The researcher chose descriptive qualitative as research design and the first previous study used Classroom Action Research (CAR). The difference between this study and the second previous study were the object and the subject. The object of this study was the use of flashcard in teaching vocabulary and the previous study was English for Self-Expression. The other difference was the subject. The subject for this study was tenth grade students of SMKN 3 Malang and the first previous study was university students in Malaysia Sarawak University.