

Chapter Two

Literature Review

This chapter reviews the theory and some studies related to this research. In this chapter, the researcher writes some essential studies from the previous research, books, and journals related to this research. There are several significant points in this chapter. In this literature review, the topic composes teaching English to young learners, learning process at elementary school, the strengths of using flashcard as a media in language learning, the weaknesses of using flashcard as teaching media, and conceptual framework. In the last of chapter two, the researcher also puts the review of related studies.

Teaching English to Young Learners (TEYL)

Teaching English to Young Learners (TEYL) at elementary school is different from teaching adult learners. According to Hammer (2007), young learners have several characteristics. Firstly, the young learners generally display more curiosity about the world and an enthusiasm for learning a language. Secondly, they understand mostly when they see, hear, touch and interact rather than from explanations. Thirdly, they also love to discover things including making or drawing things using their imagination. Hapsari (2012) asserted that in Indonesia, based on the Decision Letter of the Minister of education and culture No.060/U/1993 February 25 about the English language as a language program subjects charge local content in elementary school, teaching English for elementary school students can be started in grade fourth.

In addition, there are several teaching challenges for young learners. Hammer (2007) stated that young learners have a short attention span. They also can easily get bored after 5-10 minutes learning. Additionally, Johnson (1994) said that for young learners especially students at elementary school, they need more attention, and the students hope that they can get more attention individually from the teacher. Also, the students are still young (p. 185).

Observing the characteristics and challenges of teaching young learners, the English teachers need to comprehend and apply the theories of language teaching-learning to young learners and have better language classroom management. Besides, the English teachers are not only required to be able to teach well but also to be able to design interesting materials and learning media. To create a good learning process to young learners in one class, the teachers should maximum 18-20 students to make the students feel pleasure and get more attention from the teachers.

Learning Process Media at Elementary School

There are various Medias for the TEYL learning process especially for elementary school students. Those learning Medias applied for elementary school students can be picture story book, song, movie and flashcard. Fore more detailed information, each learning media are explained in the following paragraphs briefly.

Picture story book. According to Birinci (2014), picture story book is one of the most effective media for teaching vocabulary. The students can enjoy looking at stories which are full of pictures. From the statement mentioned, the students can pay attention to the teacher, feel curious, and want to know what the

next story is. Besides, they can identify the meaning of the words which they do not know. Therefore, the picture story books are suitable to teach new vocabulary to young learners.

Song. Song is a learning media which can be used by the teachers to teach English in order to improve the students' listening skill. Murphey (1990) stated that English teachers have recognized that song and music work well in language classes. The statement mentioned shows that the teachers can use music or song as the media to overcome the students' difficulties in listening and improve their listening ability. Besides, creative teachers can also use songs to teach English since they provide a break from textbooks and work books which can be interesting for them in teaching and learning process. Therefore, using the song or music, the students will be motivated to learn English especially in learning listening.

Movie. By watching movie, the students can develop their vocabulary mastery well. Syafi'i (2013) conducted a research about the significant correlation between students' habit in watching English movies and vocabulary mastery. The result indicated that the higher students' habit watch English movie, the higher the students increase the vocabulary mastery. Besides, Rahman (2012) conducted a research about the significant correlation between the frequency of watching English movies and vocabulary mastery. The result showed that the frequency of watching English movies could give effect to the vocabulary mastery. To sum up, watching English movies can help the children or young learners to learn new vocabularies.

Flashcard. Flashcard is a tool to help teachers in teaching process.

Scrivener (2005) explained “flashcard is the ELT jargon for pictures (diagrams and words) which the teachers can show to students, and typically it is something which they can hold up when standing in front of the whole class” (p. 333).

Besides, the teachers can use the flashcard as a learning media especially in elementary school. According to Grillo and Dieker (2013), flashcard can help and support the students in the learning process. Also, flashcard can help the students because the pictures and explanation in the cards can help them to remember new vocabulary. Grillo and Dieker (2013) stated that the students may have the opportunity to use The Study Stack cards to put key vocabulary words into their memory storage with the support of a mnemonic device and practice. Brown as cited in Komachali and Khodareza (2012) explained that one main advantage of flashcards can be taken almost anywhere and studied when one has free time. Flashcard is also able to reduce the students’ boredom when learning new vocabulary because pictures or words in flashcards are full of color. Therefore, the appropriate media for the learning process is flashcard which can be applied to young learners in teaching and learning process. Scrivener (2005) found that flashcard is very useful as a teaching aid for the young learners especially at the beginning of the semester.

The Strengths of Using Flashcards as a Media in Language Learning

There are several strengths of using flashcard as teaching media in the learning process especially for young learners. Those strengths are the effective method, creating fun learning, and attractive appearance. Hence, each strength of

using flashcard as teaching media in learning process is explained in the following paragraph in detail.

Effective method. Inayah (2010) mentioned that in learning new vocabulary, the use of flashcard is a useful and effective method to help the students in learning. Besides, flashcard is easy to carry anywhere, so the teachers do not need to carry heavy books because it is inconvenient. The use of flashcard is suitable and becomes the effective method to enhance the learning process especially for elementary school students. Additionally, the flashcard can improve learners' pronunciation ability. According to Komachali and Khodareza (2012), flashcard is effective for teaching pronunciation, letters, syllables and words. Furthermore, flashcard consists of words and pictures used to convey information of lessons in the teaching and learning process. Also, flashcard can also improve the students' pronunciation in the learning process because on the picture cards, there are several texts which can help students' pronunciation.

Creating fun learning. Aliponga and Johnston (2013) explained that when playing word card games, the students have to generate sentences randomly chosen words from their collection. From the statement mentioned, it allows the students to do extensive reading with graded readers at their level to allow them to encounter several high frequency words they are studying. Thus, to create fun learning, flashcard is suitable media which can be used by the teachers in teaching and learning process.

Attractive appearance. Komachali and Khodareza (2012) explained that one main advantage of flashcard which can be taken almost anywhere and studied when the teachers have free time. Flashcard is also able to prevent students'

boredom in learning new vocabulary because the pictures or words in flashcard are full of color. Besides, every flashcard is full of color. Also, the flashcard is able prevent students to be bored during the learning process especially at elementary school.

The Weaknesses of Using Flashcards as a Media in Language Learning

Despite of the strength in using flashcards as teaching media, there are some weaknesses in teaching vocabulary using flashcards. Firstly, the flashcard can misspell words. Secondly, the flashcard will never show the pictures. Thirdly, the teachers should be good in their expression when using flashcards. Lastly, it causes the students to overly focus on the flashcard. Therefore, each weakness of using flashcard as teaching media in the learning process is defined in the following paragraphs in detail.

Containing misspelled words. According to Gilfgren (2012), when the teachers prepare the flashcards, other versions of flashcards made by other users could have misspelled words and provide the wrong information. The teachers must be careful in the teaching process. Besides, teachers should make sure that the students understand the conveyed material through the flashcards.

Unclear pictures. Gilfgren (2012) said that if the picture is not made bigger, the students will never see the pictures. Flashcards must be bigger because those would ease the students to clearly see the pictures. Besides, the big size of the flashcards can ease the students to understand the pictures realted to the material explanation well.

Too much focus on the flashcards. Leny (2006) defined that there are some weaknesses of using flashcards in the teaching and learning process. For

example, the students pay too much attention on the flashcards in the learning process especially for young learners. Besides, the teachers must pay attention to students to make sure that they understand the material well. Also, the teachers must be an ice-breaker for the students to make them feel relax in joining the classroom activity.

Review of Related Studies

This research is supported by several previous studies. Hariyani (2011) conducted a research which aimed to find out a significant effect of using flashcards on English vocabulary achievement. Based on her research, flashcards can have significant effect for students' vocabulary mastery. The researcher used flashcards as media because flashcards could help the students to memorize and understand the meaning of new vocabulary based on a research conducted in SMP Negeri 1 Wuluhan. The research design was experimental research. Based on the result of her research, flashcards had a significant effect for vocabulary achievement of the students in SMP Negeri 1 Wuluhan. She also suggested the English teachers to use flashcards as a teaching media to teach vocabulary and various media to teach the English subject.

Another study was in line with this research was done by Hertati (2012) who conducted a research. This research aimed to find out a significant effect of using flashcards on the vocabulary achievement. Her research also used experimental research to collect the data. Then, the result of her research showed that most of the students had good achievement in vocabulary using flashcards.

The similarity of previous studies and this current study is the use flashcards as a learning media to teach the English subject. However, this research

has some differences with Hariyani's and Hertanti's researches. Firstly, this research aims to find out about the strengths of using flashcard as a teaching media from teachers' perception. Secondly, this research focuses on discussing the weaknesses of using flashcard as a teaching media especially for elementary school students. Thirdly, this research uses the descriptive qualitative method.

In conclusion, the similarity of this research and the first related research is that both of the research investigate about flashcard as a media to teach English students. For differences, this research uses qualitative design. However, the second related research uses quantitative design as a research design. On the other hand, the similarity between this research and the second related research is that both researches use English teacher as research respondents. Moreover, the difference between this research and the second related research is the aim of the research which is teachers' perceptions on using flashcard as a media to teach English at elementary school while the second related aimed to find out a significant effect of using flashcards on the vocabulary achievement