CHAPTER 2
LITERATURE REVIEW

This chapter describes an explanation of several theories that support the study, which consists of a theoretical framework, a study of the relevant research, and a conceptual framework, as specifically detailed below.

2.1. Theoretical Framework

2.1.1. Flashcard Game

Flashcard game is an educational activity that involves the use of flashcards as a learning tool. While Oanh and Dung (2022) said that a flashcard game is a drilling activity designed using flashcards, the flashcard game helps to increase students' problem-solving abilities while also increasing their self-esteem and confidence. However, Nurhaniyah et al. (2015) argued that flashcard game is the speed of learning ways to solve problems in pairs (tutee and tutor) with three rules provided a complete response signal, bit signals answer, and no answer signal at all. The goal of flashcard games is to reinforce and enhance the understanding of the information presented on the flashcards. These games often involve interactive and competitive elements, creating a dynamic and participatory learning experience. Flashcard games are commonly used in language learning, vocabulary building, mathematics, science, and various other educational contexts.

In the flashcard game, the teachers must emphasize students' word memorization. According to Bahruddin (2015), the emphasis in flashcard games is on memorizing the word, flashcard game vocabulary games may help with memorization, personalization, and communication. In memorization. First, in memorization there is repetition and active engagement, flashcard games often involve

repeated exposure to words that reinforce memory, and the interactive nature of the game keeps learners actively engaged, thus aiding better retention. Second, in personalization there is contextual learning where many flashcard games provide contextual learning, allowing learners to associate words with real-life situations or images, and customization where teachers and learners can tailor flashcards to include words relevant to a particular interest or theme, making the learning experience more personalized. Third, in communication, Flashcard game often involve communication among learners, promoting interaction and language use. Those three levels are self-contained, thus the instructor is able to choose or dismiss any game based on the students' needs, as various pupils are diverse in nature and employ different techniques (Bahruddin, 2015).

Various kinds of flashcard game activities can be used. According to Oanh and Dung (2022) there are 4 major kinds of flashcard games, there are:

1. Word Guessing: Guessing words based on their definitions or related pictures. In the context of a flashcard game, "word guessing" typically involves a participant trying to identify or recall a word based on clues provided on the flashcard. This activity is designed to enhance vocabulary retention and promote active recall.

2. Word Matching: The activity "synonym matching," will assist students in acquiring new words. On a sheet of paper, students jot down all of the terms they have lately found. The students then have them write synonyms for each of these terms beside the new words they have learned. As a result, not only are they learning one new term, but they are also learning a synonym.

3. Word Classification: Students use flashcards to categorize vocabulary by topic and word form, aiding brain memory.

Teachers can enhance attention and interest by dividing the class into groups, distributing flashcards, and displaying a table with different categories of topics or word forms for group discussion.

4. Storytelling: In the storytelling activity, the teacher gives students a set of flashcards and asks them to read the meaning of words to create a short story that uses these words effectively. Students could practice their speaking by doing storytelling, or they could practice writing by doing storytelling. The thing is students just have to know the meaning of the words and how to use them in a sentence.

From the kinds of flashcard games above, teachers can use them according to the characteristics of the students and also the material being studied.

2.1.2. Teaching Vocabulary

Teaching vocabulary is a process or set of methods for students to learn or acquire vocabulary presented by the teacher. According to Harmer (2007) the best way to introduce new words is to have students read the text or listen to the audio and see or hear the words used. While, according to Graves et al. (2013) teaching vocabulary refers to the process of conveying and learning vocabulary in the context of education or language learning. The aim is to help students understand, remember, and use words in speaking, writing, reading, and listening. Vocabulary teaching is an integral part of comprehensive language learning (Graves et al., 2013).

In general, there are many techniques for teaching vocabulary. When introducing new vocabulary or lexical elements to students, English teachers must consider several factors. This means that if English teachers want students to remember new vocabulary, then this vocabulary must be studied, practiced, and updated so that they do not forget. Teacher strategies are determined by a variety of situations, including topic, time availability, and value to students.

According to Susanto (2017), there are 6 techniques for teaching vocabulary, namely teaching vocabulary using objects, teaching vocabulary by drilling, spelling, and active involvement, teaching vocabulary using pictures and drawings, teaching vocabulary using pantomime, expressions. and gestures, teaching vocabulary using enumerations and contrasts, and teaching vocabulary through guessing from context.

There are several stages in teaching vocabulary. Harmer (2007) divides it into two stages, namely introducing and practicing vocabulary.

1. Introducing Vocabulary

In vocabulary recognition, several things must be considered, namely contextualization, visual aids, repetition, personalization, and Interaction.

First, in contextualization, Harmer (2007) emphasizes the importance of presenting vocabulary in a real context. This means teaching vocabulary about a specific situation or topic. So that students can more easily understand and remember the meaning.

Second, teachers can also use visual aids, such as pictures or diagrams, to help students understand the meaning of vocabulary better. Visual aids play a crucial role in teaching vocabulary as they enhance comprehension, retention, and engagement. This can help overcome language barriers and help students make connections between words and the objects or concepts they express.

Third, Repetition is one of the most effective methods to help students remember vocabulary. With repetition, it helps students to transfer knowledge about the vocabulary from their short-term to their long-term memories. Because in vocabulary learning,

students may forget in the future, but with repetition, students will continue to remember the vocabulary in question.

Fourth, personalization is also important in vocabulary recognition, relating vocabulary to students' personal experiences or daily lives can make it more meaningful. This can help students feel more engaged and motivated to understand and use the vocabulary, also they will understand the vocabulary learned very efficiently because they will also think about how the vocabulary is related to their activities.

Finally, Harmer (2007) underlines the importance of interaction in vocabulary teaching. Interaction is also important in vocabulary learning. Group or pair activities can help students interact with the target language, so they have more opportunities to use the vocabulary they have learned. The teacher also has a role to create an active and interactive class between students and other students or students and teachers, so that the vocabulary that has been learned can be used continuously with a lot of interaction in the classroom.

2. Practicing Vocabulary

There are several ways that Harmer (2007) provides to practice vocabulary, namely games, role plays, storytelling, songs and rhymes, visual aids, contextualized activities, and technology integration.

First, Harmer (2007) recommends the use of games as an effective tool for practicing vocabulary. Games make learning fun, interesting, and memorable. Many vocabulary games involve using words in context, either through sentences, stories, or specific situations. This helps students understand how words are used naturally and promotes contextualized learning. Games can include activities such as board games, word puzzles,

flashcards or role plays that involve using vocabulary in real situations.

Second, Role play can also be used by giving students the opportunity to use vocabulary in role play or simulated situations. Roleplay is an effective and engaging strategy for practicing vocabulary as it provides students with a context to use new words in a meaningful way. This approach allows students to participate in language scenarios actively, reinforcing vocabulary in a practical context. This helps students understand the meaning of the vocabulary and improves their communication skills.

Third, storytelling can also encourage students to create or tell stories using new vocabulary, which is a creative way to practice vocabulary. Storytelling is a powerful tool for vocabulary training as it provides a meaningful context for language use and helps students remember and understand words within a narrative framework. Storytelling can be done by creating stories together or developing individual stories.

Fourth, teachers can also use songs and rhymes for practicing vocabulary, Harmer (2007) acknowledges the effectiveness of songs and rhymes in teaching and practicing vocabulary. Music and rhythmic patterns can enhance memory retention and make the learning process more engaging. When using it, choose songs or rhymes with catchy tones and rhythms. The repetitive nature of music can help with memorization and make vocabulary easier to remember.

Fifth, teachers use contextualized activities, Harmer (2007) emphasizes the importance of presenting vocabulary in context, this involves students in activities that use visual aids, such as creating word boards, flashcards, or vocabulary posters, which

can help them associate pictures with words and strengthen vocabulary understanding.

Sixth, activities related to real situations or specific topics can help students feel the relevance and usefulness of vocabulary in daily life. And the last one is technology integration it is recognized that the role of technology in language learning can have a positive impact. The use of apps, online educational games, or other digital resources can make vocabulary learning more interactive and engaging.

By systematically progressing through these stages, teachers can effectively introduce and reinforce vocabulary, supporting students in their language acquisition journey. Additionally, integrating a variety of activities keeps the learning experience dynamic and caters to diverse learning styles.

2.1.3. Teaching Vocabulary to Young Learners

Teaching vocabulary to young learners refers to the process of conveying and helping students understand new English words with an educational and entertaining approach. The main focus is to build language skills and enrich students' vocabulary through strategies that are relevant to the characteristics of young learners, according to Shin and Crandall (2013) the characteristics of young learners are active, spontaneous, curious, imaginative, easily distracted, egocentric, and social. In the context of vocabulary teaching for young learners, teachers need to integrate engaging methods (Bakhsh, 2016) such as games, visualization, and interactive activities, to create a fun and effective learning experience. The purpose of teaching vocabulary to students is not only to introduce new words but also to enhance contextual understanding and build a strong foundation for English communication skills at their developmental stage.

When teaching vocabulary to young learners, it is important to consider internal and external factors affecting their vocabulary understanding. Internal factors include age, experience, and learning style (Andari, 2023). In this internal factor, teachers need to devise teaching strategies that match students' cognitive maturity and attention levels, teachers should also consider the diversity of students' cultural backgrounds, experiences, and knowledge in designing relevant and meaningful vocabulary instruction and teachers should understand their students' learning styles to help devise appropriate and effective teaching methods. External factors include motivation, instruction, and access to native speakers (Andari, 2023). In this external factor, teachers also need to identify factors that can increase students' motivation in learning vocabulary, remembering that motivation can change over time, improve the quality of instruction through varied, interesting approaches and providing constructive feedback, then teachers need to provide opportunities for students to interact with native speaker or reading materials in real context. It is important to understand that these factors interact and impact each other. For example, students' motivation can be affected by the quality of instruction, and access to native speakers can increase students' motivation. By considering both these internal and external factors, teachers can create a supportive and effective learning environment for young learners in mastering English vocabulary.

Teaching vocabulary to young learners can be challenging, but there are various effective strategies that teachers can use. One strategy is to incorporate games and fun activities into the lesson, as young learners tend to enjoy learning through play (Pribilova, 2006). Another strategy is to use visual aids, such as videos, and pop-up books to help students understand and remember new words (Khadijah & Rezeki, 2023). Besides the visual aids, teachers can use

semantic mapping, which involves creating a visual representation of the relationships between words and can also be a useful tool (Widiadnya, 2023). Overall, teachers need to understand their students' needs and interests and use a variety of methods, also approaches to keep them engaged and motivated.

The process of teaching vocabulary to young learners involves a holistic approach to building vocabulary understanding and mastery. The first step is to select words that are appropriate to students developmental levels and interests (Nordlund & Norberg, 2020). The teacher then introduces the words through contextualized use, using pictures, games, and interactive activities to clarify the meaning (Nordlund & Norberg, 2020). Repetition plays an important role in reinforcing vocabulary, and teachers design repetitive activities to ensure strong understanding. In addition, the integration of words into stories, songs, and creative activities helps to create an engaging learning experience. Continuous evaluation is applied to gauge student understanding and adjust teaching approaches according to individual needs (Nordlund & Norberg, 2020). Overall, this process not only teaches new vocabulary but also promotes the use of those words in everyday contexts, providing a solid foundation for the development of students' language skills.

Teaching vocabulary to young learners requires a structured and interactive approach. Harmer (2007) and Shin & Crandall (2013) suggest some main steps that are effective in teaching vocabulary. Firstly, introducing vocabulary by using visual aids such as flashcards or real objects, as well as demonstration with body movements or actions. Second, linking vocabulary to real contexts by relating vocabulary to everyday situations that are relevant to children's experiences. Third, conduct interactive and fun activities such as games, songs, and role-playing to make learning more interesting and actively involve children. Fourth, vocabulary

repetition exercises in various contexts and activities to strengthen children's memory. This approach ensures that children not only memorize words, but also understand and can use them in everyday life.

2.2. Study of the Relevant Research

There are numerous studies related to Flashcards. According to Widya et al. (2020), Matruty and Que (2021), and Nuryani and Fadloeli, (2021) flashcards help teachers and students in learning teaching vocabulary. Widya et al. (2020) stated that flashcards are the most appropriate media to teach vocabulary because students become more enthusiastic and excited when learning using flashcards (Nuryani & Fadloeli, 2021).

Furthermore, students who use flashcards feel more enthusiastic about learning and feel that flashcards have many benefits for learning, Qothrunnada (2020) in her research found that participants expressed many perspectives on the benefits of using flashcards in learning English vocabulary, her research shows that students get a lot of motivation and enhance their vocabulary skills.

Learning vocabulary using flashcards in the context of young learners certainly faces many challenges, Pertiwi et al. (2020) conducted research on the challenges faced by teachers in teaching young learners, including the different characteristics of students such as some students are active, and some are shy or quiet. Furthermore, students with unruly characteristics and boredom quickly become teachers and have to prepare various teaching strategies. Pertiwi et al. (2020) suggested that learning activities be made with unique variations such as games and role play.

In use, flashcards are packaged into a flashcard game. A current study conducted by Oanh and Dung (2022) revealed that in their use, flashcards can be combined into interesting and effective games for use in teaching vocabulary, they stated that there are 4 major flashcard games, namely word guessing, word matching, word classification, and storytelling. They found that by using flashcard games, students' vocabulary could increase.