

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter has indicated as the theoretical ground of the bilingual and monolingual card as the learning media on vocabulary learning for the young learner of EFL classroom. There are four sub-chapters of this chapter; they are theoretical review, review of relevant research, theoretical framework, research hypothesis.

#### **A. Theoretical Review**

##### **1. Teaching English for Young learner**

The children's ability in acquiring knowledge helps them in learning language in EFL classroom. Most Children who belong to this age are ultimately more successful than adults in EFL, but they are not always faster. There are three phases of children in language acquisition in early childhood. They are the first three years, pre-school years and school years.

Children in the 3<sup>th</sup> grades (age 9) belong to school years also have a good ability in acquiring English in the classroom. But the result of the learning can be varied. It depends on some factors. They are classroom experience, teacher, external reasons, and utilitarian reasons. The good combination of them will bring children in good result of learning language.

##### **2. Bilingualism Studies**

In familiar view, being bilingual is a person who speaks two languages perfectly. Bilingual is defined as 'having or using two languages especially as spoken with

fluency characteristic of a native speaker; a person using two language especially habitually and with control like that of a native speaker' and bilingualism as 'the constant oral use of two languages'. It also supported by Bloomfield (1935) which also cited in Margana (2015: 366) states that bilingualism is 'a native- like control' of two or more language. In contradiction to this definition which includes only 'perfect bilingual' McNamara (1997: 287) proposed that a bilingual is anyone possesses a minimal competence in only one of four language skills, listening comprehension, speaking, reading and writing, In a language other than his mother tongue.

Bialystok (1978: 89) said language variations of the acquisition steps that affected by status of language, socioeconomic and opportunities of study formally, among other factors. Werker (2008) stated backgrounds or combination of language in different languages different language outcomes. The term of differences of individual and number of bilingual be a variant that make bilingualism's definition.

Wei (2000: 147) explained that such as some educations, natural disasters, politic, economy, technology, or other preferences. Some people speaks with more than one language in when contact other in place where they have to bilingual or monolingual or multilingual. Then, Karahan (2005: 66) had implied accept factors such as motivation, sex, attitudes of language, usage of bilingual or multilingual, memories, intelligences, age include other factors such as level of language user, to who someone uses language, the role of language, what someone tends to extent between

his language in their life, how someone turn his or her language apart, the extent someone fuses the language, the influence of the speaking with others language.

**a. Bilingual Child**

Some of children are referred to as second language learners. A child who speaks or has spoken only language at home since birth and is then exposed to second-language after age three is a second language. Steiner (2003) stated that the extent of a bilingual child's disparity in fluency depends on the kind of child bilingual environment. The uniqueness of the environment gives big influence to the bilingual child in mastering his or her second language. The language which is spoken by his or her parents also comprised in it. The other factors such as the language of his or her extended family and culture, the language of his community, and the language he or she hears and uses in school also give influence in mastering the second language. The other side, his or her brain also works to place each language which he or she knows in different purposes in his or her lifetime. Child's brain is adaptable to he needs, it can capable to balance his or her two languages may shift based where he or she is been.

In fact, if we look around at the expansion of English fluency in the world. It is easy to see that English has a firm foothold in the world of the international commerce and technology. At same time, it makes many parents aware that their children's first language is not enough. They want their children to experience other language to experience other cultures surrounding their own. Naomi and Susan have

provided the comparison between fact and seven myths about bilingualism and bilingual child. It can be seen in the table 1.

**Table 1. Myths and Facts about Bilingual Child**

<b>Myths</b>	<b>Facts</b>
If a child is not very intelligent, then he cannot become bilingual.	A baby's brain is naturally made to learn multiple languages.
A child will become 'confused' and mix languages if he learns more than one language.	Mixing is a natural step in learning multiple languages.
If a child does not speak English by kindergarten, she will have difficulty in school and difficulty learning to read.	A child can adapt and learn languages well beyond 5 years of age.
Bilingualism leads to language delay.	There is no scientific research that shows that bilingualism leads to language delay.
A parent must be fluent in more than one language to raise her child bilingual.	Monolingual parents can raise their child bilingual.
Children just absorb a language passively.	The brain requires a rich and stimulating environment for a person to become a fluent speaker
The English language is losing ground in the United States.	English is far from disappearing in the United States and the world.

From this comparison above, we also there are many advantages for children to be bilingual. Bilingual kids are off to be a brainy head. Recent research reveals that bilingual children are better than children who are exposed to only one language. For example, Indonesian children who knew just little English in addition to their native language had greater understanding of words and more enhanced reading skills than others who can speak Indonesia language. It can believe that children gain cognitive and academic benefits even from just little exposure to a second language.

### **3. The Nature of Vocabulary**

#### **a. Definition of Vocabulary**

There are several definitions stated by some expert about vocabulary. Hornby (1995: 959) states that vocabulary is the total number of words which make a language. It means vocabulary is the key to understand foreign language. Enrich oneself use vocabulary, someone can express ideas in communication easier. Oxford University Press (2008) states that vocabulary means 1) all the words means in particular language, 2) all the words that the person knows or uses, 3) a list of words with their meanings, especially in a book for learning a foreign language. From the definitions, it can be said that vocabulary is total number of words or stock of words with their meaning which make up a language used by person, class, or profession. Vocabulary plays necessary role in learning a language so that it can help language learners to be able to understand and use language, especially a foreign language as according to Ur (1998: 60) vocabulary can be defined, roughly, as the words people teach in the foreign language. It means vocabulary is written or spoken unit of language as symbol of idea in foreign language introduced to learners.

#### **b. Learning Vocabulary**

According to Hornby (1974: 959), vocabulary is total number of words which (with rules for combining them) make up a language. Vocabulary is being the important aspect in learning language. In can be seen in Richard's statement (2001:

4), vocabulary is one of the most obvious components of language and one of first things applied linguistic turned their attention too.

The discussions of vocabulary learning are separated into intentional learning and incidental learning (Shakouri and Mehgran, 2012: 49). Intentional learning is defined as designed, planned for, or intended by teacher or students. In contrast, According Hatch and Brown (1995, 368) incidental learning is the type that is the byproduct of doing or learning something else.

According to Nagy and Herman in Shakouri and Mehgran (2012: 49) in the long run, most words in both first and second languages are probably learned incidentally, through extensive reading and listening. In the same line, Hulstijn in Shakouri and Mehgran (2012: 49) stated that the retention of words learned incidentally from context was greater than that in which inferential clues such as multiple-choice synonyms were provided. However, it appears from research on vocabulary acquisition that if systematic development of L2 vocabulary is desired, it cannot be left to the students themselves; they cannot be expected to 'pick up' substantial or specific vocabulary knowledge through reading exposure without guidance.

### **c. Aspects of Vocabulary**

According to Ur (1996: 60-62), there are some aspects of vocabulary that should be mastered by students as follows:

### 1) Pronunciation and Spelling

The students have to know what a word sounds like (its pronunciation) and what it looks like (its spelling).

### 2) Grammar

The Grammatical rules should be understood by student when they learn a set of new words.

### 3) Meaning

The meaning of words is primarily refers to in the real world, its denotation. A less obvious component of the meaning of an item it is connotation: the association, or positive or negative feeling it evokes, which may not be indicated in a dictionary definition. A more subtle aspect of meaning that often needs to be taught is whether particular item is the appropriate one to use in a certain context or not.

Hatch (1995:373-390) states that there are five essential steps in vocabulary learning.

#### 1) Encountering New Words

The first essential step for vocabulary learning is encountering new word form various sources. Encountering words are more effective when the students work with interactive and interesting material. The number of times that a word is encountered also affect whether it is learned.

## 2) Getting The Word Form

The important of getting the word form appears when students are asked to give definitions for words. Beginning students are likely to make mistakes that are related to confusions of the form of other words.

## 3) Getting the word meaning

The specificity of the meaning that students need seems to vary. The level of distinction that must be made in word definition seems commit both with the requirement of the task or situation, and also with the level of students. One very popular way in incidental learning for students to get the meaning of words is through context.

## 4) Consolidating word form and meaning in memory

Interesting vocabulary learning can strengthen the form meaning connection. There are four strategies: (a) creating mental linkages, (b) applying images and sound, (c) reviewing well, (d) employing actions. e. Using the word The final step in learning word is using the words. Usages provide a mild guarantee that word and meanings will not fade from memory once they are learned. That the researcher gave the student solution as follow; make the meaning of the word, and translating the word.

### **d. Classification of Vocabulary**

The researcher classified the categories of vocabulary. According to Sheperd (1976: 1), he classifies into terms, they are receptive vocabulary and expressive



vocabulary or that can be said as productive vocabulary. First, the receptive vocabulary considered as passive process when learner the only person who receive some thoughts from other. Hornby thinks that vocabulary is kind of the word that known when learner listens or reads.

Second, expressive vocabulary means as an active process since the speaker or learner produce it to express thought to other people. On the other side, the definition of expressive vocabulary provides the word which is used by speaker or listener speaks and writes. If take comparison between reception vocabulary and expressive vocabulary, reception vocabulary takes so much larger than the expressive vocabulary, it happen because when listeners hear or read, there are many words that can recognize but it cannot happen when speaker or learner speaks or write.

The other classification is general vocabulary and specialized vocabulary. First, general vocabulary is the term which has indication of words that will be applied in some activities of daily life. Second, specialized vocabulary consist as parts of work and life such as nurse, driver and others. It has to specialize in good arrangement to do their duties properly.

Finally, Tarigan (1998: 13) categorizes the basic vocabulary which commonly used into seven types as follows:

- 1) Kindship, for example: child, son, father, uncle, nephew, etc.
- 2) Part of body, for example: hand, eye, head, leg, nose, etc.

- 3) Pronoun, for example: I, she, he, it, they, we, etc d. Numerical, for example: one, two, three, sixteen, forty, one hundred, etc.
- 4) Verbs, for example: eat, play, go, sit, walk, etc.
- 5) Adjectives, for example: beautiful, good, clever, bad, clean, etc.
- 6) Universal matter, for example: table, chair, bed, picture, door, etc. The researcher knows that the expressive vocabulary can be addressed as an active process because the learner produces or expresses thought to othres. Generally, receptive vocabulary is much larger than expressive vocabulary because there are many words recognized when the learner hears or reads but do not use when he speaks or writes.

**e. Types of Vocabulary**

Vocabulary includes some of types which is crucial to know (Harmer, 2001: 16-22).It is classified as follows:

1) Word Combinations

In words the combination of words acts as a single word which also combines in a sentence. Not infrequently these words appear in more than one group of items. The words work together to form a combination that can be understood by learners easily and quickly, but it is not uncommon for learners to find discrepancies in a combination. Words that combine with other words will be different if overhauled part of the combination. This automatically changes the meaning of a language. The combination of words is an interesting one to learn.

## 2) Word Meaning

Problems in vocabulary related to the meaning of the word. In translating, correct the meaning of the word to be blurred with other words. For example in translating the full word, often using the opposite word means an empty word.

## 3) Extending Word Use

In translating, the word not only has a different meaning. The words used adjust the usage and context accordingly. As an example of a compilation we say the word pink, this is not always pleasant about this color, it can also describe a person's mood.

## 4) Language Corpora

Dictionary experts and researchers have managed to produce and find data that many languages are stored on the computer. From various journaling discoveries, more than millions of words on a computer that have accurate information about words are widely used and based on linguistic context.

## 5) The Grammar of Words

Class words in words and also phrases when meeting with grammar can be easily understood through the classification of word classes in a sentence structure such as nouns, verbs or adjectives. Through knowing about word classes it will be easier to arrange words into sentences. When someone utters words, then we instantly know the class of the word and where the word is located in a sentence in sequence. There are various classes of words in which the learner can

produce good sentences by forming and putting the word in accordance with the word class.

**f. The Source of Vocabulary**

Thornbury (2002:32-51) has statement that we have to looked at five possible sources of vocabulary which is be input for learners. (1) course book also select vocabulary for active study on the group of usefulness, frequency, learners ability, and the last is teachers (2) ability List is the economical way of organizing vocabulary for learning, and that it does not matter a great deal if they are put together in a rather random(3) additional vocabulary books are usually arranged thematically, but include a variety of vocabulary skills (4)not only reaches various skills in the vocabulary, the additional vocabulary is systematically well organized (5)teachers are required to always update vocabulary and have resources for learning new vocabulary, so that the vocabulary obtained is not only unconsciously in teaching but the teacher gives an introduction in learning to use new vocabulary

**g. Teaching learning vocabulary**

Lewis (1992: 102- 103) has discussed about technique of teaching how to mastering some vocabularies. Researcher tried to elaborate these theory:

1) Contrast (Opposite/Antonyms)

In explaining a meaning from a word the teacher usually uses word ‘silent’ to compare with ‘noisy’ words so students can learn two meanings of two words in one statement.

## 2) Synonyms Sometimes

By providing synonyms for a difficult vocabulary, students will find it easier to find out the meaning of the vocabulary. This can also form the idea in students that in learning languages students are given the choice to choose words to use and there are words that are similar but have different purposes.

## 3) Enumeration

In enumeration words related to words that are specific and general. When the teacher says the word 'house', the teacher must also give an explanation of various items in the house.

## 4) Explanation

Generally, intermediate students apply this technique. For example when the teacher says the word 'mate' which can also refer to the word 'friend', the teacher must also explain that this word is commonly used in daily life and in informal situations. The teacher also has to explain the word more dominantly used by men to women. So in explaining the meaning of a word, one must also explain the facts in using the relevant word.

## 5) The Dictionary

In the part it feels commonly used by students that are looking for meaning in the dictionary. Occasionally the teacher can also give instructions to students

to find the meaning of words in the dictionary, especially in Oxford dictionary.

This is useful for students to practice their skills in using dictionaries.

#### 6) Translation

This kind a quick and easy way to present the meaning of word, but it is can include the problem. It is not always easy to translate the word. Besides that it can make it a little too easy for students by discouraging them from interacting with the words. Furthermore, teacher may finds difficulty to use this way with a class of different nationality since it is not easy to translate into all the necessary languages. However, there are always some words that need translate and this technique can save a lot of time. If teacher does translate vocabulary, they need to exemplify the word in a context so that students cannot forget it easily.

#### 7) In context

When the learner knows the context of a reading or story, the words contained in the reading can be more easily estimated in meaning. Students can conclude the meaning is adapted to the context in the reading both written and spoken.

#### 8) Create a context

By creating a context, students can more easily estimate the meaning of a word, moreover the many meanings of abstract frogs that are difficult to know meaning. Here, the teacher's role creates a useful context for students.

#### 9) Eliciting

After making sure the concept, the teacher can give students some questions about what their prediction about the word of someone will say or what someone will do at a particular situation.

#### 10) Descriptions or definition

Through several statements to describe and define an object like 'you crossed zebra cross', 'you see a long traffic jam'. Students can imagine and guess the meaning of the word which is the highway. The crossword and scrabble puzzle can be used as a technique for revising words that have been introduced. Other techniques such as dictionaries, translations, synonyms, and antonyms can be used in explaining a meaning of a word. This technique is commonly used in storytelling.

In addition to the above techniques, there are several other techniques described by Nation (2001: 85), these techniques are used especially for young students in EFL classroom:

- 1) Through verbal explanation, placing new words in a particular context and translating in other languages, the vocabulary of new words can be learned by analytical defines. For example, 'temple was built in the past and be the place to pray for Buddhists'. In the example there are several collections of

words that point to a new word. So students can find out new words by using the exact aspects that are invited by their teacher.

- 2) In words through demonstration activities: as is generally the way of demonstration, the teacher can use pictures or real objects accompanied by movements and also take various actions. Pictures on television or computer can be printed or drawn on a blackboard to be demonstrated.

Then it can be drawn a discovery that vocabulary is very important knowledge for someone to use in communicating with others in accordance with the language used smoothly and correctly. Someone who has qualified and appropriate vocabulary will be easier to communicate with people. But in learning English vocabulary, not only are the meanings known precisely but also several aspects of the language such as the following:

- 1) Spelling

Spelling is one aspect that is also very important in using a language. The ability to spell both written and oral makes it easier for students to grasp the meaning of the word.

- 2) Pronunciation

In evaporation a vocabulary must also be a concern. Good language is the pronunciation of words that are appropriate. Students must understand the correct pronunciation, and if a mistake occurs in a pronunciation it will damage the meaning of the vocabulary.



### 3) Understanding the meaning

Certainly knowing the exact meaning of a word becomes an important thing that must be mastered by students. The word's meaning can vary according to the context in which the word is found.

### 4) Using words in a sentence

Students can use a word after knowing and ascertaining correctly how to pronounce, spell, and the meaning of the word. After that students can use the word to make a good sentence.

## **4. The Nature of Learning Media**

### **a. The Definition of Learning Media**

Media learning can be defined as a media which used in process and purpose of learning. Process of learning is kind of communication, learning media can be understood as the process of communication. Learning media is important role as medium to share essential of learning. In addition, AECT (Association of Education and communication Technology) give limitation about media as everything which is used to share message and information. Arsyad (2003: 3) also states that learning media as the mediator to show its role or function. It implies learning media manage the effective relationship between each principal party of learning; they are students and content of lesson. Other words, it can be concluded media as an instrument to deliver essentials or messages of teaching.

Murcia (2001: 462) classified media which is available to classroom teacher today. They are nontechnical media and technical media. Nontechnical media is category presents obvious advantages in setting where electricity is unreliable, technical resources are scarce, or funding is limited. In contrast, technical media is the form of media are costlier and less user friendly than the non technical media, they carry with them a larger degree of 'psychological reality' in that they can bring the outside world I all its complexities into classroom.

#### **b. The Rationale for The Use of Media in Language Teaching**

According to Murcia (2001: 461) summarizes the rationale for the using media in language classroom:

- 1) With giving media play in the world outside the classroom, students should expect to find media inside the classroom as well. Media serve as an importat motivator in the language teaching process.
- 2) Audiovisual material provides students with content, meaning, and guidance. They create the a contextualized situation which language items are presented and practiced
- 3) Media helps students to meet their auditory and visual needs, adjusting the learning styles of the student.
- 4) Many researchers have suggested that media provide teacher with means of presenting material in time-efficient and compact manner, and of stimulating students' senses thereby helping them to process information more readily.

5) Input has an important role in learning a language (Krashen, 1987: 67).

Through various input sources students can express their language not only depending on the teacher in the class. Unconsciously students can find new experiences in learning.

## **5. The Nature of Flashcard**

### **a. Definition**

A flashcard is a little piece of paper. According to Haycraft, flashcards are the cards on which words and or picture and painted or drawn (Insaniyah, 2003:19). According to Suyanto, flashcards is the cards that usually use thin paper and stiff (2008:109). 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 (Nasr, 1972:119).

### **b. Type**

Flashcard can be divided into several types by Scott (1990:109-111), they are:

#### 1) Picture Card

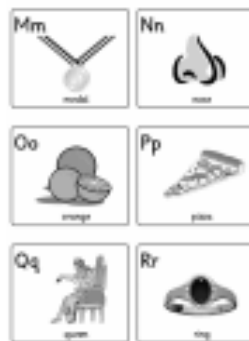
Picture cards are useful for the teaching of vocabulary and reading (Nasr, 1972: 67). These picture cards can be drawings or cut outs from magazines or perhaps photos. It is easiest to sort these picture cards according to size really big ones for

class work, and smaller ones for individual or group work. These can be used in many ways. There are few of picture card would include:

- a) Picture card match up
- b) Picture card treasure hunt
- c) Picture and word match up
- d) Picture card snap games

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

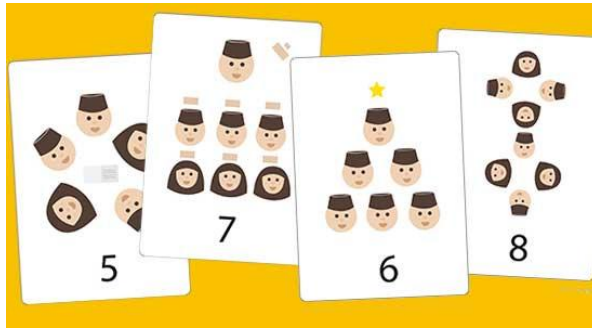


**Figure 1 Example of picture card  
(Nadziroh, 2010: 13)**

## 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 game specific. Almost all card games can be made into language game card 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.



**Figure 2 Counting cards is example game card**

### 3) Word or Sentence cards

Word cards are useful for displays and for work on the flannel graph. Sentence cards should only be used for the young learners and only with sentences which are used in a lot of activity. Students can simply write the question on one side and the answer on the opposite side and test themselves repeatedly. Word or 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.

Suffix <b>s</b>	Meaning plural more than one
Suffix <b>es</b>	Meaning plural more than one
Suffix <b>ed</b>	Meaning past-tense verbs

**Figure 3** Example of word card in learning grammar

### c. Function

The use of flashcard in the English teaching learning process used to help teacher (Kasihani and Suyanto, 2008:109):

- a) To be familiar and stable with singular and plural concept
- b) To be familiar and stable with numbers
- c) To be familiar and stable with a few and a lot of concept
- d) To get the students attention using extract pictures with appropriate (Vocabulary and Color)
- e) To give variation in the teaching learning process.

Flashcards is so useful to help the teacher in the English learning process. The teacher is easier to explain of material and give example clearly. Because the students can see a picture that appropriate with the theme so the students are easier to receive the explanation of teacher. Beside that the teacher can improve the student's interest.

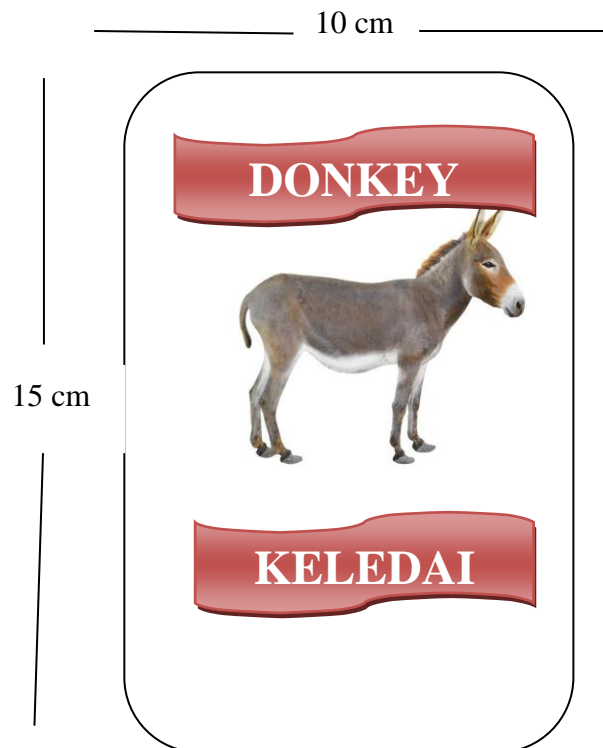
### 6. The Role of Flashcard in teaching vocabulary

Flashcards are in particularly very useful for drilling grammar item, for cueing different sentence, or practicing vocabulary (Harmer, 2001: 134).Based on the

previous statement shows that the using flashcards in English learning process are more effective and practical way of memorizing to accomplices' new vocabulary. By using flashcards are suitable for the young learner in English. By the implementation this method gives emphasises on pronunciations of the utterance of words. Beside that when in English learning process the students can be more active and not only passive.

### 7. Bilingual Card

Bilingual card provide picture and word. Bilingual card is belongs to picture card. The size of bilingual card is about 15 cm x 10 cm.

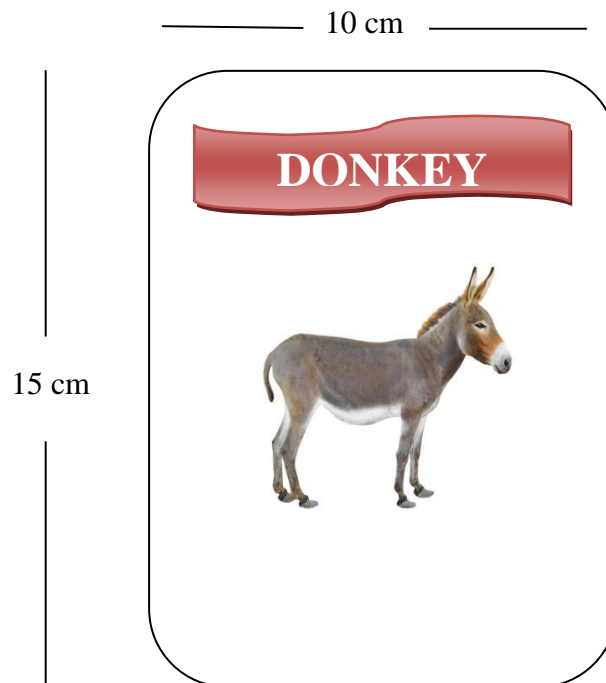


**Figure 4. Picture of bilingual card**

Bilingual card provides two language, English and Indonesia language. English language in top side of the card and in the bottom side of the card. It has two themes based on the material of the study, they are pets and part of family. When teaching material use bilingual card, teacher tends to use two language English and Indonesia in giving explanation.

### 8. Monolingual Card

Monolingual card is the part of picture card that provides picture and word. The size and picture in monolingual picture is same with bilingual card. The size of monolingual card is 15 cm x 10 cm and the picture also divides into theme pet and part of family.



**Figure 5. Picture of monolingual card**



It is different with bilingual card. Monolingual card only used one language (English) in applying this card. Teacher has to carefully to bring their students to secure them to not using their first language (L1).

## **9. The Advantages of Using Flashcard in Teaching Vocabulary**

The advantages of using flashcard for student especially young learners is to make easier for to students to understand the meaning of the English vocabulary, the items will be brought on the classroom to catch the students attentions. Although it is possible to students to bring the real things in the classroom, but using flashcard can be the very good way to teacher in teaching new vocabulary. Since it is easy to be made , engages the students into the classroom activity and makes environment learning fun for the students, it becomes the most widely used teaching aids in language teaching and learning process (Cross 1992: 119). Furthermore, Mukalel (1998: 147) argues that at the communicative step in teaching and learning process, flashcard is very useful for the teacher to teach their students about grammar or vocabulary. Cross (1992: 120) explains that the advantages of using flashcards in teaching and learning process.

Class time is saved. They are motivating and eye catching. Because they are done at home, carefully, the quality of the drawing is higher than that of a blackboard sketch. They can be careful and they can be used again and again.

In line with Mukalel and Cross, Lewis (2013) mentions some advantages of using flashcard. They are as follows.

- a. Flashcards also have many benefits because this can be used to help explain any subject. In learning English, teachers can use flashcards to understand and memorize new words easily.
- b. Flashcards are made of cardboard so they are not expensive, especially if they are made by themselves. This becomes the teacher's consideration to make their own word cards without having to use expensive materials and tools.
- c. Flashcards are portable. Teacher brings their flashcard in the classroom as many as their need and it is not heavy. It also can easily move from one to other class.

After reading various advantages of the flashcard, the researchers understood that the flashcard was one of the most effective media for learning English. Flashcard can also increase student vocabulary wealth. Students become not bored and motivated to be active in learning English. Through colors and images on a flashcard sharpen students' memories of a word and its meaning. And finally students will not get bored easily even though the teacher uses a flashcard for a long period of time.

## **B. Review of Relevant Research**

In this part, some previous studies relating to this research will be reviewed. There are three relevant researches. This table below will describe the comparison or similarity of this research with the three relevant researches:

**Table 2. The similarity theme of the research**

Name	Theme
Alqahtani	The importance of vocabulary, technical of teaching vocabulary and its implementation.
Scarborough	The effects of Direct Instruction (DI) flashcard system with the color track.
Lohmander and Samuaelson	The role of playing with flashcard to children.
The Researcher	The effect of use flashcard especially picture card (bilingual card and monolingual card) in EFL in increase students' English vocabulary.

The first research deals with English the vocabulary learning in Suadi educational system. This journal is written by MofarehAlqahtani in International Journal of Teaching and Education which is published in 2015. The purpose of this article is to expose the systematical of vocabulary is a concern in learning language especially English language. This research specifically discuss teaching vocabulary can be problem for the teacher because there are still many teacher who not confidence and not prepared in teaching vocabulary. This article shares about there are many techniques and media used by English teacher when teaching vocabulary. The similarity with this research that both of the researcher discuss about English

vocabulary learning and the problem of it, but Alqahtani just discuss the importance of vocabulary, technical of teaching vocabulary and its implementation. He tries to share how a good teacher in vocabulary teaching be and discuss about the media used.

In the second research, it deals with the effects of Direct Instruction (DI) flashcard system. This research tries to combine DI flashcard with the color track. This research was conducted by Scarborough, etc. all. In 2014. This journal is published in International journal of English and education. The purpose of the research was to evaluate of a direct instruction (DI) flashcard system to teach 10 basic colors to threes preschool students. Result of this research is when DI flashcards and a color racetrack were employed; the two of preschool students showed mastery for set 1 color and partial mastery for set 2. This pervious research also discusses about flashcard and its implementation in students but it discuss about the current kind of flashcard not in general. This is not specific discuss about the influence of flashcard to leaning vocabulary.

The third research, conducted by Maeli Salrsson Lohmander and Ingrid Pramling Samuaelson in 2015, this research was published in *Psychology in Russia: State of the Art*. This research is about learning through the play in early childhood worldwide. This research discusses about the relationship between the concepts of play and learning and also describes how they are enacted in everyday practice in early childhood In Sweden. This research share about the national curriculum for

preschool in Sweden, Structural and organizational factors which affect the implementation of new learning-oriented curriculum. This journal tells us about the role of playing to children, flashcard also makes children to play and also learn. But in the journal does not discuss about media and specific improvement ability of children with playing.

### **C. Theoretical Framework**

Learning vocabulary is an essential part in foreign language as the meanings of new words are very often emphasized. It is also be a central to language teaching and is of paramount importance to a language learner. Vocabulary knowledge is often viewed as critical tool for second language learners because a limited vocabulary in second language or foreign language impedes successful communication. According to Schmitt (2002: 55) emphasize that 'lexical knowledge is the central to communicative competence and to the acquisition of second language. Vocabulary is such a crucial part in learning language especially for young learners. It is as like basis for learners to learn language.

There are still many schools in Indonesia which does not provide supporting media in learning language. Teacher just uses books in teaching-learning process. It implies that media should be something that students can express with it. So students should be provided media which can give them meaning about the materials of learning.

Bilingual card is such the innovation of flashcard. The name of bilingual is the using of two languages in card. As Wardhaugh (1986: 99) states someone who wants to learn language, particularly an 'exotic' one, may find that task difficult. Someone of that other language may insist on using what little English they know rather than their own language. In general, learners in learning language try to be bilingual to help them in communication. The one way teacher to instruct the material of vocabulary is being bilingual by do some code mixing in teaching vocabulary. Code-mixing occurs when conversation uses both languages together to the extent they change form one language to other language in the course of a single utterance (Wardhaugh, 1986: 103). Teacher will suddenly change their language when give instruction in learning vocabulary using bilingual cards. With doing that kind of instruction, student will unconsciously acquire the new vocabulary and it's essential.

Because of the reasons above, it is interesting to know the effectiveness of using bilingual and monolingual card for young learner in EFL classroom. The teacher believes that one of ways can be success in elementary school.

#### **D. Research Hypothesis**

According on the conceptual framework above, the hypothesis of this research is as follows:

1. The using bilingual card is more effective than conventional media in increasing young learners' English vocabulary.

2. The using of monolingual card is more effective than conventional media in increasing young learners' English vocabulary.
3. The using of bilingual card is more effective than monolingual card in increasing young learners' English vocabulary.
4. Bilingual card is the most effective media in increasing young learners' English vocabulary.