

Chapter Two

Literature Review

The purpose of this study is to know the teachers' perception on the use of flashcard and its effect on the vocabulary mastery of hearing impaired students. This literature review discusses five important aspects that is related to this study. English Vocabulary Learning, Methods for English vocabulary learning, Flashcard as a method for English vocabulary learning, English vocabulary learning for disable students, Flashcard as method to learn English vocabulary for disable students. Then, this chapter will explain the theoretical framework of the study.

English Vocabulary Learning

This part will discuss about some points such as definition of English vocabulary and types of English vocabulary.

English vocabulary. Vocabulary is essential thing in English language because learning English language without know English vocabulary is impossible. Especially for beginner learner in second language learning. Komachali and Khodareza (2012) explained that "Vocabulary learning is an intrinsic part of language teaching" (p. 134). When students do not learn enough vocabulary at the first time learning English language, it will be difficult for them during the teaching and learning process they will be unable to understand some words. Mustapha (2011) said that learning vocabulary is one of the greatest challenges that learners will looks in the process of second language learning.

Types of vocabulary. There are two types of vocabulary such as adapted Dolch words and Bridge phrases. Vacca (2005) explained that Dolch words are list of words generally found in most basal reader. The list of Dolch word contained 435 symbols divided by grade level from preprimary through third grade. The contents of

adapted Dolch list divide in many parts, like mix of words that have either a single meaning or multiple meaning, content words (nouns, action verbs, adjectives, and adverbs), function words (e.g., but, the, is). Other type of vocabulary is Bridge phrases. Dimling (2010) defined bridge phrases as the English phrases that need translation in American Sign Language (ASL) for theoretical meaning. The Bridge phrase list contained 423 signed phrases from the pre primer through third-grade levels (e.g., fall down, clean up). Both two types of vocabulary are important.

However, beginner English learners are better to learn adapted Dolch words first because content word and function words are important to make a simple sentence.

Methods for English Vocabulary Learning

There are many ways to learn English vocabulary. In this part the researcher explains several methods or activities that teacher can use in learning new English vocabulary.

Activities to learn new vocabulary. There are many ways to learn new vocabularies such as reading, song, newspaper, flashcard, etc. Grillo and Dieker cited in Jitendra et al. (2013) said that learning vocabulary during independent reading is very inefficient for students with reading difficulties, vocabulary and word-learning skills must be taught. Therefore, from this perception, learning vocabulary by reading is not efficient and teacher is better to look for other method for their students learning vocabulary. Other way to learn new vocabulary is by searching the meaning of new word in dictionary. Komachali and Khodareza (2012) explained that looking for new words in dictionary and learning the meaning of those words are ways to add new words to one's vocabularies. However, this activity is slow method to increase word power in learning new vocabulary in English language. Then, Grillo and Dieker

cited in Espin and Deno (2013) found that vocabulary knowledge to be the strongest predictor of student performance on content-study tasks.

Song is also material that teacher can used to learn new vocabulary. This type of activity can be enjoyable and useful for language learners. The lyrics of the original song acting as a ‘structural template’ for their versions makes effective activity into a latter-day substitution drill (Mishan, 2005). Hearing impaired students can learn new vocabulary through lyrics in the song. However, the challenge of using song in the class is that sometimes the pronunciation of the singer is unclear and the hearing impaired students got difficulties to hear a sound.

Hearing impaired students can also use newspaper to learn new vocabulary because there are many articles in newspapers. Beginner students especially hearing impaired students are less appropriate to learn vocabulary using newspaper. Mishan (2005) shared that the language of newspaper is apparently difficult and the language in newspapers are often being a problem to learners with lower level. Then, the appropriate tool or material to deafness or hearing loss in learning English vocabulary are flashcards. Scrivener (2005) explained that flashcard is very useful teaching aid, especially at beginner of the semester.

Flashcard as a Media for English Vocabulary Learning

This part will explain the use of flashcard to learn new vocabulary. First, in this part will explain the definition of flashcard. Then, advantages of using flashcard will be discussed in this part.

Flashcard. Flashcard is a tool to help teacher in teaching process. Scrivener (2005) explained that “flashcard is ELT jargon for pictures (diagrams, words, etc.) that you can show to students, typically something you can hold up when standing in front of the whole class” (p. 333). Teacher can use flashcard in learning new

vocabulary. Komachali and Khodareza (2012) defined that the initial introduction of new words can be used by word list and flashcards but later most students continue to use them to do a review. According to Grillo and Dieker (2013), flashcard can help and support students in learning process. Flashcard can help students because picture and explanation in the cards can help students to remember new vocabulary. Grillo and Dieker (2013) shared that the students may have an opportunity by The Study Stack cards to put key vocabulary words into their memory storage with support of a mnemonic device and practice. Brown cited in Komachali and Khodareza (2012) explained that one main advantage of flashcards is that they can be taken almost anywhere and studied when one has a free moment. Flashcard is also able to students not bored in learning new vocabulary because pictures or words in flashcard are full of color.

Advantages of using flashcard in learning new vocabulary. As a learning aid, flashcard have many advantages. Inayah (2010) shared that in learning new vocabulary, flashcards are useful and effective method to help students. Flashcards are easy to carry anywhere, so, we do not need to carry heavy books so much because it is inconvenient. Aliponga and Johnston (2013) explained that play word card games where they have to generate a sentence with a randomly chosen word from their collection. Allow the students to do extensive reading with graded readers at their level to allow them to encounter some of their high frequency words they are studying.

English Vocabulary Learning for Hearing Impaired Students

After discussing about vocabulary and flashcard, the researcher will discuss about learning new vocabulary for hearing impaired students based on expert's perception.

Hearing impaired students. Hearing impaired students are the ones who have difficulties in hearing voice/sounds. Then, those students are visual learners because by learning using visual tools they can easily learn some materials. Moores (2010) shared that deaf students are visual learners and deaf students' brain may have different structured from the hearing brain. Another consistent theme is that a sign language should be the natural language of a deaf child from birth. However, the students who have deafness or hearing loss can learn in general school or in special school since some of the students can use hearing aid. On the other hand, family should help students who have hearing impaired in language teaching because family like a teacher for students in home. Sarant, Holt, Dowell, Rickards, and Blamey (2009) added that children's intervention programs needs parents' participation to predict spoken language abilities for children in this study.

Hearing impaired students in learning new vocabulary. There are many types of disabled students and one of type of disabled students is deafness hearing impaired students. Ferndale and Watson (2013) shared that there are large focuses on the individual and the medicalization about definitions, understanding of 'disabling' condition, understanding about hearing impaired students, and about their learning process. The students who have hearing lost are same with other students that they need learning vocabulary to help them in learning English language.

There are many ways to learn new vocabulary for hearing impaired students and one of them is from textbook. Students can get many new vocabularies when they read text book in the school or read book story with pictures. Snow and Wells cited in Williams (2012) explain that since the early 1980s, research has indicated that storybook reading offers a potentially rich context for accelerating young children's language development that is, their development in all components of language.

Moreover, the hearing impaired students can improve English vocabulary mastery when the teachers give good instruction using textbook or book with pictures.

Through pictures, hearing impaired students can easy to remember new vocabularies.

Then, other simple way to hearing impaired students in learning new vocabulary is by using flashcard. Flashcard is also efficient to hearing impaired students because in flashcard also contained picture, word, and sometime have definition or explanation.

Picture in the flashcard also make students interesting because the picture is colorful.

Flashcard as Media to Learn English Vocabulary for Hearing Impaired Students

In this part, the researcher discusses about flashcard as appropriate media for hearing impaired students in learning new English vocabulary. Then, the researcher also discusses the way to teach hearing impaired students using flashcard.

Teaching English vocabulary for hearing impaired students using flashcard. In teaching hearing impaired students, teachers cannot just explain some materials without using visual tools because it can be difficult for the students. Teachers need to know the learning style that is appropriate with the students. Mishan (2005) examined that to stimulate the second language acquisition process, learning style is an essential learner variable and one that is strongly relevant to learners' reactions to authentic texts and tasks. There are many learning styles in learning and teaching process such as the use of physical senses, dealing with other people, handling possibilities, approach to tasks, dealing with ideas. The use of physical senses is to know the learning style that is appropriate to deafness or hearing loss students. SAS cited in Mishan (2005) explained the meaning of the use of physical senses are like visual, auditory, and kinesthetic or hand-on. Visual students learn by stimuli, the written word, films, pictures, etc. Auditory students desire to hear the language, for examples via audio-tapes, speaking activities, lectures, role-plays,

discussion, and conversation. Then, kinesthetic learners choose movement and activity, including doing projects, active games, etc. From this perception we can know that deafness students have visual physical sense and they are visual learners.

Hearing impaired students are visual learners so that the learning style that is to them is the use of physical senses. Moores (2010) explained that hearing impaired students are visual learners and the process of getting information is different with hearing learners or auditory/visual learners. Hearing impaired students can learn by written word and using picture and it is very appropriate for them. From those learning style, hearing impaired students can use flashcards to learn new vocabulary because flashcard is appropriate teaching aid for hearing impaired students. Moores (2010) stated that first, the process information of deaf learners is different from hearing learners because they are visual learners. Second, the deaf intelligence or mind is different from the hearing intelligence or mind. Third, natural language such as American Sign Language (ASL) should be the main means of communication and instruction. Therefore, from this statements the teachers can know that hearing impaired students are visual learners and the teacher should give appropriate learning style for them.

The important thing for hearing impaired students is an early identification of their deafness from the parent. Early identification may help students in learning process so that the students and parents can prepare before students with deafness or hearing loss go to school for first time. “The Taralye program uses an auditory–verbal communication approach and a play-based learning philosophy where carefully planned play experiences are used to promote learning and the development of spoken language, social, and other skills” (Sarant, Holt, Dowell, Rickards, and Blamey, 2009,

p. 208). Those preparations can help teacher in teaching process, for example, to make students can understand with teacher instruction easily.

Understanding the learning style and earlier identifications are important for hearing impaired students in learning process. However, in learning vocabularies, the hearing impaired students' teacher can use flashcard because as a visual learner they will easily learn using media that use their visual. Teacher can use flashcards with many activities. Scrivener (2005) explained that there are many teacher activities that can be used using flashcards. First, to quickly show the meaning of a lexical item, e.g. to iron. Second, to illustrate presentations of language, for example by giving visual image to an imaginary character e.g. 'This is Marilyn. Every day she gets up at six o'clock...', etc. Third, to tell story, providing occasional image to give students something tangible to look at and help their understanding, e.g. '...and then a large green lorry turned around the corner and drove towards them'. Fourth, as prompts to remind them of a specific grammar point or typical error, e.g. flashcard with the word past on it to quickly remind students to make verbs in the past form. Fifth, as seeds for student-based storytelling activities, e.g. handing out a small selection of picture to groups of students and asking them to invent a story that incorporates all those images. Sixth, as prompts for guessing games, definition games, description games, etc. for example one person in a team has a picture of a person, which they describe. Then the others students are shown a pile of seven pictures (including the original one) and have to work out which picture was described.

Lund, McLaughlin, and Neyman (2012) added that DI (Direct Instruction) flashcards can be effective for students in both resource room and self-contained classrooms. It means that flashcard can be effective to use in the class as a resource and flashcard also may help hearing impaired students in learning English language

learning. Grillo and Dieker (2013) shared that language learning development might be coupled with mnemonics to be effective. Mnemonics in this perception is flashcard because flashcard is tool for students to easily remember new vocabularies.

Sekolah Luar Biasa (SLB)

In Indonesia, the disabled students can learn in *Sekolah Luar Biasa (SLB)*. SLB is special school for disabled students. According to Sunardi (2010), in the first of 20th century, dr. Westhoff opened an institution that help blind people in training for looking a job. Folker School is the first SLB in Indonesia, the location of this school was in Bandung and the first school for hearing impaired students was also built in Bandung in 1930. Currently, Indonesia has 1312 SLB based on kompas.com (2013). In Indonesia, not all of SLB has major for disabled students.

Disabled students in Indonesia follow educational system or curriculum that the government of Indonesia make for them. Until now, the government of Indonesia change the curriculum in four times (1977, 1984, 1994, KTSP and 2013). KTSP is curriculum that hearing impaired students in SLB N 1 Bantul use this times. The meaning of KTSP is competency based. Based on this curriculum, the teacher should be creative to make material of the subject being interesting for their students. When using KTSP the teachers should be aware with differences characteristic of the students because this curriculum use students as the center of learning in the process teaching and learning.

Further, SLB N 1 Bantul Yogyakarta is one of SLB in Yogyakarta that have every major of disable students. SLB N 1 Bantul is located at Jalan Wates Km. 3 No. 147 Bantul Yogyakarta. This school has six majors for disabled students such as *Tunanetra (A)*, *Tunarungu (B)*, *Tunagrahita Ringan (C)*, *Tunagrahita Sedang (C1)*, *Tunadaksa Ringan (D)*, *Autis (M)*. In the process of teaching and learning hearing

impaired in SLB N 1 Bantul, the teacher applied students centered learning. So, maximum members in the class are 8 students. The teachers use Bahasa and sign language to communicate with the students.

Review of Previous Studies

This research is supported by several previous studies. (Hariyani, 2011)yani (2011) conducted a research entitled “The Effect of Using Flashcards on the English Vocabulary Achievement of the Seventh Grade Students at SMP Negeri 1 Wuluhan in The 2010/2011 Academic Year”. Based on her research, flashcard could have significant effect for vocabulary achievement of the students. In this research, the researcher used flashcard media because flashcard can be help the students memorize and understand the meaning of new vocabulary and this research conducted in SMP Negeri 1 Wuluhan. The researcher used experimental research to get the data. Based on the result of her research, flashcard had significant effect for vocabulary achievement of the students in SMP Negeri 1 Wuluhan. Then, she also suggested the English teacher to use flashcards as a teaching media to teach vocabulary and use various media to teach English subject especially vocabulary.

The similarity of her study and my current study is using flashcard as a media to learn English vocabulary. However, in my research had some differences with Hariyani’s research. First, my research wanted to know the effect of using flashcard from teachers’ perception. Second, my research focused on discussing the effect and the use of flashcard in hearing impaired class. Third, my research used descriptive qualitative in the research.

Another study that is in line with this research was conducted by Hertati (2012) entitled “The Effect of Using Flash Cards on the Seventh Year Students’ Vocabulary Achievement at SMPK Santo Petrus Jember”. The aim of Hertati’s

research was to know a significant effect of using flashcards on the vocabulary achievement. Her research also used experimental research to collect the data and she also use homogeneity analysis to get homogeneous participants. Then, the result of her research showed that most of the students had good achievement in vocabulary using flashcard.

The similarity of Hertanti's research with my research is the use of flashcard as a media to learn English vocabulary in junior high school. However, my research focus to know about teachers' perception toward the use and the effect of flashcard in hearing impaired class. The participants of my research were the teachers that teach hearing impaired students. My research also used descriptive qualitative in data collection method.

Conceptual Framework

Luckner and Cooke (2010) shared that communicating, reading, thinking, and learning require vocabularies as an essential thing. There are many ways to learn new vocabularies, for example, using a song, newspaper, text book, flashcard and others. Learning new vocabulary by flashcard is more appropriate for hearing impaired students. Scrivener (2005) explained that flashcard are very useful teaching aid, especially at beginner of the semester (p. 333). Then, hearing impaired students is a visual learner because they learn easily by visual object. Mishan (2005) added the meaning of the use of physical senses are such as visual, auditory, and kinesthetic or hand-on. Visual students learn by stimuli, the written word, films, pictures, etc. Hearing impaired students are visual learners and from Mishan's perception, visual learner are appropriate to learn with a picture. Flashcard consist of picture, word, description, etc.

Baleghizadeh and Ashoori (2011) explained that flashcard is a card containing a word, a sentence, or a simple picture on it. Drilling can be effective to deafness or hearing loss students to learn new vocabularies by flashcards. Harmer (2005) explained that drilling grammar items, cueing different sentences, and practicing vocabulary are suitable activities in language learning using flashcards (p. 134). However, a study about teacher perception: the use and its effect of using flashcard on hearing impaired students' English vocabulary was never conducted in English Education Department of Universitas Muhammadiyah Yogyakarta. Thus, a study about the use and its effect of flashcard in English vocabulary learning on hearing impaired students was very important to conduct because this study can help teacher and students with disabilities know the effect of using flashcard to learn new vocabulary.

The theories were used to provide a basic investigation of the use and the effect of flashcard on vocabulary mastery of hearing impaired students based on teacher perception. Those concerns with how to use flashcard in hearing impaired class and the effect of using flashcard on hearing impaired students' English vocabulary.

Figure 2.1 Conceptual Framework

