

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Language is needed for both communicating with others and expressing ideas. As everyone is knowing, language is a instrument used for communicative though, feelings, and thinks directly or in writing between people. Oxford Learners Dictionary (2008, p 240) states that the following are the explanations of language that add up to the explanation:a system of sounds and words that human use is language which the communication is form in speech and writing. It is also a certain style of speaking and writing. Language is used by people of a given nation. According to the definition given above, language is defined as the arbitrary and conventional sounds that give words and sentences meaning and are used to communicate ideas, emotions, and thoughts to other people.

A limited vocabulary was one of the biggest issues learners had when learning and mastering the language. They were terrified of learning English, even though they needed to master speaking, listening, reading, and writing the language. Vocabulary was essential to learning all other English

abilities. Vocabulary was developed through communication with users and consisted of one letter each word. As stated by Penny (1999, p 61) in Julita (2011), vocabulary is other word a language other than english.

Developing an understanding of English wit vocabulary as a tool. Vocabulary was a key element in improving all aspects of skills in English. It was true that mastering vocabulary needed practice and was not something that could b e achieved quickly and there are many aspects that make it difficulty for kids to mastery vocabulary.

A tool for making teaching and learning activities easier is learning media. In order to facilitate effective and efficient educational communication between teachers and students, Latuheru (1988, p. 14) defines "learning media" as any resources, instrument, or procedures used in teaching and learning activities. These definitions indicate learning media helps learners to learn the subject matter. According to Muhyiddin (2019), as the media is a communication medium, teachers teaching English to young students need it for helping them in delivering the curriculum. When used for teaching and learning activities, learning media must focus students' attention and increase their motivation to study. To get students

motivated to participate in class, the teacher must prepare interesting content before instruction begins. (Utami et al., 2021) To improve English instruction, the researcher uses instructional media, specifically Flashcards, to improve students' motivation to study and make it easy to understand the material. While observation that most students enjoyed this course, English lessons are often less wanted in the field at Rumahlesbahasainggris in Banjarmasin. Many reasons for the interested. Little enthusiasm, limited learning time at school, limited access to English outside of school, and a lack of supporting objects or media—relying only on text books—all contribute to the difficulties of developing all skills in English lessons. to help the students master all skills, the researcher attempted to fix the issue with the use of Flashcards in instructional media. These materials make the students' English lessons enjoyable, interesting and inspiring. According to Harahaf and Zulkifli (2019), a useful tool is one that is suitable for the subject matter, the students, the content, and how it is used.

Based on the pre-observation at the rumahlesbahasainggris Banjarmasin the students demonstrate difficulty their english language result from their mastery of vocabulary. The majority of students'

statements, which indicate that English is a challenging language, used flashcards as a media for teaching learning process. Using flashcards instead of word lists is likely to be more efficient. Using flashcards to help with vocabulary word memory and retention can be an interesting, attractive, and creative approach. Additionally, flashcards may stimulate students motivate to learn. Additionally, flashcards can motivate students in the teaching and learning process. Researchers attempt to use media to increase students' enthusiast in learning. Learning media are educational tools that deliver information or messages for teaching objectives. The use of appropriate media during teaching and learning activities can improve learning outcomes, make the process enjoyable and interesting, help students accept the subject matter more easily, and help them achieve the better teaching objective. Flashcards are another useful tool for making learning more approachable for students.

The research also noted several problems with children's comprehension, such as difficulty understanding the meaning of words. This problem is discovered when students respond to exercises or ask questions after the teacher asks questions. Most students find it difficult to learn

English because they forget the terms. Correct pronunciation of words presents a second difficulty. When teachers ask children to read aloud or speak, they often pronounce words incorrectly. The student's ability to spell a new word correctly when asked by the teacher indicates that there may also be a spelling problem

One kind of learning tool that the researcher used in this study to provide the students with an interest-based learning program were flashcards. A flashcard is a board of cards used for in-class activities or private study that has text or numbers on one or both sides.

The researcher conduct research at rumahlesbahasainggris in Banjarmasin, this was selected by the research the English courses students is state Elementary School and the researcher thinks that English course is good quality. Nevertheless, this English course in teaching and learning English lesson is still lacking of students, and lacking utilizing of instrusctional media in teaching learning process. Based on the explanation above, the researcher is interested to conduct a research entitled “**THE USE OF FLASHCARDS IN TEACHING VOCABULARY TO YOUNG LEARNERS**”.

## **B. Research Question**

Base on the background of study above, the writer writes the problem that become the research question of the study. These are presented as follows :

1. How does the teacher use the flashcards in teaching vocabulary?
2. How is the students response when teacher teaches English vocabulary by using flashcards ?
3. How does the teacher evaluate the students ability in learning vocabulary by using flashcard at rumahlesbahasainnggris Banjarmasin?

## **C. Objective of the Study**

1. To know how does the teacher use the flashcards in teaching vocabulary
2. To know how is the students response when teacher teaches English vocabulary by using flashcards
3. To know how the teacher evaluate the students ability in learning vocabulary by using vocabulary at rumahlesbahasainnggris banjarmasin

#### **D. Significant of the Study**

The research has two significances; there are theoretical significance and practical significance. The explanation is as follow :

##### 1. Theoretical Significance

This research can be used as the references for someone who wants to do a research in Teaching vocabulary especially using flashcards to young learners.

##### 2. Practical Significance

Beside the theoretical significance, the researcher hopes this research is able to give practical significance to the students, the teacher as well as the readers.

###### a. For the Students:

Students will be more interested in learning English vocabulary because they learn using tools (flashcards) and this research will make students learn vocabulary material that is fun and interesting.

###### b. For the Teacher:

The results of this research are expected to be useful for English teachers when using flash cards when they teach vocabulary.

c. For the Reader

The result of this research will inform the reader about the significance difference of students learn vocabulary using flashcards for tool.

**E. Definition of Key Term**

In order to clarify the key terms used in this study, some definition are put forward:

1. Flashcards

According to the Longman dictionary, flashcards are pieces of cardboard with a word, a sentence, or a straight forward picture on them. Furthermore, according to Jeremy Harmer, flashcards are just regular cards that we can hold up for our students to see. To improve instructor effectiveness, the teacher can use the Flashcard to display engaging images.

2. Vocabulary



Vocabulary is a collection of words that are familiar to a person. Linse, p. 121. According to further experts Neuman and Drawyer referred to in Bintz (2011, p. 44), it is a group of words that make a communicate effective. It includes expressive and responsive words for speaking and listening.

### 3. Young Learners

Young learners are divided into four categories based on age, according to Curtain and Dahlberg (2004). The first group consists of preschoolers who are often still in kindergarten and are between the ages of 2-4. Second, elementary school children, who are 5-7 years old; third, junior high school students, who are 8-10 years old; and, finally, early adolescent students, who are 11-14 years old. Young Learners.