

CHAPTER I

INTRODUCTIONS

A. Background of The Research

Vocabulary is one of the important elements in teaching English. This statement is supported by Hatch and Brown (Nugroho, Nurkamto, & Sulistyowati, 2012). Vocabulary is the foundation to build languages, which plays a fundamental role in communication". It describes that by mastering vocabulary; people can express their ideas and understand the other basic competence well. Students of Elementary School study basic English. They study about simple words or things in their surroundings, it is aimed that students are able to understand simple English used in daily context. However, it is difficult to master the other competences without understanding the vocabulary, because vocabulary is the basic competence that must be reached by students in order to get other competencies like reading, writing, listening, and speaking.

According to Mohammadnejad, Nikdel and Oroujlou vocabulary is a basic element of a language used to label things such as objects, properties and verbs to explain the meaning of what is being conveyed (Thoriq & Kurniawan, 2021). Khasanah, Chamdani and Susiani state that vocabulary is an important part in learning English but is often ignored in learning activities (Thoriq & Kurniawan, 2021). Without knowing vocabulary, students will experience obstacles in learning English. Mastering vocabulary is an important part, but this is difficult for some teachers because they have limitations in using the learning media. Therefore, to help the students, particularly to enrich their vocabulary, the researcher provides a learning media that can enable them to learn and master vocabulary.

Based on the pre-observation to the Second grade students of SMPN 03 Bengkayang, the researcher indicated from two indicators; first is viewed from vocabulary mastery and second is viewed from the students' motivation during teaching learning process. From the result of pre-research, found some

indicators dealing with the low level of the students' vocabulary mastery. The indicators are: a) the students had difficulty in understanding the meaning of some words; b) the students mispronounced some English words; c) the students were not able to spell words correctly; d) students were not able to use references correctly. Then, the problems also came from the students' motivation during teaching-learning process. The indicators are: a) some students were busy talking with their friends when learning process was occurring; b) some students were busy drawing picture to their books; c) the students were not actively involved in the leaning process; they tended to be passive; d) some students ignored the teacher's instruction. From the pre-research and interview, the researcher foud some reasons why those problems arose. One of them is that the teacher only teaching by doing the task on LKS, so the students did not have enough experience in learning vocabulary. It also made the students bored and were not interested with the lesson. Based on the facts above, it can be concluded that the main reason causing the problem is the teacher should use more media in teaching vocabulary mastery.

The researcher finds an appropriate media to solve the problems. The researcher chooses flashcards as her media. According to Cross, flashcard is a simple picture on a piece of card or paper, which is probably the most widely used visual aids in language teaching (Matruty & Que, 2021). It means that flashcard is one of media which can help the teacher to teaching English easily. Flash cards in teaching vocabulary are very simple visual aids and the teacher can make the students more active during the teaching learning process. Flashcards are some kinds of media that can be used by the teacher in the classroom. They can increase their span of attention and concentration to study new words in English. According to Haycraft, flashcards can be used for consolidating vocabulary, practicing structure and words order or a variety of games (Nugroho, Nurkamto, & Sulistyowati 2012). The use of flashcards is related to the characteristics of elementary school students as children who commonly feel interested in something with attractive shapes and color.

Flashcards support the students in learning English vocabulary, enjoying the activity, and becoming more active during the learning process. Using flashcards as learning media can help the English teacher teach vocabulary because students tend to be interested and attracted to learn. The students then learn, know, and memorize vocabulary easily using flashcards, which means their vocabulary can probably be enriched and increased. Flashcards used as teaching media by the researcher in this research aims to enrich the students' vocabulary. Flashcards are easily created and brought, so flashcards can also become a media for playing a game. The researcher believed that flashcards could help the students enrich their vocabulary as observed in Eight Grade Students' of SMPN 03 Bengkayang became the participants in this research.

B. Research Problems

Based on the background, some problems can be formulated namely;

1. How can flashcards improve students vocabulary mastery at the eight grade students of SMPN 03 Bengkayang?
2. How can flashcards improve students motivation at the eight grade students of SMPN 03 Bengkayang?

C. Research Purposes

The study is intended to :

1. To investigate how flashcard can improve students vocabulary mastery at the eight grade students of SMPN 03 Bengkayang.
2. To investigate how flashcard motivation at the eight grade students of SMPN 03 Bengkayang.

D. Scope of Research

Having obvious a limitation in this study requires the formulation of the limitation of the study. The scope of the research here is research variable and terminology.

1. Research variable

Variable is central to research because the title of the research is made up of it and it is also the focus of this study. In this research, the research variable is the use of flashcard to improve students' vocabulary mastery and motivation.

2. Research Terminology

In order to clarify the term and avoid misunderstanding and misinterpreting, the researcher provides the following explanation:

- a. Flashcards are small note cards used for testing and improving memory through practiced information retrieval. Flashcards are typically two-sided, with the prompt on one side and the information about the prompt on the other.
- b. Vocabulary mastery is one of the factors to master English as foreign language. It means that the students have the ability in understanding and using the word and meaning. The larger vocabulary the students master, the better they perform their language.
- c. Learning Motivation is a condition that activates and sustains behavior toward a goal. It is critical to learning and achievement across the life span in both informal settings and formal learning environments. Learner motivation is also defined as being intrinsic, where learners are interested in the course content, or extrinsic, where learners are interested in earning a course grade or credit.

E. Action Hypothesis

An action hypothesis is the expected outcome of the problem that occurs in the classroom of the school. The action hypothesis of this research is “The use of Flashcard to improve students' vocabulary mastery and motivation to the eight Grade Students' in SMPN 03 Bengkayang in the Academic Year of 2021/2022)”

F. Benefit of the Research

Good research should provide important benefits and impacts for a subject that is researched, environment, information, and further research. In this research, two significance obtained from the point of theory and practice.

1. Theoretical benefits

The results of this research useful in broadening knowledge in education related to find out the use of flashcard to improve students' vocabulary mastery and motivation.

2. Practical benefits

a. School

The results of this research are expected to be able to provide an overview of the use of flashcard to teach students' vocabulary mastery and motivation, and as providing input for improving the quality of education related to growing interest in the making of perfect sentences.

b. Students

This research can be a discourse of knowledge, evaluation, and self-introspection in order to teach students vocabulary mastery and to find out the learning motivation of the eight grade students of SMPN 03 Bengkayang when flashcard is used

c. Further Research

This research is an opportunity to increase knowledge and experience about the factors that influence students grammatical errors in English writing and to practice knowledge in college by conducting research in order to teach them how to make perfect sentences.