CHAPTER I
INTRODUCTION

A. Research Background

English is an international language which is very important to learn. All people in different countries communicate and share information using this language. In addition, this language can help a country in establishing international relations with other countries. As a result, English is the second most common language after the mother tongue in every country and is classified as a foreign or second language there after. In Indonesian, English is used as a foreign language that is learned by students from the elementary school to the tertiary level. To compete in terms of language, it is necessary for students to learn English in school. However, a lot of junior high school students struggle with certain aspects of English comprehension, such as vocabulary and grammar.

In learning English, vocabulary is a basic thing that students must master because language ability is determined by the amount of vocabulary mastered (Sari, 2020). An essential linguistic skill to gain when learning English is vocabulary. The words in your vocabulary can be used to make sentences. In this situation, students' ability to compose sentences and communicate is facilitated by their mastery of vocabulary. Language learning, especially vocabulary learning in schools is still a serious problem that must be faced (Herlina and Dewi, 2017). By using media and learning methods that are not in accordance with the student's personality. Additionally, students find English classes less appealing, mostly due to the vocabulary's complexity. These challenges might terrify kids and perhaps leave them bored while they study. This may be the reason why students are uninterested in studying English, specifically in comprehending English terminology.

English in the system of language structure is very different from Indonesian language, pronunciation, vocabulary. Making effective and efficient English lessons carried out by teachers is not an easy task, so English teachers

must be able to participate in training/educational and learning activities that are useful for smooth teaching and learning. The material must be presented according to the needs of students with the right method. Actually learning English, especially in memorizing vocabulary is a boring activity for students. This is the basis for researcher in conducting research using flash card media in learning so that they are able to build an atmosphere in the classroom so that students are enthusiastic in learning vocabulary. So that it can help teachers in applying this media in learning.

Teachers must provide approaches and methods that support student skill (Timumun, 2020). Vocabulary is the foundation of learning English. That's why learning is important. Learning vocabulary is important without grammar very little can be communicated, without vocabulary nothing can be communicated (Thornburg, 2002). The secret to success in English as well as a strategy to increase English comprehension is vocabulary learning. English instructors collaborate with researchers to teach children vocabulary through media. There are several media that can be applied, one of which is flash cards.

Flash cards are a medium that is easy to apply, this media is used as a tool to convey messages and communication symbols (Herlina & Dewi, 2017). To successfully assist vocabulary instruction, flash cards are employed. Flash cards are information-storing cards that have been developed. More important information is easily stored on a flash card because its main purpose is to store information and make it easier (Amalia, 2018). Flash card can help students memorize vocabulary easily and this can be arranged in making vocabulary.

The statement above is in line with the opinion of Zainal as cite in Ratnawati. et al (2021), state that learning media is one of the learning tools used in the learning process as an intermediary tool in teaching and learning, so that learning objectives can be achieved effectively and efficiently. Flash cards are a form of learning media that contain pictures and words that can be resized to fit the students at hand. You may either purchase flash card material or create your own. This medium is a learning tool that enhances a number of skills, including vocabulary growth, independent training, and memory

enhancement. Flash card software aids in the development of students' skills, particularly in vocabulary learning. Flash cards are used in language teaching as a teaching resource needed by a teacher to describe subjects and provide learning variations. Media is a means of conveying information in the form of messages and content to students from an education and learning perspective (Naz and Akbar as quoted in Aulia, 2018). It also helps the teacher in explaining so that it is easy for students to understand.

Phenomena that are relevant to students' vocabulary problems were seen during pra-observations carried out by researcher at school with English teacher and students at SMP Negeri 1 Subah which was used as the research location. That the level of student enthusiasm in class is low because most students have limited vocabulary, so the researcher plans to use learning media, namely flash cards. Which serves to increase students' English vocabulary, and it is hoped that it can also build student enthusiasm. Based on the background of this problem, the researcher conducted research with the title "The Effectiveness of Using Flash Card Media in Teaching English Vocabulary" (A Pre-Experimental Design to the Eighth Grade Students of SMP Negeri 1 Subah in the Academic Year 2022/2023)".

B. Research Problems

Based on the background above, the researcher formulated the research problems:

1. Is the use of flash cards media effective in teaching English vocabulary?
2. How significant is the effect of the flash cards media on teaching English vocabulary?

C. Research Purposes

Based on the research questions, the research purposes are formulated as follows:

1. To find out the effectiveness of students' English vocabulary by using flash cards media.

2. This study aims to determine whether flashcards media have a significant effect on teaching English vocabulary.

D. Significance of Study

The significance of this study can be viewed from both theoretical Benefits and Practical Benefits, as described below:

1. Theoretical Benefits

This research is expected to be able to add references and study materials to determine the effectiveness of using flash cards media in teaching English vocabulary.

2. Practical Benefits

   a. Students: to increase their knowledge of English vocabulary and make lessons more interesting by using flash cards media.

   b. English teachers: can use information about a strategy in teaching English vocabulary and are expected to be able to apply this strategy in the teaching and learning process.

   c. For future researchers: this research can be an additional reference for those who wish to conduct similar research and can complement the limitations of this research.

E. Scope of The Research

This section explains the research terms used in this research which consist of research variables and terminology.

1. Research Variable

Research variables are variable refers to a characteristic or attribute of an organization or something that can be observed (Creswell, 2015). In this study, there were two variables: flash card media and students' English vocabulary. This means that variables have a role that is at the core of research because without them this research has no direction or goal to be achieved. In addition, the research variables in this study are divided into two, namely the independent variable and the dependent variable. Further description is as follows:

a. Independent variable

The independent variable is an attribute or characteristic that influences or affects an outcome on the dependent variable (Creswell, 2012). The independent variable in this study is the flash cards media.

b. Dependent variable

The dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable (Creswell, 2012). The dependent variable in this study is the students' English vocabulary.

2. Research Terminology

a. Vocabulary

Vocabulary is one of the main components of a language. It must be owned by a person if he wants to communicate. Vocabulary is central to English language teaching and learning (Wahyuni & Rahmanida, 2020:652). It assists all English skills which cover listening, reading, writing, and speaking.

b. Flash Card

Flash card is a medium that can help teachers to teach English easily. Flash cards are simple pictures on a piece of card or paper, which are perhaps the most widely used visual aids in language teaching (Cross, 2015: 3).

c. SMP Negeri 1 Subah

Students studying at SMP Negeri 1 Subah are in grade eighth. Addressed at Jl.Raya Subah, balai gemuruh, subah district, regency. Sambas, West Kalimantan Province.