

CHAPTER I INTRODUCTION

A. Research Background

Vocabulary is a crucial component of the English language that facilitates communication among students. It can be used in both spoken and written communication. Vocabulary is all about words that are owned and used by the language used to communicate and share information. In the learning of the English language, vocabulary is the first component that students acquire when interacting orally or in writing, and it affects the four skills of speaking, listening, reading, and writing.¹

Hornby² states that, vocabulary is the total number of words in a language and the list of words with their meanings. Vocabulary is the basis for arranged sentences, paragraphs, and texts. It will organize and arrange the vocabulary in grammatical order, and then it will be a good sentence. Based on Richard,³ A crucial element of language proficiency is vocabulary, which provides a significant part of how effectively learners talk, listen, read, and write.

Mastering vocabulary, especially in the learning process, required a teacher who can teach vocabulary well. Teaching vocabulary is a major part of the teacher's art. Every teacher has a media for teaching a vocabulary. This media is a way to achieve the goals of learning. Many media are used by teachers in teaching vocabulary, such as repetition in reading, using a dictionary, makes own dictionary, daily conversation, memorizing the vocabulary, games, songs, and flashcards. Using these media can influence students' learning of vocabulary. But it all depends on the teachers' ability to teach vocabulary for children.

Based on the variety of teaching media used by teachers to teach vocabulary, as a teacher I used one of the media above to teach vocabulary. I used flashcards as the media in teaching. I taught children around my house kindergarten children. I think, teaching

¹ Yustina Gulo, et all, "Improving Students' Vocabulary Mastery On Narrative Text Through Mnemonic Method at The Seventh Grade of SMP 1 Huruna," *Relation Journal* 4, No. 1(2022): 3.

² Alpino Susanto, et all, "The Special Education Needs Students and The Teaching of English Vocabulary," *Jurnal Pendidikan Minda* 1, No.1 (2019): 56.

³ Welliam Hamer and Nur Azmi Rohimajaya, "Using Flash Card as Instructional Media to Enrich the Students' Vocabulary Mastery in Learning English," *Journal of English Language Studies* 3, No.2 (2018): 169.

English to them with flashcards is very appropriate. Because flashcards are helpful in my teaching activities and greatly increase my lessons.

According to Haycraft,⁴ flashcards are cards that contain words and/or pictures that are printed and drawn. Every student must be able to see it. Flashcards can be used to consolidate vocabulary, practice sentence structure, and word commands, or play various games. Flashcards are media that consist of cards with information on one or both sides, such as words or numbers and are used in classroom instruction or special study.

Vocabulary, historical dates, mathematics, or any other subject that can be learned through a question-and-answer format can all be found on flashcards. They are usually applied as a teaching tool to facilitate remembering through spacing.⁵ There are pictures in flashcards that are classified such as animals, colors, fruits, numbers, and so on. Usually, flashcards are designed with various pictures and colors so that children or students are interested in learning. The use of flashcards assisted students in learning and comprehending the meaning of vocabulary. Flashcards are a visual learning media that can be easily carried out by teachers and accepted by students.

This research used narrative inquiry. A methodology called narrative inquiry explores viewpoints based on the impressive experience of the person under investigation. The narrative included a detailed, chronological description of what happened. Other methods just tend to study the subject or phenomenon at certain points, while narrative inquiry seeks to capture the whole story.⁶ The teller's knowledge from their experiences is reflected in the narrative, which when read or studied by others, teaches many important lessons. Its complexities become a special and significant aspect of human life. In the context of this, it is important to recognize the importance of narrative in both academic research and professional practice.

⁴ Dian Farida et all, "The Implementation of Flashcards to Improve Students' Vocabulary Mastery", *Professional Journal of English Education* 2, No.3 (2019): 353.

⁵ Siti Ngarofah and Ani Sumarni, "Teaching Vocabulary Using Flashcard to Young Learner," *Profesional Journal of English Education* 1, No.6 (2018): 778.

⁶ Elviani Nuril Laily, "How Can They Speak English Better Than Other?; The Experience of Indonesian EFL Learners" (Skripsi University of Islam Malang, 2021), 3.

The narrative inquiry method is difficult and effective, and it may be used in a variety of contexts and written an essay. Participants in narrative inquiry usually appreciated the process and saw themselves as co-collaborators in the investigations. A strategy that focuses on using stories as data is called narrative inquiry. Using narrative inquiry might be challenging at times because of word management issues. Nevertheless, given the UK's Higher Education Academy's increasing emphasis on the student experience, this strategy certainly produced some interesting stories that crossed across and within disciplinary cultures.⁷

I teach English vocabulary in a library in my village, namely *PBP*⁸ Library. Although the library is located in the village, but it is not the village library. It is a library owned by someone who is used for the public. The library provides lots of books of various types there are children's book, novels, comics, religions, skills book, and more. In addition, in providing various kinds of books, the library also provides traditional game as an educational materials and tools for children and the public who visit the library.

Besides, at the time, the library continues to improve to serve and develop existing facilities in the library, starting from construction of a new building, so the building more comfortable. In addition, the library has added facilities that is providing free courses for kindergarten children, namely *calistung*⁹ and English.

Based on my experience of teaching children in a course, I taught them reading and writing. However, I also taught English so that students are not bored during the learning process. Because this research used narrative inquiry, as a researcher, I should teach my students the best method, and I choose used flashcards as the media for learning vocabulary. Flashcards provided various pictures and colors that attracted students to learning.

There are some previous studies related to my thesis. The first study is from Yohana Nurmala and Maman Suryaman, entitled "Students' Perception Towards Flashcards as Media to Assist Their Vocabulary Mastery in Junior High School". This study focused on the student's perceptions of the use of flashcards in vocabulary learning. This study also used narrative inquiry as the methodology

⁷ Maggi Savin Baden and Lana Van Niekerk, "Narrative Inquiry: Theory and Practice". *Journal of Geografi in Higher Education* 31, No.3 (2007): 471.

⁸ *Perpus Ben Pinter (PBP)* is the name of the library.

⁹ In Indonesia *calistung* is a short for *membaca, menulis, and menghitung*, is a learning methods for children.

and used three participants who were expected to help with the research.¹⁰

The second research is from Rini Putri Mardiyati and Rahmad Hidayat, entitled “Teaching English in SDS Nurul Islam MBKM Program: A Narrative Inquiry”. In this research, the researcher described her experience teaching English to students who attend schools that are part of the Teaching Campus Program. She created and introduced students to the Kahoot application and flashcards in teaching English. By using this method, students show that they are happy and can increase their knowledge of English.¹¹

Next from the third research entitled “The Strategy in Teaching English Vocabulary for Students with Special Needs: A Narrative Inquiry Study” by Avianita, et al. The goal of this research is to describe a strategy for teaching English vocabulary to special needs students. Students with special needs are classified as mentally retarded. A narrative inquiry was used in this study. The findings of this research are that students with special needs have problems learning English because of their disabilities, intellectual level, characteristics, and effort in learning English. The teacher had to apply certain techniques to explain the materials and give instructions to the students so that they could understand the teacher’s explanation and instructions well.¹²

Next, from the research by Nila Kartika Putri, entitled “The Learning skills Strategies in My Personal Experience: A Narrative Inquiry”. This research is focused on analyzing her experience in learning English speaking skill since she was a student of junior high school up to the undergraduate degree. This research used descriptive qualitative method used due to the description and explanation of learning strategies in learning English speaking skills. Autobiography

¹⁰ Yohana Nurmala and Maman Suryaman, “Students’ Perceptions Towards Flashcards as Media to Assist Their Vocabulary Mastery in Junior School,” *Jurnal Ilmiah Wahana Pendidikan* 8, No.17 (2022): 549-559.

¹¹ Rini Putri Mardiyati, and Rahmad Hidayat, “Teaching English in SDS Nurul Islam in MBKM Program: A Narrative Inquiry,” *InCoLLT* (2022): 147-156.

¹² Avianita et al, “The Strategy in teaching English Vocabulary for Students with Special Needs: A Narrative Inquiry Study,” *Journal of Education and Human Development* 7, No.2 (2018): 66-70.

as the data source in this research, and implied a narrative inquiry as the approach in this research.¹³

Next previous study is from Windi Melia Putri, entitled “Exploring Students’ Experiences of Task-Based Learning: A Narrative Inquiry”. This research is a narrative inquiry that used qualitative research method. In collected of data through semi-structured interviews based on interview guidelines and data analysis by involving students in the online learning process. The finding of this research is provide information about the learning process as well as the advantages of TBLT in vocabulary learning.¹⁴

Then previous study from Ketlin Melisa Natalia Situmorang and Debora Chaterin Simanjuntak, entitled “EFL Teachers’ Perceptions of Kahoot as an Online Learning Platform in Increasing Learning Engagement Toward Enhancing Vocabulary Knowledge”. This study aims to investigate teachers’ perceptions of the effectiveness of using the *Kahoot* application in enhancing students’ vocabulary knowledge and increasing learning engagement. The study employed a qualitative research design and a narrative inquiry approach to collect data. The participants of this study is teachers with prior experience by using *Kahoot* application. And the data gathered through use a storytelling.¹⁵

According to the previous studies, as the researcher, I investigated and described the influence of flashcards as a media in teaching vocabulary for children. Therefore, I conducted research entitled “Teaching Vocabulary for Children by Using Flashcards as the Media in My Personal Experience: A Narrative Inquiry”. My focus of this research is on the children who take a literacy course. Even though there have been many similar studies related to the use of flashcards as a media for teaching vocabulary, some researchers still use the common research method. While this research is different, I researched a learning process for children, especially kindergarten children who studied reading, writing, numeric, and

¹³ Nila Kartika Putri, “The Learning Speaking Skills Strategies in My personal Experiences: A Narrative Inquiry” (Thesis Maulana Malik Ibrahim State Islamic University of Malang, 2014).

¹⁴ Windi Melia Putri, “Exploring Students’ Experiences of Task-Based-Language teaching (TBLT) in Vocabulary Learning: A Narrative Inquiry”. *Journal of Languages and Language Teaching* 10, No.2 (2022): 302.

¹⁵ Ketlin Melisa Natalia Situmorang and Debora Chaterin Simanjuntak, “EFL teachers’ Perceptions of Kahoot as an Online Learning Platform in Increasing Learning Engagement Toward Enhancing Vocabulary Knowledge,” *Journal of Languages and Language Teaching* 11, No.2 (2023): 251.

vocabulary at a library in my village, and the course was free. I used the narrative inquiry as my research method because the data are my experiences. I adopted an autobiographical narrative inquiry approach in this study to illustrate from my perspective of life experiences in teaching. Considered the reasons above, this research is significant and should be conducted.

B. Research Focus

Based on the background above, the researcher focused on finding descriptions and explanations of teaching vocabulary to children by using flashcards in a course that I was teaching. Because the data in this study are based on personal experiences, the narrative inquiry was the methodology used.

C. Research Questions

The problems below can be formulated as follows in perspective of the background given above:

1. How was my journey of teaching vocabulary in library course?
2. What are the influences of using flashcards to develop children vocabulary?
3. From my experiences teaching vocabulary to children using flashcards, what can I and others learn?

D. Research Objectives

As the formulation of the problem that has been determined previously, the objectives of this study are:

1. Describe about my journey of teaching vocabulary in a library course.
2. Describe how these experiences affect children when using flashcards to develop vocabulary.
3. Explain what I and others can learn from my experiences using flashcards as a media for teaching vocabulary.

E. Research Significances

1. Theoretical Significances

Theoretically, the purpose of this study is to analyze how children are taught vocabulary using flashcard media. The information and findings of the research is expected to contribute the development of materials and references for those who are interested in teaching by using the same media. Besides, there may be advancements in educational science and increased scientific understanding for readers.

2. Practical Significances

a. For Teachers

This study is expected to help teachers who are using flashcards to teach vocabulary to their students. Teachers can modify the media better to help students in learning vocabulary.

b. For Students

This study increased students' interest in learning by using flashcards designed with various pictures and colors. So, students did not get bored when studying.

c. For Readers or Next Researcher

This research finding can be used as additional references in teaching vocabulary or in conducting future research on similar topics.

d. For Researchers

This study is useful and given contributions to teaching English and add the knowledge of researchers about the use of media in teaching vocabulary.

F. The Organizations of Thesis

In a systematic thesis, this organizational structure helps to present a distinct and unwavering picture of the subject. The organization of the thesis is as follows:

1. The Complementary Pages

The cover or title page, the approval page, the declaration of the work's originality, abstract, *abstrak*, motto, dedication page, acknowledgments, preface, table of contents, and list of tables are all included in this chapter.

2. The Body includes:

This section contains an outline comprised of five chapters that are interconnected because they form a whole, as follows:

Chapter I is an introduction. It includes the research background, research focus, research questions, research objectives, research significance, and organizational structure of the thesis.

Chapter II is a review of related literature. It includes the theoretical description, previous studies, and theoretical framework, which can be viewed as a general pattern in teaching and learning activities carried out by teachers and students to achieve a specified goal from previous studies.

Chapter III is the research methodology and contains the research method, research setting, research participant, instruments and data collection technique, research data validity, and data analysis technique.

Chapter IV is the research findings and discussion, it contains the research result and discussion.

Chapter V is conclusions and recommendations. . The final chapter of this study provides conclusions and recommendations. It finalizes the research's findings and conclusions before continuing to recommendations for any shortcomings or improvements.

3. The Closing Page

The final section contains references, appendices, and curriculum vitae.

