

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Studying English is very important for several reason. English is the most widely spoken language in the world, and being able to communicate effectively in English can open up a world of opportunities in terms of business, travel, and cultural exchange. Many universities around the world use English as the language of instruction, so having a good command of English is essential for academic success. Many employers require employees to have at least a basic level of proficiency in English. Being able to communicate effectively in English can open up many job opportunities and increase earning potential.

Although in Indonesia English is a foreign language, it occupies an important position in our daily lives. This is particularly evident in the education system in Indonesia. English is one of the subjects taught to students from the elementary level all the way to university. The Indonesian government started introducing English to students as early as possible in the elementary level or Islamic elementary school (MI) through the Basic Education Curriculum in 1994. Since the implementation of the curriculum, English has been taught as a local subject starting from grade IV (four) of elementary school/MI. Even though the 2013 curriculum implemented in elementary schools in Indonesia overlooks English as a subject, it does not mean that English is banned from being taught in schools. Schools are still allowed to provide English lessons through extracurricular programs.<sup>1</sup>

The language learning aspect consists of four components: first, listening skills, speaking skills, reading skills, and writing skills. By mastering these four skills, it will make it easier to achieve the learning goals and objectives for

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<sup>1</sup> Byslina Maduwu, "Pentingnya Pembelajaran Bahasa Inggris di Sekolah", *Jurnal Warta edisi*: 50. (2016).

every English learning material. These four skills must supported by mastering vocabulary.

A strong vocabulary allows for more precise and effective communication in writing. By using the right words in the right context, writing can become clearer, more concise, and more engaging. In addition, a diverse vocabulary allows for more varied and interesting sentence structures and helps to avoid repetition. A wide range of vocabulary knowledge can aid in the understanding of written texts. Understanding the meaning of unfamiliar words is crucial in comprehending written materials. A varied vocabulary also allows for greater engagement with more complex texts and the ability to read a wider range of materials. A diverse vocabulary is necessary for effective listening in English. Understanding the meaning of words spoken by others is essential to comprehension. With a wider range of vocabulary, learners can better understand spoken language, whether in a classroom setting or in real-life situations. A strong vocabulary is essential for expressing oneself clearly and effectively in English. The use of more precise and varied vocabulary allows for more sophisticated and nuanced communication. Additionally, a wide range of vocabulary enables learners to express themselves in different contexts and for different purposes.

Learning vocabulary is one of the important factors in all language teaching, students must keep learning word as they learn structure and as they practice sound system. Moreover, those words have a vital role in conveying students's expression, ideas, and their thought in learning process. On the contrary, many students have lack of vocabulary. They get difficulties in understanding a sentence or in producing expression. They often keep passive when teacher teaches in the class. All of these problems can come from student themselves or from the teacher. In teaching way, commonly teacher teach the way they learned. They do the same manner to the students without thinking about students need.

The various benefits that students can gain from mastering English will not be achieved if English learning in class is uninteresting and boring for them. Based on the author's observation in MI Al-Manar Sedan, student has low interest in the classroom, such as being inactive in class and not participating in learning activities, being easily distracted by things outside of learning, frequently absent or late to school and class. This issue must be addressed immediately so that student interest in learning can be maintained and learning goals can be achieved. Using engaging learning media is a solution that can enhance students' learning interest. Media in the perspective of education is a very strategic instrument and determines the success of the teaching and learning process because it can directly provide certain dynamics to students. Learning media are tools, methods, and techniques used to make communication and interaction between educators and students more effective in the education and teaching process in schools.<sup>2</sup>

Additionally, in teaching and learning process, media is also defined as graphic, photographic, or electronic tools for capturing, processing, and reconstructing visual or verbal information. AECT (Association of Education and Communication Technology) limits the media as all forms and channels used for information message. Aside from being a conveying or introductory system, media is often replaced with the word 'mediator' which regulates an effective relationship between two parties in the learning process, namely students and the contents of the lesson). Nowadays, one of the important aspects in teaching and learning process is the use of technology, which many years has been replacing the dominant of traditional media. Currently, the development of technology and the internet is rapid and constant. The big role of internet is reducing the time of physical interactions

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<sup>2</sup> Nalahuddin Saleh, Salma Nur Fauziah, Hikmah Maulani, Shofa Musthofa Khalid, dan Yusuf Ali Tantowi, "The Use of Scrabble as A Learning Media in Arabic Learning". *Proceedings of the Sixth International Conference on Language, Literature, Culture, and Education (ICOLLITE)*, Vol. 722 (2022): 358.

between students and teachers in achieving similar or better effects in improving language skills. Therefore, the teaching learning process needs appropriate media for this era.<sup>3</sup>

Media as one of the usual aids is most available resource for language teacher that is used for centuries to help students and practice foreign language effectively. Learning media can be understood as the media used in the learning process and objectives. In essence, the learning process is the same as communication. The learning media can be understood as a communication medium used in the communication process, learning media has an important role as a means to deliver the learning messages. Hence, by using media in the teaching and learning process can facilitate the educators in delivering the material to the students. Besides, using media in teaching process can stimulate the students' attention and interest in understanding the learning material easily. The purpose of using learning media in learning process is not only to complete the learning process and to attract the attention of students, but it aims to facilitate the teaching and learning process so that it can improve the quality of teaching and learning.

Learning media can overcome the limitations of students' experiences. Since each student's experience varies, using the appropriate media allows all objects to be presented to the students. Learning media is an essential part of the teaching and learning process. Arsyad outlines the benefits of teaching media in the teaching and learning process as follows; 1) Teaching media can clarify the presentation of messages and information, thereby facilitating and enhancing the learning process and outcomes. 2) Teaching media can increase and direct children's attention, thus fostering learning motivation, more direct interaction between students and their environment, and enabling students to learn individually according to their abilities and interests. 3) Teaching media can overcome limitations of senses, space, and time. 4) Teaching media can

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<sup>3</sup> Durratul Hikmah, "Media for Language Teaching and Learning in Digital Era", *IJOEEL* Vol. 01, No. 02. (2019): 84.

provide students with similar experiences regarding events in their environment and facilitate direct interaction with teachers, society, and the environment. Arsyad's opinion on the benefits of learning media above can be summarized as follows: learning media can assist the teaching and learning process. The delivery of messages and lesson content can be well received by students.<sup>4</sup>

In education, teachers have various options for instructional media they can use in their classes. These media can be broadly classified into "non-technical" and "technical" categories. Non-technical media include traditional tools like blackboards, flashcards, posters, and maps, as well as real-world objects. Meanwhile, technical media usually refer to electronic tools such as audiotapes, television, computers, and language laboratories. There are three main types of instructional media: visual, audio, and audio-visual.

Conventional and monotonous learning where educators dominate the teaching process makes students feel bored and unmotivated to participate. The learning process becomes less stimulating and less engaging. Students are not actively involved in learning activities. Communication tends to be one-way or two-way at most. Students mostly sit and listen to the teacher without asking questions or expressing their opinions. As a result, students become bored and unmotivated to participate in learning activities.<sup>5</sup> Learners experiencing learning boredom will find it difficult to concentrate because concentration in learning fundamentally requires readiness to learn. When learners feel bored, they are not yet ready to understand the lesson explanations provided by their teachers.<sup>6</sup> This condition necessitates educators to innovate in their teaching methods.

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<sup>4</sup> Arsyad, *Media Pembelajaran*, (Jakarta: Raja Grafindo Persada, 2002)

<sup>5</sup> Syaparuddin, "Strategi Pembelajaran Aktif Dalam Meningkatkan Motivasi Belajar Pkn Peserta Didik", *Mahaguru*, (2020): 31.

<sup>6</sup> Ramadhani Oktavia Rahma dkk, "Pengaruh Kejenuhan Terhadap Konsentrasi Belajar dan Cara Mengatasinya pada Peserta Didik di SDN 1 Pandan", *Jurnal Pancar*, Vol. 6, No. 2 (2022): 243.



Some researchers indicate that working with flash cards help learners in acquiring vocabulary more effectively than word lists . It can be seen that flash cards have been used for teaching a variety of purposes during the history of language teaching. An example is to help students to improve word recognition if they are poor readers. Another example is to teach students to practice their vocabulary development and completion drills in the learning of foreign language. Flash cards have also been used in teaching English as second language. They are used not only for teaching vocabulary but also for teaching propositions, articles, sentence structures, tenses, and phrasal verbs. In addition to teaching vocabulary, flash cards have been used to improve both comprehension and reading speed. As result investigation on flash cards from Komachali's paper "The Effect of Using Vocabulary Flash Card on Iranian Pre University Students's Vocabulary Knowledge", this research proved vocabulary flash card is an effective way of enhancing vocabulary learning for students.<sup>7</sup>

Starting from those above phenomena the writer in this particular writing inteds to investigate "The Effectiveness Of Using Flash Cards In Teaching Vocabulary For The Five Grade Of Elementary School in MI Al-Manar Sedan".

## B. Problem Statement

Based on the previous background, the researcher formulates the problem statement as follow: To determine the effectiveness of using flash card in teaching vocabulary for the five grade students of MI Al-Manar Sedan?

## C. Research Objective

Related to the problem statement, the objective of this research is to find out the effectiveness of using flash card in teaching vocabulary for the five grade students of MI Al-Manar Sedan

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<sup>7</sup> Maryam Eslachcar Komachali, "The Effect of Using Vocabulary Flash Card on Iranian Pre University Students's Vocabulary Knowledge", *International Education Studies* Vol. 5, No. 3. (2012): 134-147.

#### **D. Research Significances**

##### **1. Theoretically**

Expected to add references, knowledge and information relating to the application of flash card in teaching english at elementary school.

##### **2. Practically**

The result of the study is to give an alternative technique to the teaching of english vocabulary in elementary school and to make teaching vocabulary easier and more enjoyable for the students. Then, it is expected to be a reference to conduct further research about this study.

