

## CHAPTER I INTRODUCTION

There are seven major sections in this chapter. They are research background, research focus and scope, research questions, research objectives, research significance, definition of key terms, and organization of the thesis.

### A. Research Background

Language is an instrument of communication. Without communication, we are going to be outdated. To communicate with someone, we need language for communication to go fluently. Language helps someone to understand themselves and the world.

A system of arbitrary voice symbols utilized for human communication<sup>1</sup>, according to Wardhaugh, is language. Language, according to Charles W. Kreidler, is a system of symbols that humans use to communicate.<sup>2</sup> Furthermore, according to Lim Kiat Boey, A social phenomena, language. It is a way for people to communicate with one another. Additionally, it helps kids establish a connection with their surroundings.<sup>3</sup> All types of communication in which a person's thoughts and feelings are symbolically expressed to communicate meaning to others are collectively referred to as language.

English is currently one of the languages that is used the most in daily life. Students must learn vocabulary as a foundation for communication in order to assist the mastering of English language skills. A vocabulary, in Rai's opinion, is a list of words that are often presented in alphabetical order. A list of terms required to define concepts in that field and be utilized in speech is referred to as technical, medical, and legal

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<sup>1</sup> Djoko Srijono, *An Introductory Course of Linguistics* (Surakarta: Muhammadiyah University Press, 2001), 1.

<sup>2</sup> Charles W. Kreidler, *Introducing English Semantic* (New York: The Tailor and Francis Group, 1999), 3.

<sup>3</sup> Lim Kiat Boey, *An Introduction to Linguistics for the Language Teacher* (Singapore: Singapore University Press, 1997).

vocabulary.<sup>4</sup> The collection of words someone uses is also known as their vocabulary. Vocabulary is essential to language and to the typical language learner, according to Coady, J., and Huckin.<sup>5</sup> It implies that vocabulary is made up of every word that a language's speakers use.

A learning process that is innovatively conceived, produced, and maintained for students while utilizing multiple strategies to foster a positive learning environment. Utilizing learning media—there are a variety of engaging learning media that can be utilized for vocabulary learning—is one innovative way to teach and learn vocabulary. To improve their students' command of vocabulary, the teachers employed flashcards as a teaching tool.

Visual learning media is a set of tools for conveying messages in learning that can be captured through the sense of sight without sound from the tool. In the Qur'an letter Al-Baqarah verse 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

(31) And He taught Adam the names - all of them. Then He showed them to the angels and said, "Inform Me of the names of these, if you are truthful."<sup>6</sup>

Based on this verse, Allah taught the prophet Adam a.s the names of all objects on earth, and then Allah ordered the angels to mention them, which the angels did not actually know.<sup>7</sup>

Flashcards are cards with words, figures, or drawings that are used as a learning tool and are briefly exhibited (as by a

<sup>4</sup> Urmila Rai, *English Language Communication Skills* (Mumbai: Himalaya Publishing House, 2010), 112.

<sup>5</sup> Coady, James and Huckin, Thomas, *Second Language Vocabulary Acquisition: A Rational for Pedagogy* (Cambridge: Cambridge University Press, 1998).

<sup>6</sup> Terjemahan makna Alquran Alkarim - Terjemahan Berbahasa Inggris - Sahih Internasional

<sup>7</sup> Mochmad Husen, *Konsep Pendidikan Islam dalam Al-Qurán surat Al-Baqarah ayat 31-32*, 98.

teacher to a class), according to Merriam and Webster.<sup>8</sup> Students can learn words more easily by using flashcards as visual aids. The vibrant graphic can draw students' focus to the lesson at hand. As a result, the students will be able to speak English with others. Additionally, according to Lado, the words "flash" and "card," both of which refer to pieces of stiff paper or thin cardboard used for various purposes, respectively, are derived from the term "flash," which implies rapidly, briefly, suddenly, at once.<sup>9</sup> Flashcards are cards that have been made or printed with the words or visuals that best convey their meaning rather than definitions or both. Flashcards, on the other hand, are useful. It is portable and transportable at all times. The teacher can draw on the chalkboard more quickly if they are using flashcards. It can be kept and used once again for many ages and contexts,<sup>10</sup> because they may be adjusted to meet the needs of the students, flashcards are a useful tool for teaching vocabulary.

The fact that the flashcards are made to be vibrant and well-organized helps to keep students' interest and motivation in their studies. based on La Aba's article in the journal, "Flashcards as a Media in Teaching English Vocabulary."<sup>11</sup> Then, based on the research by Yesi Angreini, entitled Using Flashcards as a Media to Enhance Students Vocabulary Mastery in the Seventh Grade of MTs N 1 Lampung Timur, it was discovered that using flashcards for vocabulary mastery in the seventh grade had significantly improved.<sup>12</sup> Therefore, the researcher draws the conclusion that the use of flashcard media can improve students' vocabulary mastery based on this publication and research.

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<sup>8</sup> Merriam and Wabster, *Meriam-Webster's Collegiate Dictionary* (USA: Merriam Webster's inc, 2003), 476.

<sup>9</sup> Lado R, *Language Teaching: A Scientific Approach* (New York: M.C Graw Hill Inc, 1964).

<sup>10</sup> Fery Angga Widiastuti, *Improving Students' Vocabulary Mastery Using Flash Cards* (Sebelas Maret University), 151.

<sup>11</sup> La Aba, *Flashcards as A Media in Teaching English Vocabulary* (IAIN Sultan Amai Gorontalo, 2019), 178.

<sup>12</sup> Yesi Angreini, *Utilizing Flashcard As Media To Enhance Students' Vocabulary Mastery At The Seventh Grade Of MTs N 1 Lampung Timur* (IAIN Metro, 2017), 65.

Having a strong vocabulary is crucial for sentence composition. Students must expand their vocabulary in order to organize sentences. However, the majority of MTs Darul Ulum Kudus students had trouble comprehending vocabulary and word meanings. Due to their limited vocabulary, the students were unable to talk clearly in English.<sup>13</sup>

According to the teacher's interview, the majority of the seventh-grade MTs Darul Ulum Kudus students are vocabulary-poor. They continue to struggle to comprehend the meaning of new vocabulary. When the teacher explains the content in English, they do not understand what is being said. Students have trouble communicating their ideas. Finally, the teacher used interesting media, specifically flashcards. The teaching and learning process will benefit from the use of flashcards, which also help students learn language. Teachers may find it simpler to teach the information to the students while using flashcards.<sup>14</sup>

The researcher is interested in studying "The Use of Flashcards Media to Increase Students' Vocabulary Mastery for the Seventh Grade at MTs Darul Ulum Kudus" based on the background information given above.

## **B. Research Focus and Scope**

There are several restrictions on this study. This study's goal is narrow enough not to include many unrelated items. The provisions of the research problem's environmental space are explained by this restriction. The use of flashcards to increase students' vocabulary mastery in the seventh grade at MTs Darul Ulum Kudus is the main topic of this study.

## **C. Research Questions**

According to the research context described above, the primary issue with this study is:

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<sup>13</sup> Interview with Ani Fitriani, English teacher seventh grade on September 18, 2020, at MTs Darul Ulum Kudus.

<sup>14</sup> Interview with Ani Fitriani, English teacher seventh grade on September 18, 2020, at MTs Darul Ulum Kudus.

1. How is the implementation of the use of flashcards media to increase students' vocabulary mastery for the seventh grade at MTs Darul Ulum Kudus?
2. What are the supporting and obstacles in using flashcards media to increase students' vocabulary mastery for the seventh grade at MTs Darul Ulum Kudus?

#### **D. Research Objectives**

It is clear from the foregoing phrasing of the issue that the following describes the aim of this study:

1. To explain how the seventh-grade students of MTs Darul Ulum Kudus are using flashcards to increase their vocabulary mastery.
2. To understand what the support and obstacles of using flashcards in the seventh grade at MTs Darul Ulum Kudus to increase students' vocabulary mastery.

#### **E. Research Significances**

1. Theoretical Significances
  - a. The study's findings are intended to improve students' vocabulary mastering through the use of flashcards, particularly for students in the seventh grade who have trouble understanding and expanding their vocabulary.
  - b. It is anticipated that the findings of this study will advance and enhance science in English education about the use of flashcard media to improve students' vocabulary knowledge for the seventh grade.
2. The practical significances of this study are:
  - a. The findings of this research can serve as inspiration for teachers to choose the best medium for English teaching and learning, particularly for vocabulary mastering, in order to help students achieve the best learning outcomes.
  - b. For students, to facilitate speedy vocabulary learning and comprehension of flashcard media.
  - c. Resources for similar researchers are still available.

3. Pedagogical Significances
  - a. The students are allowed to be present in the process of understanding and gaining knowledge rather than just passively receiving information.
  - b. The students form groups of learners that learn together and work to solve a problem, build strategies, ideas, create products or complete a task.
  - c. The students are given a learning environment that helps them in connecting with their learning across the syllabus.
  - d. The students are expected to evaluate themselves. It means observing the activities of the teachers and other students in the classroom and analyzing why they do it and how it works.
  - e. The educators are expected to not just answer the queries of the students, but also build a culture where their ideas are explored, challenged, improved, and refined. It aims to take the students from the position of wondering about a question to understanding the answer and then questioning it further.

## **F. Definition of Key Terms**

1. The Use of Flashcards Media to Increase Students' Vocabulary Mastery

The term "use" refers to using a tool, technique, object, etc. for a certain goal.<sup>15</sup> An 18 by 6 inch piece of cardboard called a "flashcard" has a word, statement, or simple outline drawing on it. The word "card" refers to a piece of stiff paper or thin cardboard that is used for a variety of functions, and the word "flash," which indicates rapidly, briefly, instantly, at once.

The Latin word "medius," which meaning "middle," is where the term "media" originates. In principle, all types of media serve as a conduit for spreading, carrying, or delivering messages and ideas to their intended audience. Increase refers to an increase in something's

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<sup>15</sup> Oxford, *Oxford Learner's Pocket Dictionary* Fourth Edition (New York: Oxford University Press, 2008), 488.

quantity, number, or value.<sup>16</sup> The ability to comprehend the full range of words and their meanings in a given language is what is meant by "vocabulary mastery."

2. For the Seventh Grade at MTs Darul Ulum Kudus

The children that have been attending MTs Darul Ulum Kudus are the ones who are referred to as being "for the seventh grade." In Kudus - Pati KM 5 Street, Ngembalrejo, Bae District, Kudus City, 59322, you can find MTs Darul Ulum Kudus.

### **G. Organization of Thesis**

This research is organized into five chapters by the researcher. It is structured as shown in the list below.

The research background, research focus and scope, research questions, research objectives, research significances, definition of key terms, and organization of thesis are all covered in Chapter I (Introduction).

This chapter's Chapter II (Review of Related Literature) discusses theoretical description, theoretical framework, and review of the previous study.

The research method, research setting, research participants/subject, data source, instruments and data collection technique, research data validity, data analysis technique are all described in Chapter III (Research Methodology).

Research findings and discussion are included in Chapter IV (Research Findings and Discussion) of this chapter.

This chapter's conclusions, implications, and recommendations are covered in Chapter V, "Conclusion."

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<sup>16</sup> Oxford, *Oxford Learner's Pocket Dictionary* Fourth Edition (New York: Oxford University Press, 2008), 224.