

CHAPTER I

INTRODUCTION

This chapter presents the introduction parts of the research with the elaboration as follows; the background of the research, the statement of the problem, the objective of the research, the significance of the research, the scope of the research and the operational definition.

1.1 Background of the Research

Teaching vocabulary is important to young learners, that prepares the students to introduce vocabulary in early ages. Clark (1993) in “Teaching Vocabulary”, words are the starting point without which children cannot talk about people, places and things, about actions, relations or states. By learning vocabulary, the students can add many words. Considering the importance of vocabulary competence in learning English, the teacher should find the appropriate technique and media to teach vocabulary especially to young learners, so the classroom will be more active and the students more excited to study.

There are many media in teaching vocabulary, one of them is by using flashcard. Flashcards is one of media in teaching learning process as well as other media such as charts, cartoons, maps, etc. Flashcards indicate as a picture, word, and instruction. The form of flashcards is cards measure A4 papers amount to 30 to 50 cards. Every cards are contain of picture and name of it picture. Usually flash cards grouped appropriates with it varieties, for example group of picture fruits, vegetables, part of body, animals, transportation, etc. Flashcards used for all content of class. Because of the size of flashcards is big in order to students can match clearly. Usually, the teacher holds some flashcards and than move the different cards quickly to look the student. Changing of cards doing quickly, may be it make the reason why namely of flashcards (flash = sekilas, dengan cepat).

According to Suyanto (2007:109) Flashcard is a set of A4 sized-paper consisted of 30 to 50 cards. Every card contains of picture and name of it picture. Usually flash cards grouped appropriates with it varieties, for example group of

picture fruits, vegetables, part of body, animals, transportation, etc. Halliwell (1992:41) states that flashcards are kinds of cards contain pictures, words, instructions that are arranged in various combinations. The pictorial form of flashcards is chosen with assumption that pictures give a clear concept of what a word or structure may mean.

From that fact, Flashcard is one of teaching media that is very appropriate to young learners. Teaching vocabulary by using flashcards can make the students excited and understand on the English vocabulary. Instructional media such as flashcards also give a clear concept of information given. Flashcards can give variations in teaching learning process. It is used according to the theme of the lesson. For example, theme is about kinds of fruits. The teacher shows several cards contents of picture fruits quickly, there are apple guava, mango, strawberry, orange, etc and students respond it quickly by mentioning words based on the picture. In flashcard, the picture is full color. So that, the students will be interested to learn English vocabularies.

Rahmasari (2016) found that flashcard implementation was effective in teaching vocabulary of fourth grade of SDN Sukosari 02 Dagangan. Flashcards contributed for the students' competence and achievement. There were no weaknesses about the use of flashcards in teaching vocabulary for elementary school students. Wardani (2015) also found that the students' responses taught by were positive. They enjoyed the process of teaching vocabulary by using flashcard and it makes the students active and easy to memorizing the word.

Based on the teacher's information some of students difficult to understand and memorize the word because the students feel bored and not interested in teaching and learning process. So the teacher using flashcard to help the students understand and easy to memorize the word. Moreover, young learner used their visuals and realia to make them interested with something they learnt. Ellyawati(2005:11) stated that visual aids are the aids that could be seen only. It can help the teacher in delivering the message or the content of education theme to the learners by the picture.

Based on the explanation above, the writer wants to conduct a research entitled “Using Flashcard in Teaching Vocabulary for Young Learners (A Narrative Study at MINU Miftahul Huda 4 Dawe Kudus)”.

1.2 Statement of the Problem

After knowing the background of the study above, the statements of the problem of this research can be stated as follow:

How is the use of flashcard in teaching vocabulary for young learner by the teacher?

1.3 Objective of the Research

To describe the use of flashcard in teaching vocabulary for young learner by the teacher.

1.4 Significance of the Research

The writer hopes, the result of this study will be useful for:

1. English teacher

It provides information for teachers concerning with the implementation of using flashcard in teaching vocabulary.

2. Writer

This study gives the writer information about the use of flashcard in teaching vocabulary.

3. The further researcher

The result of this study could be used for reference for further researchers.

1.5 Scope of the Research

In this research, the writer would like to focused on the use of flashcard in teaching vocabulary for young learner. Based on the English teacher experienced some of students difficult to understand and memorize the word. Thus, the English teacher choose flashcard as media in teaching vocabulary. The subject of this research was a English teacher. The research was limit this only for the use of flashcard in teaching vocabulary for young learner.

1.6 Operational Definition

Avoiding misunderstanding, some terms are defined as follow:

1. Flashcard as media in teaching vocabulary for the research. Flashcard means a cardboard contain picture as a media to teach vocabulary.
2. Narrative study as design of this research. It means that the narration is written by the researcher is based on the subject told.
3. Fourth grade teacher means the English teacher at MI NU Miftahul Huda 4 Dawe Kudus as a subject of interview in this research.

