

CHAPTER I

INTRODUCTION

A. Background of the Study

The English language of today reflects many centuries of development.¹ It also happens in Indonesia as the one of development country.

As a foreign language in Indonesia, English is seriously learned by many people to have a good prospect, to be the community of international world. It is taught from elementary school up to the university. Nowadays in line with the Indonesian government's plan to the nine year basic education, English teaching in elementary school has been possible. It is based on the 1994 Curriculum of Elementary School, in which English is taught as a local subject.

English is considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language being look at from the system of structure, pronunciation and vocabulary.

English teaching involves of four language skills, they are Listening, Speaking, Reading and Writing. The four skills are closely interdependent. In teaching and learning a language, there are four aspects that support four language skills above such as: grammar, vocabulary, spelling and pronunciation that are also taught in English teaching and learning process.

¹Albert C.Baugh and Thomas Cable.*A History of the English Language Fifth Edition*, Routledge. Taylor and francis group. P.1.

The beginning steps in learning language that have to be conducted by learners are being able to know the words, to understand the meaning and to use them in communication. Moreover, in the early stages of learning a language, one is better introduced to vocabulary than grammar. Learning vocabulary is the fundamental Step to learn a foreign language.² Without an extensive vocabulary, the students will be unable to use the structure and function. Thus, in learning English, students have to learn vocabulary first in order to master English. Mastering vocabulary is important for learners since vocabulary knowledge, as one of the basic components, plays an important role in the four language skills. It gives contribution to learners to perform their skill better. It is impossible for the students to perform their English appropriately, if their vocabulary is very poor. In short, by having limited vocabulary, the students find it difficult to master the language skills, since a good store of words is crucial for understanding and communicating. Therefore, vocabulary mastery must be the first priority in English language teaching.

According to Nunan, Vocabulary is essential for successful second language learning because without an extensive vocabulary the students will be unable to use the structure functions. The students' have learner for comprehensible communication.³

Furthermore, Endang Fauziaty states that Vocabulary is central to language and critical importance to typical language learner. Without a sufficient

²Emrah Baki Başoğlu and Ömür Akdemir, *a Comparison of Undergraduate Students' English Vocabulary Learning: Using Mobile Phones and Flash Cards*. Turkey: TOJET, 2010, p. 1.

³David Nunan, *Second Language Teaching and Learning*, New York: Thompson publishing company, 1999, p. 101.

vocabulary, someone cannot communicate or express his ideas in both oral and written form effectively. Having limited vocabulary is also a barrier which precludes learner from learning a foreign language, we do not know to enrich their vocabulary, and for example they gradually lose their interesting in learning.⁴

Vocabulary plays a very important role in all levels of study including elementary school. Therefore, it is clear that teaching vocabulary to the elementary school students is very important for the basic knowledge in mastering the four English skills.

A good mastery of vocabulary helps the learners to express their ideas precisely. By having many stocks of word, learners will be able to comprehend the reading materials catch other talking, give response, speak fluently and write some kind of topics. On the contrary, if the learners do not recognize the meaning of the words use by those who address them, they will be unable to participate in conversation, unable to express some ideas, or unable to ask for information.

Therefore, the mastery of this element should be ensured and develop. Otherwise, the vocabulary mastery of the children will be limited and consequence of it is that they will find difficulties in learning the skills of the language.

In teaching learning process, the teacher should be able to make a good situation for easy learning in classroom. It is also important to find the best or the effective technique including media used in teaching English vocabulary. As we

⁴Endang Fauziaty, *Teaching of Language as Foreign Language*, Surakarta: Universitas Muhammadiyah, 2002, p.155.

know media is a tool using by someone that help her/him easy to describing something for other people.

Sadiman stated that Media are everything that used to transfer message from the senders to the receivers in order to stimulate the student's thought, feeling, attention and interest, in such away, so that the process of learning happen.⁵

Utilizing media as teaching aids are needed to help the student's understanding and to increase the effectiveness in the communication between teacher and students in the teaching and learning process. It is also used to stimulate the students' motivation and students' interest to the lesson.

One of the main functions of the teaching media is the teaching aid that will influence the climate, the condition and the environment of learning organized and created by the teacher.⁶

There are some Media can be used by the English teachers to help their students in understanding and mastering English vocabulary. By using the media, some problems in mastering and understanding vocabulary can be minimizing. Especially in elementary school, the students need media to help them in understanding and mastering English vocabulary.

One of media can be used in the English teaching learning process is Flash card. As a media, Flashcard is a one of visual media that can be used in the teaching learning process that can help the students and the teacher to make their perceptions similar.

⁵Arif. S. Sadiman, R. Raharjo, dkk, *Media Pendidikan (Pengertian, Pembangunan dan Pemanfaatannya)*, Jakarta: Raja Grafindo Persada, 1996, p.6.

⁶Azhar Arsyad, *Media Pengajaran*, Jakarta: Raja Grafindo Persada, 2000, p. 15.

Geoffrey Broughton states that Flashcard is a card with writing or a picture held up briefly by the teacher to illustrate a teaching point or elicit a response from a class.⁷

Based on the statements above the writer would like to conduct an experimental research entitled: **“THE EFFECT OF FLASHCARD MEDIA ON VOCABULARY MASTERY AT THE FOURTH GRADE STUDENTS OF MIS NU PALANGKA RAYA”**.

B. Problem of the Study

Based on the background of the study, the writer would like to formulate the problem as follow:

Do the students at the fourth grade students of MIS NU Palangka Raya taught by using flashcard gain better scores in vocabulary than before using flashcard?

C. Objective of the Study

The objective of the study is to measure the effect of flashcard Media on Vocabulary Mastery at the Fourth Grade Students of MIS NU Palangkaraya located in Jl.Dr.Murjani.

⁷Geoffrey Broughton and All. *Teaching English as a Foreign Language Second, Edition*. New York. Taylor & Francis e-Library. 2003. p. 219.

D. Significances of the Study

The study has two significances; those are theoretical and practical significances. Theoretically, this study can contribute some findings as the reference for the next researchers to conduct another vocabulary research. Practically, it can give contribution for the English teachers as an evaluation of their procedures of teaching vocabulary. With this evaluation, the teacher can improve their teaching method especially related to the implementation of teaching vocabulary using flashcard. The results of study may be useful for the students to know how far their mastery in vocabulary. Therefore, the weakness in this skill can be improved.

E. Scope and Limitation

The scope of the study was only discussed the effect of flashcard media on vocabulary mastery at the fourth grade students of MIS NU Palangka Raya. Based on teacher's handbooks and also based on syllabus given by the school, the writer decided to choose nouns (content word) as the materials and the topic is Animal.

The limitation of the study was only conducted at fourth grade (IV-B) students of MIS NU Palangka Raya, so that the result could not be generalized to the other fourth grade students of elementary school.

F. Assumptions

1. Flashcard can be used in teaching vocabulary.
2. Flashcard can improve students' vocabulary mastery.
3. Flashcard is suitable for young learners.
4. There is a significant different in students' score before using flashcard and after using picture media based on several researches.

G. Variable of the Study

1. The independent variable of the study (X) is Flashcard media that used on teaching vocabulary for the IV-B students' at MIS NU Palangka Raya.
2. The dependent variable of the study (Y) is the students' mastery on vocabulary of the IV-B students' at MIS NU Palangka Raya.

H. Definition of Key Terms

1. Flaschcard

Flashcard is a one of visual media that can be used in the teaching learning process that can help the students and the teacher to make same perception. According to Geoffrey Broughton "Flash card isa card with writing or a picture held up briefly by the teacher toillustrate ateaching point or elicit a response from a class."⁸

⁸Geoffrey Broughtonat.all,*Teaching English as a Foreign Language SecondEdition*,p. 219.

2. Vocabulary

Vocabulary is the words that students have learned or need to learn to increase their general literacy and their store of knowledge. In general, the greater the students' vocabulary, the greater their capacity to learn new information and new ideas.⁹ According to Oxford Learner's Pocket Dictionary, "Vocabulary is: (1) all the words that a person knows or uses; (2) all the words in a language; (3) List of words with their meanings, especially in a book for learning a foreign language".¹⁰

From the definition above, the writer may conclude that Vocabulary is one of the components, which have to be mastered well by the students in learning English. If the students are lack of vocabulary, they will have some difficulties in using English.

3. Mastery

Mastery is a level of achievement at which a student can be said to understand a concept thoroughly or demonstrate a skill flawlessly.¹¹ Hornby also states that mastery is a level of achievement at which a student can be said to understand a concept thoroughly or demonstrate a skill flawlessly.¹²

⁹ Diane Ravitch, *EdSpeak: A Glossary of Education Terms, Phrases, Buzzwords, and Jargon*. New York, Unpublished. p.225.

¹⁰ Hornby A.S, *Oxford Learner's Pocket Dictionary New Edition*, China: Oxford University Press 2000, p. 482.

¹¹ Diane Ravitch, *EdSpeak: A Glossary of Education Terms, Phrases, Buzzwords, and Jargon*. New York, Unpublished, p. 141.

¹² Hornby A.S, *Oxford Learner's Pocket Dictionary New Edition*, China: Oxford University Press 2000, p. 141.

In other word, mastery is a level where the students understand and also able to apply the materials given flawlessly, and they also able to do everything that related to the lesson thought, and they also get the score appropriate to the standard which used in the subject.

I. Frame of the Discussion

The frame of the discussion of this study could be drawn as follows:

CHAPTER I: INTRODUCTION

This chapter consists of Background of the Study, Problems of the Study, Objectives of the Study, Significances of the Study, Scope and Limitation of the Study, Variable of the Study, Definition of the Concept, and Frame work of Discussion.

CHAPTER II : REVIEW OF RELATED LITERATURE

This chapter consists of Previous studies, Vocabulary, Flashcard, Teaching Vocabulary Using Flashcard, Teaching English Vocabulary for Elementary School Level, Frame of Thinking.

CHAPTER III : RESEARCH METHODOLOGY

This chapter consists of Time and Place of the Study, Approach and Type of the Study, Population and sample,

Data collecting Technique, Data Processing Procedure, Procedure of Collecting Data, and Data Analysis Procedure.

CHAPTER IV : THE RESULT OF THE STUDY

Description of Data, Consists of The Scoring System, the Result of Data Analysis, The Description Of Pre-test Score, the description of Post Test score and the result of data analysis.

CHAPTER V : CLOSING

This chapter consists of Conclusion and Suggestion.