

CHAPTER I

INTRODUCTION

This part covers the background of the study, problem of the study, objective of the study, significance of the study, variable of the study, definition of the concept, framework of the discussion and hypotheses.

A. Background of the Study

English is one of international languages, which is used through out the world and also English is used in many fields of life such as : in Politics, Economics, Social and Education. Therefore, English as a language in international communication is clearly needed by many learners to deliver thought and interact in a variety of situation. English is one of the foreign languages for Indonesian students, that must be learn in school since kindergarten level until University level. 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. In teaching and learning a language, there are four aspects that support four language skill above such as : grammar, vocabulary, spelling and pronunciation that are also taught in English teaching and learning process. Reading, listening, writing, and speaking skill need a wide vocabulary acquisition. The acquisition of vocabulary becomes the most important part in learning foreign language. It is fundamentals of a language because vocabulary has significant role in communicating process. The communication will succeed or not it depends on

the accurate vocabulary understanding. Students cannot listen, speak, read and write well if they do not know the vocabulary well. They cannot do anything with four skills if they do not know vocabulary and any single words well. Vocabulary is one of important aspects in teaching language, as stated by Edward in his book, "Vocabulary is one of the important factor in all language teaching, student must continually be learning words as they learn structure and as they practice sound system"¹

One thing that may not be neglected in teaching and learning English for foreigners is to each vocabulary because without knowing vocabulary people cannot communicate with each other. Success and failure in learning English as a foreign language may be evaluated by the progress of students in language acquisition and cultural understanding and in the development of a positive attitude toward language learning. However, the most important factors depends on the basic procedure being used by the teacher. A good method can be useless in the hands of a teacher who does not know how to use it; a good teacher can be ineffectual with a poor method.

In English teaching, a teacher has to think a suitable way, subject material and how to apply it in a classroom. Teacher should be creative to teach this subject in various ways and to stimulate learners in order to feel comfortable in teaching learning process. while the facts on the ground if the students have

¹Edward, David Allen and Rebecca M, Vallete. *Classroom Technique. Foreign Language and English as a Second Language*,(New York: Harcout Brave Javanovich 1997), P.149.

difficulty in understanding the meaning of a word in teaching learning process, teachers often apply several ways:

1. Told the students looked up the word in the dictionary
2. Inform the meaning of the word directly

While the effect of that ways will give bad result for the students, because :

1. Only some students has dictionary
2. The student becomes dependent on dictionary rather than on understanding the context of the word.
3. Students often wait on the meaning of the word comes from the teacher

View the fact in the field and observed to nature of the student who still likes to play, so that can make them difficult to concentration on teaching learning process, teachers should be able to make students interested in learning specifically remember well and concentrate on the vocabulary provided. There are many ways in teaching and learning English as a solution for teacher's problems. Exactly, He or She usually uses the easiest and simplest ways in teaching and learning process. In the classroom, teacher usually gives simple words and using media aids to give an alternative technique of teaching and learning process. If we wish to think and communicate more effectively, we must increase our vocabulary and improve your word using skill. There are many methods in improving vocabulary such as, by using songs, pictures, games, etc. The best way to develop rich vocabulary is to have reach experiences travel, going to movies, plays, and concerts, seeing things, meeting people, listening to good conversation, and

selecting going television broadcast.² The success of using a method is a success of teaching learning process that function is to determine quality of education.

In this case, the writer chooses flash card as a media to teach vocabulary. The reason why the writer chooses flash card, because using Flashcards in general learning used to young learners, specially relate to the memorization. Multiple intelligence theory told by Howard Gardener remind the teacher about student owning type learn different. Research which performed by Gardener indication that in PBM, teacher ideally can accommodate the different type. Because most children is visual learners, so that the flash card is use with the colour draw can very useful to teach them.³ Besides, the reason why the researcher choose flash card as a media, because the teacher never used it before. Then, Using pictures as teaching aids can give a great help to the teacher in the class. The students will not always be successful in learning english just by listening to the explanation from the teacher or by reading many books. Therefore, in this study the writer chooses pictures as teaching aids in teaching vocabulary to the eighth grade of MTs MUSLIMAT NU Palangka Raya.

Flash Cards is simple media in the form of picture card but very useful to present and train the vocabulary that introduce by a surgeon from Philadelphia, Vennsylvania, Glenn Doman, in 1940.⁴ Flash Cards represent the correct media to assist the student remember and study the new information. This card is easy to

²Nana Sujana, *Metode Statistika : The world book student hand book*, Chicago : Child craft international, Inc, 1978, P. 82.

³Joanna Budden, British Council, Spain at en.wikipedia.org/wiki/flashcard. (accesed on june 06, 2013)

⁴Yulia Hermawaty, "*Strategi Media Flashcard untuk mengatasi kebosanan siswa dalam pembelajaran bahasa Mandarin di TK Putrasaka Surakarta*", ThesisD3 programme, State University of Surakarta, 2011

made and used. Besides Flashcards is often times used in English instruction But non meaning cannot be used in the field of other. any area Study can exploit this media. Flashcards also can be used to create the memory gamete, review quizzes (lesson repetition), guessing game, even to introduce the topic of discussion as a visual media, it more effective and helpful tools to motivate learners in language learning and to explain word meaning that cannot be understood into classroom. Picture can also help teacher to make class to be more active and lively. Therefore, learners have a lot funs during the lesson. It is hoped that this way can help teacher makes their learners interest in learning. Flash card can also used to train the right brain's ability to remember images and words that can be added vocabulary that gives by the teacher.

Beside that, the important things to teaching learning by flash card are very simple media. The teachers can just make it by theirself. They can also taken from magazine, newspaper, and calender. Using flash card in vocabulary encourage the students to give their opinions about the presented picture in flash card. Then, it also can comprehensible by the students, simple and easy, and of course if we change at the certain time so that still up to date and it doesn't make the student bored.

Based on the result of the pre-observation at MTs MUSLIMAT NU Palangkaraya the researcher found some problems concerning the students' English vocabulary mastery at MTs MUSLIMAT NU palangkaraya's student,. There are students' vocabulary mastery is low, students in class still have difficulties in mastering basic English vocabulary, many students tend to keep

themselves in the silent when the teacher asks them to say basic English vocabularies which has given by the teacher in the previous meeting, and the students are reluctant and discouraged to speak in target language. Beside that, the writer choose the subject, because they has learn about part of speech especially about noun, verb and adjective.

The writer also found the reasons contained in the system of teaching English language teachers of Muslimat Nu Palangka Raya that makes the students didn't interested on teaching learning process, as follows:

1. Teachers do not use interesting media in teaching English.
2. Teachers never use flash card as a media to teach English lesson.
3. Teachers use classical methods just so students are less interested in learning English.⁵

Based on the background which is explained above, the researcher is interested in applying flash cards as a media to teach English at MTs MUSLIMAT NU palangkaraya. It is to improve the students vocabulary mastery. Specially for the students of eight grades at MTs MUSLIMAT NU Palangkaraya as the subject of this study.

Based on the case, the writer gives an alternative way to enrich learners' comprehension by using flash card in teaching that is effective helpful in teaching and learning process. Therefore, learners get easy in understanding and studying English. Flash card can also help teacher to make class to be more active and lively. So, the writer wants to prove the statements by using the title :

⁵Based on pre-observation and experience when teaching practice

**THE EFFECTIVENESS OF FLASH CARD ON LEARNERS'
VOCABULARY MASTERY AT EIGHT GRADE OF MTS MUSLIMAT NU
PALANGKARAYA IN ACADEMIC YEAR 2013/2014.**

B. Problem of the Study

Based on the background of study above, the writer formulates the problem, does Flash Card give effect on vocabulary mastery of the eighth grade students at MTs Muslimat-Nu Palangka Raya?

C. Objective of the Study

Based on the problem of the study, the objectives of the study is to measure the effect of flash card on vocabulary mastery gained by the eighth grade of MTs MUSLIMAT NU palangkaraya.

D. Significance of the Study

Theoritically, it is expected that the result of the study can give contribution to support the theory on Classroom Technique. Foreign Language and English as a Second Language. Therefore, the English teacher should give a good method to develop them effectively.

Practically, the result of the study is expected to give significant contribution to the English teacher. One of the significant is that flash card is a teaching method of teaching English that can be used by teachers as an alternative method to be applied in teaching learning strategy.

Beside that, the result of the study is expected to be significance in giving contribution to other writers who conduct the same fields of research and giving contribution for the readers in increasing the quality of English Teaching Learning.

E. Scope and Limitation of the Study

In this study, the writer makes scope and limitation in order that the research will be more focus. The scopes in this study are:

1. Only the eighth grade students of MTs MUSLIMAT NU Palangkaraya as the sample of the study and it is consist two class and the number of population was 72 students per two class.
2. The study belongs to quasi experimental study. It is only done to measure the effectiveness of using flash card, especially the effect of using flash card to enhance vocabulary mastery with the material based on the standard competence in KTSP of Muslimat NU Palangka Raya for the eighth grade students.
3. Only one technique taught used to increase the English vocabulary at the eighth grade students of MTs MUSLIMAT NU Palangkaraya.
4. The writer uses cluster sampling because the population of the study is in the form of the group or cluster.

Based on the syllabus of the eight grade students of MTs MUSLIMAT NU Palangkaraya. The writer's limitation in the study are:

1. The vocabulary mastery of using flash cards use simple words so that they are simplify such as content word consist Noun, Verb and adjective.
2. The research is focus to increase the vocabulary mastery by using flash cards that focus on Noun, Verb and adjective based on curriculum and syllabus.

F. Variable of the Study

According to Arikunto, variables are the object of the research⁶. There are two variables in this study, as follows :

Independent variable : Flash card media used in teaching vocabulary (X)

X₁ : Experiment group is the group where used flash card to teach vocabulary

X₂ : Control group is the group where flash card media will not be applied

Dependent variable : The result of the students' score who involved in this study
(Y)

G. Definition of the Concept

Effectiveness : The extent that a program or service is goals and objectives. It means that, the effect of using flashcard toward students' English score at the first grade of MTs MUSLIMAT NU Palangkaraya.

Vocabulary : a list of words, with definitions or translations, used in a language, a particular book, a special branch of study, etc.⁷

⁶Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktek*, Jakarta : PT Rineka Cipta, 2002, p. 96

⁷AS Hornby, *Oxford Advanced Learners' Dictionary* (London : Oxford University Press. 1897), p.1440.

Card : Flash card is a visual media that can be used to help the students to be used to certain patterns, for example the patterns of noun and verb.

Mastery : Complete knowledge, great skill.⁸

H. Framework of the Discussion

To get understand more about this proposal, therefore this study were devide into three chapters as follow :

Chapter I : introduction that consist of background of the study, problem of the study, objective of the study, significance of the study, scope and limitation, variable of the study, definition of the concept, framework of the discussion, hypothesis.

Chapter II : it is about theoretical review of the study that consist related study, the nature of vocabulary, kinds of vocabulary, the use of vocabulary, the nature of flash card, definition of flash card, using flash card in teaching vocabulary, the advantages and disadvantages of flash card, teaching vocabulary by using flash card at junior high school level, technique of teaching vocabulary, teaching vocabulary at junior high school, procedure of teaching vocabulary using flash card.

⁸ Ibid, p. 721.

Chapter III : this chapter discusses about research methodology consist research type, research design, variable of the study, population, sample, research instrument, research instrument try out, research instrument reliability, research instrument validity, data collection, data analysis.

Chapter IV : The result of the study that consisted the result of pre-test score, the result of post-test score, the result of data analyse, testing Homogeneity, and Normality testing hypothesis using manual calculation and testing hypothesis using SPSS.

Chapter V : Closing, that consisted of conclusion and suggestion.

I. Hypothesis

The hypothesis of this study as follows :

Ha : There is significant effect of using flash card media on the students' vocabulary mastery at the eighth grade of MTs MUSLIMAT NU palangkaraya in academic year 2013/2014.

Ho : There is no significant effect of using flash card media on the students' vocabulary mastery at the eighth grade of MTs MUSLIMAT NU palangkaraya in academic year 2013/2014.