

CHAPTER I INTRODUCTION

A. Background of the Study

Non-formal education done for society who needs an education that has a function be a replacement, edition, and complement formal education to support long life education, non-formal education has a function to improve student's potential with mastery the knowledge, functional skill, improving of attitude and functional of individual.

The target of non-formal education is very various, it can be from the students, society who has not study, drop out from the school, has graduated from the school but needs or wants to add the knowledge or skill and society who has worked but still needs knowledge and skill for life quality. The target of non-formal education activities are education life skill, education for children, education for young man, education of attitude, and education equivalent (*Paket A, B, and C*).

Educational equivalent program *Paket A, B, and C* is a program to improve human resource for giving opportunity to society to follow formal education because they have not enough in economic, or has not opportunity to follow formal education because they have to work.

Based on the definition above, there are many non-formal programs and one of them is *Paket B*. *Paket B* is a non-formal education that equivalent with senior high school. One of the knowledge that has to be learned is learning English because English learning is an obligation for the student. Because English has

important function, such as English used international communication, getting science, technology, job position, and even this time is many offering scholarship to abroad. Therefore, we must master English language.

Not only the important function of English why *Paket B* have to learn but also one of the requirements of *Paket B* student to graduate and get the equivalent graduation certificate of senior high school. However, in the English teaching process in *Paket B* there are many problems. In addition, this problem must be surviving for getting maximum result in English teaching.

Pusat Kegiatan Belajar Masyarakat (PKBM) Tilung Raya is one society learning activity center in Palangka Raya, it is in jalan Tilung Raya XVIII no. 10. *Pusat Kegiatan Belajar Masyarakat (PKBM) Tilung Raya* has built since June 2002. There are four tutors who teaches in this society learning activity centre and the student who study here more than fifty persons. *Pusat Kegiatan Belajar Masyarakat (PKBM) Tilung Raya* also has *Paket B* program.

The students of *Paket B* at *Pusat Kegiatan Belajar Masyarakat (PKBM) Tilung Raya* consist of who have not enough in economic, drop out from the school, has graduated from the school but needs or wants to add the knowledge or skill, and society who has worked but still needs knowledge and skill for the life quality. In the fact almost all of the students have parent who have not enough in economic, so they choose program packet to continue the study. By following program *Paket B* they not only can get the study free but also will get some money to be their money saving. The person who teaches here called by tutor, not teacher like formal education normally.

One thing that makes the writer very interested in this study is about the English teaching learning process especially in teaching vocabulary. Vocabulary is one important element in teaching English. This statement is supported by Hatch and Brown, they said vocabulary is the foundation to build languages, which plays a fundamental role in communication.¹ It describes that by mastering vocabulary people can express their ideas and understand the other basic competence well. Vocabulary is the basic competence that must be reached by students in order to get other competencies like reading, writing, listening and speaking because it is difficult to master the other competences without understanding the vocabulary.

Based on pre-observation, the English tutor at *Paket B Pusat Kegiatan Belajar Masyarakat (PKBM) Tilung Raya of Palangka Raya* applies flash cards as media especially in teaching English vocabulary. On a Lesson plan of English tutor at *Paket B Pusat Kegiatan Belajar Masyarakat (PKBM) Tilung Raya of Palangka Raya*, her name is RH, writes that the media used by her is flash cards. She applied flash cards while teaching English vocabulary. The students of *Paket B* are needed to focus on learning activity, so then the tutor needs media that can help the students. According to Cross, flash card is a simple picture on a piece of card or paper, which is probably the most widely used visual aids in language teaching.² It means that flash cards is one of media can help the teacher to teaching English easily. Flash cards in teaching vocabulary are very simple visual

¹ Hatch, Evelyn and Brown, Cheryl. *Vocabulary, Semantic, and Language Education*, Cambridge: Cambridge University Press, 1995. P. 1

² Cross, David, *A Practical Handbook of Language Teaching*, London: Cassel, 1991. P.119.

aids and the teacher can make the students more active during the teaching learning process. Flash cards are some kind media that can be used by the teacher or tutor in the classroom. They can increase their span of attention and concentration to study new words in English. Haycraft said flash cards can be used for consolidating vocabulary, practicing structure and words order or a variety of games.³ It made the anxiety to prove that and come to the tutor to ask some questions. The questions are about: does she really apply picture media in the class; how long has she applied that media; etc. Because of that, the writer very interests in conducting a research to know how the using of flash cards to improve students' English vocabulary of *Paket B* at *Pusat Kegiatan Belajar Masyarakat* (PKBM) Tilung Raya of Palangka Raya.

Based on the questions, the answers can be gotten from the tutor who uses flash cards in the class. There are some reasons given by her about why she tries flash cards. First, she uses flashcards in teaching English vocabulary because she wants to try a new media. Second, she also hopes the teaching and result will increase into the better than before. So that she tries flash cards. She also tells that if comparing between flash card and the media before which is whiteboard and module, flash cards is better. It can be seen from some ways. The students feel that the lessons more interesting and little far from bore. As long as she applied flashcards, she said that flash cards is the more effective for teaching English vocabulary than before. Previously, before she uses flashcards, she uses whiteboard and module as media in teaching English vocabulary. The students'

³ Haycraft, Jhon, *An Intoduction to English Language Teaching*. London: Longman, 1978. P. 102.

English vocabulary score before taught by using flash card, there were 9 students from 10 students who got score less than 70. After taught by using flash card, there were 8 students who got score more than 70.⁴

Table 1.1

The students' English vocabulary score before using flash cards

No.	Initial Name	Score	Criteria	
			Passed	Failed
1.	DSN	55		√
2.	SPR	35		√
3.	DRS	60		√
4.	KHR	65		√
5.	MHM	45		√
6.	LNW	55		√
7.	YHD	75	√	
8.	SCI	60		√
9.	RO	40		√
10.	YLI	45		√

Table 1.2

The students' English vocabulary score after using flash cards

No.	Initial Name	Score	Criteria	
			Passed	Failed
1.	DSN	75	√	
2.	SPR	65		√
3.	DRS	80	√	
4.	KHR	85	√	
5.	MHM	70	√	

⁴ Pre observation and Pre-interview with Ratna Hayati at February 20, 2013, 15:56 pm

6.	LNW	80	√	
7.	YHD	95	√	
8.	SCI	95	√	
9.	RO	65		√
10.	YLI	75	√	

Furthermore, everything has obstacles, either easy or difficult to solve, including flash cards. From the tutor's answers, she does not say about the obstacles in using flash cards. This reason also brings to the anxiety of trying to observe there directly and conduct a research to find any obstacles or difficulties in using this technique.

It is assumed that by this research, all the process of using flash cards at *Paket B Pusat Kegiatan Belajar Masyarakat (PKBM) Tilung Raya of Palangka Raya* can be known. Such as how it is used, how the tutor manages the class, and does she get some problems in using this flash cards. Not only that, the solution of every problems in using this approach are hoped, even for the school, government or Education Department, and also the tutor herself. Because all of them very support the successfull of teaching and learning.

To get more detail information about the use of flash cards for English subject especially in teaching English vocabulary at *Paket B Pusat Kegiatan Belajar Masyarakat (PKBM) Tilung Raya of Palangka Raya*, it is assumed that very needed to conduct a research, which describes the use of that. The study on this problem is important, because we can know how the use of flash cards and the difficulties in teaching English vocabulary at *Paket B Pusat Kegiatan Belajar Masyarakat (PKBM) Tilung Raya of Palangka Raya*.

Based on that background, it is very interest to conduct a research entitled:
**“THE USE OF FLASH CARDS IN TEACHING ENGLISH VOCABULARY
AT *PAKET B PUSAT KEGIATAN BELAJAR MASYARAKAT (PKBM)*
TILUNG RAYA OF PALANGKA RAYA”**

B. Problems of the Study

Based on the background of the study, the research problems are formulated as follow:

1. How is the use of flash cards in teaching English Vocabulary at *Paket B Pusat Kegiatan Belajar Masyarakat (PKBM) Tilung Raya of Palangka Raya*?
2. What are the tutor’s problems in using of flash cards in teaching English Vocabulary at *Paket B Pusat Kegiatan Belajar Masyarakat (PKBM) Tilung Raya of Palangka Raya*?
3. What are the tutor’s solutions in using of flash cards in teaching English Vocabulary at *Paket B Pusat Kegiatan Belajar Masyarakat (PKBM) Tilung Raya of Palangka Raya*?

C. Objective of the Study

In line with the problems formulation mentioned above, the objectives of this study are:

1. To describe the use of flash cards in teaching English Vocabulary at *Paket B Pusat Kegiatan Belajar Masyarakat (PKBM) Tilung Raya of Palangka Raya*.
2. To know the tutor’s problems in using of flash cards in teaching English Vocabulary at *Paket B Pusat Kegiatan Belajar Masyarakat (PKBM) Tilung Raya of Palangka Raya*.

3. To know the tutor's solutions in using of flash cards in teaching English Vocabulary at *Paket B Pusat Kegiatan Belajar Masyarakat (PKBM) Tilung Raya* of Palangka Raya.

D. Significances of the Study

In this study writer expects that the study has some benefits both in theory and practice.

1. Theoretical Benefit

The result can be used as the reference for those who want to conduct a research in English learning process using picture media in teaching English vocabulary. The study can give a broader point of view for teacher in teaching English.

2. Practical benefit

The study can help students to find out the easy way of learning English. The study can help the teachers to teach in better way of teaching English vocabulary by applying flashcards. The result can be useful for English teacher in giving addition input of teaching learning process.

E. Scope and Limitation

Based on the purpose, the limitation of this study belongs to descriptive study. It means to describe the use of flash cards that used by the tutor in teaching students' English Vocabulary at *Paket B Pusat Kegiatan Belajar Masyarakat (PKBM) Tilung Raya* of Palangka Raya. This study is limited to students of *Paket B* at *Pusat Kegiatan Belajar Masyarakat (PKBM) Tilung Raya* of Palangka Raya. The tutor who applied flash cards in teaching English vocabulary at *Paket B Pusat*

Kegiatan Belajar Masyarakat (PKBM) Tilung Raya of Palangka Raya is only one, her name is RH.

F. Definition of Key Terms

1. Media is the main means of communicating with large numbers of people. It means a tool that is used by teacher in describing and explaining a lesson to the students in a language learning.
2. Picture is a visual media in the form of scratches or other forms which can bring about responses, perception, or human ideas toward an object or other things. Wright states that pictures are very important to help students to retell experience or understand something since they can represent place, objects, people, etc.
3. Flash card is a simple picture on a piece of card or paper, which is probably the most widely used visual aids in language teaching. Haycraft said flash cards can be used for consolidating vocabulary, practicing structure and words order or a variety of games.
4. Descriptive research can be meant as a research done to see the individual phenomena, situation, or a community which happen contemporary.
5. *Paket B* at *Pusat Kegiatan Belajar Masyarakat (PKBM) Tilung Raya* of Palangka Raya is a non-formal education that equivalent with Junior high school. *Paket B* is done for the society who needs an education that has a function be a replacement, edition, and complement formal education to support long life education. *Paket B* has a function to improve student's potential with mastery the knowledge, functional skill, improving of attitude

and functional of individual. Tilung Raya is one of society learning activity in Palangka Raya, it is jalan Tilung 18 no. 10, Tilung Raya has built since June 2002.

G. Frameworks of Discussion

Chapter I Introduction

This chapter covers; (a) background of the study, (b) problems of the study, (c) objective of the study, (d) scope and limitation, (e) significances of the study, (f) definition of key terms, (g) frameworks of discussion.

Chapter II Review of Related Literatures

This chapter covers; (a) related study, (b) definition of vocabulary, (c) the kind of vocabulary, (d) problems in teaching vocabulary, (e) teaching English using media, (f) picture media, (g) kinds of picture, (h) center for community learning activities (PKBM), (i) packet B of Tilung Raya, (j) teaching English to packet B, (k) framework of thinking.

Chapter III Research Methodology

This chapter covers; (a) place and time of the study, (b) kind and type of the study, (c) subject and object of the study, (d) data collection techniques, (e) endorsement of the data, (f) data analysis procedure.

Chapter IV Research Finding and Discussion

This chapter covers; (a) research findings, (b) discussion.

Chapter V Closing

This chapter covers; (a) conclusion, (b) suggestions.