

CHAPTER I

INTRODUCTION

This chapter reveals seven parts that consist of the background of study, research questions, research purposes, the significances of the research, research scope, conceptual framework, and previous study.

A. Background of Study

Reading, listening, writing, and speaking are the four essential language abilities that students in Indonesian schools are expected to master. (Chitra and Thiagarajan 2001) confirm this by stating that mastering language skills determines a student's communicative ability in the target language. When they have learned grammar, English pronunciation, and have a significant vocabulary in English, they will be able to gain those skills.

Among those language components, vocabulary is very central. As Endang stated (2002) that without a sufficient vocabulary, one cannot communicate effectively or express his idea in both oral and written form¹ and which are reflected in the ability and language use skills so that students can express simple expressions that prioritize vocabulary. As a foreign language, English material is difficult to learn for junior high school students, especially vocabulary material. This is what makes students less motivated in learning English. The assumption that junior high school students with their characteristics use the sense of sight in the learning process is what encourages research to apply visual media. There are various kinds of visual media, from easy to make to difficult, pictorial or non-pictorial.

Flashcards are one of the visual media used to facilitate learning English and are easy to make. Flashcards are cards that are printed with words or images made easily by teachers (Wright 2013). What is meant by flashcards in this research is a square cardboard measuring 20 centimeters. There are pictures taken from magazines or newspapers or pictures printed on the front of the cardboard. Below

¹ Fauziati Endang. 2002. Teaching of English as a Foreign Language (TEFL). Surakarta. Muhammadiyah University Press.

the picture is written English vocabulary with the way it is pronounced and on the back is the Indonesian translation of the image. Furthermore, using flash cards can make learning language more pleasurable and fascinating. They can use flash cards to spark their imagination and develop their thoughts, as well as to learn and discover new terminology.

There are some advantages using flashcards in teaching vocabulary. The size and style of the cards are ideal for quick and engaging work. Some flash cards are designed to help you improve your English, while others might help you learn a completely new language. The trick to using flash cards is to glance at one side for the term or definition, and then test yourself to see whether you can remember the answer given on the other side (Wright 2013). New letters, syllables, words, and other information can be drilled using flash cards. A flash card is a collection of cards with information on one or both sides, such as words or numbers, that are used in classroom drills or for private study. Vocabulary flash cards can be a fun, colorful, and creative tool to help with vocabulary acquisition and recall. Flash cards are extensively utilized as a spaced repetition learning technique (Komachali and Khodareza 2012).

The efficacy of using flashcards to teach vocabulary is important because if it is discovered that using flashcards may help students enhance their vocabulary, then flashcards can be a huge assist in learning. Several studies have shown that using flashcards to learn vocabulary is beneficial and can help students enhance their vocabulary. This is supported by a study conducted by Riryn (Fatmawaty 2016) which found that, based on the results of a statistical test, students who were taught using flashcards had a higher final score than students who were not. Rahmasari (Rahmasari 2016) revealed that the results demonstrated that teaching vocabulary with flashcards was effective in improving students' vocabulary achievement. The merits of flashcards in teaching vocabulary are that they contribute to students' competency and achievement; there are essentially no flaws in the use of flashcards in teaching vocabulary to primary school children.

Even yet, there are other factors to consider when it comes to the effectiveness of flashcards for learning vocabulary. As a result, the researchers continued the research into the usage of flashcards among Qordova junior high school students in order to determine the teaching ability using flashcard and without flashcard. Furthermore, to determine the effectiveness using flashcards to help students expand their everyday vocabulary .

Everyday vocabulary in this study is nouns, verbs and adjectives. Everyday vocabulary was chosen in this study because it is the basic vocabulary that they need to master in accordance with the English curriculum for junior high school students. Based on all these statements, the researcher decided to do this research to get more information about the effectiveness of flashcards to develop student's everyday vocabulary at Qordova junior high school.

B. Research Questions

Based on the background above, here are the following formulation of research questions:

1. How does the teaching ability using flashcard?
2. How does the teaching ability without using flashcard?
3. How does the teaching of vocabulary using flashcards develop students' everyday vocabulary mastery at junior high school?

C. Research Purposes

From the research questions above, this study aimed at obtaining the two following purpose :

1. To find out the teaching ability using flashcards on students' everyday vocabulary.
2. To find out the teaching ability without using flashcards on students' everyday vocabulary.
3. To find out the effect of using flashcard on students' everyday vocabulary

D. The Significances of The Research

Theoretically, the research may be beneficial for developing teaching theories on vocabulary acquisition as a valuable resource and the advancement of learning media theory, particularly in regards to the effectiveness of flashcards as a media for teaching vocabulary.

Practically, the present study can contribute to the following parties: (1) this research help teachers to develop their teaching skills by using flashcard as media in teaching vocabulary; and (2) this study's results are expected to increase student motivation, especially junior high school students in learning English involving themselves in the learning process using flashcard media.

E. Research Scope

In collecting research data, the authors limit the focus of research to only the effectiveness of using flashcards in students' daily vocabulary such as vocabulary at school and at home with nouns, verbs, and adjectives used as part of speech.

F. Conceptual Framework

This section consists of vocabulary theory, flashcards, and vocabulary teaching. It also explains everyday vocabulary teaching using flashcards as a teaching medium. These theories provide the basis for research and find answers to research questions.

Students must master four skills in learning a foreign language: reading, listening, writing, and speaking. Of course, in getting the four skills, students must know the vocabulary to make it easier. Vocabulary is one of the most tangible language elements and one of the things that must be considered. Besides, vocabulary is the basic unit in building knowledge and skills (Cameron 2001) Language teaching experts generally agree that vocabulary is an essential element for students learning foreign languages to understand the meaning of messages conveyed both orally and in writing. In short, vocabulary has its meaning to express the speaker's thoughts or feelings in a meaningful way. In conclusion, vocabulary is the most crucial language element because it has an essential role in meaningful communication.

Words are divided into two forms; first, oral vocabulary is a separate word that we know means compilation we speak or read verbally. Secondly, vocabulary words consist of words whose meanings are compiling (Daulay 2016; Melinia Amanda, Talib, and Nasta 2023). They also divide the knowledge of words into two forms. First,. productive vocabulary is a word that can use when writing or speaking. Those words are famous, familiar, and often used. Second,. receptive vocabulary or agreement are words that a person can use to determine the meaning of a read or read compilation. These are known often by students and rarely used. Individuals may give meaning to them, even though they may not know the ins and outs of differences. Usually, these are also words that are not used spontaneously by individuals. However, a compilation of individuals finding these words, they recognize it, even though imperfect.

Teachers should look for the ways to improve students' ability to explore and use several vocabulary types and create activities and assignments to improve their vocabulary and develop learning vocabulary strategies (Mihanovic, Pavicic, and Alfirevic 2014). To teach vocabulary effectively, teachers should decide and determine methods and approaches that are appropriate for students (Komachali and Khodareza 2012). The teacher can provide students with various learning assistance by simplifying assignments, solving small components, or providing uncomplicated media.

Media is an intermediary that can channel messages from the sender to the recipient to stimulate students' thoughts, interests, feelings, and attention, so the learning process occurs. A flashcard is a small card that contains text, images, or even symbols that can remind and guide students to something that will be read, spelled, and written and can enrich the vocabulary (Arsyad A 2011)

Flashcard is a card with a word, sentence, picture in it (Baleghizadeh and Ashoori 2011) Flashcard is practical media because it can be made easily by teachers and students. Flashcard also has two sides, front, and back. The front is usually a picture, and the back is the meaning or word of the picture. Flashcard is a card that has a picture in it, and on the back of the card, there is a meaning to the picture. These pictures will help improve students' memory in learning vocabulary.

One indication that visual imagery can provide useful memory codes is that students will usually be more comfortable recognizing images than writing. The reason why images are more compelling is that they provide other memory codes independent of verbal codes. Pictures will tend to be easier to remember than words that are concrete and usually easily stored in memory than abstract words (Stephen, 2011).

Everyday vocabulary is a vocabulary used in everyday life, which is generally done from waking up to going back to sleep. There are several parts of the vocabulary contained in this everyday vocabulary. For example, students often encounter vocabulary at home, at school, and on playgrounds. With this division, students are expected to practice the vocabulary learned through flashcards in daily activities directly.

The research scheme, derived from the conceptual framework that forms the foundation of this study, is illustrated in the table below :

Input	Process	Output
Flashcards	Teaching vocabulary using flashcards	Improved vocabulary mastery
Traditional Method	Teaching vocabulary without flashcards	Limited vocabulary mastery

G. Previous Study

There are several previous studies related to the effectiveness of using flashcards to improve student vocabulary.

First, (Lisa 2019) conducted a significant difference between the mastery of English vocabulary of elementary school students taught using flashcards and those taught without using flashcards. An experimental method was implemented in the form of the actual teaching to the sample. In applying the method, Helda divided the test into two, pre-test and post-test. The result of the analysis shows that there

is a significant difference between English vocabulary mastery of elementary school students taught by using flashcards and that of those taught without using flashcards.

Second, (Fatmawaty 2016) reported that by mastering vocabulary with grammar with flashcards, the learners would quickly produce many sentences, either in spoken or written ones. In doing research, the Researcher used experimental research. Based on the result of statistic test, the final score of students who taught by using flashcard is better than the students who do not use.

The last, Research conducted by Mayristanti (2016) reported a Significant Difference between Students' Mastery of Vocabulary before and after Taught by Using Flashcards. The researcher used Quasi-experimental. The experimental class was taught by using flashcards while the controlled class was taught without using flashcards. Both classes were given pre-test and post-test. the result showed that that the teaching vocabulary using flashcards was effective on students' vocabulary achievement.

The study by Komachali and Khodareza (2012) is titled "The Effect of Using Vocabulary Flash Card on Iranian Pre-University Students' Vocabulary Knowledge. This research investigated how the use of vocabulary flashcards impacted the vocabulary acquisition of Iranian pre-university students. The findings indicated that flashcards significantly enhanced students' vocabulary retention through repeated exposure and visual associations.

Last research conducted by Baleghizadeh and Ashoori (2011) under the title "The Impact of Two Instructional Techniques on EFL Learners' Vocabulary Knowledge: Flash Cards versus Word Lists." This research compared the effectiveness of flashcards and word lists in enhancing vocabulary acquisition among Iranian EFL (English as a Foreign Language) learners. The findings indicated no significant difference in efficacy between the two techniques; both were effective in aiding vocabulary learning. However, the study did not specifically conclude that flashcards significantly enhanced learners' vocabulary acquisition in a short period due to their engaging and practical nature. Instead, it

suggested that both flashcards and word lists can be beneficial tools for vocabulary instruction, depending on learners' preferences and learning contexts.

While previous research focuses on the effectiveness of flashcards in mastering English, this research will be more specific in teaching simple vocabulary.

