

CHAPTER I INTRODUCTION

1.1 Background

English as a foreign language seems very familiar, because this language is introduced in elementary school, perhaps even earlier, namely when children enter kindergarten. So what causes people not to speak English fluently? Actually, English is understood by most people, it's not that they don't understand, it's just how capable people are of communicating in speaking English. And no matter how brave you are to communicate in English, this seems to be the problem. English is not mathematics that must be calculated first but a behavior that must be practiced and have the courage to speak.

The Indonesian government introduced English as the first foreign language to become a subject in schools. Generally, English is a compulsory subject at junior high school, high school and college levels, although in elementary school, English is taught simply. In special schools in particular, English subjects are also implemented because children with special needs also get the same educational opportunities as children in other public schools. This is in accordance with the 1945 Constitution article 31 paragraph 1 which reads "Every citizen has the right to receive instruction".

In an English lesson, sometimes junior high school students experience problems in understanding a text or answering questions either from their teachers or from people who follow a passage as understanding questions. It can be because the language is a foreign language not used by students and their teacher for daily conversation at school. When learning English, students must learn four skills and some elements. There are some English elements, which include pronunciation, vocabulary, grammar, spelling, and content.

Vocabulary is one aspect of language that is very important for English communication. If our vocabulary is lacking, we will not understand what people are saying. Vocabulary is needed to improve four language skills consisting of listening, speaking, reading and writing. Vocabulary is the most important aspect of language.

According to Hatch and Brown, vocabulary refers to a list or collection of words that may be used by speakers of a language. This means that vocabulary is a basic aspect of language that must be mastered before mastering English skills. Therefore, vocabulary is the largest number of words that characterize a language, without this vocabulary learner will not be able to use and understand the target language. Time and time again, researchers find a strong relationship between the size of students vocabularies, how well they understand what they read, and how well they perform in learning.

The use of appropriate teaching media and the varied teaching methods used by teachers may make it easier for students to learn this language. Using conventional media such as books alone is certainly not attractive to students. Especially in English, the use of books which are mostly filled with long sentences and monotonous verbal explanations by teachers will make things difficult for students who are just learning this language.

Some learning media that are often used in the process of increasing students' vocabulary are using English song, showing English film, spinning wheel, using digital application in English, and word wall. In fact, the viewing media that are most widely used in beginner classes are pictures and real objects, one of which is flashcards.

There are several media that can be applied, one of which is a flash card. According to Herlina (2017) Flash cards are media that are easy to apply, the media is used as a tool in pouring messages and communication symbols. Flash cards are used to support vocabulary teaching effectively. Flash cards are cards that develop to store information. More important information is easily stored on a flash card because its main purpose is to store information and make it easier (Amalia, 2018).

Phenomena that are relevant to students' vocabulary problems can be seen from researchers' observations at schools with English teachers and students at SMPN 2 Bua Ponrang which was used as the research location. The teacher told the researcher that the students' English skills were very poor, especially in understanding vocabulary. Most students at school, especially grade 8 students, find it very difficult to understand vocabulary in English. This can be seen from

the results of the researcher's observations that the level of student activity in class is low, so the researcher plans to implement learning media, namely flashcards, which function to increase students' English vocabulary and are also expected to be able to increase students' English vocabulary. build students' enthusiasm in learning English vocabulary.

Therefore, in using the effective method in using flashcard media in vocabulary learning at SMPN 2 Bua Ponrang, it is hoped that student learning outcomes can improve. Based on this, the researcher intends to conduct research with the title "The Effectiveness of Flashcards to Improve Students' Vocabulary Mastery at SMPN 2 Bua Ponrang".

1.2 Problem Statement

Based on the background above, the researcher formulated the problem as follows, the use of flashcard is effective to improve students' vocabulary mastery at SMPN 2 Bua Ponrang?

1.3 Objective of The Research

Based on the existing problem formulation, the aim of this research is to find out the effectiveness of improving students' junior high school children use flashcard in vocabulary education. This information is expected to help students learn vocabulary more efficiently and easily.

1.4 Significance of The Research

1. Theoretical Benefits

It is hoped that the results of this research can provide input about the importance of foreign language education in terms of the methods used in student learning and its application as a way to develop interest in students, so that this information is useful especially for the field of English language education.

2. Practical Benefits

1) For Student

Develop students' interest in learning English in the educational process.

2) For Teacher

Can be used as information, reference, knowledge and reference methods on how to develop interest in learning is SMPN 2 Bua Ponrang students to get more leverage in English subject.

3) For Schools

Provide input to schools about the importance of effective methods for using image media in vocabulary learning for developing children's interest in English lessons at SMPN 2 Bua Ponrang.

1.5 Scope of The Research

This research restrict to the effectiveness of using vocabulary flashcard in teaching vocabulary at SMPN 2 Bua Ponrang. So, the vocabulary is focused on a noun.

1.6 Operational Definition

1. Vocabulary is a collection of words that people use to communicate.
2. Vocabulary mastery is a person's ability to deepen, memorize and use a wealth of vocabulary or terms in a language.
3. Flash Card is a card made from any particular paper content of a word of target language in one side and the other side is the meaning of the word in the first language learner.

CHAPTER II

REVIEW OF RELATE LITERATURE

2.1 Some Pertinent Ideas

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is our stock of words used in communication with others. Marzuki (2015) states vocabulary is package of words expressed by human in speaking and writing. Without enough vocabulary we will face problem in communication. It is similar with Thornburry (2004) who states that someone can say little with grammar but anyone cannot say almost everything without vocabulary. Dakhi (2019) agrees with Thornburry and remarks that zero can be carried out without the vocabulary.

According to Harmer (2007: 35) what a word means is often defined by its relationship to other words. It means that everyone needs to learn what words mean and how they are used. Because of that vocabulary should be mastered and applied in the appropriate context. Vocabulary is also essential when it comes to a teaching and learning process, especially in English subjects.

A persons' vocabulary is defined as the set of all words that person understand or all of the words that person is likely to use construct new sentences is English. Vocabulary is defined as follows by Soedjito in Marlianingsih (2016):

1. A language's entire vocabulary.
 2. A speaker's or writer's wealth of words.
 3. Words used in a scientific field.
 4. A dictionary-style list of words, as well as a brief and practical explanation.
- All the words in a language.

Vocabulary mastery is the main foundation in learning English, without having rich vocabulary mastery, we cannot express something. It is important to realize that language learning does not only depend on the mastery of the vocabulary but is actually very dependent on people who follow the learning process itself. Aruperes, Liando, Rorimpandey (2018) describe vocabulary as "the basic language aspect that must be mastered before mastering English skills."

Therefore, mastering the importance of vocabulary for students in learning English must be balanced with the willingness to learn from students so that teachers can optimize the learning abilities of each student.

From some definitions about vocabulary above, it can be said that vocabulary is the basic element of language which someone needs in learning a language especially to communicate effectively with others. Moreover, based on all definitions about vocabulary above, the researcher concludes that vocabulary is all the words in a particular language that an individual knows or uses to communicate effectively.

b. Kinds of vocabulary

Hatch & Brown (1995); Huang et al. (2012); Susanto (2017) distinguish between two types of vocabulary: receptive and productive.

- 1) Receptive vocabulary is made up of words that learners recognize and understand in context but are unable to produce correctly. Learners identify vocabulary when they see it in a reading context but do not utilize it in speaking or writing. Because the learner only absorbs thoughts from others, receptive vocabulary is also known as a passive process.
- 2) Learners' productive vocabulary consists of words that they comprehend, can pronounce correctly, and can employ in speech and writing. It includes receptive vocabulary as well as the ability to talk or write at the appropriate time.

c. Types of vocabulary

According to Harmer (1991:159) there are two types of vocabulary namely:

1. Active vocabulary is refers to vocabulary that has been learned by the students.
2. Passive vocabulary refers to word which students will recognize when they meet them, but the probably not are to produce it.

2. Part of Speech

1) Noun

a. Definition of Noun

Noun is a word used to name or refer to objects, places and ideas. In other words, this word refers to physical objects and abstract concepts. Nouns can be exemplified by words like the ones below.

Physical objects : table, house, phone, floor, water, wind, ...

Abstract concepts : time, idea, opinion, difficulty

From the examples above it can be seen that nouns do not only refer to physical objects, but also abstract concepts that exist in this world.

b. Kinds of Noun

According to their kinds, noun can be classified into proper and common noun.

1. A proper noun is, referring to Maurer (2000:105), a name of a particular, individual person, place, or thing who/which is usually unique. It is written is a capital letter.
2. A common noun is, according to Wren and Martin (1990:5), “a name given in common to every person or thing of the same class or kind”. Different from proper nouns, this sort of nouns is not written in a capital letter. The following chart shows how these two categories work in practice.

Proper nouns	Common nouns
Selena	Girl
Justin	Boy
Makassar	City
Indonesia	Country
Sarjana Wiyata	University

2) Concrete noun

a. Proper noun

A proper noun is a noun that refers to a specific thing such as the name of a person, place, institution, etc. Proper nouns are written using capital letters at the beginning of the word.

Example : Indonesia, Makassar, Muslim, July, Saturday

b. Common noun

Common noun is noun that we always found in our daily life or noun that point common thing.

Example : Book, Teacher, River, Table, Chair, Mountain

c. Collective noun

Collective noun name a group, number, or collection of persons, objects, or things “taken together and spoken as one whole” (Whren & Martin, 2005:5).

Example : Policemen, Musicians, Birds, Bananas, Cards, Island

d. Material noun

Material noun are names of materials or substances out of which things are made. Material noun is not subset of common noun.

Example : Oil, Gold, Iron, Silver, Wood, Water

3) Abstract noun

Abstract nouns, which belongs to uncountable nouns, is a word used to name an idea, activity, action, a quality, or state which is “considered apart from the object to which it belongs” (Wren & Martin, 2006:6), for the example of this noun categories is kindness, thelf, boyhood, and grammar. Abstract nouns are divided into two, namely :

a. Countable noun

Countable noun are nouns which can be counted in numbers.

Example : Book, Table, Teacher, Pen, Car, Student

b. Uncountable noun

Uncountable noun is the name of thing that can be counted or divined into singular and plural.

Example : Gold, Tea, Beauty, Milk, Rice

3. Media

According to Suryanto (2007:101),”Media are any means communication which carry out the information between the source and the receiver”. The media called instructional media if they are used to convey the messages in educational environment. Media is a physical tool which deliver massage and stimulate the student to study . so, media as an instrument can affect the condition and support the teaching learning process.

According to Suyanto (2007) there are 3 kinds of media such as :

- 1) Visual media is media that can be seen and touched, example: pictures, photo, real object, map and flashcard.
- 2) Audio media is media that contain record text to listen, example: radio and recorder, etc.
- 3) Audio visual media is that have sound and picture, example: TV, film, etc.

4. Flash Card

a. Definition of Flash Card

Flash cards can be used as one of visual aids to illustrate meaning of words and it can also be used to practice words. Flash cards are teaching aid for pictures which teachers can show them to the all students in class. Haycraft stated that flash cards are cards with words and pictures on them. Flash cards should be big enough to be seen clearly by the whole class.

Furthermore, flash cards are cards with pictures which teachers hold them up in the class. Flash cards have various benefits as teaching tools, they can be used for presenting and practicing new words and structures and for revision. Flash cards are useful for teaching aid and can be used as part of various activities.

According to Hamer and Rahimajaya (2016), flashcard can make it easier for the teachers to teach the material to the students, and make it easier for the students to understand and memorize the material because flashcard is an attractive media and/or technique. Lastly, flashcards can be fun, enjoyable, creative and colorful way of teaching students. By using flashcards, students tend to be interested and motivated in joining the learning process. Therefore, it can be said that creating students' interest and motivation in learning English vocabulary is the most essential thing for the teachers (Hamer & Rahimajaya, 2016).

Media flash cards are used to support vocabulary teaching effectively. Flash cards are cards that develop to store information. More important information is easily stored on a flash card because its main purpose is to store information and make it easier (Amalia, 2018). According to Herlina (2017) Flash card are media that are easy to apply, the media used as a tool in pouring messages and communication symbols.

In conclusion, pictures have been used for long time to help student in learning various aspects of foreign language. Pictures can motivate students in learning process, make the subject clearer, and illustrate general idea of language. Flash cards are picture cards, therefore they could help students to understand the material which especially in this study vocabulary achievement in interesting way for junior high school. Additionally, it is also helpful for teachers in presenting vocabulary with flash cards or pictures rather than bringing the real object in class for instance.

b. Steps to Use Flash Card Media

1. The cards have been arranged are raised above their heads.
2. Take out the cards one by one.
3. Asked students to focus and pay attention to each picture.
4. Tell students the name and meaning of each picture on the card.
5. Reshuffle the picture card that have been described.
6. Scramble the cards one by one.
7. Students who still remember the names and meanings of the pictures on the cards will get point.

The use of flashcard media in learning is a process, how to use an effective study card containing pictures, text, or symbols to help remind or directing students to something related to pictures, text, or symbols on the cards, as well as stimulate students minds and interest in improving skills recognition of symbols for writing materials and activities for lowering symbols until the students activities understand the meaning /meaning contained in the written material.

c. The Benefit of Flashcard

In junior high school learning, these flashcards are presented in a very simple form. This is adjusted to the child's age level and thinking maturity. The benefits of flashcards are as follows:

1. To develop thinking power and connect words that have been obtained, heard, and spoken previously with writing in word card form.
2. Children can learn to recognize numbers, letters, animals, or anything else because it is presented with attractive shapes and colors.

3. Can stimulate the development of the child's right brain and this is good for children's improvement of memory ability.
4. In addition, children are trained to learn concentration while adding new vocabulary.

On another side, John Latuheru in Ahmad (2013), stated that the advantages of flashcards are as follows:

1. Through flashcard games, students can immediately see the material to be studied.
2. Flashcard games allow participants to solve learning problems. The cost of the exercises can be reduced by playing card games.
3. Card games provide real experiences and can be repeated as many times as desired.
4. Card games can be used in almost all areas of learning.

d. Advantages and Disadvantages of Flash Card

According to Wright (1968), as quoted by Debora, the advantages of using flashcards are:

1. It can help the students to ease themselves in memorizing words they have learned.
2. It can be brought everywhere because the size of the cards is not too big.
3. It gives variation in teaching. The teacher is not only to teach and explain the lesson.
4. Flashcards are very helpful to refresh the students' minds before starting the new lesson plan.

According to Wright (1968) as quoted by Debora, the disadvantages of using flashcards are:

1. Flashcards cannot be used at all levels for those with a large vocabulary. Flashcards are not effective.
2. The teacher who wants to make flashcards should have much time in presenting flashcards as well as making the cards.

Based on the explanation above, it can be concluded that flashcards have many advantages and the above weaknesses. Researchers concluded that the advantages of flashcards are one of them teaching aids that students and teachers

need to maintain interest and motivation. Flashcards have great power in motivating and stimulating students. Meanwhile, flash cards is an easy medium to help students and teachers in the learning process, especially teaching junior high school students. A teacher can use it at any time and in any situation whenever he wants teach.

There are some weakness of flashcards as follow: the price of flashcards are too expensive, if the teacher wants to make flashcards itself, they need much time, and if the picture of flashcards are not clear and big enough, the students will misunderstand the teacher's explanation when they see flashcards, so the goal that is planned cannot be achieved.

2.2 Previous Study

In writing this thesis, the reseacher found a research related to the research as follows :

1. Melani et al. (2023) his research entitled "Flashcards as Media to Students' Achieve Vocabulary: Process and Role of Flashcard in Vocabulary Class" This study investigates the impact of using flashcards on the learning process, focusing on vocabulary acquisition in a Senior High School in Karawang. The qualitative descriptive method, employing random sampling, was utilized for data collection through observation and interviews. The Interactive Model was employed for data analysis. The findings reveal that the integration of flashcards enhances classroom productivity, boosts student motivation, improves response rates, increases student participation, promotes active and enthusiastic engagement in the learning process, enhances pronunciation, fluency, and comprehension skills among students.
2. Sahrani et al. (2023) his research entitled "Development of Flashcard Media to Teach Students' Vocabulary Mastery in Reading Skill at Tahfidzul Qur'an Islamic Boarding School Annur Alhidayah" This study aims to develop Flashcard learning media in learning English vocabulary mastery at the Tahfidzul Qur'an Annur Alhidayah Islamic Boarding School. The research method used is research and development with the ADDIE approach (Analysis, Design, Development, Implementation, and Evaluation). Data

were collected through observation, interviews, and questionnaires. Data analysis is carried out using qualitative data analysis and quantitative data analysis. The result of this study is a revised Flashcard media based on advice from media experts. The revision of the Flashcard media includes the addition of adjectives and verbs as new forms and types of words. Product trials were carried out in English course classes at the Tahfidzul Qur'an Annur Alhidayah Islamic Boarding School. The results of the trial showed that the use of Flashcard media can improve students' vocabulary mastery. The study also compared with previous studies that used vocabulary learning strategies without expert assistance. In conclusion, the development of this Flashcard media can be an effective alternative in learning English vocabulary mastery at the Tahfidzul Qur'an Annur Alhidayah Islamic Boarding School.

Based on the explanation of previous study research above, the researcher concluded that both have similarities with this research, which in this case discusses the use of flash card in students' vocabulary mastery. The difference between previous research and this research is that the first research focuses on the Impact of using flash cards on the leaning process using qualitative descriptive methods, the second research focuses on developing flash card media in mastering vocabulary, especially students' reading skills, while this research focuses on the effectiveness of using flash card to improve students' vocabulary mastery, especially noun.

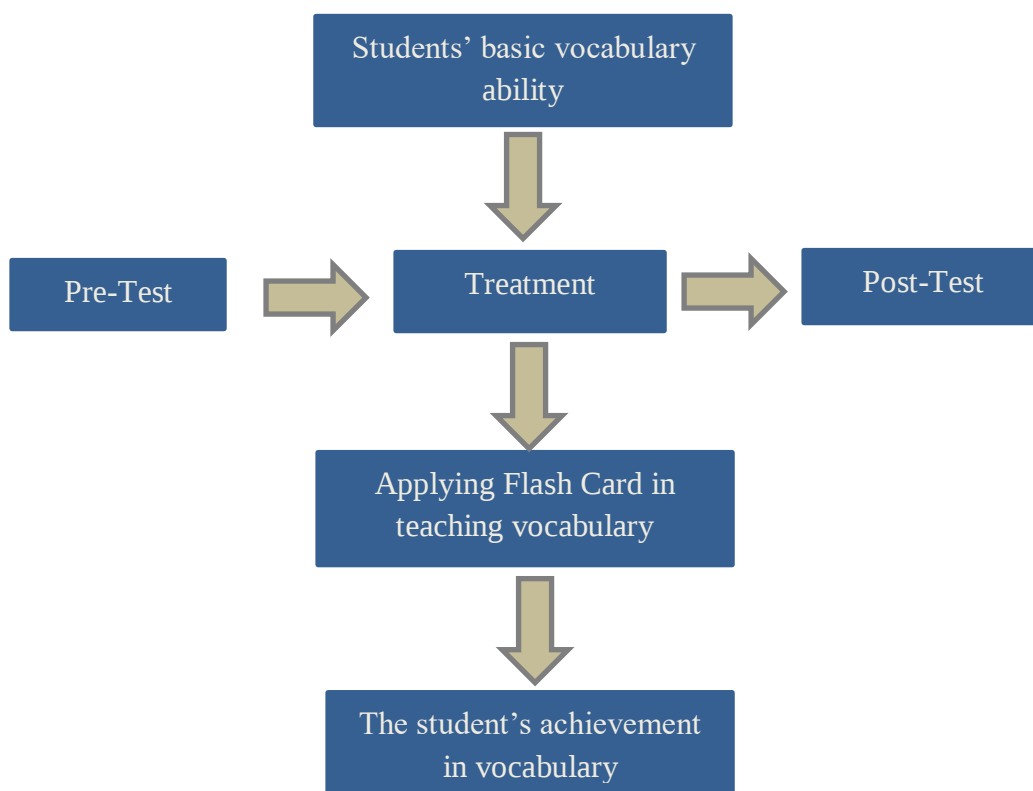
2.3 Theoretical Framework

This research was conducted to determine the extent of effectiveness use flash card to improve vocabulary mastery. Vocabulary is capital for developing language skills, so it must continue to grow in number and variety. For development in quantity and quality, a learning process that involves many people is needed.

Based on these facts, teachers must choose the best method, approach or technique, or media to use when teaching vocabulary. The use of image media can be modified into interesting teaching aids and students will be motivated. Using media flash card can also be used as an interesting activity to review their

vocabulary during learning. This can attract students' attention and involvement in the teaching and learning process. Students can learn how to work and collaborate in groups and also learn how to respect each other.

Students will practice finding different words in strings of letters and deducing the meaning of what they learn in vocabulary class in pictures. Apart from that, the use of these images provides the following benefits to children in terms of teaching and learning.



Picture 1. Theoretical Framework

In this research, the researcher focused in teaching vocabulary by using Flash Card for eight grade B students at SMPN 2 Bua Ponrang. The scheme above shown the steps of the researcher in conducting the research.

2.4 Research Hypothesis

Based on the review of related literature and some previous research finding, researcher formulates the hypothesis as follow :

HO (null hypothesis): the use of flash card media to increase students' vocabulary at SMPN 2 Bua Ponrang does not increase the vocabulary of class VIII B students.

HI (Alternative Hypothesis): The use of flash card media increases the vocabulary of class VIII B students at SMPN 2 Bua Ponrang