

CHAPTER I

INTRODUCTION

1.1. Background

English is an international language used by people in English formally through education. In Indonesia English is a foreign language. English is also referred to as the target language that should be taught to teach in schools in the current Indonesia curriculum. Therefore, students are expected to improve their skills in English. In English there are four integrated skills, they are listening, reading, writing, and speaking that must be mastered well. These four language skills are increasing from four language components: structure, vocabulary, spelling, and pronunciation. In this research the researcher's attention focuses on vocabulary as one of the English language components.

Vocabulary is one of the most important language components in learning English. Learners will be hard to understand the sentences without mastering vocabulary. Besides that, learning vocabulary is important for the learner, Wilkins (in Sukma 2017) states, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". It means that vocabulary is needed by the students because they will hard to say something without mastery grammar and without vocabulary there is nothing to say.

Based on the researcher observation in SMPN 1 Palopo, the researcher found that there are many students do not understand what the teacher teach when using English, in communicated or explanation the material. So students should improve their vocabulary to stranger. In attract student's in learning vocabulary teacher should fine at the strategy in teaching vocabulary.

Concerning the explanation above, the researcher tried to find a good method in teaching vocabulary so that students can memorize. So, they can improve their vocabulary is to use flash card learning media.

Related to the explanation above, the researcher is interested in conducting a research entitled: The Using of Flash Card in Improving Students' Vocabulary at The Seventh Grade Students of SMPN 1 Palopo.

1. 2 Research Question

Based on the background above, the writer formulates research question as follows: Can the use of flashcard learning media improve students' vocabulary at the seventh grade students of SMPN 1 Palopo?

1.3 Objectives of the Research

Based on the formulation of the research question above, the objectives of this study as follows: to improve students' vocabulary through the use of flashcard learning media at the seventh grade students of SMPN 1 Palopo

1.4 Significance of Research

This research can be useful for many people in learning process, namely:

a. For students

Students are more interested in the learning given because they use teaching media learning atmosphere is more effective and fun can improve vocabulary mastery to seventh grade students.

b. For teachers

Can improve the professionalism of teachers in carrying out their duties as educators, The teachers are able to improve the learning process for the problems that occur in the class develop the skills and creativity of teachers in the used as motivation for other teachers to want to use learning media

c. For research

This research is expected to make a major contribution to other writer as a reference for further research on the same.

1.5 Scope of the Research

To simplify the research, the writer limits the research in this research focuses on noun

1.6 Operational Definition

- 1 Vocabulary is one the factors to mastery English as foreign language. It means that the students have the ability in understanding and using the word and meaning.
- 2 Flash cards are small note cards for testing and improving memory through practiced information retrieval. Flash cards are typically two-sided, with the prompt on one side and the information about the prompt on the other. His may include names, vocabulary, concepts or procedures.

CHAPTER II

RELATED LITERATURE REVIEW

2.1 Theoretical Review

1. Flash Card

a. Definition of Flash Card

Media Flash Cards is a card where there is a word, sentence or picture in it. Media flash cards are also known as reminder cards or cards that are shown at a glance to students. Sentence and phrases commonly used in flash cards are topics regarding household utensils, animals, fruits, clothes, members family, and others.

Flashcards are small cards that contains images, text, or symbols that remind or guide students to something related to picture that can be used to train spelling and enriching vocabulary (Arsyad2011). According to Sarah Philips (in Sholikhah 2013) flash card are picture cards which an invaluable way of introducing and revising vocabulary and it can used to drill simple structure and function.

Sahara (2019) states that flashcard media are picture cards that are equipped with words, usually called picture word cards that are used by showing or being introduced to students and then reading them quickly for each of the cards Flashcard media can be used to improve vocabulary skills because it is innovative and interesting. Wright (1968:73) that flashcard is printed card with words and picture which can be handled easily by the teacher. The teacher can create the flashcard based on the material that will be given.

According to Fitriyani (2017) with flash cards students can learn questions and answer about vocabulary, historical days, formulas and subjects other. This can be done by over and over again to make flash cards help students remember what they have learned studied. According to Cross (in Aschurotun 2010), flashcards are a simple drawing on a piece of card or paper, which is probably the most visual aids that are widely used in a language teaching.

Based on definition above, it can be taken a general view that flashcards are cards with a word or words, number, or a picture on it for use in the classroom by teacher and students that help to learn and memorize new words. Beside it,

flashcard is one visual aids which are used to make the students more iinterest and enjoy in teaching learning process and to improve students understanding on the material given by the teacher.

b. Steps to Use Flash Cards 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 cards 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 Advantage and Disadvantage of Flash Cards

1. The Advantage of Flash Cards

There are some advantages of using flashcards in language teaching based on Cross (in Aschurotun 2010). They are namely:

- a). Flashcards can be used for consolidating vocabulary
- b). Flashcards are motivating and eye-catching
- c). Flashcards are effective that can be used for any level students
- d). Flashcards can be taken almost everywhere and studied whenever has free moment
- e). Flashcards can be arranged to create logical grouping of the target words;
- f). Flashcards are cost effective/inexpensive
- g). Flashcards provide visual link between L1 and the target language; and
- h). Flashcards also can be used for practicing structure and word order or for a variety of games.

2. The Disadvantage of Flash Cards

Beside of the advantages of flashcards, there are some disadvantages of them as follow:

- a). Flashcards too expensive and if the teachers want to make itself, they need much time.
- b). Flashcards are not big enough, usually the students sits in front can see the flashcard perfectly, but the students sits in behind is more dim of sight.
- c). Some students will misunderstand of the teacher explanation based on their knowledge on the material which is explained by the teacher, so the goal is planned cannot be achieved.

Based on the explanations above, it can be concluded that flashcards have many advantages and disadvantages above, the researcher concluded that advantages of flash cards are one of teaching aid that the students and the teacher need it in order to maintain interest and motivation. Flashcards have a great power in motivating and stimulating the students.

2. Vocabulary

a. Definition of vocabulary

Vocabulary is also defined as the set of all words understood by the person or all the words that are likely to be used by the person to construct new sentences. According to Suri (2012:3) mastery of vocabulary for academics requires language learning, because it is very important for success in reading, listening, speaking, and writing. It can be concluded that vocabulary mastery is the ability to understand the meaning of a word, of which the content is about the information of meaning, the use, and form in the context of communication.

According to Puspita and Sabiqoh (2017) vocabulary is defined as a total number of words and a language, all the words known to person or used, and its list of words with their meaning. Meanwhile, according to Nunan (2006: 21), Vocabulary is the collection of word that an individual knows. Vocabulary is the collection of word in language. Students cannot master a language if they are does not learn vocabulary and expression of word has meaningful way in communication.

According to Hornby (2015) the important element of language learning is vocabulary. Without mastery of vocabulary, people will find so many difficulties and never understand what they read and listen. Thus, vocabulary is a list of words that are used by both teachers and students in the learning process to express their ideas in communication.

A person's vocabulary is defined as the set of all words that that person understands or all of the words that person is likely to use to construct new sentences in 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.

b. Types of vocabulary

According to Harmer (1991:159) there are two types of vocabulary namely: active vocabulary and passive vocabulary.

- 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 able to produce it.

According to Alisjahbana (in Juwita 2017) the type of word is a group of words that have the same form and function. This type of word is usually divided into ten kinds. The ten types of words in question as follows.

1) Verb

A verb is a word that indicates the subject's action or state of being. Verbs are grouped into three categories according to time.

- a) The first shape of the word verb (Verb I) is often known as present tense or simple present tense verbs. For example: *arise, become, begin, break, etc.*
- b) The second shape of the verb (Verb II) is often known as the past tense of the verb (simple past tense verbs). For example: *arose, became, began, broke, etc.*

c) The third form of the verb (Verb III), is often called the perfect tense verbs.

For example: *arisen, become, begun, broken, etc.*

2) Adjective

An adjective is a word that is used to describe a person's or an object's traits.

The following are the characteristics of adjectives:

a) General adjective.

This word is indeed the most frequently used in conversation or in discourse that we hear and see everyday. For example: *Face, oval, shiny, ugly, beautiful, white, gloomy, etc.*

b) Adjectives ending in -ed and -ing.

Adjectives with suffixes -ed are adjectives that state that a person or object is affected by a situation, such as *bored, excited, amazed*, while adjectives ending in -ing are adjectives that state that a person or object has an impact on a situation, such as *boring, exciting, amazing*.

The following is an example sentence of this adjective:

- *Rina is **bored** because of the **boring** movie.*
- *Fredy is so **excited** to listen to the **exciting** news reporter.*
- *The spectators are **amazed** to watch the **amazing** show.*

c) Adjectives derived from nouns, for example: *guest room, sports club, history book, bookstore, classmate, etc.*

3) Noun

A noun is a term that is used to show the name of someone, an animal, a plant, a day, a place, an idea, the name of an item or objectified object, and so on.

There are two types of nouns, namely:

- a) Tangible or visible nouns, for example: *boy, city, ball, eye, tools, body, plan, house, etc.*
- b) Intangible nouns or those that cannot be seen in real or with the senses, for example: *sadness, hatred, care, love, feeling, anxiety, etc.*

4) Adverb

Adverbs are words that describe how, when, how many times, and so on a task or event is completed. Some adjectives can be turned into adverbs by adding -ly to the basic adjective, for example:

- a) Quick + -ly : Rina run **quickly**
- b) Loud + -ly : They speak **loudly**
- c) Slow + -ly : I walk **slowly**

There are also several types of adverbs, namely as follows:

- a) Adverbs of place, for example: *there, at home, in the bed room, here, at the school, at campus, etc.*
- b) Adverbs of time, for example: *today, yesterday, tomorrow, next day, at 7a.m., in the morning, ever, seldom, always, etc.*
- c) Adverbs of how, for example: *annually, by, with, gradually, quickly, etc.*
- d) Adverbs of level, for example: *rather, very, quite, too, fairly, absolutely, wholly, etc.*
- e) Adverbs of direction, for example: *left, right, down, back, east, west, south, etc.*
- f) Adverbs of frequency, for example: *often, generally, commonly, once a week, etc.*

2.2 Previous Studies

Many researchers have conducted research on problems in vocabulary, some of which are as follows:

Fitriana (2017) in this research entitle “Improving English Vocabulary Mastery In 3rd Grade Students Of SDN Wonolelo This study aims to determine the effect of using media scrabble, 3 with a subject 20 students. This study used a pre-experimental design (one Group Pretest – Posttest Design). Data analysis using non-statistical techniques parametric namely Wilcoxon Signed –Rank Test. The results of this study shows that there is an effect of using scrabble media on Improving Of English Vocabulary Mastery at SDN Wonolelo 3 Sawangan. This is indicated by the difference in mastery results English vocabulary before and after given treatment using scrabble media.

According to Sholikhah (2013) about Improving students vocabulary by using Flash Cards at the fifth Grade of SDN Singajaya II, states that using flash cards is an interesting media because it could attract the students’ interest and it can improve students’ vocabulary. Based on the result The method used in this research was Classroom Action Research (CAR). The classroom action research

design applied in this research is collaborative classroom action research means that the researcher worked with the English teacher.

Indahayu (2014) in his thesis entitled “The effectiveness of using English fables in increasing students’ vocabulary in the eighth grade of SMP Negeri 2 Bajo”, found that the use of fables was effective in increasing students’ vocabulary because of the students’ scores on the post test (70.65), higher than the pretest (23.46).

According to Nugroho (2012) about Improving Students Vocabulary Using Flash Cards”. The result is flash card can improve the students vocabulary mastery. The students achievement was satisfied enough. It can be said that the existence of flashcard makes the students familiar with certain words. They can see, read, and touch the object. Thus after the lesson is over, they can memorize the word easily.

From the explanation above, it can be said that, the previous related finding above were in line each other, where the teacher have to be more sensitive to find the interest of students’ in learning English, moreover for the vocabulary. The different of the previous findings with the research of the writer were with the different techniques, different subject and design

2.3 Conceptual Framework

The conceptual framework in this research is shown in the figure below:

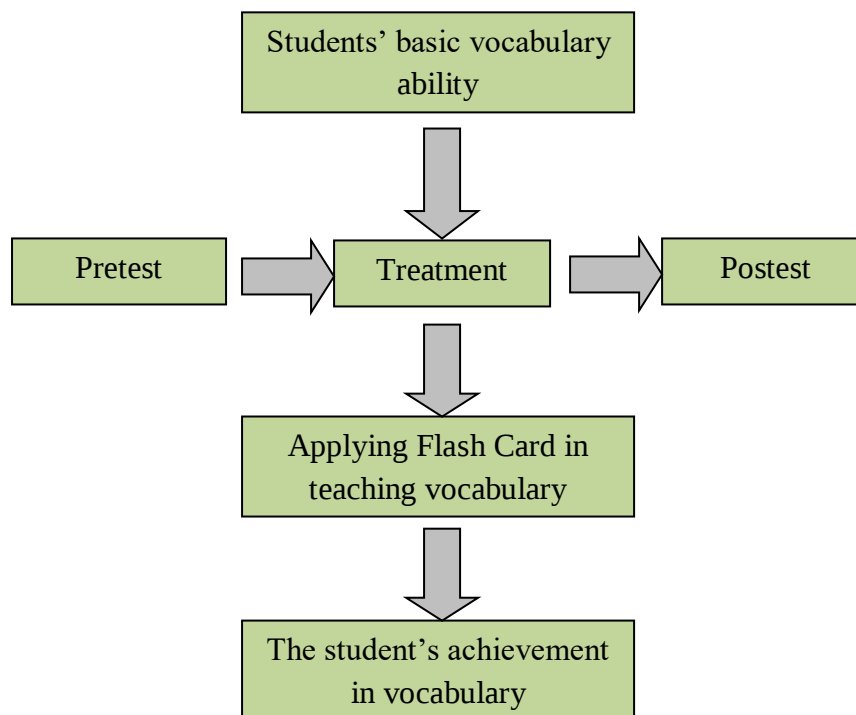


Figure 1. Conceptual Framework

In this research, the researcher focused in teaching vocabulary by using Flash Card for seventh grade students at SMPN 1 Palopo. The scheme above shown the steps of the researcher in conducting the research.

2.4 Hypothesis

There is no significant difference between the result of the pre test and post test of students vocabulary after using flash card.

Ho : There is no significant difference between the result of the pre test and post test of students vocabulary after using flash card.

H1 : There is significant between the result of the pre test and post test of students vocabulary after using flash card .

While the criteria acceptance or rejection of hypothesis test are:

If $\text{sig} \geq 0,05$ Ho is accepted and H1 is rejected

If $\text{sig} \leq 0,05$ Ho is rejected and H1 is accepted.