

CHAPTER I

INTRODUCTION

1.1 Background of the study

People all over the world use English as an international language. Everyone is required to master English to communicate with each other to build human relations in science, culture, economics and education including the arts. In this new era, EFL teachers in Indonesia are faced with new trends in technological progress that have caused a shift in human civilization. Therefore, they must always improve and update their English knowledge and skills to be more innovative and competent in line with teaching practice. Carrying out assignments in subject areas, and their expertise that has been intertwined with good knowledge of teaching methodology, assessment and classroom management are things that must be fulfilled by EFL teachers for their professional actions to improve the quality of education in Indonesia.

In teaching English, there are four skills, it's just that these four skills will not be achieved if there is no basic English. According to Sesmilea (2020), Vocabulary is the basis for learning English and vocabulary is a component of language; there is no language without vocabulary. In addition to the four English skills, students must have a good understanding of English components such as vocabulary to support their mastery of the four language skills. As one of the components of English, vocabulary is very important to learn. Without mastering

vocabulary, students will not be able to master the four language skills, let alone learn English.

According to Erniwati, Mertosono and Aryani (2020:13), vocabulary is the main key to teaching and learning English. A very important role in English is vocabulary, be it teaching or learning. In teaching English teacher realize that vocabulary is very important in English. According to Khan (2020), points out that tiered vocabulary is an organizational framework for categorizing words. The tiers are based on frequency and meaning. Vocabulary is divided into two types: active and passive vocabulary. Harmer in (Kurma, 2020) recognizes two types of vocabulary, namely, active vocabulary, namely the type of vocabulary that refers to the vocabulary that students have, vocabulary that has been instructed that students are required to have options to use. Meanwhile, the next or passive vocabulary alludes to words that students will understand when they meet, but may not have the choice to say. Haycraft, quoted by Hatch and Brown in (Kuma, 2020), shows two types of vocabulary, such as receptive vocabulary and productive vocabulary.

EFL teachers in Papua have good competence for their subjects at school, but some of them are less able to mediate the teaching and learning process to run smoothly. This context can be seen from how they facilitate students using methods, strategies, techniques, and even teaching media to convey their lessons to students. The absence of the use of methods, techniques and media will damage the teaching objectives and the impact is to encourage students to achieve ineffective learning outcomes. Therefore, in transferring knowledge to students,

especially vocabulary as the basis for learning English, EFL teachers must be skilled at imparting learning materials to students using appropriate methods, techniques and media to relate to students' needs and the learning conditions in the classroom. Therefore, the researcher is interested in focusing his research on teaching vocabulary using flashcard media. Flashcards can stimulate their creative thinking, arouse their curiosity, and are able to stimulate their thoughts, feelings, emotions including messages outside of flashcards in spoken or written text.

According to Abbasian and Ghorbanpour (2016, p.3) Flashcard is an interesting media in prohibiting vocabulary for students and also flashcard media which is suitable for all ages. Flashcards are learning media to help children memorize but also analyze vocabulary. Flashcards are words and pictures printed in the form of pictures on cards. Flashcards are useful media to assist teachers in teaching English, especially teaching vocabulary. The use of Flashcards can also assist teachers in providing clear material and examples. So that students can also easily understand the material clearly along with the examples given according to the theme conveyed by the teacher. Thus, flashcard media can arouse students' enthusiasm and curiosity to reveal content by guessing the vocabulary contained in the flashcards prepared by the teacher. So, in this study flashcard media can provoke and process the feelings students want to know to guess the contents of pictures in English under the guidance of the teacher.

The researcher chose class VIIIC SMPN 1 Jayapura for several reasons, namely first SMPN 1 Jayapura is a school with a good reputation and is accredited A. Second, the researcher wanted to find out how teachers learn vocabulary using

flashcards in class VIIIC SMPN 1 Jayapura. Third, what is the opinion of class VIIIC students in learning vocab students using flashcards media. Fourth, class VIIIC is a class that has been sorted according to the regulations in force at school, VIIIC is one of the superior classes or elective classes with grades A and B at level II or class VIIIC SMPN 1 Jayapura for the 2022/2023 academic year. The purpose of this study was to find out teachers who teach vocabulary using flashcard media and also the opinions of class VIIIC students of SMPN 1 Jayapura in teaching vocabulary using flashcards media.

The researcher chose the type of qualitative descriptive method in data collection techniques using teaching observations conducted by class VIIIC teachers, then continued with interviews the next day, the researchers conducted interviews in groups, consisting of 7 students in 1 group, of 35 students. Then the researcher uses documentation to analyze. In data analysis techniques, researchers carried out three stages, namely, first, data reduction, data presentation and drawing conclusions. Data collection was carried out within 2 weeks, where the first week the researcher visited the school, especially class VIIIC to see the teacher's teaching process without using flashcard media and the second week the researcher made observations of teaching vocabulary using flashcard media, then interviews and documentation.

From the results of the first week's observations, the researcher found that the teacher taught vocabulary using LKS media / guidebooks, students were told to bring a dictionary every hour of English lessons. The process of teaching vocabulary without media is carried out by the teacher asking students to find

difficult words in the book on the page specified by the teacher, then students find and answer. According to the researchers, this caused the participants to only focus on textbooks and classes full of lectures so that classes became bored and monotonous. Therefore, the researcher focuses on research with the title of this study to see how to teach vocabulary using flashcards media.

1.2 Research Questions

1. How is teacher of class VIIIC SMPN 1 Jayapura, teaching Vocabulary using flashcards?
2. What is the opinions of the students in class VIIIC SMPN 1 Jayapura after using flashcards in class?

1.3 Objective of the research

1. To know, how is the teacher of class VIIIC, teaching Vocabulary using flashcard
2. To know, What is the opinions of the students in class VIIIC after using flashcard in class.

1.4 Significance of the study

1.4.1 Theoretical

The implication using this media can be evoked to any other aspects which is still in the same issue as what the researcher deals with. This research is useful because appears a positive effect that boost one's knowledge about

in learning vocabulary, in this case “Teaching vocabulary” at the class VIIIC of SMPN I Jayapura.

1.4.2 Practical

This research may have a significant influence not only for improving students vocabulary for the input of the research, but also to be beneficial to other students who would like to use the same media for leaning vocabulary at school, and also to be available for the other readers who are interested to the same field for any kind of research and teaching practices.

a. For the teacher

The researcher hopes, from this study the teacher can solve speaking problems and find strategies for teaching speaking using flashcard media to facilitate students in the learning proses.

b. For the students

The researcher hopes, from this research students get a solution in learning to speak using flashcard media.

c. For the researcher

The researcher obtained information about the application of flashcard media on teaching vocabulary of VIIIC grade students of SMPN 1 Jayapura.

1.5 Limitation of the study

1.5.1 The researcher limits her research to the use of media flashcards for teaching vocabulary.

1.6 Key terms of the study

The key terms of the study discuss about the definition of Teaching, Vocabulary, Flashcard, Perception and Grade VIIIC

1.6.1 Teaching

The definition of developmental teaching has evolved continuously since the 1500s. According to Maswan and Khoirul Muslimin (2011:219) Teaching is an experience that is taught or given by teachers to students by training and giving instructions.

1.6.2 Vocabulary

(Nation, 2013) said Vocabulary is one of the most important aspects of learning and teaching a foreign language (FL) or a second language (L2). The general forms of teaching vocabulary are lists of words, using dictionaries, vocabulary cards, negotiating vocabulary meanings, and glosses. Glosses are short definitions in the learner's first language (L1) or L2 that accompany text to clarify the meaning of unknown words.

1.6.3 Flashcard

According to Abbasian and Ghorbanpour (2016, p.3) Flashcard is an interesting medium in teaching vocabulary to students and also flashcard media is suitable for all ages. Flashcards are learning media to help children memorize but also analyze vocabulary. Flashcards are a set of instructional cards that show vocabulary, as words, numbers, used in

class exercises or in private study. Currently, children are interested in and enjoy class when using flashcards because there are pictures, because students understand vocabulary more easily.

1.6.4 Opinion

Lasswel in Munthe 2021 says that an opinion that is directly stated is called an external opinion, while that which has not been stated is called an internal opinion. In general, an opinion is an assessment, opinion or point of view or a statement of nature that has a basis of certainty. Because they do not have a foundation of certainty, opinions are subjective and sometimes based on emotional factors or other things, which seem illogical or unreasonable

1.6.5 Grade

All grade levels starting from grades VII, VIII, and IX of SMP N 1 Jayapura, starting at the junior high school level will start from grades VIII, VIII to IX.

1.7 Organization of the study

The Organization of the study discuss about Chapter I, Chapter II, Chapter III:

- 1.7.1 Chapter I discusses about The Background, Research Questions, The Objectives of The Research, The Significance of The Study, The Limitation of The Study, The Key Terms of The Study, and The Organization of The Study.
- 1.7.2 Chapter II discusses about Review the Literature : Theory of the literature and Previous Study (standing position)
- 1.7.3 Chapter III discusses about Research Methodology, Research Design, The subject of the research, Data collection techniques and instruments, and Data Analysis technique.
- 1.7.4 Chapter IV discusses about Findings and Discussion
- 1.7.5 Chapter V discusses about Conclusion and Suggestion