

## CHAPTER I

### INTRODUCTION

#### 1.1. Background of The Report

Teaching English has developed in recent years because of the globalization impact and everyone should understand English as their international language. The development of English education can also be seen in Indonesia, in which English starts to be taught earlier to a young learner. In the past, the English language was given just to students in junior and senior high school, but now the English subject is given from the first grade of elementary students. In elementary school, the English language is not an obligatory subject in Indonesian primary school curriculum, but as a Local Content (LC) subject. Teaching English at this level is to introduce and socialize the English language, and build an English concept.

Four skills should be mastered by students in learning English. They are speaking, listening, reading, and writing. Besides the four English skills, to support the mastery of the four language skills the students should have a well understanding of English components such as vocabulary, pronunciation, and grammar. Vocabulary is one of English component is very important to learn. Before the students master the four skills they have to know some vocabulary to support them in learning English. Richard (2005: 5) says that vocabulary is a core component of listening, speaking, reading, and writing. Vocabulary is very important to be learned by the students who want to master a language.

English vocabulary as one of the language skill elements has an important role for young learners in learning foreign languages. It also means that teaching speaking, writing, reading, and listening cannot be separated from teaching vocabulary. Vocabulary is one of language competence, which enhances the skill in the language. Cameron (2001) argues that words are important to develop children's skill and knowledge and building up useful words to young learners is fundamental to foreign language learning at the primary level. Rivers in Nunan (1991: 117) argues that the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

In presenting English, especially vocabulary, the teacher should be creative in choosing materials and able to stimulate the student's interest. The teacher needs to manipulate some strategies to support the teaching and learning process. Brown (2001) states that vocabulary is incorporated into a communicative task, attention to lexical forms is now more central to the development of language.

Teaching English for a young learner is very much different from teaching adults in a way that they are often more enthusiastic, active, and easily adaptive than adults. According to Hafield (1985) in Fauziati (2010: 92) elementary school students are children who still like playing, so the

teacher is expected to be imaginative and creative in developing their teaching strategy to make the English lesson more exciting.

But from what the teacher explained to me that they only teach using LKS (Daily book) makes students get bored easily. The teacher only explains the material through the LKS and then ask the students to take notes. After that, the teacher usually asks students to do an exercise on the LKS. So the students did not have enough experience in learning vocabulary. It also made the students bored and were not interested in the lesson. Based on the facts above, It can be concluded that we as teachers must be creative using media in teaching vocabulary mastery. In learning English, the first step to being a successful learner is students must recognize the vocabulary (Basoglu & Akdemir, 2010).

During the internship, flashcard became the method I chose to teach vocabulary because picture flashcards are useful for presenting, practicing, and revising vocabulary or as prompts for other activities, for example, to illustrate the characters in a dialogue, to help students improvise. According to Haycraft (1978: 102), pictures in flashcards are also useful for identifying verbs on the action.

In my opinion, using the flashcard method is very interesting, because it is a new learning method for the students, and not boring. So, it is easier to get attention from them, besides seeing some advantages and methods that I find interesting to use in vocabulary learning for children in the flashcard method makes me choose the method to teach vocabulary

every day. Based on these reasons, the title of this final report is THE IMPLEMENTATION OF USING FLASHCARD METHOD IN TEACHING ENGLISH VOCABULARY AT SDN RACITENGAH SIDAYU GRESIK.

## **1.2 Statement of Problem**

There are two main problems in this report; those are:

1. How did the teacher apply flash card method in teaching English vocabulary on 4th grade at SDN Racitengah Sidayu Gresik?
2. What were the benefits of using flash card method in teaching English vocabulary on 4th grade at SDN Racitengah Sidayu Gresik?

## **1.3 Purpose of The Report**

The purposes of the report are:

- 1.3.1 To discover the way teacher in applying flash card method to improve students ability in mastering vocabulary at SDN Racitengah Sidayu Gresik.
- 1.3.2 To discover the benefits of using a flashcard method to improve student's ability to mastering vocabulary.

## **1.4 Significance of The Report**

### **1.4.1 For Writer**

This final report is beneficial for the writer in:

1. Developing the writer's skill in teaching young learners in elementary school.

2. Applying teaching techniques, methods, and strategies that have been learned during the class at university.
3. Applying the real activity to train the writer's ability in teaching vocabulary using flashcards for young learners.

#### 1.4.2 For Almamater

This final report is beneficial for the almamater in:

1. Making a good relationship between English Diploma Faculty of Vocational Studies Universitas Airlangga and SDN Racitengah Sidayu Gresik.
2. To see and assess the student's ability while doing an internship.

#### 1.4.3. For Company/Institution

This final report is beneficial for the company/institution in:

1. Giving students feedback and helps students to learn the English language especially mastering vocabularies using flashcards as effective classroom activities.
2. Giving new information about teaching approach and method "How to teach vocabulary for young learners" using flashcards.
3. Helping teacher at SDN Racitengah Sidayu Gresik in the learning process about how to teach English vocabulary through flashcard.

#### 1.4.4 For Other Interns

This final report is beneficial for the other interns in:

1. Making and arrange a better final report in the future.

2. Giving information about improving vocabulary using flashcards for elementary school students in SDN Racitengah.
3. Giving references about teaching English vocabulary for the other intern and other institutions.

#### **1.4. Review of Related Literature**

##### 1.5.1 The importance of learning vocabulary for young learners.

Alqahtani (2015) argued that vocabulary is the main part of language learning. If students are lack of vocabulary, foreign language acquisition will not occur properly. Therefore, learning vocabulary has three main important roles in learning (2004), learning vocabulary can increase knowledge about new words in English to help communication and interaction. Second, learning vocabulary develops language skills in society (Lowry, 2016). Third, learning vocabulary helps students to express themselves, for example, an opinion in their ways those important roles often appear when the students want to learn vocabulary, especially in English (UK Essays, 2013).

##### 1.5.2 Flashcard as a Teaching Strategy.

Flashcard is a cardboard consisting of a word, a sentence, or a simple picture on it (Komachali., Khodareza, 2012). Flashcard is considered a helpful strategy because of its benefits. Moreover, teachers can also use flashcards for drilling and presenting new words. Macmillan English Language Teaching's youtube channel, suggests some ideas on how to use flashcards in the classroom. They are several flashcard techniques flash,

slowly, what is missing, magic eyes, lip-reading activity, flashcard riddles, hands-on head, flashcard chains, and Kim's games.

#### 1. Flash

When introducing vocabulary for students, the teacher can use the flash technique. They can gather students' attention to them and then flash the cards quickly. Students then are asked to identify what is on the flashcard. The teacher also needs to be ready to repeat or remodel this step if the students respond to the teacher's instruction in their first language.

#### 2. Slowly

A teacher can cover the cards that will be used and gradually reveal the picture on the flashcard. Students are expected to be able to identify the picture as soon as they recognize what is on the flashcard.

#### 3. What's missing

In this step, the teacher sticks the cards on the classroom board, then get the students to repeat the words. After that, we ask the students to close and cover their eyes. Then, the teacher removes one of the flashcards from the board. Next, we can ask the students to open their eyes and says what is missing? The students are expected to be able to recognize the word from the missing flashcard.

#### 4. Magic eyes

The teacher can stick the flashcards that will be used in a row on the board. Then, he asks the students to repeat the words after the teacher in a rhythmical pattern. When the teacher feels that the students are confident

enough to do it, he can remove one of the flashcards and continue until there is no flashcard left on the board.

#### 5. Lip reading activity

The teacher can embed the cards on the board then asks for students' attention. He can say one of the words on the cards without making any sound and ask the students to guess what the word is.

#### 6. Flashcard riddles

The teacher can make a flashcard riddle using other languages and vocabulary that is familiar to the students.

#### 7. Hands-on head

A teacher can divide the class into groups. In one team the teacher assigns them 3 or more flashcards. Students need to put their hands on their heads every time the word that belongs to their group is being called.

#### 8. Flashcard chains

The teacher instructs the students to stand or sit in a circle. He needs the flashcards ready for the activity. The teacher can ask the students next to him a question related to the card, then the student can continue to ask his friend the same question. After the card is 3 students away from the teacher, he can use the new flashcard and ask a different question, until all of the flashcards back to the teacher.

#### 9. Kim's game

The teacher can stick 12-15 cards from different objects on the classroom board. Then, he explains to the students that they will be given



only one minute to look and remember all of the flashcards. The teacher needs to make sure that his students are ready to do this activity. After a minute, he can remove all the cards from the board. Then the teacher asks the students to work with their partner to write as many words as they can in a piece of paper.

### 1.5.3 Benefits of flashcard.

There are five benefits of using flashcards in teaching English. First, Indriana. (2011: 69) stated that flashcard attracts student's attention in the classroom. And the second Indriana. (2011: 69) also stated that flashcard increase student's vocabulary rapidly. Third according to Al iponga., & Johnston. (2013), flashcards make the students more interactive and more participative during the learning process. Fourth, Komachali, M. E., & Khodareza, M. (2012) stated that flashcards make the student more motivated to learn and easy to remember the word because the students can see the object through visual explanation using a picture. Fifth, Aslan. (2011) stated that flashcards activated the development of the brain to shorten the time for beginner learners. To extend the development of the brain, the teacher must do recalling and drilling the vocabulary before the learning process begins. Therefore, those benefits are very important to use flashcards of teaching English vocabulary for young learners.

## 1.5. Methods of the Report

### 1.6.1 Location and Participant

I conducted a case study on 24 (3 childrens with disabilities) fourth-graders in SDN Racitengah Sidayu Gresik. In this case, I asked for approval from the principal and the English teacher at the SDN Racitengah by submitting an internship proposal for availability for me to involve their student in my study.

#### 1.6.2 Data Collection

In carrying the case study, several instruments were used:

1.6.2.1 The observation was used to discover the student's behavior during the teaching and learning process, and teacher's strategies in teaching vocabulary to the fourth-grade student in SDN Racitengah Sidayu Gresik. I recorded each meeting and the students' progress in memorizing the vocabulary.

1.6.2.2 The interview was conducted during the first meeting with Mrs. Asifah an English teacher at SDN Racitengah, she said that she usually uses the worksheet in the teaching and learning process.

1.6.2.3 The document was used to see the progress of students at each meeting in memorizing and understanding vocabulary, I use daily assignments as a document.

#### 1.5.4 Data analysis

I used observation, interview, and document in analyzing the data I collected, in each meeting to facilitate the understanding and remembrance of the students I always used the flashcard so that they were easy to

memorize the vocabulary at each meeting. and every meeting I always record how they are developing to remember the vocabulary.

### 1.7. Framwork of the Report

