

## **Chapter One**

### **Introduction**

This chapter explains the background of the research. The researcher also states the problems, research question, objectives, and, more importantly, the article's benefits and the organization of the chapters.

### **Background of the Research**

Teaching is a circumstance when your primary goal is to assist students in understanding information, concepts, or procedures or to solve problems or analyze large amounts of data since these and many other forms of knowledge are likely to occur in all areas of study (Ngarofah & Sumarni, 2018). Further, English language teaching is a procedure or step of sharing, giving, transfer the knowledge of a teacher to the students in a formal or informal occasion to make the students acquire four primary skills of English (Reading, Writing, Listening, and Speaking). In elementary schools, the students also must be skilled in four main aspects of English language learning Speaking, Reading, Listening, and Writing. The consideration is that the teachers must provide the students with many materials, resources, an engaging teaching method, and activities that encourage them to be active agents in class-learning. However, it is also essential to teach the students the materials which meet the learning objectives so that English learners can achieve the four skills of English.

The primary thing to do to achieve the four English skills is vocabulary enrichment. As stated by Tambun (2014), the essential thing that affects the ability of learners to speak, read, listen, and write is vocabulary which works as

the core component of language proficiency. Therefore, vocabulary plays a significant role in the student mastering the four English skills. If the students did not master the vocabulary, it would be hard for them to achieve the goal of successfully acquiring the English language. These are three compelling reasons why expanding one's vocabulary is worthwhile: First, vocabulary is essential for communication; second, a strong vocabulary permits you to improve other abilities; and last, hence more vocabulary you master, the more you will acquire (Hamer & Rohimajaya, 2018). In another way, it can be stated that it is difficult for learners to communicate using English without knowing or acquiring the words first.

According to Hamer and Rohimajaya (2018), vocabulary teaching is an activity in which the teacher teaches the students on vocabulary acquisition and its practical application in daily life. Teaching vocabulary must be clear, simple, and more focused on introducing more vocabulary to the learner. As running in line with the teachers' knowledge about what the students need, identifying the characteristic and who the learners are, and, most importantly, knowing the most engaging activities or methods that can be applied in the teaching process for the learners.

Learning vocabulary is a continuous process that involves encountering new vocabulary in relevant and intelligible settings (Harmon, et al, 2009). Therefore, to acquire new words, the learners must know that learning is the process of continuity. The learners must continually get insight to learn about the new terms to master the vocabulary. When learners have an extensive bank

vocabulary in their minds, it gets easier for them to apply the word they learned to be able to communicate using English better, and the message could be delivered perfectly.

The fact is that vocabulary is essential for every English learner. However, the methods provided are primarily boring for the students. The students did not engage with the method that the teachers used. Therefore, it will affect how students acquire English words or vocabulary. As stated by Ika Yuliana and Sofiani (2018), boredom significantly affects young learners' motivation in the learning process. The need for variation methods or learning strategies is crucial.

Considering the problems above, the researcher wants to research the use of flashcards in English language teaching to improve elementary students' English vocabulary level. When teachers use flashcards in English vocabulary teaching, it can get the student's focus and involvement and make them more engaged in the teaching and learning process. When the students are involved and engaged in the learning and teaching, they will master the vocabulary easier.

Flashcards can be one of the methods or strategies that can help students acquire the English language. Also, using flashcards to teach young learners can engage them to be more active in class activities to absorb the materials more accessible and practical. A flashcard is a printout card with a small picture, a word, or simple sentences on it (Hamer & Rohimajaya, 2018). As the tools are primarily colorful and fun and consist of many games in the teaching process, the students will experience enhanced memorization capabilities and acquire proficiency in the practical application of the words within everyday life. Since

flashcards contain two sides, which include the words and their definitions, they could effectively assist kids in remembering new vocabulary that they are learning (Khodashenas et al., 2014)

### **Identification of the Problems**

Problem often felt by the students in learning new vocabulary in English, this is due two factors, first that they unfamiliar with the language in daily life, and the second is they unfamiliar with the method. As stated by Putri (2016), one of the reasons why English language vocabulary level is low is because the learning process does not interest the student's attention and focus on the learning materials and because the learning methods are not varied.

Researcher's observation on the situation of students learning indicated that the problems mentioned above were found at the private primary school in Jogja, which also happened to be the current research site. The problem that happens is that the students are only being exposed to limited kinds of tools in their classroom learning. Moreover, the teachers mostly only teach using the module book and the schools do not also provide varied tools that the teachers and the students can use during English vocabulary learning. That lead to the lack of English vocabulary knowledge of the fourth-grade students in this school.

### **Delimitation of The Problem**

There are many ways and methods or even tools that can be used to solve all the problems that are felt by the four grade students at private elementary school in Yogyakarta. However, in this paper, the researchers only focus on the use of flashcards to improve the student's English vocabulary. The researchers

experiment on how to use of flashcards in improving the student's English vocabulary.

### **Research Question**

1. What is the level of elementary student's English vocabulary level before being taught English using flashcards?
2. What is the level of elementary student's English vocabulary level after being taught English using flashcards?
3. Is there any significant improvement in the elementary students' English vocabulary level before and after using flashcards in their classes?

### **Objectives of the Research**

The objectives of this research are that to find the level of the elementary students' English vocabulary before and after they are being taught English using flashcards and to find any significant improvement in the elementary students' English vocabulary before and after using flashcards in their classes.

### **Significance of the Research**

This research could be beneficial for many people who work, live, and learn in the English educational state, such as:

#### ***English Language Teachers***

This research can be a resource for English language teacher to choose the method, media, materials, or teaching approaches most effectively teaching elementary students English vocabulary level. The more suitable, engaging, and

interesting the technique is, the more accessible for the students to absorb and become involved in the learning and teaching process.

### ***Institutions***

By considering the result of the research, the schools might be able to get a new insight, also have an ideas and awareness to upgrade the curriculum, moreover, the school could also do a teacher training on how to use flashcards.

### ***Future Researchers***

This research can be used as the resources for future researchers in doing the kind of similar topics to this research. They also used this research to be a consideration for them to expand their research by knowing the result of this study.

### **Organization of the Chapters**

This research concludes five chapters that the researcher organized. The first chapter consists of the background of the topic of the study. The second chapter shows and explains more about the review of the literature related to the subject of this research. Then, in the third chapter, the researcher states the methodology of the study as well as the research method, the design, the instrument, the setting of place and time, the people who want to be the participant, and what kind of data collecting and analysis that used in the research. In chapter four, the researcher breaks down the results and discussion based on the test used to analyze the improvement of elementary English vocabulary level after using flashcards in classroom teaching. This chapter also consists of the answer to the research question written in chapter one. The last chapter consists of a

conclusion and suggestions that can come from the background of the research and the findings.