

Chapter One

Introduction

A variety of subjects that are mentioned in this chapter are examined by the researcher for this study. The research context first explains why the researcher is interested in finding out the utilization of flashcards for vocabulary instruction among primary school students. A review of earlier research, any gaps in that research, the significance of the research, and its goals are the first things that are included in the research background. They are followed by information on the research setting, any site-specific challenges, the study's topic, and the research's goals. The problems at the research location looked at to pinpoint the problem. Subsequently the scope and focus of this investigation are then presented in the research's delimitation. The next part presents the research questions that serve as the analysis's compass. The research's second aim, which identifies the study's particular goals or objectives, comes next. The significance of the study was highlighted for several stakeholders. The chapter organization section concludes with a summary of each chapter.

Background of the Study

English is something that more and more individuals are investing time in these days. English is a universal language that is essential to life, not just to access a wealth of information worldwide but also for communication. To communicate with others effectively, people should have proper grammar, vocabulary, and pronunciation. Vocabulary is something that language learners must learn early on. Vocabulary plays an important role in language learning for language learners.

Everybody who wants to learn English should have a rich vocabulary. Rich vocabulary can support everyone when doing tasks like writing, grammar, speaking and so on. According to Ngarofah and Sumarni (2018), vocabularies is the most crucial skill to grasp when learning English. In addition, vocabulary has become one of the important things everybody should have. In this era English is taught in many countries' schools, and kids are starting to acquire it at younger and younger ages. When the students learn vocabulary as early as possible, they will have a quick understanding of listening, reading, speaking, and writing because those skills are linked with it. There are many ways to improve student's ability in memorizing the vocabulary, one of them is using learning media. The learning media can be in the form of online or offline and for example is using Flashcards.

Flashcards are a type of media where the cards have information on them, such as words or numbers, on one or both sides. Flashcards can contain words, historical dates, formulas, or any other information that can be learned through a framework of questions and answers. Flashcards are frequently employed as learning exercises to promote memorization through spaced repetition. Matruty and Que (2021) stated that flashcards give strong motivation because they can be a medium to help the teachers in delivering the materials, which will ultimately influence students in learning. In addition, the students are more motivated to learn vocabulary when they are exposed to enjoyable and colorful media.

The use of flashcards to support the learning process has also been used in one private primary school in West Java. Based on the conversation conducted prior to the current research, said that students who have used flashcards in their

studies report feeling significantly more satisfied than those who only use their textbooks. They seem genuinely excited by the colorful and engaging photos, which explains their enthusiasm. Even though they seemed happy, there were several issues need to address. Some of them find it difficult to understand the vocabulary and feel bored if a teacher only says the words contained in it while showing flashcards to students with a small size for students who sit at the back and become less attentive. Besides that, the students cannot bring the flashcards back home because it is just held by the teacher so the students cannot learn more in their home. Also, sometimes, the teachers lack ideas to incorporate flashcards in their teaching process, so it can be a problem if they do not realize it.

Some studies regarding the challenges and benefits of using flashcards have been done by researchers. For example, in her research entitled” A Study on Teaching Vocabulary by Using Flashcards at The Fourth Grade of SDN Panglegur II Pamekasan”, Haqiqiyah (2019) found that the teachers found it difficult to get the students actively in the class, with most of the interaction being limited to repeating what the teacher said. Nuryani and Fadloeli,(2021), also conducted a study entitled “The Utilization of flashcards in teaching English to young learners”. The finding of their study revealed that the preparation and utilization of flashcards in teaching English to young learners can facilitate teachers in delivering learning material and make the students more enthusiastic, excited, and happy to learn English.

While several studies have examined how the teachers teach and apply their strategies and ways to know students’ understanding in learning vocabulary, they focused on how the flashcards can be effective for students to increase their

vocabulary size. In this current study, the researcher focused on how the teachers integrate flashcards for vocabulary instruction method and what challenges may be faced when teaching vocabulary using flashcards in primary school.

There are several reasons why this study is being conducted. First, the teacher should have goals on how to reach their aim in the teaching process. The result of this study might be useful for teachers to know the aim of the teaching process by using media learning such as flashcards. Stevani, Areva, Gumanti and Aggresta (2022) said that the use of appropriate learning media is one of the most crucial elements in enhancing effective progress toward improving the quality of education. Second, flashcards are one media that can be used to support the learning process. Through this study, the researcher expects to know how teachers incorporate flashcards into their vocabulary instruction activities for primary school students and predict their challenges might be faced. So, this study aims to show how flashcards can be a tool for the teacher to help students in memorizing vocabulary at primary school.

Identification of Problem

Nowadays, the teaching and learning process should have a characteristic or style that can attract students, enthusiasm, especially for primary school students. The students who were known for had a relatively short attention span; the same case also happened on student at West Java's primary school. According to Raniyah and Syamsudin (2019), the learning process must begin with children's interests in order to hold their attention for an extended period. So, it became the teacher's duty to make the class activities enjoyable and after that the

teachers can grab their interest. Employing flashcards to aid in learning is a good idea. From observation result, some teachers who taught English lessons used flashcards, but the teachers ignored size, color, picture, and method they used. They just copied the flashcards using black and white colors and chose a simple picture and that made flashcards less effective. Besides that, the teacher only used the flashcard in one activity; they did not use it for other purposes. Based on the interview with the students, they still complained because the small flashcards disturbed their vision, and the uninteresting method made them bored quickly.

These problems must be recognized because flashcards make it easier for students to memorize vocabulary. Based on the interview, they realized there was something interesting behind the flashcard; they felt like playing a game until they forgot about time because they really enjoyed the lesson. This research can help teachers know how to adapt and incorporate flashcards into their vocabulary instruction and predict what challenges might be found.

Delimitation of The Research

Using flashcards for vocabulary instruction among primary school students has a broad research scope. As a result, the current study limits its focus, research site, research participants, and research method to remain focused. First, this inquiry establishes its scope. This study focuses on how teachers incorporate flashcards into their vocabulary instruction methods and what challenges may be faced when teaching at primary school. Second, the research location is restricted to the West Java Primary School. Thirdly, the researcher limits the number of participants by deciding to only include five teachers as participants in the study.

Finally, the qualitative approach is the sole research methodology employed in this work.

Research Question

The researcher developed two study questions based on the context mentioned above, and they are as follows:

1. How do the teachers incorporate flashcards into their vocabulary instruction methods for primary school students?
2. What are the perceived challenges of using flashcards for vocabulary instruction in primary school?

Objective of the Research

Based on the research questions, the objectives of the research are:

1. To find out how the teachers use flashcards in their vocabulary instruction methods when teaching primary school students.
2. To explore the perceived challenges of utilization flashcards for vocabulary instruction in primary school.

Significance of The Research

The findings of the research are expected to provide benefits and knowledge for students, teachers, and future researchers:

School Management

Using flashcards for vocabulary instruction among primary school students holds significant promise for informing and benefiting school management. This knowledge can help school administration in using the

information to make well-informed decisions about instructional strategies and curriculum development.

Teachers

Flashcards as learning media are currently widely used by teachers to teach vocabulary. This study gives insights for the teacher on how to implement and incorporate flashcards well in the teaching process. Besides, it provides information about students' complaints and problems when the teacher teaches. Moreover, the teacher can select flashcards to be a successful learning media in teaching vocabulary.

Future Researchers

This study gives different views for other researchers because it can be one of the references for the next research, which has the same field of study.

The Organization of the research

This study has five chapters. The first chapter covers the research background, research identification, problem boundaries, research questions, research aims, and research importance.

Chapter two contained a literature review. This gave a definition of learning media, flashcards, an understanding of the teacher's method in teaching vocabulary using flashcards, and the challenges when teaching using flashcards. This chapter explains the theory and provides a general overview of learning media.

Chapter three covers methodology. This chapter outlines the researcher's plan for conducting the study, covering the methodology, tools, participants,

settings, and data collection procedures. The researcher also describes data analysis.

Chapter four provides the finding from the data analysis and discussion.

Chapter five contains conclusions and recommendations. This chapter provides general answers to research questions and recommendations from researcher. Recommendations are given to school management, teachers, and other researchers.