

CHAPTER I

INTRODUCTION

1.1 Background

English has several advantages when it has been taught since elementary school, three of which are the intensity of learning the second language since elementary school, and the preparation of English in junior high school. In Elementary school, young learners learn about four skills such as reading, speaking, listening, and writing. And learn about three components such as pronunciation, grammar, and vocabulary. Vocabulary makes young learners understand the meaning of the language. Thus, vocabulary should be learned in teaching Elementary School. Hatch and Brown (1995) argue “Vocabulary is the foundation to build language, which plays a fundamental role in communication”. It means that children and adults can express their thinking and understand basic competence.

The basic element supporting students’ skills is vocabulary. Coday and Huckin (1997) thought that vocabulary is central to language and of critical importance to the typical language learning. So vocabulary is the basics of language. By learning vocabulary, the young learners can add many new words. Considering the importance of vocabulary mastery in learning English, the teacher should find the appropriate technique and media to teach vocabulary to young learners, so the classroom will be more alive and the learners more enthusiastic to study English.

There are many mediums in teaching vocabulary, one of them is by using flashcards. Teaching vocabulary by using flashcards can make young learners excited and understand the English vocabulary. Instructional media such as flashcards also give a clear concept of information given. Flashcards can give variations in the teaching learning process. It is used according to the theme of the lesson. They are normally used by the teacher in oral work for cueing responses to questions or in more open communicative work for stimulating conversation, story-telling, etc. They are one of the teaching media that is very appropriate to young learners. As a medium, flashcards are a really handy resource to have and be useful because they are a great way to present, practice and recycle vocabulary. Flashcards can be a great way to introduce new vocabulary, so that young learners have a very clear understanding of the word or concept.

The previous research was conducted by Nita (2015), focused on investigating the effectiveness of using flashcards in the teaching vocabulary. In general the study aims to describe the implementation of teaching vocabulary to young learners using flashcards and describe the strength and weakness of teaching vocabulary using flashcards. However, some weaknesses are that using flashcards requires a lot of money, the teacher has a lot of preparation for days before teaching-learning happens. It also requires the teacher to be creative. To fill the gap, this research will investigate how a teacher uses flashcards in young

learner EFL classrooms. Therefore, current research to gain experience in teaching flashcards in the Young Learners Classroom.

1.2 Formulation of the Problem

The research question of this study is “What is the teacher's experience of using flashcards in teaching vocabulary to Young Learners Classroom?”

1.3 Operational Definition

To avoid misperception, the terms related to the topic of this research are clarified, as follows.

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| 1. Teaching Vocabulary | The process to guide the students how to recognise new words, remember new words, and use their new words. |
| 2. Flashcard | Flashcard is a cardboard consisting of a word, a sentence, or a simple picture on it. |

1.4 Aims of the Research

The aim of this research is to find out what is the teacher's experience in teaching flashcards in the Young Learners Classroom.

1.5 Uses of the Research

1.5.1 Theoretical Use

This study gives contribution to the development of educational theory of Flashcards as a media in teaching vocabulary at young learner context.

1.5.2 Practical Use

The result of this research will form the basis for the English teacher to apply the Flashcards in their teaching.

1.5.3 Empirical Use

The result of this study will provide empirical insights into the contributions.