

CHAPTER I INTRODUCTION

1.1 Background of the Study

Vocabulary is the learning fundamental in language acquisition, whether the vocabulary is the first, the second, or the foreign language of the learners (Nuraeni & Lube, 2020). Vocabulary is incredibly important to find out four skills in English, those are listening, speaking, reading and writing. Without language structure exceptionally small can be passed on, without vocabulary nothing can be passed on (Ngarofah & Sumarni, 2009). Thus, vocabulary exceptionally is a critical part in communication with individuals within the world (Ibrohim, Septianti, & Sadikin 2019).

For decades, vocabulary researchers have established that multiple aspects of word knowledge that need to be mastered in order for helping a learner to truly know a word. Teachers, however, seem to follow the commonsense view that equates learning words with learning meanings, and to mostly ignore other aspects of word knowledge. Harmer (2007) says that a general principle in the past has been to teach more concrete words at lower levels and gradually become more abstract. Based on the study by Wahyuni (2020) the vocabulary activities in nine General English textbooks at three proficiency levels were analyzed and each activity's focus on one or more of nine aspects of vocabulary knowledge noted. The results show that a single aspect of vocabulary knowledge — form and meaning — receives by far the most attention in the textbooks at all three levels, while two other aspects — grammatical functions and spoken form — also receive attention. The other six aspects receive little or no attention. There studies thus suggested that a more rounded view of vocabulary knowledge needs to be adopted by materials writers, and argues for an approach in which items are revisited regularly as different aspects of vocabulary knowledge are introduced.

The findings from Komachali and Khoareza (2012), the researcher found some problems in vocabulary mastery based on observation in SMA Negeri 3 Kefamenanu showed that the students still faced the problems in vocabulary learning. Kinds of problems faced by based on observation students in vocabulary learning were various. Kinds of problems faced by based on observation the students were (1) almost all of the students have problems in pronouncing the words, (2) how to write and spell, (3) the different grammatical form of a word known as Inflections was one of causes of students' problems in learning vocabulary. In addition, (4) the

Students found problems and choosing the appropriate meaning of the words and (5) also still confuse in using the word based on the context. The last, (6) the students were also still confuse when they found words or expression that were idiomatic.

According to Suyanyo (2021) there were some factors that caused students' difficulties in learning vocabulary (1) the written form is different from the spoken form in English, (2) The number of words that students need to learn is exceedingly large, (3) the limitations of sources of information about words, (4) The complexity of word knowledge, that knowing a word involves much more than knowing its dictionary definition, (5) causes of lack of understanding of grammatical of the words, (6) the incorrect pronunciation is often caused by the lack of sound similarity between English and the students' native language this factors above are faced by students' as well in SMA Negeri 3 Kefamnanu. Therefore, to solve the problems the researcher used flashcard as media as suggested by (Komachali & Khodareza, 2021) flashcard is one alternative media to help students enriching their vocabulary.

Flashcard is a cardboard consisting of a word, a sentence, or a simple picture on it. Flashcard is considered as a helpful strategy because its benefits. Moreover, teachers can also use flashcards for drilling and presenting new words. A flashcard is a little piece of paper. The size of a business card, which has on one side a new word in a language you're learning, and on the other side a word in your mother tongue. According to Nadziroh, (2010), flashcards is the cards that usually use thin paper and stiff. Flashcards show pictures, numbers or words. Usually flashcards include of group with kind or classes. Flashcard is a piece of cardboard about 18 X 6 inches on which appears a word, a sentence or a simple outline drawing. The lettering should be large, net and clear so that it can be seen from the rear of the room. Capital letters are preferred. Print should be used since it is easy to read at a distance. Flashcards are a powerful memory tool write questions on one side of the cards and the answer on the other side.

This research entitled "improving student's vocabulary through flash card media" is a study to investigate the influence of using flash card in teaching vocabulary to students of eleventh grade of SMA Negeri 3 Kefamenanu. This study used classroom action research. There are three steps in doing research design. First, the writer gave pre-test to the students' eleventh grade of SMA Negeri 3 Kefamenanu. Second, the writer implicates the treatment to the subject by teaching vocabulary using flash card. Final step, the writer gave subject post-test.

So, the use of flashcards media is very effective as a tool to help facilitate vocabulary mastery. With the use of flashcards, mastery of English speaking, writing, reading and listening skills will be mastered faster. The purposes of this about want to improve students' vocabulary using flash card media.

1.2 Statement of the Problem

There are two statement of the problem:

1.2.1 How does flash card media improve the vocabulary for eleventh grade students' of SMA Negeri 3 Kefamenanu?

1.2.2. What problems are faced by students in using flash card media to improve the vocabulary?

1.3 Objectives the Study

There are two objectives the study:

1.3.1 To describe student's vocabulary in learning by using flash card media.

1.3.2 To know the problem students' ability to learn vocabulary using flash card media.

1.4 Significances of the Study

There are three significances of the study:

1.4.1 For researcher increase his knowledge about vocabulary especially the use the flash card media.

1.4.2 For the students to improve their vocabulary especially the use flash card media.

1.4.3 To provide information dealing with the use vocabulary especially flash card media.

1.5 Scope and Limitation

This study focuses on improving students' vocabulary by using flash card media of eleventh grade students of SMA Negeri 3 Kefamenanu in the school year 2022/2023. The analysis focuses on the aspects of vocabulary, namely; noun, verb, adjective, and adverb.

1.6 Definition of Terms

There are three definitions of terms:

1.6.1 Improving is to make better in quality/ to make to make more productive. (Webster 1972)

1.6.2 Vocabulary is one of the most obvious components of language and one of first things applied linguistics turned their attention to. (Richard 2001)

1.6.3 Flash cards is a piece of cardboard about 18 X 6 inches on which appears a word, a sentence or a simple outline drawing. The lettering should be large, net and clear so that it can be seen from the rear of the room. Capital letters are preferred. Print should be used since it is easy

to read at a distanced. (Nadziroh 2010)

1.7 Organization of Writing

The writing consists of five chapters. Chapter one is introduction. It covers background of study, statement of the problems, objectives the study, significance of the study, scope and limitation, definition of terms, and organization of writing. Chapter two is review of related literature, previous studies, theory of vocabulary, types of vocabulary; vocabulary learning strategy, flashcard media, teaching vocabulary by using media, Chapter three is research design, population and sample, instrument, procedures of data collection, techniques of data analysis. Chapter four is findings and discussions, and Chapter five is conclusions and suggestions.