CHAPTER I

INTRODUCTION

1.1   Background

The nature and purpose of language is fundamental aspects of human culture. Because of this, knowing the source of language is essential from a larger perspective. Poythress stated that "language originates with God, not with a man" (2009, p. 28). From this statement, the origin of language comes from God, and as the Creator of language, He communicates and uses language properly in order to reveal Himself (Poythrees, 2009). Furthermore, Genesis 1 showed that the Triune God used language to communicate with each other, creating the world and everything in it, including human beings who are made in the image of God. God enables mankind to use language as a gift (Poythress, 2009), having the capability to use language in order to communicate because they were created in His image. Mankind can share their thoughts, express their feelings, and even to understand each other correctly, preventing misinterpretation or having a different mental picture about something.

People also perceived language as a system of communication (Meyer, 2009). It means that language has structures and symbols that can be known by both the speaker and the addressee, and Meyer continues by stating that, "language exists in three modes: speech, writing, and signs" (p.1). Thus, language learning is not only a lifelong process, involving a person's life from their birth until the end of their life, but there is also an importance in improving the ability

in using language effectively due to the involvement of language in almost every aspect of a person's life.

One of the subjects in language learning is English. According to Parel and Jain, "English plays a key role in our educational systems and national life" (2008, p.2). It is an essential part of language learning due to the following reasons: It is an international language, presenting a *lingua franca* (a common language, a bridge to communicate with) between many people of different nations. It offers a second language in almost every part of the world (Wardaugh, 2006). By using the same language as *lingua franca*, people will have a better chance to communicate properly.

Moreover, in learning English, there are many skills to be taught such as reading, writing, listening, speaking, and many other things. However, to learn the skills in English, people would need to know the basics of vocabulary knowledge. Thus, vocabulary is an essential part of learning language, and by figuring out vocabulary, people can figure out the meaning of language easily and one of the media to help them is flashcards.

The ideal condition to improve vocabulary is when the teachers and learners are able to focus on the indicators of vocabulary knowledge which are form, meaning, and use. Nation stated that the form of vocabulary is about the shape and characteristics in a word, while the meaning of vocabulary contains something to be understood by both the addresser and the addressee. The use of vocabulary is when a student use said a word(s) in daily life, involving grammar and collocation, with grammar providing rules to make sentences correctly (explicit learning) and collocation being an action to arrange words side by side

(implicit learning) (2000, p. 50). Meanwhile, the indicators used in this research were form, and meaning. So, by learning the form and meaning of words, people will be able to notice the shape, characteristic, its meaning in certain contexts.

Additionally, from the standpoint of teaching another language to children around 6-7 years old, especially regarding English, the teachers should facilitate the best way of teaching and making sure that all their students understand it. However, a study was conducted in a Christian School in Lampung and it was found that there was a gap between the ideal condition and the reality, highlighting the lack of vocabulary knowledge.

To secure the reliability of said problem, the researcher first gave the class a test of vocabulary knowledge; the test consisted of form (the students must fill out the blank with letters), meaning (seeing the pictures and write the vocabulary) and meaning 2 (translating the English into Indonesian words) the result showed that only six out of eighteen students (33 percent of the population of the students) passed the standards (see Appendix 1). The researcher then observed that most of them could not remember the form and meaning of the word, even it has been taught to them more frequently. This problem can be seen from the reflection **journal** of the researcher, particularly on Wednesday, 5th of September 2018, 2nd paragraph, which stated that "during the process of learning, I realized that some of them were asking how to write the words" and did not know the pictures and how to translate the words. This showed that the students were still lack of vocabulary knowledge in term of knowing form and meaning of vocabulary knowledge.

Thirdly, from the mentor feedback form, the mentor agreed that this was a problem. One of them taught alphabets and vocabulary on Wednesday, 12th of September 2018, and the mentor feedback form stated that "they were slow but were able to show a significant improvement, but then went blank again". Thus, this showed that the mentor teacher agreed that the students could not focus and remember about vocabulary well.

Moreover, referring to what happened in the classroom, some considerations need to be made in order to improve the students' English vocabulary knowledge. The researcher could use flashcard as a medium of teaching to help students in improving their vocabulary knowledge. This is because flashcards contain attractive pictures along with the particular vocabulary needed to be taught. In agreement with Linse, the way to teach children about vocabulary is to give them pictures to match with the words, and they will be able to remember the words by seeing the pictures (2005). Mentor teacher agreed with that point, stating in the mentor feedback form on Wednesday, 12th of September 2018 when teaching English, "pictures are effective most of the time". Thus, by using pictures, students will be able to remember the vocabulary. Thus, the researcher made the title of the research: "The Implementation of Using flashcards in Increasing First Graders' Vocabulary Knowledge In A Christian School in Lampung".

1.2 Research Questions:

Based on what the research found, the researcher proposed these questions:

1. Does the use of flashcards increase students' vocabulary knowledge?

2. How does the implementation of flashcard be used for Grade 1 in a Christian School in Lampung?

1.3   Research Purposes

Based on the problems stated above, the intention of the study is to perceive that the flashcards used by the teacher can increase students' vocabulary knowledge and how the implementation of it helped students.

1.4   Explanation of Terms

The definition of the terms in this research is listed as follows:

1.4.1 Vocabulary Knowledge

It is defined as the capability to know the form, meaning, and the use of words (Willis, 2008). But, in this research the indicators used were form and meaning of vocabulary knowledge, in the 'form', students have to remember the words, and in 'meaning' they have to know the object of flashcards and translate the English words into Indonesian. Thus, it is used in every language that people use because without the vocabulary, they will understand something different.

1.4.2 Flashcards

It is defined as one of the media to teach the learners. It consists of small cards with pictures and contains meaning in it. Furthermore, Nation stats that, "if words are recorded on small cards with the word on one side and its translation on the back, the learners can be instructed in the best way (2000, p. 367). Thus, Gelgren stated about the implementation of using flashcards; it started from introducing vocabularies by telling stories and placing the flashcards on the board to teach the students on how to pronounce the word. Then, give the flashcards to the students and let them memorize the words and have the students write the

words without seeing the flashcards (2012, p.1). People may have different ways to implement the flashcards, but in this paper, the researcher wants to give another way to use it:

(1) Holding the flashcards, (2) asking them to see the pictures, (3) asking them to see English vocabulary, (4) asking them to write it down, (5) asking them to remember the words.