

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an International language. In Indonesia English is learned by students from Elementary School, Junior High School, Senior High School until a higher of education, but now English is also learned by Kindergarten's students. They must learn listening, speaking, reading, and writing as the basic of competence. As the basic component of four language skills vocabulary has to be mastered by the learners. Having limited vocabulary, the student will find difficulties in mastering language skill. Coday and Huckin (1997: 5) state that "vocabulary is central to language and of critical importance to the typical language learning". It same that vocabulary as a basic of language. By learning vocabulary, the students can add many new words that used in their daily activity both they know and unknown before. So, that is the reason why they should be study vocabulary because of the importance of it.

To teach vocabulary to young learners, there need media to increase students' understanding and remembering. Gage in Sadiman (2001:6) states "that are the kind various media of component in the students' environment, which can stimulate them to study". So that, the use of media is facilitating the students to catch the lesson with easier, serving interesting classroom to stimulate the students' motivation and interest to the lesson.

Children as the young learners have certain characteristics. Fauziati (2002: 171-172) said that "the several characteristics attached to children are that children like playing, talk about "here and now", and understand also retain the meaning better when they have seen some object associated with them". Children are easier to absorb new materials but they are easy

to forget the materials too. They need to repeat the lesson all the time. Hence, the teacher should create new ideas of various teaching techniques or learning strategies to avoid boring situation and make the students interested in the materials, so the material can retain in their long term memory. Whereas, the aim of teaching English language in Kindergarten is to introduce the simple and basic world that they find in their daily activities, like things and peoples surroundings them that supplies their materials in next level.

From the reasons above, we know that young learners learn with fun way. They like playing, talk about “here and now”, and understand also retain the meaning better when they have seen some object associated with them (Fauziati, 2002: 171-172). So, the teachers should have to create classroom situations to be more alive and fun. They also change the media that used in teaching learning process to get the students’ interest. Flashcard is one of teaching media that is very appropriate to young learners. As a media, flashcards are a really handy resource to have and be useful because they are a great way to present, practice and recycle vocabulary. By flashcard that can be a great way to introduce new vocabulary, so that the learners have a very clear understanding of the word or concept. Besides that, students are more curious rather than just flipping through the cards and having students repeat the words, incorporate the cards into activities. So, they can remember some vocabularies that they have studied before.

Considering the importance of vocabulary competence in learning English, the teacher should find the appropriate technique and media to teach vocabulary to young learners, so the classroom more be alive and the learners more enthusiast to study English. From that reality, the teacher used flashcard as a medium for teaching vocabulary. Because flashcard is flexible and can present and concrete example of objects and process, so it can facilitate the students in mastering English vocabulary. So, the

researcher is interested to conduct a research entitled TEACHING VOCABULARY TO YOUNG LEARNERS USING FLASHCARD AT BA AISYIYAH KADILANGU IN 2014/2015 ACADEMIC YEAR.

B. Research Problem

Based on the background of the study above, the research problem on this research is formulated as follows:

1. How is the implementation of teaching vocabulary to young learners using flashcard at BA Aisyiyah Kadilangu?
 - a. What is the objective of teaching vocabulary using flashcard?
 - b. What is the material of teaching vocabulary using flashcard?
 - c. How is the procedure of teaching vocabulary using flashcard?
2. How is the student respond to teaching vocabulary to young learners using flashcard at BA Aisyiyah Kadilangu?
3. What is the strength and weakness of teaching vocabulary to young learners at BA Aisyiyah Kadilangu?

C. Scope of the Study

Observing the facts that there are many aspects involved in the teaching and learning process, the writer limits the study as follows:

1. The writer will only take one class of BA Aisyiyah in 2014/2015 students, there is class B that has 15 students.
2. The study is only focused on teaching vocabulary using flashcard related to material of the class B students.

D. Objective of the Study

In carrying the research the writer has the objectives of the study as follows:

1. To describe the implementation of teaching vocabulary using flashcard at BA Aisyiyah Kadilangu.
 - a. To describe the objective of teaching vocabulary using flashcard.
 - b. To describe the material of teaching vocabulary using flashcard.

- c. To describe the procedure of teaching vocabulary using flashcard.
2. To know the students respond of learning vocabulary using flashcard at BA Aisyiyah Kadilangu.
3. To know the strength and weakness of teaching vocabulary to young learners at BA Aisyiyah Kadilangu

E. Significance of the Study

There are two kinds of advantages; theoretical and practical. The expected results of the study both theoretical and practical are:

1. Theoretical Significance
 - a. The results of the research can be used as input in English teaching learning process, especially in teaching vocabulary.
 - b. The result of the research can be used as the reference for those who want to conduct a research in English-learning process, especially in teaching vocabulary.
2. Practical Significance

The writer hopes that the result of this research will be useful for teachers or readers, in order that they can use in the teaching learning process, to make the students more interested in studying English, especially for young learners.

F. Research Paper Organization

The writer organizes this research paper in order to make it easier to understand. The organization is as follows:

Chapter I is introduction. This chapter consists of background of the study, research problem, scope of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature. It involves previous study, general concept of vocabulary, teaching vocabulary, teaching media, flashcard for teaching vocabulary and young learners.

Chapter III is research method. It deals with the type of the research, subject of the research, object of the research, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is result of the study. It presents the result of the study that describe; first, the implementation of teaching vocabulary based on the object, the material and the procedure of teaching vocabulary using flashcard at BA Aisyiyah Kadilangu. Second, to describe the students respond of teaching vocabulary using flashcard. And third, to describe the strength and weakness of teaching vocabulary using flashcard at BA Aisyiyah Kadilangu.

Chapter V is conclusion and suggestion.