

Chapter One

Introduction

This chapter presents the introduction of the research. There are several important points mentioned in this chapter. In this chapter, it provides the background of the research, identification of the problem, the delimitation of the problem, research question, identification of the problem, research questions, objective of the research, and significance of the research. In the last part of this chapter, the researcher mentions the outline of this research.

Background of the Research

In Curriculum 2013, English is not a compulsory subject in elementary school. The English subject is considered as a local content (*muatan lokal*). In essence, all elementary school can add local content subjects, but each school does not have the addition of local content as it reduces the hours of instruction based on the curriculum. The duration of English course at Elementary school is scheduled for two to three hours in a week. If the English subject is incorporated into the curriculum of elementary school level, there are many elementary schools which do not have the means of supporting the English subject especially for elementary schools located in marginalized areas like the villages.

The target of the English language learning in elementary school includes listening, speaking, reading, and writing skill specifically in elementary school. According to Suyanto (2009), the purpose of teaching English is to foster the students' interest in English language learning. To be able to achieve the goal learning, every teacher needs to understand the characteristics of every child,

student so that they can choose the method and learning materials which are appropriate for them.

To create a good learning process in the English subject, there are many Medias that the teachers can use such as using dictionary, reading a book, and flashcards. Laufer and Hill (2000) as cited in Nam (2010), stated “in order to learn unknown words while reading a text, the students can access a dictionary with various look-up options such as pictorial and verbal cues” (p. 128). Firstly, using the dictionary is a popular activity in which some students use to learn materials in the English language. Secondly, reading a book is one of the media to learn about the English language because from reading books, the students can get more knowledge about the English language. Besides, reading a book is simple way to learn English because the books have pictures in them which can ease the readers to understand. Snow (1983) and Wells (1985) as cited in Williams (2012) explain “since the early 1980s, the research has indicated that storybook reading offers a potentially rich context for accelerating young children’s language development towards their development in all components of language” (p. 502). Thirdly, the flashcard is one of media which can be used by the teachers or students in teaching and learning process. Likewise, the flashcards can be appropriate for learning new vocabulary because those contain pictures, words or sentences which can make the students feel interested to learn new vocabulary. Komachali and Khodareza (2012) stated the flashcard is a cardboard consisting of a word, a sentence, or a simple picture on it.

Based on my experience, flashcard is a card bearing information such as words or numbers on either or both sides used in drilling classroom or private

study. Usually, the teacher writes a question on a side and an answer overleaf. Besides, the flashcard can be the vocabulary, historical dates, formula or any subject matter which can be learnt via a question-and-answer format. Therefore, the flashcards are widely used as a learning drill to aid in memorization, and they are often associated with spaced repetition.

Based on researcher's experience, he found that flashcards are beneficial as teaching media to teach English. Additionally, flashcards provided many pictures which made the activity to be fun. With pictures, the students could find easiness to understand new vocabulary and everything about English. Using flashcards also did not require a lot of money. Also, the flashcards are so simple and recommended to be favorite Medias in the teaching and learning process especially for teaching English subject at elementary school. Likewise, when I did the teaching internship, the teacher also mentioned that the flashcard media was very simple and fun in the learning process and recommended to be used to teach the students. Hence, flashcard is a good media for teaching English at elementary school level, but the teachers sometimes do not use flashcard as a media in learning process especially at elementary school.

In regards to my own experience in learning process, there were various Medias that could be used by the educators to facilitate the delivery of material. Besides, the flashcard was one of Medias which could be used in teaching and learning process. Additionally, flashcard is one of the less attractive media to teacher in learning process especially in elementary school. Some of the reasons that make the teacher have less interest to use flashcard media are preparing the material, not knowing to use flashcard media, and spending some money.

Therefore, the researcher is interested in conducting a research to investigate the teachers' perception on using flashcards as learning media in elementary school regarding the phenomena mentioned above.

Research Questions

This research is intended to answer the following questions:

1. What are the strengths of using flashcards as a media to teach English in elementary school?
2. What are the weaknesses of using flashcards as a media to teach English in elementary school?

Objectives of the Research

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

1. To find out the strengths of using flashcards as a teaching media in elementary school.
2. To investigate the weaknesses of using flashcards as a teaching media in elementary school

Significances of the Research

This research is aimed to give positive advantages for some parties such as teachers, students, and other researchers.

For the teachers. From this research, the teachers can know various perceptions of flashcard use in teaching and learning process from other teachers' perspective. Besides, the existence of this research is expected to help teachers to gain knowledge about the strengths and weaknesses of using flashcards as a teaching media in elementary school. Additionally, this research can be useful for the teachers as a reflection to their teaching. Moreover, this research can be an

evaluation for the teachers on how they should teach and introduce the use of flashcard to the students in teaching and learning process. Thus, the teachers can consider using flashcard in the learning process especially in elementary school.

For the students. The existence of this research is expected to help the students to gain knowledge about the advantages of using flashcard for the students to their learning process. By reading this research, the students can know flashcard as one of learning media in learning process. Additionally, the students are able to know that the flashcard can make the learning process to be more fun. Also, the students can practice to learn English using flashcard independently.

For other Researchers. Conducting this research, other researchers can know the use of flashcard as learning media in teaching and learning process at elementary school level. Besides, the other researchers can use the findings of this research as the theoretical overview of further research on the same topic and might become recommendation of further research. Therefore, by conducting this research, it can also encourage the researchers to conduct the researches towards the strengths and weaknesses of using flashcard as learning media related to the same area of this research.

Organization of the Chapter

This research consists of five chapters which explain an overview of each research chapter. The first chapter presents the introduction of the research. In introduction, there are six parts namely background of the study, statement of the problem, delimitation of the research, research question, objective of the research, significance of the research and outline of the research.

The second chapter of the research is a literature review. This chapter provides all the information and basic theory which cover a topic discussion the use of flashcard as teaching media. In the literature review, it highlights some theories related to this research. Besides, this chapter two covers teaching English to young learners, learning process at elementary school, the strengths of using flashcard as teaching media, the weaknesses of using flashcard as teaching media, and conceptual framework. In the following of the chapter two, it includes the review of related studies.

In the chapter three, it discusses about research methodology. This chapter gives clear illustration of how this research is conducted and how the data are collected. Besides, this chapter three consists seven parts of methodology namely research design, research setting, research participant, data collection method, data collection procedure, data analysis, and data analysis.

In chapter four, it discusses the research finding and discussion. This chapter provides the detailed information about the data gathering from the conducted research and analysis of the data. There are six strengths and three weaknesses of using flashcard as learning media in elementary school. Those strengths of using flashcard as learning media were developing students' vocabulary, understanding the material easily, creating fun learning, leading the students to be more creative, having pictures and colour, and becoming simple and effective media learning for English. Besides, the participants also declared that there were three weaknesses of using flashcard as learning media at elementary school were learning new vocabulary, becoming too small flashcard size Besides,

the researcher also relates each finding to the relevant literature reviews or provided theories in this research to be the discussion of the research.

Chapter five includes the conclusion and suggestion. In this chapter, researcher presents the conclusion of the research finding related to the research problems. In addition, this chapter contains the suggestion for some parties related to this research.