

## **I. INTRODUCTION**

This chapter discusses the background of the problem and the reasons for choosing the topic and supporting statement about it. In this chapter the writer presents formulation of the problem, objective and uses of the research that will be conducted. The writer also explains scope of the research and definition of the terms.

### **1.2 Background of the Problem**

English is the foreign language taught in Indonesia. It functions as a tool of communication especially for Indonesians who are going to share the information with the people from foreign countries. English is regarded as a compulsory subject taught from elementary school to university levels so that the students have adequate vocabulary mastery for communication.

Learning a foreign language means learning the vocabulary of the language. Vocabulary is one of the language components in English. It is important for learners in learning an English as foreign language. Wallace (1986:1) states that vocabulary is the vital aspect of the language and it is impossible to learn a language without learning its vocabulary.

Concrete noun is also part of vocabulary in English. Most English subject in elementary school consists of concrete noun. The students should master the vocabulary related to concrete noun because these types of words are still relevant to the learners of kindergaden and elementary school.

However in reality, after conducting an observation in SDN 1 Jati Mulyo, Lampung Selatan, it was found that many elementary students got difficulties to learn vocabulary. They did not master and understand some of the English words particularly in form of concrete noun. They could not mention and pronounce some words. They found difficulty to define the meaning of words that made the students feel difficult in learning English. This problems might be caused by several problem.

First the students' lack of vocabulary that causes them to have insufficient number of vocabulary of concrete noun. According to Effendi (cited in Restina, 1997: 1), one of students' weaknesses in using English is lack of vocabulary which are the vital element of language and one language component that is presented in the classroom during the process of language teaching. Therefore, the students get difficulties to define the meaning of words when the teacher asks them to mention and pronounce the vocabularies. For example, when the teacher asks the students to mention the vocabularies (concrete noun) related to their favorite food directly in English, such as "Do you have favorite food? Can you mention?" The students who lack of vocabulary get difficulties to understand what the teacher means and also to mention it. Furthermore, when the teacher asks the students to pronounce a word such as "rice" (rais), they get difficulties to pronounce it correctly.

Second, the media that used is not attractive to stimulate the students in learning English vocabulary. Media is needed to stimulate the students in teaching learning activity. It has important role for teaching learning process in the classroom.

Media should be attractive to make the students interested in learning English. But in reality, English teacher just depend on course book as a media for learning English so that the teacher explains too much that make the students difficulties to understand the material and make the students feel bored during the lesson.

Third, the students' lack of motivation in learning vocabulary. Learning vocabulary is considered difficult by the students. The students have poor mastery of vocabulary because they lack of motivation to learn. The students who lack of motivation tend to be lazy to follow the teaching learning process in the classroom. So, the students who are not interested in following the lesson will chat and disturb their friend when the teacher explains the material. As we know that the motivation is needed for teaching learning process without high motivation the students will get difficulty to master vocabulary.

To overcome the problem, in teaching English for children the teacher should be able to select the material and media that are relevant to the students' condition, such as needs and age. The teacher should also be able to present the material systematically and they should also encourage beginners to receive the language so that the students will be interested in the subject and they will be easier to understand the materials.

In this case, the researcher proposes flashcard that seems to be suitable for students in elementary school. According to Nuyanto (2002: 4), Flashcard is a card printed with word and picture which can be handled easily by the teacher. Beside that, Lado (1964: 198) states that flashcard can be helpful in teaching and studying language. By using flashcard, the teacher helps the students to transfer their knowledge in practicing their vocabulary.

Therefore, the researcher would like to use flashcard for teaching vocabulary in form of concrete noun. The researcher chooses flashcard because flashcard is a media that can increase the child's ability to recognize words. It is hoped that by using this media, the researcher can increase students' vocabulary mastery and help the students easily to learn vocabulary of concrete noun.

Considering the background stated above, the researcher entitles the research "Increasing students' vocabulary mastery of concrete noun through flashcard at the fourth grade of SDN 1 Jati Mulyo, Lampung Selatan" as the title of the research.

## **1.2 Formulation of the Problem**

Based on the background of the problem, the writer formulated the problem as follows:

Is there any increase of the students' vocabulary mastery of concrete noun after being taught through flashcard at the fourth year of SD Negeri 1 Jati Mulyo, Lampung Selatan?

### **1.3 Objectives of the Research**

Concerning the research problems, the objectives of this research is:

To find out whether there is an increase of the students' vocabulary mastery of concrete noun after being taught through flashcard at the fourth year of SD Negeri 1 Jati Mulyo, Lampung Selatan.

### **1.4 Uses of the Research**

This research is useful both practically and theoretically.

Theoretically, this research can be used as contribution to support the idea that teaching vocabulary through flashcard can increase the students' vocabulary mastery.

Practically, to see whether flashcard is applicable for teaching vocabulary especially in form of concrete noun. The result of this research whether flashcard can be used by English teacher as a medium for teaching English vocabulary mastery at elementary school. And whether there is increase on students' vocabulary mastery of concrete noun through flashcard.

### **1.5 Scope of the Research**

The problem of this research was limited to measure whether the students' vocabulary mastery of concrete noun would increase or not after being taught by using flashcard. In this research, the researcher would use quantitative research. The research would be conducted at the fourth year of SD Negeri 1 Jati Mulyo,

Lampung Selatan in the first semester of academic year of 2012/2013. The researcher was focused on concrete noun in form of simple word, and the materials were about food and drink, animal, and profession. There would be 34 flashcards that contain pictures of concrete nouns.

### **1.6 Definition of Terms**

#### **Increase**

It refers to an improvement to become greater in number or score from the score of pretest to post test.

#### **Vocabulary Mastery**

It refers to a number of words naming concrete nouns known by individual students.

#### **Concrete noun**

It refers to the name of something or someone that can be perceived through our senses, i. e. (sight, hearing, smell, touch or taste).

#### **Flashcard**

It refers to a card containing number, words, or picture that someone briefly displays to another as learning aid.